

**SPOKEN COMMUNICATION NEEDS ANALYSIS OF
INFORMATION DESK PERSONNEL IN LIBRARIES**

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ABSTRACT

The main aim of this study is to conduct a needs analysis to identify the spoken English language communication needs of the LIDP while catering to the demands and requests of the international students. By identifying their spoken communication needs, their spoken communication skills are identified and incorporated into a proposed English language course design. Dudley-Evans and St. John's (1998) framework; Target Situation Analysis (TSA), Present Situation Analysis (PSA) and Learning Situation Analysis (LSA), are used in answering the two research questions. Moreover, a learning-centred course is implemented, as the learners' priority in acquiring the language is emphasized. This study is based on a qualitative approach which are supplemented by frequency counts from a set of questionnaire and survey checklist. The questionnaires were completed by 30 LIDP while the survey checklists were completed by 50 international students. Moreover, semi-structured interview sessions were conducted with four LIDP; the Head of the Client Services Division of the Main Library and the Head of the Library of Languages and Linguistics. Additionally, observation sessions were also conducted with four LIDP (whom were interviewed) in further verifying the derived data. Based on the findings, the LIDP's spoken communication needs are insufficient practice in pronunciation, inadequate knowledge of vocabulary, insufficient knowledge of grammar and the inability to understand foreign accents. These are the spoken communication skills that are incorporated in the proposed English language course in boosting the LIDP's spoken communication competence.

ABSTRAK

Tujuan utama kajian ini adalah untuk menjalankan analisis keperluan untuk mengenal pasti keperluan komunikasi yang dituturkan oleh kakitangan meja maklumat untuk menampung permintaan pelajar antarabangsa. Dengan mengenal pasti keperluan komunikasi yang dituturkan, kemahiran komunikasi yang dituturkan boleh dikenal pasti dan dimasukkan ke dalam kursus reka bentuk Bahasa Inggeris yang telah dicadangkan. Rangka kerja Dudley-Evans dan St. John (2009); Target Situation Analysis (TSA), Present Situation Analysis dan Learning Situation Analysis (LSA), telah digunakan untuk menjawab dua persoalan kajian. Selain itu, reka bentuk kursus (learning-centred) dilaksanakan, sebagai keutamaan pelajar dalam memperoleh bahasa yang ditekankan. Kajian ini adalah berdasarkan pendekatan kualitatif yang melibatkan frekuensi dari satu set soal selidik dan kaji selidik. Soal selidik tersebut telah dilengkapkan oleh 30 kakitangan meja maklumat manakala senarai semak kajian telah diselesaikan oleh 50 pelajar antarabangsa. Selain itu, sesi temuduga separa berstruktur telah dijalankan dengan empat kakitangan meja maklumat; Ketua Bahagian Perkhidmatan Pelanggan di Perpustakaan Utama dan Ketua Perpustakaan Bahasa dan Linguistik. Selain itu, sesi pemerhatian juga telah dijalankan dengan empat kakitangan meja maklumat (yang telah ditemuduga) untuk mengesahkan data yang diperolehi. Dapatan kajian menunjukkan bahawa kakitangan kekurangan kecekapan dalam sebutan, pengetahuan yang tidak mencukupi dalam perbendaharaan kata, tidak mempunyai pengetahuan yang mencukupi mengenai tatabahasa dan ketidakupayaan untuk memahami loghat asing. Ini adalah kemahiran komunikasi yang akan digabungkan di dalam kursus reka bentuk Bahasa Inggeris yang telah dicadangkan untuk meningkatkan kemahiran komunikasi lisan kakitangan meja maklumat tersebut.

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LIST OF SYMBOLS AND ABBREVIATIONS

LIDP:	Library Information Desk Personnel
ESP:	English for Specific Purposes
TSA:	Target Situation Analysis
PSA:	Present Situation Analysis
LSA:	Learning Situation Analysis

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CHAPTER 1

INTRODUCTION

1.1 Introduction

In this chapter, a general explanation about the job duties of the Library Information Desk Personnel (LIDP) is described. In addition, the background of the study, the problem statement, the objectives of the study, the research questions, the significances of the study and the scope and limitation of the study are also presented in this chapter.

1.2 Background of the Study

The Deputy Human Resources Minister, Datuk Abdul Rahman Bakar stated that the lack of soft skills such as **communication**, problem solving and team work skills, are largely responsible for the difficulty faced by some 90,000 young people in finding employment in Malaysia (Azizan, 2007). Therefore, it is obvious that communication skills are complementary to any graduate seeking employment. This is especially true in the case of potential employees occupying the customer care industry, as the desired attributes of being conversant and able to carry out verbal-related tasks effectively would cater to the industry's needs. According to Mehta & Mehta (2007), recent research on communication skills suggested that good communication skills are the keys to unlock the doors of success. Mehta & Mehta (2007) suggested that any business

organization perceives professionals having strong hold on communication skills as an asset. In terms of the library settings, the front/information desk personnel should possess relevant spoken communication skills in maintaining and uplifting the standard and reputation of the library in the institution/university that they are employed.

The library information desk personnel (LIDP) work at the information service counters of libraries to attend to any queries and requests of customers. These personnel possess diplomas or the equivalent in Librarianship (Library Science or Library and Information Science) in order to work professionally in libraries. Their roles are continuously evolving in order to meet the social needs of customers and also in handling the technological needs of their job requirements. Moreover, the LIDP in this era are also required to deal with information in many formats; books, magazines, newspapers, audio recordings (both musical and spoken-words), video recordings, maps, manuscripts, photographs, graphic materials, bibliographic databases, web and digital resources. Most importantly, the LIDP are expected to communicate with customers in English in order to provide the above mentioned services.

Nevertheless, these staff should also be knowledgeable and well-educated in dealing with customers and also in performing other relevant duties. According to the Head of the Client Services Division of the University of Malaya Main Library, the LIDP should be well-equipped, mainly in:-

- Clerical,
- Customer and Personal Service,
- English Language.

The first trait is related to the knowledge of administrative and clerical procedures and systems. These include tasks like; word processing, managing files and records, stenography and transcription, designing forms and other office procedures and terminology. Additionally, the LIDP should also be familiar with the online databases like the Pendeta Webpac, catalogues and relevant softwares like the Endnote, which are highly demanded by the customers. The customers may require the LIDP to guide/teach them in using these items.

The next attribute, is the knowledge of principles and processes for providing customer and personal services; such as customer needs assessment, meeting quality standards for services and evaluation of customer satisfaction. Particularly, the attitude of the LIDP in facing the customers determines the customer satisfaction. The attitude includes their facial expressions, body languages and their tone of voice which determine whether they are polite and kind in dealing with the customers' needs. It is recommended that the LIDP should possess and present their interpersonal skills in handling the customers and their needs.

The last quality is the knowledge of structure and content of English language; which includes the meaning and spelling of words, rules of composition and grammar, accurate pronunciation and the ability to understand the various accents used by the international customers. The lacks in any one of these items may lead to the inefficiency of the LIDP in performing their duties, especially in dealing with the customers' needs. Nonetheless, the last two traits are essential in this study, as the spoken communication needs (English language) of the LIDP while providing customer and personal service are identified and enhanced in order to transform them into competent professionals.

There are numerous needs analysis studies that are conducted for information desk personnel in many fields like in the business or manufacturing (Spence, P. and Liu, G, Z. 2013 & Almulhim, 2001), healthcare (Gass, J. 2012 & Alharby, 2005), hospitality (Suzana Ab. Rahim and Tazijan, F. 2011 & Charunsri, K. 2011) and etc. However, no study to date has looked specifically at the spoken communication needs of the information desk personnel in libraries, which is the key concern of this study. When it comes to customer service in libraries, the LIDP are responsible hence, they should be proficient and fluent in English language. Besides, they need to converse primarily in the universal language or Lingua Franca in order to cater to the needs of the international customers. Therefore, this study is vital in discovering the LIDP's spoken communication needs and thus in designing an appropriate course to cater to their needs.

1.3 Research Problem

An article published in The Star Online entitled, "Experts say job seekers still finding the English language a hurdle", by Aruna, P. (2014) indicates that in jobs such as sales, marketing and customer service, it is important to be able to communicate well in English. This is because these industries deal with customers, and effective communication increases productivity. As for this study, librarian-patron communication is considered an important form of customer service. The professional use of language by the LIDP should reflect the professional image of not only the library but also of the university itself.

The LIDP are responsible for various types of transactions with local and international students. While conversing with the local customers, the LIDP could use Bahasa Malaysia. However, in the case of international customers, there are no other alternatives but to use English language. In fact, one of the aims of the present study is to identify the spoken English language communication needs of the LIDP while communicating with international students. This was evident from a pilot study (refer to Section 3.6) that was conducted in the Main Library of University of Malaya. They also faced difficulties in handling their job duties which required them to use English orally. Particularly, the speaking skill was rated as the most needed and is one of the most important skills in carrying out the LIDP's duties and in dealing with the international customers' needs. The LIDP preferred to speak in Bahasa Malaysia/Melayu when they were approached to complete the questionnaire during the pilot study. This shows that they have less confidence in conversing in English due to their inefficiency in the sub-skills like pronunciation, vocabulary, grammar and sentence construction. Thus, this study is initiated to hone the LIDPs' spoken communication skills, so that they could start speaking in English confidently and perform their duties effectively.

1.4 Research Objectives

There are two main objectives in conducting this study,

- i) This research is carried out to conduct a needs analysis to investigate the spoken communication needs of the LIDP while conversing with international students as part of their job tasks.

ii) The findings of the needs analysis are used in proposing an English language course, designed to boost the spoken communication skills of the LIDP.

Hence, this study is essential, whereby the spoken communication needs of the LIDP are identified and is catered to their needs through a proposed English language course design tailored for the LIDP.

1.5 Research Questions

Based on the objectives of the study, the following research questions are formulated:-

- i) What are the spoken English language communication needs of the LIDP while communicating with international students, as part of their job tasks?
- ii) What are the spoken English language communication skills that need to be incorporated in a proposed English language course for the LIDP?

1.6 Significances of the Study

This study is vital, especially in determining the spoken English language communication needs and skills of the LIDP. The following reasons will explain the importance of this study:-

i) The findings of this study will give an opportunity for the LIDP to improve their spoken English language communication skills. This is done by identifying their spoken communication lacks through a thorough needs analysis. The data obtained from the needs analysis were included in the proposed English language course design for the LIDP.

ii) The participating libraries could use the proposed course design developed from this study, as the English language criteria in recruiting new staff. The content of the proposed course design will give some insights into the LIDP's actual job scope and spoken communication skills required by the recruits to perform in the libraries. Moreover, they could gain sufficient practice and experiences about the real-life tasks and requirements and responsibilities of an LIDP through the course design.

iii) The findings of this study will contribute towards the growing literature of ESP among the library information desk personnel (LIDP). Future researchers could refer or make use of this study in further enhancing the spoken communication skills of the LIDP and also in upgrading their quality of service in libraries.

Hence, it is undeniable that this study will contribute to the overall development of the LIDP themselves, the library institution that they are being employed as well as in the field of ESP.

1.7 The Scope of the Study

The focus of this study is to identify the spoken communication needs of the LIDP while communicating with the international students. Specifically, the speaking skill of the LIDP is examined in determining their actual needs while conversing with the international students.

1.8 Conclusion

In short, this study is essential in the field of customer care/service in libraries as a thorough needs analysis is conducted in order to discover the spoken communication needs of the LIDP. This is done to relate the spoken communication needs with the skills needed by the LIDP in carrying out their duties effectively. This chapter summarized the problem statement, objectives and the significance of this study. It is hoped that this study will be beneficial for the LIDP and the international students in producing effective communication in libraries.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter discusses related literature on ESP, needs analysis, theoretical frameworks in conducting needs analysis and theoretical framework for the course design as well as past studies related to the current study. This chapter is divided into five sections:-

- i) ESP,
- ii) Needs Analysis,
- iii) Theoretical Frameworks in Conducting Needs Analysis,
- iv) Theories of Course Design,
- v) Theories related to Communicative Competence,
- vi) Concepts of Communication Strategies,
- vii) Past Studies on Needs Analysis.

2.2 English for Specific Purposes (ESP)

ESP is a branch of applied linguistics that focuses on relating the teaching and learning process to learners' needs. In specific, Hutchinson & Waters (1992) claimed that if learners, sponsors, and teachers know why learners need English, that particular consciousness will have an influence on what will be accepted as a rational content in the language course and the potential that can be exploited. Moreover, English for Specific Purposes is also known as a learning-centered approach, since it meets the needs of (mostly) adult learners who need to learn a language for use in their specific fields, in which certain content, skills, motivation, processes and values are identified and integrated into specialized, often short-term, courses. Besides that, Dudley-Evans and St. John (1998) define ESP as follows:-

I. Absolute Characteristics

- ESP is defined to meet specific needs of the learners.
- ESP makes use of the underlying methodology and activities of the discipline it serves.
- ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

II. Variable Characteristics

- ESP may be related to or designed for specific disciplines.
- ESP may use, in specific teaching situations, a different methodology from that of general English.
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at a secondary school level.
- ESP is generally designed for intermediate or advanced students.
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (1998, pp. 4-5).

Dudley-Evans and St. John (1998) have removed the absolute characteristic that 'ESP is in contrast with General English' and added more variable characteristics. They affirmed that ESP is not necessarily related to a specific discipline. As for a broader meaning of ESP, Hutchinson and Waters (1987) conceived, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p. 19). On the other hand, Anthony (1997) clarified that, it is not clear where general English courses begin and ESP courses end. The differences between an ESP (English for Specific Purposes) and a General English (GE) are shown below (Rosenberg, 2004: 36).

Table 2.1: The differences between an English for Specific Purposes course and a General English course (Rosenberg, 2004: 36).

ESP	GE
<ul style="list-style-type: none"> - Focus on training, - Selection of appropriate content is easier, - The aim may only be to create a restricted English competence. - E.g. In order to train tourist guides, the ESP class should promote the development of spoken skills. 	<ul style="list-style-type: none"> - Often focus on education, - Course content is more difficult to select, - It is important for the content in the syllabus to have a high surrender value. - E.g. Teaching in the primary, secondary and adult tertiary, focuses on teaching grammar and language structure (mostly in isolation).

2.2.1 Types of ESP

David Carter (1983) identified three types of ESP:

2.2.1.1 English as a restricted language,

2.2.1.2 English for Academic and Occupational Purposes (related to this study),

2.2.1.3 English with specific topics.

As for the first point, the language used by air traffic controllers or by waiters are examples of English as a restricted language. Additionally, Mackay and Mountford (1978) pointed out the difference between restricted language and language with this statement:

...the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in a novel situation, or in contexts outside the vocational environment (pp. 4-5).

The second type of ESP recognized by Carter (1983) is English for Academic and Occupational Purposes. It is divided into two branches; English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the English for Science and Technology (EST) branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'. Hutchinson and Waters (1987) noted that there is not a clear-cut distinction between EAP and EOP. People can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job (p. 16). Perhaps this explains Carter's rationale for categorizing EAP and EOP under the same type of ESP. It appears that Carter is implying that the end purpose of both EAP and EOP are one in the same: employment.

The final type of ESP identified by Carter (1983) is English with specific topics. Carter remarked that it is only here where the importance shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. This

situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings.

As for the present study, it is categorized under the English for Academic and Occupational Purposes, as this study is conducted to identify the spoken communication needs of the library information desk personnel (LIDP) while conversing with the international students (occupational). Moreover, after identifying the spoken communication needs, a proposed English language course design is developed (academic) in boosting the spoken communication skills of the LIDP.

The figure below shows the connection between ESP, the types of ESP and their relation to the present study:

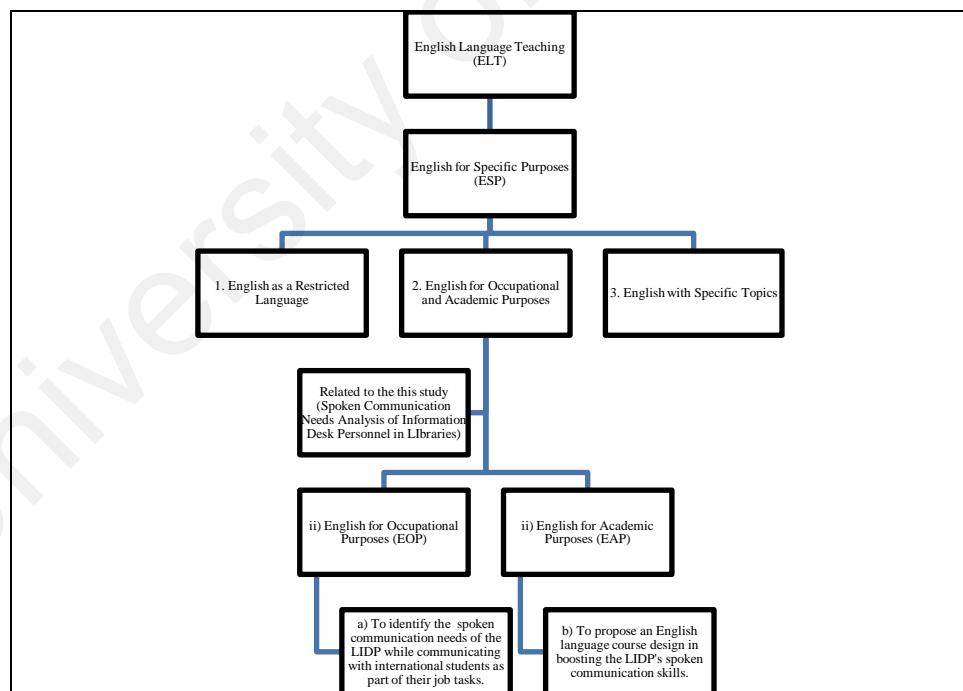


Figure 1: ESP, the types of ESP and their relation to the present study.

2.3 Needs Analysis

English for Specific Purposes (ESP) prepares learners to use English in academic (students of different fields), professional (people of different professions, such as doctors, engineers, and nurses), or workplace (technicians, for example) settings. As it is about specific students, therefore, it must be tailored to the needs of these students. This coordination is accomplished through needs analysis (NA). We can find different definitions of NA by many scholars.

For instance, Brown, J. D. (1995, p. 36) defines NA as “the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation”. This means the idea of defensible curriculum deals with the accountability of the course, meeting the requirements of a particular group of students and their instructor(s) or other stakeholders. NA is defined by Dudley-Evans and St. John, (1998) as a means of establishing the “what and how of a course” (p. 122). This way, the syllabus is likely to be motivating for learners, who see the obvious relevance of what they are studying.

Moreover, most ESP courses are subject to time constraints and time must be effectively utilized (West, 1994). As students in ESP classes often have restricted time to learn English, it is reasonable to teach them just the pre-specified segments of English based on their needs. Therefore, in terms of syllabus design and course development, the task of the ESP course developer is to identify the needs of the learner(s) and design the specific course in mind around them (Basturkmen, 2010).

Furthermore, ESP approach uses the needs analysis scaffold as the main instrument to define learners' needs in a specific field because the awareness is more identifiable in a specific target situation representing a "real-life-situation". The goal of language teaching, in needs analysis, is seen through the communicative competence that can best serve the needs of the learners. Munby (1978) points out that the selection of instructional materials is based on a systematic analysis of specific learners' needs for the target language. This is done by analysing the reasons for learning, the place and time of anticipated target use, others with whom the user will interact, the content areas (activities involved), the skills (listening, speaking, reading, writing, translation) and the level of proficiency required by the learners.

According to Weddle and Van Duzer (1997), needs analysis discovers and describes language needs by using an analysis of a linguistic practice which characterizes the target situation within a discourse community. In addition, Hutchinson & Waters (1992) described needs analysis on the basis of "necessities" and "wants" in order to classify between what the learners have to know and what the learners feel they need to know. Several factors like staffing, time and cultural attitudes should be taken into consideration when conducting needs analysis.

Nevertheless, a needs analysis consists of many approaches, for instance; Target Situation Analysis (TSA), Present Situation Analysis (PSA), Pedagogic Needs Analysis, Deficiency Analysis, Strategy Analysis/Learning Needs Analysis, Means Analysis, Register Analysis, Discourse Analysis and Genre Analysis (Jordan, 1997).

2.3.1 Types of Needs Analysis

There are nine types of needs analysis, which are:

2.3.1.1 Target Situation Analysis,

2.3.1.2 Present Situation Analysis,

2.3.1.3 Pedagogic Needs Analysis which includes,

2.3.1.3.1 Deficiency Analysis,

2.3.1.3.2 Strategy/Learning Needs Analysis,

2.3.1.3.3 Means Analysis,

2.3.1.4 Register Analysis,

2.3.1.5 Discourse Analysis,

2.3.1.6 Genre Analysis.

2.3.1.1 Target Situation Analysis (TSA)

This term was first used by Chambers in his 1980 article. For Chambers, TSA is a “communication in the target situation” (p.29). In his work, Munby (1978) introduced the Communicative Needs Processor (CNP). According to Munby’s CNP, the target needs and target level performance are established by investigating the target situation, and his

overall model establishes the place of needs analysis as central to ESP, the necessary starting point in materials or course design (West, 1998).

2.3.1.2 Present Situation Analysis (PSA)

This term was first proposed by Richterich and Chancerel (1980). In this approach, the sources of information are the students themselves, the teaching establishment and the user-institution, for example; the place of work (Jordan, 1997). The PSA can be carried out by means of established placement tests. However, the background information, like the years of learning English, the level of education, etc. about learners can provide enough information about their present abilities.

2.3.1.3 Pedagogic Needs Analysis

This term was proposed by West (1998). He stated the fact that shortcomings of the target needs analysis should be compensated for by collecting data about the learner and the learning environment. The term 'pedagogic needs analysis' covers Deficiency Analysis, Strategy Analysis or Learning Needs Analysis and Means Analysis.

2.3.1.3.1 Deficiency Analysis

What Hutchinson and Waters (1987) define as lacks can be matched with deficiency analysis. According to Allwright (1982, quoted in West, 1994), the approaches to needs analysis that have been developed to consider learners' situation and target needs may be called analysis of learners' deficiencies or lacks. From what has already been said, it is obvious that deficiency analysis is the route to cover from present situation to target situation, always keeping the learning needs in mind. Therefore, deficiency analysis can form the basis of the language syllabus (Jordan, 1997) because it should provide data about both the gap between the present and target extra linguistic knowledge, mastery of general English, language skills and learning strategies.

2.3.1.3.2 Strategy/Learning Needs Analysis

This type of needs analysis has to do with the strategies that learners employ in order to learn a language. This tries to establish how the learners wish to learn rather than what they need to learn (West, 1998). Allwright who was a pioneer in the field of strategy analysis (West, 1994) started from the students' perceptions of their needs in their own terms (Jordan, 1997). It is Allwright who made a distinction between needs (the skills

which a student sees as being relevant to himself or herself), wants (those needs on which students put a high priority in the available, limited time), and lacks (the difference between the student's present competence and the desired competence). His ideas were adopted later by Hutchinson and Waters (1987), who advocate a learning-centered approach in which learners' learning needs to play a vital role. What learners should be taught are skills that enable them to reach the target, the process of learning and motivation should be considered as well as the fact that different learners learn in different ways (Dudley-Evans and St. John, 1998).

2.3.1.3.3 Means Analysis

Dudley-Evans and St. John (1998: 125) suggest that means analysis provides us the "information about the environment in which the course will be run" and thus attempts to adapt to ESP course to the cultural environment in which it will be run. One of the main issues means analysis is concerned with, is an "acknowledgement that what works well in one situation may not work in another" (Dudley-Evans and St. John, 1998: 124), and that an ESP syllabi should be sensitive to the particular cultural environment in which the course will be imposed. Or as Jordan (1997) says, it should provide us with a tool for designing an environmentally sensitive course. Swales (1989, quoted in West, 1994) listed five factors which relate to

the learning environment and should be considered by curriculum specialists if the course is to be successful. These considerations are:

- i) Classroom culture or Learner factors: What is or is not possible within a particular educational culture or tradition.
- ii) Staff (teacher) profiles: What is or is not possible with the staff available, considering numbers, language level, LSP background, training, etc.
- iii) Status of language teaching or institutional profiles: What is or is not possible given the status of LSP within the organization or institution, considering timetable and resource allocations, etc.
- iv) Change agents or management: An assessment of what innovations are necessary or possible in order to establish an effective LSP programme.

2.3.1.4 Register Analysis

Register analysis, also called “lexicostatistics” by Swales (1988: 1, quoted in Dudley-Evans and St. John, 1998) and “frequency analysis” by Robinson (1991: 23) focused on the grammar and “structural and nonstructural” vocabulary (Ewer and Latorre, 1967: 223, quoted in West, 1998). The assumption behind register analysis was that, while the

grammar of scientific and technical writing does not differ from that of general English, certain grammatical and lexical forms are used much more frequently (Dudley-Evans and St. John, 1998). As noted, register analysis operates only at word and sentence levels and does not go beyond these levels.

2.3.1.5 Discourse Analysis

The leading figures in this field (also called rhetorical or textual analysis) were Henry Widdowson in Britain and the so called Washington School of Larry Selinker, Louis Trimble, John Lackstrom and Mary Todd-Trimble in the United States. Their focus was on the text rather than on the sentence, and on the writer's purpose rather than on the form (Robinson, 1991). In practice, according to West (1998), this approach tended to concentrate on how sentences are used in the performance of acts of communication and to generate materials based on functions.

2.3.1.6 Genre Analysis

The term 'genre' was first used by Swales (1981, quoted in Robinson, 1991). His definition of genre is: "a more or less standardized communicative event with a goal or set of goals mutually understood by the participants in that event and occurring within a functional rather than a personal or social setting" (Swales, 1981: 10-11, quoted in

Robinson, 1991). Bhatia who is one of the researchers in the field of genre analysis has his definition of 'genre analysis' as the study of linguistic behavior in institutionalized academic or professional setting (Bhatia, undated). In his article, Bhatia distinguished four, though systematically related, areas of competence that an ESP learner needs to develop, so as to get over his/her lack of confidence in dealing with specialist discourse. These four areas are:

i) Knowledge of the Code- A pre-requisite for developing communicative expertise in specialist or even everyday discourse.

ii) Acquisition of Genre Knowledge- Familiarity with and awareness of appropriate rhetorical prose.

iii) Sensitivity to Cognitive Structures- Since certain lexical items have specialist meanings in specific professional genres, it is imperative that the specialist learner become aware of restricted aspects of linguistic code in addition to the general competence he or she requires in the language.

iv) Exploitation of Generic Knowledge- It is only after learners have developed some acquaintance or expertise at levels discussed above, that they can confidently interpret, use or even take liberties with specialist discourse (Haseli Songhori, 2007).

2.4 Theoretical Frameworks in Conducting Needs Analysis

2.4.1 Models of Needs Analysis

This section consists of the three significant models;

2.4.1.1 Hutchinson & Waters' (1987) Model,

2.4.1.2 Dudley-Evans & St. John's (1998) Model,

2.4.1.3 Helen Basturkmen's (2010) Model.

2.4.1.1 Hutchinson & Waters' (1987) Model

Hutchinson and Waters (1987) explain necessities, lacks and wants as:-

- i) 'Necessities' are the type of needs that is determined by the demands of the target situation, and what learners need to know so as to function effectively in the target environment.
- ii) 'Lacks' are type of skills where the ESP practitioners need to investigate what the learners already know, so that the ESP practitioners can decide which necessities the learners lack.
- iii) 'Wants' are what the learners want to learn.

A learner's wants may not necessarily be the learner's real needs to function effectively in the target situation. Hutchinson and Waters (1987) focus on target needs, present needs and learning needs, which are very important components of ESP needs analysis. However, this model does not consider means analysis, linguistic analysis, discourse analysis and genre analysis, which are prioritized by Dudley-Evans & St John (1998).

2.4.1.2 Dudley-Evans & St. John's (1998) Model

Dudley-Evans & St. John (1998) introduced one of the most recent needs analysis models. The model which consists of components of investigating ESP needs is described below:-

A. Professional information about the students: The tasks and activities students are or will be using English for in terms of the target situation analysis (TSA) and objectives needs.

B. Personal information about the students: This is concerned with learners' general profile and previous language learning experiences.

C. English language information about the students: What their current skills and language use are (Present Situation Analysis) which allow us to assess the learners' lacks (D). PSA determines the strengths and weakness in language skills.

D. The learners' lacks: The gap between the Present Situation Analysis (C) and the Target Situation Analysis (A).

E. Language learning information: The effective ways of learning skills and language in determining the learners' learning needs (Learning Situation Analysis).

F. Knowledge of how language and skills are used in target situation: Through Linguistic Analysis, Discourse Analysis and Genre Analysis.

G. Students' needs from the course: What is wanted from the course?

H. Environmental situation: Information about the environment in which the course will be run (Means Analysis).

This model, developed by Dudley-Evans and St John (1998) prioritize the four essential components for ESP needs assessment: TSA (Target Situation Analysis), PSA (Present Situation Analysis) and LSA (Learning Situation Analysis) and MA (Means Analysis) in their model. They clearly define these components in their works, which are not prioritized in other models.

2.4.1.3 Helen Basturkmen's (2010) Model

Basturkmen (2010) considers needs analysis as an ongoing course development process with steps, which are:-

- i) Target Situation Analysis- Identification of tasks, activities and skills learners will be using English for; what the learners should ideally know and be able to do.
- ii) Discourse Analysis- Descriptions of the language used in the above.
- iii) Present Situation Analysis- Identification of what the learners do and do not know and can or cannot do in relation to the demands of the target situation.
- iv) Learner Factor Analysis- Identification of learner factors such as their motivation, how they learn and their perceptions of their needs.
- v) Teaching Context Analysis- Identification of factors related to the environment in which the course will run. Consideration of what the ESP course and teacher can realistically offer.

These steps are constantly used to refine the ESP courses.

2.4.2 Theoretical Framework used in this Study

As for this study, the Dudley-Evans & St. John's (1998) Model of Target Situation Analysis, Present Situation Analysis and Learning Situation Analysis, is used in answering the research questions. In order to identify the LIDP's spoken communication needs while communicating with international students in their workplace (Research Question 1), the Target Situation Analysis was used as the most appropriate model (Refer to Dudley-Evans & St. John's, 1998, Component A). In identifying the spoken communication skills that need to be incorporated in the proposed English language course for the LIDP (Research Question 2), the Present Situation Analysis and the Learning Situation Analysis were used (Refer to Dudley-Evans & St. John's, 1998, Components C & E).

The TSA was derived mainly from the Part 1 and 2 sections of the questionnaire (The Demographic Information of the LIDP and The Job Tasks & Language related Information) and survey checklist (The Demographic Information of the International Students and The Library Information Desk Personnel's Language Difficulties), apart from the observation of the LIDP and the semi-structured interview sessions with the Head of the Client Services Division, the Head of the Library of Languages and Linguistics and the LIDP themselves.

As for the PSA and LSA, the data were derived from the Part 3 section of the questionnaire (Information related to Course Design), the semi-structured interview sessions with the Head of the Client Services Division and the Head of the Library of Languages and Linguistics as well as the answers from the first

research question; the spoken English language communication needs of the LIDP.

2.5 Theories of Course Designs

Hutchinson and Waters (1987) are of the view that much of the work done by ESP teachers is concerned with designing appropriate courses for various groups of learners. So, they (1987) argue that “whereas course design plays a relatively minor part in the life of the General English teacher – course here usually being determined either by tradition, choice of textbook or ministerial decree – for ESP teachers, course design is often a substantial and important part of the workload” (p. 21). Hutchinson and Waters (1987) consider ESP course designing as, “fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent processes of syllabus design, material writing, classroom teaching and evaluation (p. 21).

2.5.1 Approaches to Course Designs

Hutchinson and Waters (1987) identify three main types of approaches to course design:-

2.5.1.1 Language - centered,

2.5.1.2 Skills - centered,

2.5.1.3 Learning - centered.

2.5.1.1 Language - Centered Course Design

A language - centered approach to course design is an approach that focuses on the linguistic performance of the learner in the target situation Hutchinson and Waters (1987: 65). This approach starts from the learning situation and theoretical perspectives on language learning to the choice of linguistic items, syllabus, material and evaluation. This model contains some of the perceptions which were firstly introduced by Richards (2001: 39-40) in the “the systematic approach to curriculum design”. Even though this model seems logical, it has been criticized on account that it neglects the learners’ needs which are the key notion of ESP. Wilkins (1976: 10-11) assumes that structural or a language-focused syllabus is linear and does not give the chance to remedial work or revision.

2.5.1.2 Skills - Centered Course Design

As a reaction to the over-concentration on the surface performance by learners, a skills-centered approach to course design is the In other words, the learner usually learns with specific goals and objectives. prevailing way to get rid of some inadequacies that were presented by previous approaches. The term skills-centered can be used interchangeably with “Process-oriented courses”, (Hutchinson and Waters, 1987: 69). Skills-centered approach gives the chance to the learners to achieve what they need, focusing on a given skill, reading,

writing, etc (Hutchinson & Waters 1987: 69-71). Skills-centered approach to course design focuses on determining the strategies that ESP learners aim at and need to develop.

2.5.1.3 A Learning-Centered Approach

Learning-centred approach considers the learners' learning needs at every step of the course design. Consideration must be given to the learning needs at the time of the needs analysis. One must be aware of factors such as why learners want to learn, how learners learn, who they are, what resources are available, and other factors while designing the course. A learning-centred approach to learning and teaching sees learning as the active construction of meaning and teaching as the act of guiding, scaffolding and facilitating learning.

A learning-centered approach provides opportunities for students to practice critical and creative thinking, problem solving, and decision making. This involves recall, application, analysis, synthesis, prediction and evaluation; all of which contribute to the development and enhancement of conceptual understandings. A learning-centered approach also encourages students to demonstrate their ideas and to reflect on and monitor their thinking as they make decisions and take action. In this approach, a teacher's role is minimal in which the teacher is expected to guide the learners to the right path and the rest of the learning process will be the learners' responsibility to be taken care of.

In the learning-centred class, learners do not depend on their teacher all the time. They value each other's contributions, and they cooperate, learn from each other, and help each other. The emphasis is on working together in pairs, in groups, and as a whole class. The teacher helps them to develop their language skills. A learning-centred classroom is a place where learners' needs are considered, as a group and as individuals, and they are encouraged to participate in the learning process all the time. In this method, the teacher is considered as a member of the team, as a participant in the learning process.

In order to develop a proposed English language course design for the LIDP, the learning-centred approach is used, whereby the focal point of this study is the learners themselves. The learning-centred communicative activities involve students using the language for communicative purposes, and which focus more on fluency than accuracy, pays systematic attention to functional as well as structural aspects of language, thus preparing them for the real world of work. In this approach, the appropriateness of materials include learners' comfort and familiarity with the material, language level, interest, and relevance. Materials provide a stimulus to learning, which contain challenging and interesting texts, enjoyable activities that stimulate the learners' thinking capacities, offering opportunities for learners to use their previous knowledge and skills.

2.5.2 The Course Design by Dudley-Evans and St. John, (1998).

In developing an ESP course for the LIDP, the researcher adopts the Dudley-Evans and St. John, (1998: 145) framework, which includes these factors:-

- Should the course be intensive or extensive?
- Should the learners' performance be assessed or non-assessed?
- Should the course deal with immediate needs or delayed needs?
- Should the role of the teacher be that of the provider of knowledge and activities, or should it be as a facilitator of activities arising from learners' expressed wants?
- Should the course have a broad or narrow focus?
- Should the course be pre-study or pre-experience or run parallel with the study or experience?
- Should the materials be common-core or specific to learners' studies or work?
- Should the group taking the course be homogenous or heterogeneous?
- Should the course design be worked out by the language teacher after consultation with the learners and the institution, or should it be subject to a process of negotiation with the learners?

Lastly, the learning strategies, time and duration of the course, are decided by the learners, hence Part 3 (Course Design-related Information) of the questionnaire is added. The data derived from this section determines the content of the course (learners' preferences).

2.6 Theories related to Communicative Competence

In an attempt to clarify the concept of communicative competence, Widdowson (1983) made a distinction between competence and capacity. In this respect, he defined competence (communicative competence), in terms of the knowledge of linguistic and sociolinguistic conventions. Under capacity, he understood the ability to use knowledge as means of creating meaning in a language. Having defined communicative competence in this way, Widdowson is said to be the first, who in his reflections on the relationship between competence and performance gave more attention to performance or real language use.

Canale and Swain (1980) and Canale (1983) understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. In their concept of communicative competence, knowledge refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use. According to them, there are three types of knowledge: knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfill communicative functions and knowledge of how to combine utterances

and communicative functions with respect to discourse principles. In addition, their concept of skill refers to how an individual can use the knowledge in actual communication. According to Canale (1983), skill requires a further distinction between underlying capacity and its manifestation in real communication; in performance.

Savignon (1972, 1983) put a greater emphasis on the aspect of ability in her concept of communicative competence. She described communicative competence as; the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors (Savignon, 1972:8). According to her, and many other theoreticians (e.g. Canale and Swain, 1980; Skehan, 1995, 1998; Bachman and Palmer, 1996 etc.), the nature of communicative competence is dynamic, more interpersonal, relative and is also largely defined by context. As to the distinction between competence and performance, Savignon referred to competence as an underlying ability and to perform as an open manifestation of competence. In her opinion, competence can be observed, developed, maintained and evaluated only through performance. Like many theoreticians in the field of language learning and teaching (e.g. Stern, 1986), Savignon equates communicative competence with language proficiency.

Due to the controversial use of the term, competence, Taylor (1988) proposed to replace the term, communicative competence, with the term, communicative proficiency. For the similar reasons, Bachman (1990) suggested using the term, communicative language ability, claiming that this term

combines in itself the meanings of both language proficiency and communicative competence. Leaning especially on Hymes, Widdowson and Candlin, Bachman defined communicative language ability as a concept comprised of knowledge or competence and capacity for appropriate use of knowledge in a contextual communicative language use. For the definition, Bachman devoted special attention to the aspect of language use - the way how language is used for the purpose of achieving a particular communicative goal in a specific situational context of communication.

2.6.1 Models of Communicative Competence

Recent theoretical and empirical research on communicative competence is largely based on three models of communicative competence:

- The model of Canale and Swain,
- The model of Bachman and Palmer,
- The description of components of communicative language competence in the Common European Framework (CEF)

2.6.1.1 The Model of Canale and Swain

The theoretical framework which was proposed by Canale and Swain (1980, 1981) had at first three main components, fields of knowledge and skills: grammatical, sociolinguistic and strategic competence. In a later version of this model, Canale (1983, 1984) transferred some elements from the sociolinguistic

competence into the fourth component which he named the discourse competence.

In Canale and Swain (1980, 1981), the grammatical competence is mainly defined in terms of Chomsky's linguistic competence, which is why some theoreticians (e.g. Savignon, 1983), whose theoretical and empirical work on communicative competence was largely based on the model of Canale and Swain. According to Canale and Swain, the grammatical competence is concerned with the mastery of the linguistic code (verbal or non-verbal) which includes vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, phonetic and orthographic rules. This competence enables the speaker to use knowledge and skills needed for understanding and expressing the literal meaning of utterances.

In line with Hymes' belief about the appropriateness of language use in a variety of social situations, the sociolinguistic competence in their model includes knowledge of rules and conventions which underlie the appropriate comprehension and language use in different sociolinguistic and sociocultural contexts.

Canale (1983, 1984) described discourse competence as the mastery of rules that determine ways in which forms and meanings are combined to achieve a meaningful unity of spoken

or written texts. The unity of a text is enabled by cohesion in form and coherence in meaning. Cohesion is achieved by using cohesion devices (e.g. pronouns, conjunctions, synonyms, parallel structures, etc.) which help to link individual sentences and utterances to a structural whole. The means for achieving coherence like repetition, progression, consistency, relevance of ideas; enable the organisation of meaning, to establish a logical relationship between groups of utterances. In the model of Canale and Swain, strategic competence is composed of knowledge of verbal and non-verbal communication strategies that are recalled to compensate for breakdowns in communication due to insufficient competence in one or more components of the communicative competence.

These strategies include paraphrase, circumlocution, repetition, reluctance, avoidance of words, structures or themes, guessing, changes of register and style, modifications of messages, etc. Canale (1983) pointed out that this competence can also be used to enhance the effectiveness of communication. In a qualitative sense, it is different from the other three components of communicative competence, in that it is not a type of stored knowledge and it includes non-cognitive aspects such as self-confidence, readiness to take risks, etc. However, since it interacts with other components, it enables learners to deal successfully with a lack of competence in one of the fields of competence.

Despite the simplicity of the model of Canale and Swain, this model has dominated the fields of second and foreign language acquisition and language testing for more than a decade. Moreover, the tendency to use this model, or to refer to it, has remained even after Bachman (1990) and Bachman and Palmer (1996) proposed a more comprehensive model of communicative competence. The easiness with which the model of Canale and Swain can be applied is probably the main reason why many researchers of communicative competence still use it.

2.6.1.2 The Model of Bachman and Palmer

Taking into consideration the results of prior theoretical and empirical research in the late 1980s, Bachman proposed a new model of communicative competence or, more precisely, the model of communicative language ability.

According to Bachman and Palmer (1996), many traits of language users such as some general characteristics, their topical knowledge, affective schemata and language ability influence the communicative language ability. The crucial characteristic is their language ability which is comprised of two broad areas – language knowledge and strategic competence. Language knowledge consists of two main components – organizational knowledge and pragmatic knowledge which complement each other in achieving communicatively effective language use.

In Bachman and Palmer's model, organizational knowledge is composed of abilities engaged in a control over formal language structures, like of grammatical and textual knowledge. Grammatical knowledge includes several rather independent areas of knowledge such as knowledge of vocabulary, morphology, syntax, phonology, and graphology. They enable recognition and production of grammatically correct sentences as well as comprehension of their propositional content. Textual knowledge enables comprehension and production of (spoken or written) texts. It covers the knowledge of conventions for combining sentences or utterances into texts, like knowledge of cohesion (ways of marking semantic relationships among two or more sentences in a written text or utterances in a conversation) and knowledge of rhetorical organisation (way of developing narrative texts, descriptions, comparisons, classifications, etc.) or conversational organization (conventions for initiating, maintaining and closing conversations).

Pragmatic knowledge refers to abilities for creating and interpreting discourse. It includes two areas of knowledge: knowledge of pragmatic conventions for expressing acceptable language functions and for interpreting the illocutionary power of utterances or discourse (functional knowledge) and knowledge of sociolinguistic conventions for creating and interpreting language

utterances which are appropriate in a particular context of language use (sociolinguistic knowledge). Strategic knowledge is conceived in the model as a set of metacognitive component which enable language user involvement in goal setting, assessment of communicative sources and planning.

Goal setting includes identifying a set of possible tasks, choosing one or more of them and deciding whether or not to attempt to complete them. Assessment is a means by which language use context is related to other areas of communicative language ability: topical knowledge and affective schemata. Planning involves deciding how to make use of language knowledge and other components involved in the process of language use to complete the chosen task successfully.

2.6.1.3 The Description of Components of Communicative Language Competence in the Common European Framework (CEF)

The last model is the model or description of communicative language competence in the CEF (2001), the model which is intended for assessment as well as for learning and teaching of languages.

In the CEF, communicative competence is conceived only in terms of knowledge. It includes three basic components – language competence, sociolinguistic competence and pragmatic

competence. However, each component of language knowledge is explicitly defined as knowledge of its contents and ability to apply it. For instance, language competence or linguistic competence refers to knowledge of and ability to use language resources to form well-structured messages. The subcomponents of language competence are lexical, grammatical, semantic, phonological, orthographic and orthopedic competences. Sociolinguistic competence refers to possession of knowledge and skills for appropriate language use in a social context.

The last component in this model – pragmatic competence - involves two subcomponents: discourse competence and functional competence. A part of both of these competences is the so-called planning competence which refers to sequencing of messages in accordance with interactional and transactional schemata. Strategic competence is mentioned in the part where the CEF was dedicated to a discussion of communicative language use. This competence is conceived as strategy use in the broadest sense. Thus, the stress is put not only on the use of communication strategies which can help to overcome the lack in a particular area of language knowledge, but on the use of all types of communication strategies.

2.7 Theories related to Communication Strategies

According to Selinker (1972), the method a learner uses when communicating with a native speaker is known as a ‘communication strategy’ (CS). On the other hand, Tarone (1980) defined CS as “a mutual attempt of two interlocutors to agree on a meaning in situations where the requisite meaning structures do not seem to be shared by the interlocutor, which includes both linguistic and sociolinguistic rule structure. It is seen as an attempt to bridge the gap between the linguistic knowledge of the second language learner and the linguistic knowledge of the target language in real life communication strategies.” Moreover, CS is a potentially conscious plan for solving what to an individual presents itself as a problem in reaching a particular communicative goal (Faerch and Kasper, 1983). According to Canale (1983), CS includes verbal and non-verbal strategies, which can be used to compensate for interruptions in communication due to poor language competency. I agree with Tarone (1980), whereby the CS is useful in bridging the gap which occurs between a target language user and a second language learner. This is what happens when an international student approaches an LIDP for any queries or requests. The gap or difficulty faced by both parties while communicating can be reduced by using the CS.

2.7.1 Past Studies related to Communication Strategies

There are myriad of studies that are conducted in the field of communication strategies (CS) and the significant ones are that of Bialystok (1990) who conducted a comprehensive analysis of communication strategies for second language use and Dornyei (1995) who considered devices that were

not firmly meaning-related, such as hesitation devices and fillers. Studies on the use of fillers (Canale and Ellis, 1994) confirmed that hesitation devices and fillers were vital when speakers converse in complicated situations. Similarly, for this study, during the observation sessions, the conversation between the front desk staff with any international students was analysed in determining whether hesitation devices or fillers were used by the staff in handling the customers' demands.

Furthermore, CS is also used to maintain the speakers' conversation within their current linguistic knowledge and in due course control of their communication (Surapa and Channarong, 2011). Besides, Faerch and Kasper (1983) developed a psychological problem-solving framework which outlined two strategies, the reduction and achievement strategies. As for the first one, it includes meaning replacement, topic avoidance and message abandonment and is aimed to give up a part of the intended communication objective. Literal translation, code-switching, **appeal**, word-coinage, paraphrasing, restructuring and non-linguistic strategies are included in the achievement strategies. These are used to sustain the initial communication objective and to narrow the communication gap. I feel that the code-switching and word-coinage are the common strategies used by people who are less proficient in using any languages, especially English.

Nonetheless, Tarone's (1980) typology of CS includes lexical strategies such as paraphrasing (approximation, word-coinage, circumlocution), transfer (literal translation, language switch, appeal for assistance, mime) and avoidance (topic avoidance, message abandonment). Tarone, Cohen and Duma's (1976) earlier study indicated that communication strategy is a systematic effort

by learners to decode meaning in the target language in situations where the proper systematic target language rules have not been formed. This is very true, especially in the areas of customer service, whereby they need to be proficient in any languages used by the customers. If they are not well-versed, then they should adopt these communication strategies; paraphrasing, transfer and avoidance, in dealing with any conversations.

Adults with low English proficiency may use communication strategies such as holophrastic speech, single-word utterances and telegraphic speech, which is commonly found in a child's speech. In addition, holophrastic speech approach or single-word utterances express an entire thought and may function as illocutionary acts of assertion, commanding or questioning, whereas body languages are used as gestures and facial expressions are used to clarify meanings accurately (Fey, Long and Finestack, 2003). In my opinion, body languages are excellent ways of making oneself clear and understandable. This strategy can be used by some of the front desk staff who have difficulty conversing with customers directly.

According to Brown (1973), telegraphic speech (TS) is used to define the stage of language development when children begin to combine words. Additionally, when an adult's speech is shortened to the point that it becomes ungrammatical and sounds like a child's telegraphic speech, it is termed as 'telegraphic'. Unlike children, adult interlocutors can use facial expressions, eye contact and gestures to clarify meaning. Likewise, the front desk staff could make use of their body languages; eye contact and gestures, in delivering their messages accurately and to ascertain and verify their intentions.

2.8 Past Studies on Needs Analysis

This section consists of past studies related to the:-

2.8.1 Library Information Desk Personnel (LIDP),

2.8.2 Other Personnel from Various Fields,

2.8.3 Course Design.

2.8.1 Past Studies related to Library Information Desk Personnel (LIDP)

A number of past studies related to the library information desk personnel (LIDP) have been conducted. One such study was conducted by Kok, V, T. and Pierce, A, R. (1982) on the Management Tool in an Academic Research Library. The aim of this study was to examine the level of questions asked at the reference desks to determine the feasibility of relieving professional staff from routine questions in order to upgrade the level of service at the reference desks in the Virginia Polytechnic Institute and State University (Virginia Tech). Hence, a survey of the level of reference service requested by users at reference desks was carried out. The findings revealed that only 0.7% required research by professional librarians even though 20.5% of 14,026 questions recorded fall in the reference category, apart from focusing on the speaking skills of the LIDP and customers alike. Therefore the researchers suggested for the reorganization of personnel for the delivery of either improved or less expensive reference service.

Mosley, P, A. (2007) carried out a study on Assessing User Interactions at the Desk Nearest to the Front Door in Texas A&M University's (TAMU) Evans Library. The aim of this study was to verify if users were served effectively and if their expectations were met. The staff at the service desk closest to the front door had to record the specific questions asked by library patrons and their responses. The data was analyzed through qualitative analysis techniques, which revealed some trends in what students are seeking when they initially come into the library. As for the findings, the user expectations were not consistent with the information desk tiered service model, apart from focusing on the speaking skills of the LIDP and customers alike. Besides, the findings were useful for managers to establish appropriate staffing models, to provide relevant training, to plan service desk and to collect spatial configurations.

A similar study, using Continuous Quality Improvement Methods to Evaluate Library Service Points was conducted by Stein, M. , Edge, T. & et al. (2015). This study was carried out by using multiple-methods like focus groups, benchmarking, surveys, transaction analysis, activity mapping, and secret shoppers. The findings revealed that users were satisfied or very satisfied with their experiences, though user feedback identified one desk as providing consistently better service, apart from focusing on the speaking skills of the LIDP and customers alike. The consolidation of service desks is recommended for future enhancement.

All these studies are somewhat related to the present study, in terms of the methodologies used; survey and qualitative methods (recording/observation), and the focus of the studies is the speaking/oral production of either the

personnel or the library patrons. However, these studies did not emphasize on needs analysis in identifying the learners' spoken needs, thus lead to the inaccurate findings (Kok, V, T. , Pierce, A, R. 1982, Stein, M. , Edge, T. & et al. , 2015). Moreover, the spoken communicative needs of the LIDP and their encounters with international students were not thoroughly examined in these studies. These are the gaps that the present study intends to cover.

2.8.2 Past Studies related to Other Personnel from Various Fields

Spence, P and Liu, G, Z. (2013) conducted an English needs analysis study on process integration engineers (PIEs) at a semiconductor manufacturing company in Taiwan. 121 PIEs were chosen to complete an online survey-questionnaire and then to participate in a semi-structured interview. The findings revealed that the engineers had to prepare for oral events like meetings, teleconferences, and presentations, apart from various reading and writing tasks such as, composing emails, reports, and memos. Apart from that, it was also evident that oral skills are necessary, especially during customer visits and relationship building.

Prachanant, N. (2012) carried out a study to explore the needs analysis of 40 tourism employees in using English language. A set of questionnaire was distributed to the respondents and the findings showed that speaking is the most important skill in carrying out their duties and that the three most significant functions in using English language are giving information, providing services and offering help. Moreover, some of the problems faced by these employees

were the inability to understand foreigners' accents, inappropriate words and expressions, inadequate vocabulary, and the lack of grammar knowledge.

A study on Engineering students' English language needs was conducted by Gözüyeşil, E. (2014). Two sets of questionnaires were prepared and distributed to 133 engineering students and 246 prep class students. Besides, 11 academicians were interviewed to further enrich the data. As for the findings, the students regarded speaking skills as very important and that they need to improve on their English reading skills in order to do research.

A study on the target situation needs of Iranian undergraduate students of English Language and Literature was carried out (Noori, M. & Mazdayasna, G. 2014). This was done by distributing questionnaires and conducting semi-structured interview with 230 undergraduate students, 28 recent graduates, 6 English literature instructors and 6 English language instructors. The findings indicated that the students insisted on some general English courses to be conducted to enhance their speaking and writing skills, recent references and communication-based classes.

A research initiated by Suzana Ab. Rahim and Tazijan, F. (2011) examined the training and internship needs assessment of verbal communication skills amongst hotel practitioners. The researchers distributed two sets of questionnaires to 12 managers and 30 interns who were attached at the hotel in Penang. It seems that the interns were weak in arranging and informing guests of transport arrangements, entertaining VIP guests and explaining hotel procedures and hotel policies to guests, apart from answering enquiries on fire escape route in the hotel, as the most pertinent skill. Other than that, the managers opined that these tasks are the most essential: answering customer enquiries, explaining

difficulties / problems arising from work to manager, discussing ways to improve customer service with manager and discussing work-related matters.

A research on the needs and problems of English language skills of 60 hotel front office staff in China Town, Bangkok was conducted by Charunsri, K. (2011). A set of questionnaire (60 copies) was distributed as the means of data collection and it was found that speaking was the most significant skill and that listening was the most problematic skill when communicating with customers in English.

Ting, L. (2010) designed an ESP course for 40 Airport Information Desk Staff. The aim of this study was to design a course for airport ground staff working at the Information Desk. A set of questionnaire (40 copies) was given to be answered and authentic materials were analysed. As for the findings, it was apparent that the staff required language abilities and skills to deal with enquiries and requests of travellers.

A study on needs analysis and situational analysis was carried out on Thai nurses (Gass, J. 2012). The researcher collected data via questionnaires, observation and interview sessions with the nurses, patients and the hospital's director. The findings revealed that the nurses lacked speaking and listening skills as well as vocabulary related to work.

Another needs analysis study was carried out to explore the English language communicative needs of health professionals in Riyadh (Alharby, 2005). A set of questionnaire (787 copies) was distributed as the means of data collection and it was found that English language was very essential and that physicians and dentists used it more. Besides that, the findings indicated that the

reading and listening skills were more important and that the English language courses taken by the health professionals were insufficient compared to its usage in the workplace.

Kittidhaworn, P. (2002) examined the English language needs of 182 second-year undergraduate engineering students in a public university in Thailand, by distributing a set of questionnaire (182 copies). The findings indicated that the students perceived all the four skills (speaking, listening, reading and writing) as important.

A study conducted by Almulhim (2001), who investigated English language needs of Saudi employees in 101 companies representing different business sectors in the eastern providence of Saudi Arabia, also employed questionnaire as the means of data collection. It was evident that, English language knowledge was vital and that after listening, the speaking skill was the second most required skill rated by the respondents.

All the studies mentioned in this section are somewhat related to the present study in terms of the objectives, methodologies and findings of the studies. The significances of all the studies are that the most demanded skill is speaking and the most important language that is needed in every field/industry is English. Furthermore, needs analysis is necessary in identifying any learners' specific needs and in using appropriate tools to cater to the learners' needs. In brief, it is obvious that, there are many studies that have been conducted in the field of ESP, which emphasize on needs analysis. However, the spoken communication needs of the library information desk personnel while communicating with international students have not been studied, which is the key motive of this study.

2.8.3 Past Studies on Course Design

Many past studies were conducted in the field of Course Designing. One such study was conducted by Munisamy (1997) who evaluated the Syllabus of English for Commercial Purposes (ECP). This formative evaluation was conducted in the Port Dickson Polytechnic and aimed to investigate the effectiveness of the entire ECP syllabus, which was more product-oriented. The respondents were the English teachers, subject teachers and former students who had gone through all the four Commercial English courses (alumni). His study revealed that there are some weaknesses in the ESP program and its implementation. Specifically, there is a mismatch between the skills taught in the classroom and the skills needed for specific jobs. As for recommendations, efforts need to be taken to bridge the gap so that the ECP program can be more effective in achieving its aims and objectives to equip students to function well in their jobs.

In contrast, another study was conducted on the same topic by Yoo Kee Fong (2000), who evaluated an ESP course at a Polytechnic in Malaysia, which focused on Commercial English. Unlike Munisamy (1997), this study is process-oriented and he only concentrated on one specific Commercial English course. The respondents were Semester Three students who had gone through the Commercial English 1 course, but they did not have any working experiences. The findings indicated there was a gap between teachers and students with regard to certain aspects of the course, for example, perceptions about the language skills and methods of teaching. The teachers felt that it was sufficient to teach according to the syllabus drawn up for them, but the learners preferred

not only to improve their basic skills but also to master all the ECP skills. To conclude, the Commercial English curriculum was not designed according to the student's needs.

In addition, Karuppan (1999) carried out a study to evaluate the English for Technical Purposes Syllabus in a Polytechnic in Port Dickson. Similar to Munisamy's (1997) and Yoo's (2000) studies, this study intended to evaluate the worthiness of English for Technical Purposes syllabus with regard to students' actual needs. The analysis focused on syllabus factors and teacher factors. The respondents were final year civil engineering students who had undergone the compulsory industrial training where the students were exposed to the actual working situation. The findings revealed that the syllabus seemed to be appropriate but there were some weaknesses that could retard the teaching and learning process. He indicated that the success of any language syllabus is not actually reflected by the number of distinction scored by the students in examination but their ability to communicate and perform effectively at the workplace.

Hasmawati Ismail (2003) on the other hand, investigated the effectiveness of the Technical English course in terms of how it could assist students in performing their communication tasks, mainly speaking and writing at work. Her research topic was "An Evaluation of a Technical English and Communication Curriculum: A Case Study". Her findings revealed that the students were satisfied with the subjects offered and the topics covered were mostly sufficient for the learners to enter the workforce. However, she proposed some recommendations to improve the content of the Technical English and the Communication Curriculum. As suggested by the respondents, some topics

could be incorporated into the existing syllabus and some changes could be done to the arrangement of the topics. The opinions obtained from the respondents, revealed that the students' proficiency level should be considered before exposing them to the subjects. Hence, the proficiency level which is a part of the language skills, should not be neglected.

All these studies are somehow related to the present study, in terms of the aims and methodologies used in collecting data. In specific, from the findings of all the studies mentioned above, there seemed to have drawbacks/weakness in the course designs. This shows that, before the courses were designed, the learners' needs were not taken into consideration. Detailed needs analyses should have been conducted in determining the needs of the learners. As for this study, a detailed needs analysis was conducted to investigate the spoken communication needs of the LIDP, so that an appropriate course design could be developed. It is hoped that the course design developed from the present study is able to cater to the actual needs of the LIDP.

2.9 Conclusion

To sum up, this chapter discussed about ESP, needs analysis, communicative competence, communication strategies, past studies related to the LIDP, the needs of other personnel from other sectors and the course design, in detail. Besides, the theoretical frameworks in conducting the needs analysis and the course design are also discussed. Overall, the importance of needs analysis cannot be denied in determining the learners' needs and wants and also in designing an appropriate course design to cater to the LIDP's needs. The execution of the needs analysis, in terms of the methodologies and instrumentation are examined in Chapter 3.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design, the pilot study, the participants, the instrumentation, the research procedure and the methods of data analysis.

3.2 Research Design

This study adopts a qualitative approach, supplemented with a quantitative approach, in terms of frequency counts from the questionnaire (for LIDP) and survey (for international students). The former was completed by 30 LIDP and the latter was completed by 50 international students. Besides that, semi-structured interview sessions were arranged with the Head of the Client Services Division of the Main Library and the Head of the Library of Languages and Linguistics of University of Malaya. Some questions that were prepared for the former were e-mailed to the Chief Librarian, as the former could not answer them. Hence, the Chief Librarian was also a participant in this study. Observations and brief semi-structured interview sessions were carried out with three LIDP from the Main Library and one from the Library of Languages and Linguistics to validate the findings from the questionnaire and survey checklists. The data collected from these methods were useful in proposing a spoken English language communication course for the LIDP.

3.3 Location

The LIDP were selected from the three libraries in University of Malaya: the Main Library, the Library of Languages and Linguistics and the Za'ba Memorial Library. Nonetheless, the LIDP also serve in other libraries (Tan Sri Professor Ahmad Ibrahim Law Library, T.J. Danaraj Medical Library, Built Environment Library, City Campus Library, Dentistry Library, Engineering Library, Islamic Studies Library and the Malay Studies Library) around the campus of University of Malaya based on their job schedules. This was informed by the Head of the Client Services Division of the Main Library. Also, I managed to confirm this during my observation and semi-structured interview sessions with the LIDP, whereby three personnel from various departments of libraries served at the Reference Desk according to their allotted time schedule. They were serving the Academic Services Department of the Main Library, the Za'ba Memorial Library and from the Client Services Division of the Main Library.

3.3.1 The Library Network

The library network in University of Malaya comprises of:-

The Main Library (included in this study)

Three Branch Libraries:-

- Tan Sri Professor Ahmad Ibrahim Law Library
- T.J. Danaraj Medical Library
- Za'ba Memorial Library (included in this study)

Seven other Libraries:-

- Built Environment Library
- City Campus Library
- Dentistry Library
- Engineering Library
- Islamic Studies Library
- Languages and Linguistics Library (included in this study)
- Malay Studies Library

Figure 2: The Library Network of University of Malaya

(<http://www.umlib.um.edu.my>)

Based on the library network of the University of Malaya, the hierarchy consists of the Main Library, three branch libraries and other libraries. As for this study, the LIDP were chosen from all the three subcategories (refer to the figure above).

3.4 Participants

The participants for this study were selected based on the first objective of this study; to identify the spoken communication needs of the library information desk personnel (LIDP) while conversing with international students. Thus, 30 LIDP (from the Main Library, the Za'ba Memorial Library and the Languages and Linguistics Library) and 50 international students were selected in order to complete the

questionnaires and survey checklists. In addition, the Head of the Client Services Division of the Main Library and the Head of the Languages and Linguistics Library of University of Malaya were also interviewed in verifying the data obtained from the questionnaire and survey checklists. Some questions that were prepared for the former were e-mailed to the Chief Librarian, as the former could not answer them. Hence, the Chief Librarian was also a participant in this study. Apart from that, 3 information desk personnel who were on duty at the Reference Desk of the Main Library and 1 personnel from the Languages and Linguistics Library were chosen to be observed and interviewed in enhancing other data.

3.4.1 The Library Information Desk Personnel (LIDP)

The LIDP were the main respondents of this study. They were given questionnaires in identifying their spoken communication needs for conversing with international students. There are 42 librarians cum information desk personnel who work in all the libraries in University of Malaya (<http://www.diglib.um.edu.my/interaktif/SQL-bin/umlibrarians.asp>).

Four of the LIDP were chosen to be interviewed and observed, whereby three of them were conducted at the Reference Desk of the Main Library and one was conducted in the Library of Languages and Linguistics. These were done to provide in-depth information about the spoken communication needs required by the LIDP and also to complement the data derived from the questionnaire.

3.4.2 The Head of the Client Services Division of the Main Library

The Head of the Client Services Division of the Main Library, was interviewed to ascertain the requirements, responsibilities, challenges and the quality of services provided by the LIDP. She was interviewed to provide in-depth explanation about the language needs of the LIDP as well as on the ways to cater to their spoken communication needs.

3.4.3 The Head of the Languages and Linguistics Library of University of Malaya

The Head of the Languages and Linguistics Library, was interviewed to obtain her opinion on the spoken communication needs of the LIDP and her suggestions in designing an ESP course in catering to their needs. She was chosen to be interviewed as she has worked as an information desk employee in the Main Library before being promoted as the Head of the Languages and Linguistics Library.

3.4.4 The International Students

The international students who were at the Main Library at the time of the study were given survey checklists to be completed. This was done to verify the findings derived from the questionnaire (completed by the LIDP).

3.4.5 The Chief Librarian of the Main Library of University of Malaya

The Chief Librarian is not the main participant in this study, but her points of view were necessary to the findings of this study. She was chosen to answer a number of interview questions that were initially prepared for the Head of the Client Services Division of the Main Library. During the semi-structured interview session with the latter, she claimed that she could not answer questions 7-12 as those questions were not related to her position. She suggested that the Chief Librarian would be the suitable one to answer those questions. Hence, questions 7-12 were e-mailed to the Chief Librarian and her response was noted to be included in the findings section.

3.5 Types of Sampling

In order to answer the questionnaire intended for the 30 library information desk personnel (LIDP) and the survey checklists designed for the 50 international students, probability (random) sampling was used. Random sampling was used to select the LIDP who were on duty at the Reference Desk of the Main Library and at the information counter of the Languages and Linguistics Library for the observation and semi-structured interview sessions. The Head of the Client Services Division of the Main Library, the Head of the Languages and Linguistics Library of University of Malaya and the Chief Librarian of the Main Library of University of Malaya were chosen based on purposeful sampling. This was because, they were able to provide detailed information about the spoken communication needs of the LIDP. The Head of the Client Services Division and the Chief Librarian were experienced in this field for

years, hence their viewpoints would be vital in identifying and enhancing the spoken communication needs and skills of the LIDP. Besides, the latter's opinions would be useful in incorporating certain topics or tasks as she has worked as an LIDP before being promoted to her current position. Moreover, a thorough understanding of the personnel and their difficulties need to be addressed, the Heads and the Chief Librarian were the best people to be approached in order to discover further about the spoken communication needs and skills of the LIDP.

3.6 Pilot Study

A pilot study was carried out to identify the language difficulties faced by the LIDP while conversing with customers (local and international) in English. First, the Head of the Client Services Division of the Main Library was interviewed to find out the LIDP's various job tasks and their difficulties in speaking English. The session was recorded, transcribed and analysed. Based on the answers from the interview session, 20 copies of a questionnaire (Appendix A) were prepared and distributed to the Head of the Client Services Division to be distributed to the LIDP. 12 responses of the questionnaire were received and analysed. The LIDP had to tick against the relevant job tasks and language difficulties they face while conversing with the customers. After analysing the data, it was confirmed that most of the LIDP required improvements in speaking, mainly in pronunciation and vocabulary as seen in the findings below:-

Table 3.1: The Levels of Language Skills possessed by the LIDP (Part 2

Language Skills)

Levels Skills	Poor (%)	Satisfactory (%)	Good (%)	Excellent (%)
Speaking	25	50	25	0
Listening	16.7	25	58.3	0
Reading	16.7	16.7	58.3	0
Writing	25	50	25	0
Grammar	16.7	66.7	16.7	0
Vocabulary	25	50	16.7	0
Pronunciation	25	58.3	16.7	0

This section was included in order to check if the LIDP were aware of their actual levels of competence in the language skills listed. The skills/ sub-skills related to the spoken communication are the speaking, grammar, vocabulary and pronunciation skills. Based on the table, the LIDP need improvement in the pronunciation, grammar, speaking and vocabulary skills, besides the writing skill.

Table 3.2: The Language Priorities of the LIDP (Part 3 Language Priorities)

Language priorities	Important (%)	Very Important (%)
To become a more fluent speaker	0	66.7
To become a more accurate speaker	16.7	66.7
To expand my general vocabulary	0	83.3
To improve my listening	0	75
To improve my pronunciation	0	75
To improve my reading	0	75
To improve my writing	0	75

This section was added in the questionnaire in order to identify the LIDP's language significances in terms of their job scope. It is clear that the LIDP want to improve on their knowledge of vocabulary and pronunciation in relation to their job scope.

According to the tables above, the findings of the pilot study confirmed that the LIDP needed improvement in specific spoken communication skills like pronunciation, vocabulary and grammar. Therefore, the present questionnaire is designed by taking into consideration the specific spoken communication skills of the LIDP, in determining the reliability and validity of the present questionnaire.

The focus of this study is to discover the spoken communication needs of the LIDP while conversing with international students only. This is because, most of the local students use Bahasa Malaysia to communicate with the LIDP, hence the LIDP had to speak in Bahasa Malaysia as well. As our country's national language is Bahasa Malaysia, thus all Malaysians are undeniably familiar in using it. However, the international students can only use English to communicate with the LIDP, as it is the Lingua Franca between both parties.

The native languages of the international students vary from that of the LIDP, hence English must be used to make communication possible. Besides that, a course was designed to include the needs of the LIDP in improving their spoken communication skills. Hence, the pilot study was useful in determining the focus of this study in terms of the customers (international students), the LIDP's job tasks and their spoken communication needs while conversing with the international students.

3.7 Instrumentation

There are a number of different methods in conducting needs analysis and as listed by Robinson (1991), it includes questionnaires, interviews, case studies, tests and authentic data collection (for example, analyzing actual manuals and written assignments). However, there is no single approach to conduct needs analysis and this is supported by Jordan (1997). It falls to the researcher to choose the best method under different circumstances in order to serve one's goals and conditions. As for this study, questionnaire is used as the main instrument in collecting data, whereas the semi-structured interview sessions, the observation sessions and the survey checklists were used in order to triangulate data and to increase the reliability and validity of the derived data.

3.7.1 Questionnaire

The questionnaire (Appendix B) was distributed to the LIDP in identifying their spoken communication needs while communicating with international students. The copies of the questionnaire were handed to the Head of the Client Services Division of the Main Library (after the semi-structured interview session) to be distributed to the LIDP. This was the actual procedure to be followed in distributing any questionnaires to any of the staff, as mentioned by the Head of the Client Services Division of the Main Library during the semi-structured interview session.

Besides, the feedback from the Head of the Clients Services Division was useful in adapting the items in the questionnaire to suit the LIDP's spoken communication needs. The questionnaire was developed based on Dudley Evans and St. John's (1998) framework (discussed in Chapter 2). The questionnaire consists of three parts; Part 1 (Demographic Information), Part 2 (Job Tasks & Language-Related Information) and Part 3 (Course Design-Related Information). The distribution of questionnaire was done after the semi-structured interview session with the Head of the Client Services Division. In total, 30 copies of the questionnaire were collected and analysed. The items for Part 2 and 3 were derived from the semi-structured interview sessions with the Head of the Client Services Division and the data from the questionnaire completed by the LIDP (pilot study). The description of items from the questionnaire is listed below:-

Part 1 Demographic Information

- Questions 1-7 are related to their personal details like their age, gender, highest qualification, first language, whether they are still learning English, their SPM English results and their frequency of using English while working.

Part 2 Job Tasks & Language-related Information

- This section is a checklist that requires the participants to check the appropriate boxes of language difficulties they encounter while performing their duties.

Question 1- The LIDP's difficulty in training library users to effectively search the library catalogue, Internet and other electronic resources.

Question 2- The LIDP's difficulty in ordering materials and maintaining records for payment of invoices.

Question 3- The LIDP's difficulty in explaining library policies, procedures, methods, ethics and professional standards to the customers.

Question 4- The LIDP's difficulty in responding to general information requests and enquiries through telephone.

Question 5- The LIDP's difficulty in informing customers about the services and facilities available in the library.

Question 6- The LIDP's difficulty in giving directions to the customers in finding the required resources in the library.

Question 7- The LIDP's difficulty in promoting any events or programs organised by the library.

Question 8- The LIDP's difficulty in advising customers about library materials, how to effectively use the library and oversee the customers' appropriate use of library facilities.

Question 9- The LIDP's difficulty in responding to daily requests for information and enquiries by customers.

The six common language difficulties that are listed for every job tasks (mentioned above) are,

- Inadequate vocabulary usage,
- Unable to pronounce words correctly,
- Unable to understand the meaning of words used by customers,
- Lack the knowledge of grammar and structure,
- The international students speak too fast,
- Unable to understand foreign accents.

Part 3 Course Design-related Information

- Question 1 requires the LIDP to choose their preferred learning styles, which consist of five options,
 - Individually,
 - Group work,
 - Out-of-class activity,
 - Pair work,
 - Whole-class activity.

- Question 2 requires the LIDP to choose their preferred learning strategies, which consist of five options,
 - Visual,
 - Audio,
 - Music,
 - Kinaesthetic.

- Question 3 requires the LIDP to choose their preferred learning activities, which consists of five options,
 - Completing a task through a problem-solving activity,
 - Acting out a role-play exercise,
 - Taking decisions about personal learning activities (learning - centred),
 - Teaching through teacher-directed lessons with explanations,
 - Completing imaginative and creative activities (project work).

- Question 4 requires the LIDP to check their preferred days, time and duration for an ESP course to be conducted.

Two options were listed for the days:-

 - Weekdays,
 - Weekends.

Three options were listed for the time:-

- Morning,
- Evening,
- Night.

Four options were listed for the duration:-

- 1 hour,
- 1 ½ hours,
- 2 hours,
- 2 ½ hours.

3.7.1.1 Questionnaire Adaptation

In order to investigate the LIDP's spoken communication needs, a needs analysis questionnaire was adapted primarily from a study by Alharby, M. (2005) and another study by Yu Chang, W. (2009). The former was about the English language communicative needs as perceived by health professionals in the Riyadh area, while the latter was about the needs analysis of applying an ESP program for hotel employees in Kenting, Southern of Taiwan.

The questionnaires from both studies consist of only 2 sections, the demographic information and items related to their difficulties in using English at their workplaces, whereas the questionnaire in this study consists of 3 sections which includes the demographic information (Part

1), the Job Tasks & Language related Information (Part 2) and the Information related to the Course Design (Part 3). This was because the researchers (Alharby, M, 2005 and Yu Chang, W, 2009) did not focus on course designing as part of their studies.

Besides that, the items/questions from Alharby, M. (2005) and Yu Chang, W. (2009) were quite general and were related to the medical (the former) and hospitality (the latter) fields, whereas the items in this questionnaire were more specific and were related to the library settings.

Lastly, the types of questions used in Alharby, M. (2005) and Yu Chang, W. (2009) were mostly open-ended questions, whereas the questionnaire for this study employs the open-ended and close-ended questions and the Likert scale questions. These are the three main types of adaption that was done to the adopted questionnaire.

3.7.2 Semi-structured Interview Sessions

The semi-structured interview sessions were conducted with the;

3.7.2.1 Head of the Client Services Division of the Main Library,

3.7.2.2 Head of the Languages and Linguistics Library,

3.7.2.3 LIDP (4),

3.7.2.4 Chief Librarian of the Main Library (through e-mail)

3.7.2.1 The Head of the Client Services Division of the Main Library

One semi-structured interview session was conducted with the Head of the Client Services Division. She was interviewed first, in order to derive in-depth information on the job scope, requirements, quality of service, the usage of English and the spoken communication needs required by the LIDP in carrying out their tasks. This interview session was conducted only once and was carried out in the Main Library. The session was recorded, transcribed into various themes and were analysed through descriptive analysis. The questions consist of a blend of close-ended questions (yes/no answers) and open-ended questions so that I could probe in whenever necessary. In total, 12 questions were asked (Appendix C). As from the seventh to the twelfth questions (7-12) she was not able to give the answers, as those questions were not related to her role and position. Therefore, those questions were e-mailed to the Chief Librarian, whose response was noted and analysed through descriptive analysis as well.

The description of questions from the interview is listed below:-

- Questions 1-7 are related to the library information desk personnel's (LIDP) English language proficiency, their requirements/qualification in becoming LIDP, their job scope in which they are required to use English language, the problems they face while conversing in English, the vital skills required by the LIDP and the ways to overcome their weaknesses.

Based on this interview session, some items in the Parts 2 and 3 of the questionnaire were amended. In specific, in the Part 2 section (Job Tasks and Language-related Information), a number of job tasks and language difficulties were added based on the response from the interview session. Furthermore, in the Part 3 section (Course Design-related Information), the sections on the learners' preferences in learning English, preferred learning strategies and habits were added, based on the answers derived from the Chief Librarian.

3.7.2.2 The Head of the Languages and Linguistics Library

The Head of the Library of Languages and Linguistics was interviewed after the distribution of the questionnaire and survey. This was done to verify the data obtained from the questionnaire to design the proposed spoken communication course for the LIDP, as she was a former LIDP. She was an LIDP at the Main Library and her opinion and suggestions were valuable in designing the course, whereby her experiences in dealing with the international students would enrich the content of the course design. This interview session was conducted once and was carried out at the Library of Languages and Linguistics. The session was recorded, transcribed into various themes and were analysed through descriptive analysis. 6 questions were asked (Appendix D) and most of the questions were related to her experiences/encounters in

dealing with international students while working as an information desk employee at the Main Library.

The description of questions from the interview is listed below:-

- Questions 1-3 are related to her job tasks as an information desk staff in using English language, the difficulties she encountered while conversing with international students and any skills that she needed while conversing with international students.
- Questions 4-6 are related to her opinion on the skills needed by the LIDP while communicating with international students, any communication problems she encountered with the international students and on how she overcame them, and her advice/reminders to her fellow information desk personnel in dealing with international students. Particularly, question 4 is necessary because the international students' lacks; like their accents and first language interference, affect the LIDP's communication skills.

3.7.2.3 The Library Information Desk Personnel (LIDP)

Four semi-structured interview sessions were conducted, in order to identify the personnel's immediate spoken communication needs and skills. Three of the semi-structured interview sessions were conducted at the Reference Desk of the Main Library (after the semi-structured interview session with the Head of the Client Services Division),

whereas one was conducted at the Library of Languages and Linguistics (after the semi-structured interview with the Head of the Library of Languages and Linguistics). This was done to validate the data derived from the other semi-structured interview sessions and also to derive in-depth information about their spoken communication needs. In total, four questions were asked to the four LIDP (Appendix E).

The description of the interview questions is shown below:-

- Questions 1-2 are related to their job tasks as library information desk staff in using English language and the difficulties they have encountered while conversing with international students.
- Question 3-4 are related to the skills that they lack while conversing with any international students and their opinion on the skills needed by the international students while communicating with them as well as their suggestions on the ways to overcome the communication problems that occur between both parties.

3.7.2.4 Chief Librarian

Questions 7-12 (Appendix C-included in the questions asked to the Head of the Client Services Division) were e-mailed to the Chief Librarian, as she was not in on that day. These questions were prepared for the Head of the Client Services Division of the Main Library, but she

could not answer them. After a few days, the former replied and her response was noted to be included in the findings section.

- Question 7 is related to her opinions on the ways to cater to the LIDP's spoken communication needs.
- Questions 8-12 are related to her suggestions on the content of an ESP course that will be conducted for the LIDP in improving their communication skills.

3.7.3 Observation Sessions of the LIDP

The observation sessions were done simultaneously during the semi-structured interview sessions with the LIDP. Three observations were conducted at the Reference Desk of the Main Library whereas one was conducted in the Library of Languages and Linguistics. These were done to supplement and further enhance the data derived from the semi-structured interview sessions with the LIDP. The researcher was not allowed to record the communication between the library customers and the LIDP, hence field notes were taken.

The LIDP were observed based on two main concerns:

- The frequently asked questions (job tasks/services) required by the international students,
- The LIDP's specific language needs/difficulties while conversing with the international students.

The researcher did not use any checklists, as only the two criteria (mentioned above) are taken into consideration throughout the observation sessions. The field notes were presented first, followed by the discussion through descriptive analysis.

3.7.4 Survey Checklist

Survey checklists were distributed to the international students who visited the Main Library at the time of the study. This was done after the distribution of questionnaire to the LIDP. Apart from validating the data derived from the questionnaire, the survey checklists were distributed to triangulate the data by taking into consideration the international students' views on the spoken communication needs required by the LIDP. The survey consists of two sections; Part 1 (Demographic Information) and Part 2 (The Library Information Desk Personnel's Language Difficulties). The items for Part 2 were derived from the items from Part 2 (Job Tasks & Language-Related Information) of the LIDP questionnaire as they were prepared concurrently, in order to compare and analyse the spoken communication needs thoroughly.

The description of items from the survey checklist (Appendix F) is listed below:-

Part 1 Demographic Information

- Question 1- The international students' highest qualifications,
- Question 2- The international students' first language,
- Question 3- Whether English is the international students' preferred

language to be used in the library.

The data derived from question 1 (their highest level of education) determines the level of English language proficiency of the international students. This data is necessary in determining the international students' requirements in using English according to their qualifications. Besides, the international students' English language competence is also identified through this data. Therefore, the LIDP's English language mastery could be compared to the international students' competence in identifying the LIDP's communication needs.

The data derived from question 2 (their first language) supports the answers derived in question 3 and also in determining whether English is their first language. If it is their first language, then the LIDP's communication skills need to be heightened in order to cater to the professional demands of the international students. If it is not, then the interference of their first language (accents) could be examined in identifying the spoken communication needs of the LIDP.

Part 2 The Library Information Desk Personnel's Language Difficulties

- This section requires the international students to tick the language difficulties faced by the LIDP whenever the students seek help from them.

This section consists of nine general reasons for the international students to approach an LIDP:-

Question 1- To ask for information regarding any particular books or resources,

Question 2- To ask for assistance in searching through the library catalogue, Internet and other electronic resources,

Question 3- To enquire about the opening hours and hours of operation during weekends,

Question 4- To find out about library policies, procedures, methods, ethics and professional standards,

Question 5- To ask for clarification about any specific information,

Question 6- To ask for directions in finding specific resources,

Question 7- To find out about any events or programs organized by the library,

Question 8- To ask for assistance in using the facilities available in the library,

Question 9- To enquire about the services provided by the LIDP.

Moreover, for each of the reasons, six main language difficulties were listed:-

- Inadequate vocabulary usage,
- Unable to pronounce words correctly,
- Unable to understand the meaning of words,
- Lack knowledge of grammar and structure,
- Unable to understand foreign accents,

- They speak too fast.

The figure below shows an overview of the participants and methodologies used in this study:-

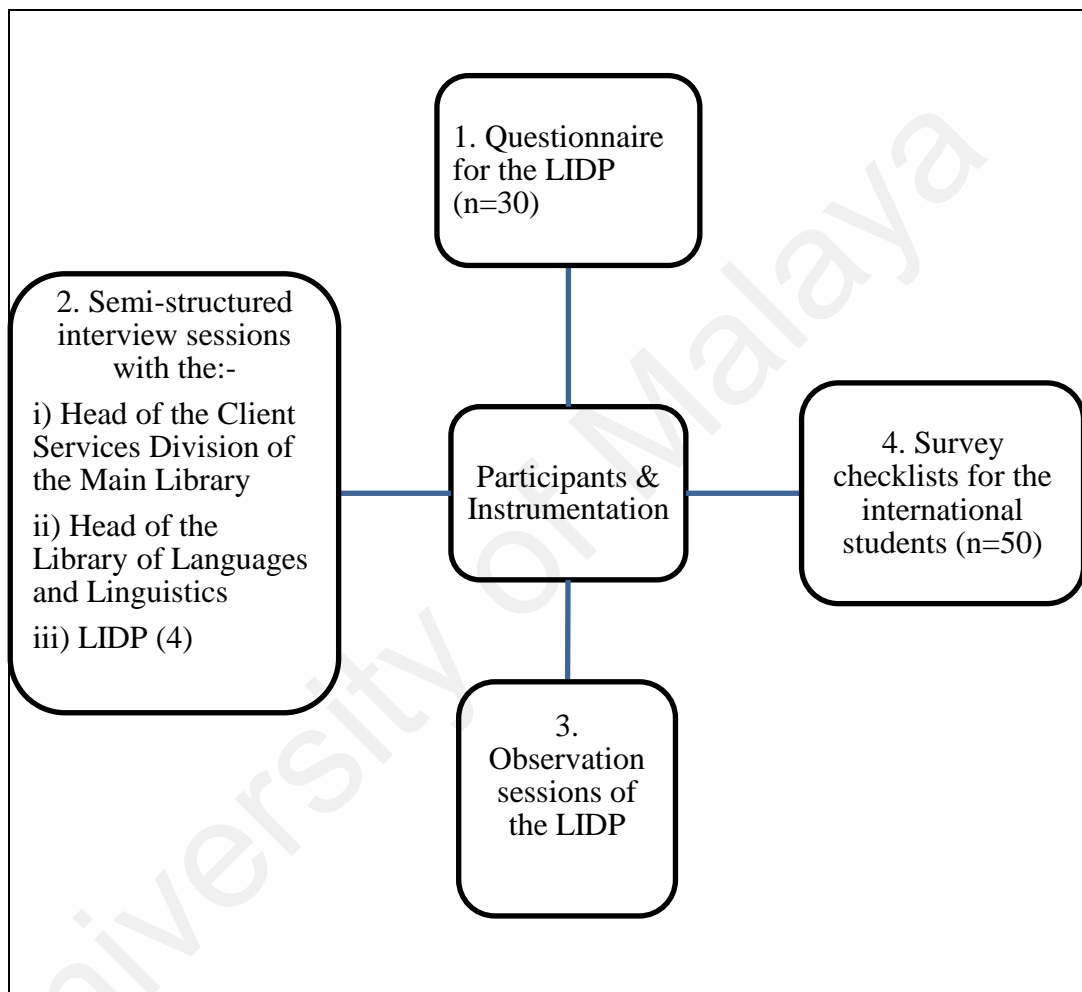


Figure 3: The participants and types of instrumentation used in this study.

The figure below shows an overview of the theoretical framework and the methodologies used to answer the research questions:-

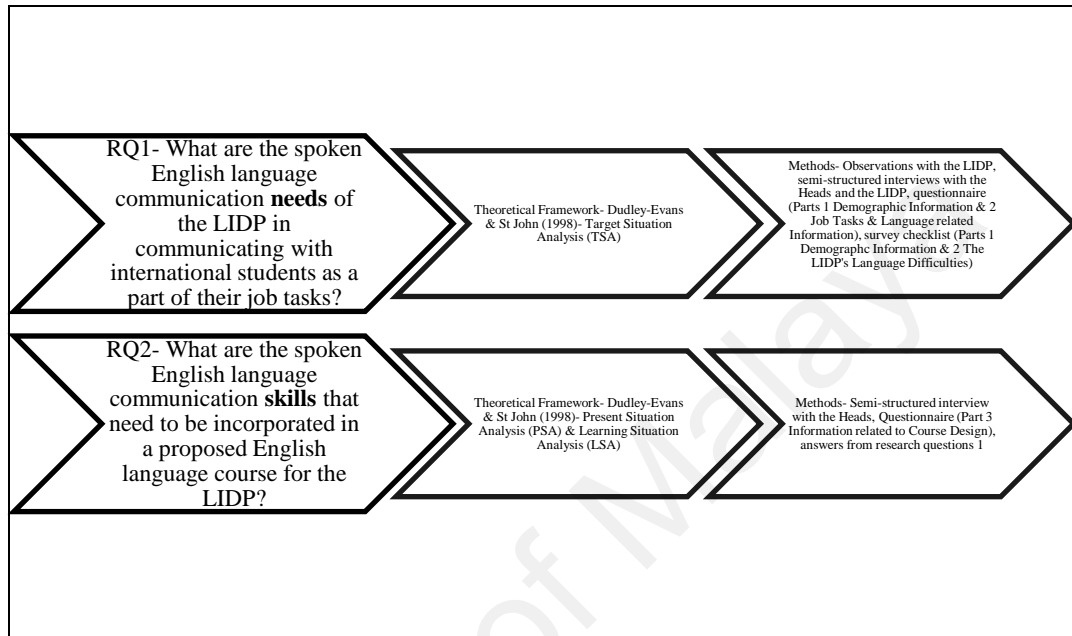


Figure 4: The connection between the methods and theoretical frameworks used in answering the two research questions.

3.8 Triangulation of Data

The figure below shows an overview of the triangulation of data that is done in this study:-

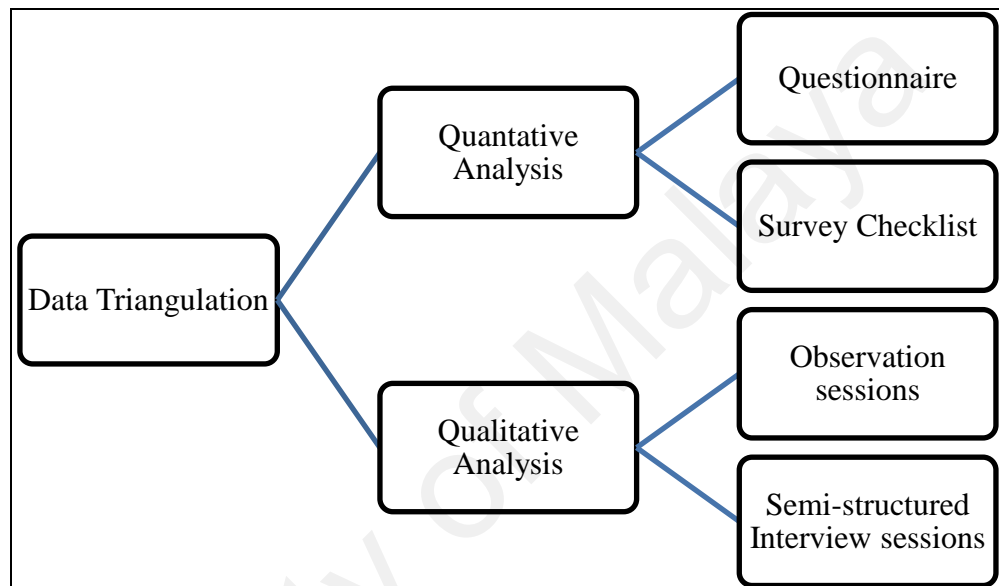


Figure 5: The methods of data triangulation that is done in this study.

Triangulation of data was done by comparing the validity of findings derived from the questionnaire, survey checklist, semi-structured interview and observation sessions. These methodologies were divided into quantitative and qualitative analyses. As for the quantitative analysis, the data derived from the questionnaire and survey checklist were compared whereas for the qualitative analysis, the data obtained from the semi-structured interview and observation sessions were compared. An example of the quantitative analysis, which

emphasizes on the similarity of language difficulties of the LIDP is shown below:

Table 3.3: An example of data triangulation (comparison) in terms of quantitative analysis.

Questionnaire	Highest Language Difficulties (sub-skills)	(%)	Survey Checklist	Highest Language Difficulties (sub-skills)	(%)
3. Explain library policies, procedures, methods, ethics and professional standards.	-Inadequate vocabulary usage.	43.3	4. To find out about library policies, procedures, methods, ethics and professional standards.	-Inadequate vocabulary usage.	36
	-Lack knowledge of grammar and structure.	43.3		-Unable to understand meaning of words.	28
	- Unable to understand meaning of words.	13.3		-Lack knowledge of grammar and structure.	22

An example of the qualitative analysis, which focuses on the similarity of job tasks of the LIDP is shown below:

Table 3.4: An example of data triangulation (comparison) in terms of qualitative analysis.

Qualitative Methods used in this Study			
Semi-structured interview with the Head of the Client Services Division	Semi-structured interview with the Head of the Languages and Linguistics Library	Semi-structured interview with the LIDP	Field notes from the observations
LIDP's Job tasks			
-Answer general queries about the library, books, databases, software, etc.	-Teach the international students on how to find for reference books and articles/journals through online databases. -Give information related to the Inter Library Loan (ILL) and other services.	-Give information related to library facilities and services. -Teach the international students on how to use the online databases.	-Provide information on the use of online database. -Provide information on how to look for books manually.

3.9 Research Procedure

First, the Head of the Client Services Division of the Main Library was interviewed and the recording was transcribed and analysed. 30 copies of questionnaire were given to her to be distributed to her staff. They were given 1 week to complete the questionnaire. I received only 20 copies of the questionnaire, as she mentioned that she would not force the staff to complete the questionnaire.

Then, 3 observations and semi-structured interview sessions were done with the LIDP at the Reference Desk of the Main Library. This was done after one week when the researcher came to collect the questionnaire. Field notes were taken and the semi-structured interview sessions were recorded and transcribed. 15 copies of questionnaire were given to one of the personnel who volunteered to distribute them to her colleagues from the Za'ba Memorial Library. 10 copies of questionnaires were collected and analysed. The data from the questionnaire was analysed.

After two days, the survey checklist was distributed to 40 international students who visited the library at that time. They were given about 10-15 minutes to complete the survey as they were just required to read the statements and check the appropriate boxes. Additionally, 20 surveys were e-mailed to my international course mates and 10 copies were derived to be analysed. The data from the survey was analysed.

After one week, the Head of the Library of Languages and Linguistics was interviewed and an observation and semi-structured interview session was conducted with one of the personnel from the Languages and Linguistics Library. The data derived from the questionnaire and survey were compared with the field notes and the transcribed data to determine the validity of the collected data.

The flow chart of the detailed procedure is shown below:-

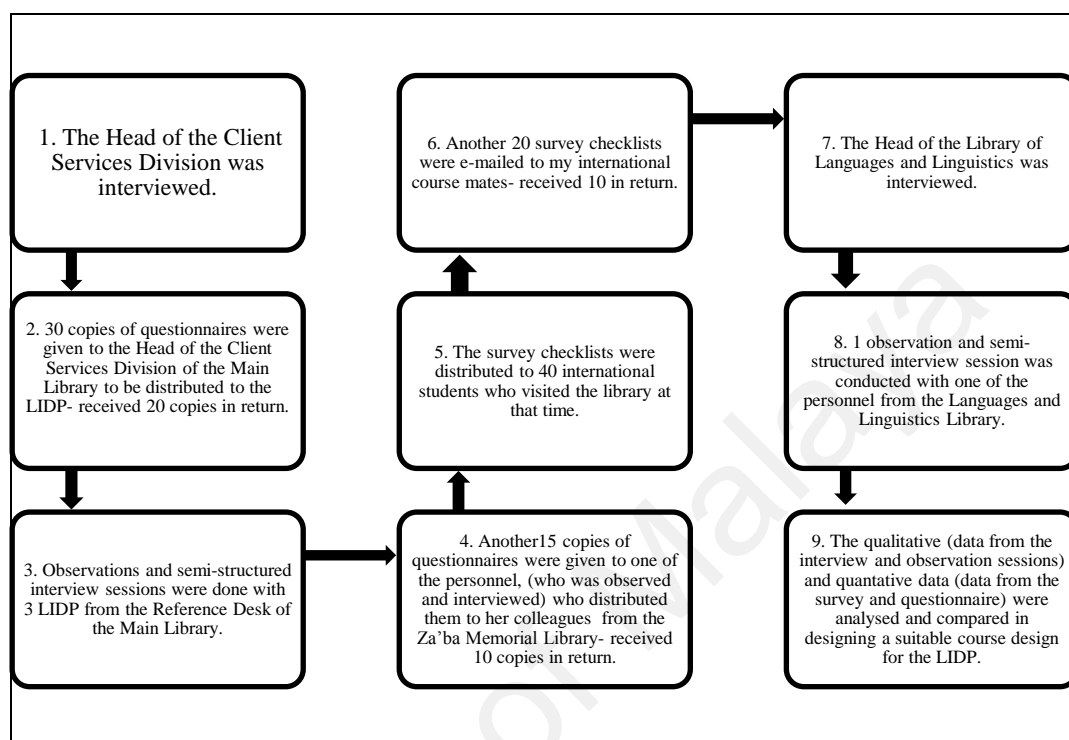


Figure 6: The research procedure in collecting data.

3.10 Data Analysis

The data obtained from the questionnaire were the library information desk personnel's demographic information, the main job tasks which require the LIDP to speak English, the spoken English language communication needs of the LIDP and the appropriate content that need to be included in the course design. Tables were used to organise and analyze the data obtained from the multiple-choice and Likert scale questions.

The data derived from the survey checklists were the international students' level of English language proficiency. These data would help to prepare the LIDP to enhance their spoken communication skills in handling the international students' needs and requests. As for the data analysis, tables were used to organise and analyse the data.

Besides that, the data resulting from the semi-structured interview and observation sessions were the respondents' opinions on the specific spoken communication needs required by the information desk personnel in using English language, as well as their suggestions/recommendations on the ways to cater to their needs in dealing with the language. Additionally, the data derived from the semi-structured interview were transcribed and analysed through descriptive analysis. As for the observation sessions, field notes were taken and analysed through descriptive analysis. The figure below shows the ways of data analysis for every method employed:-

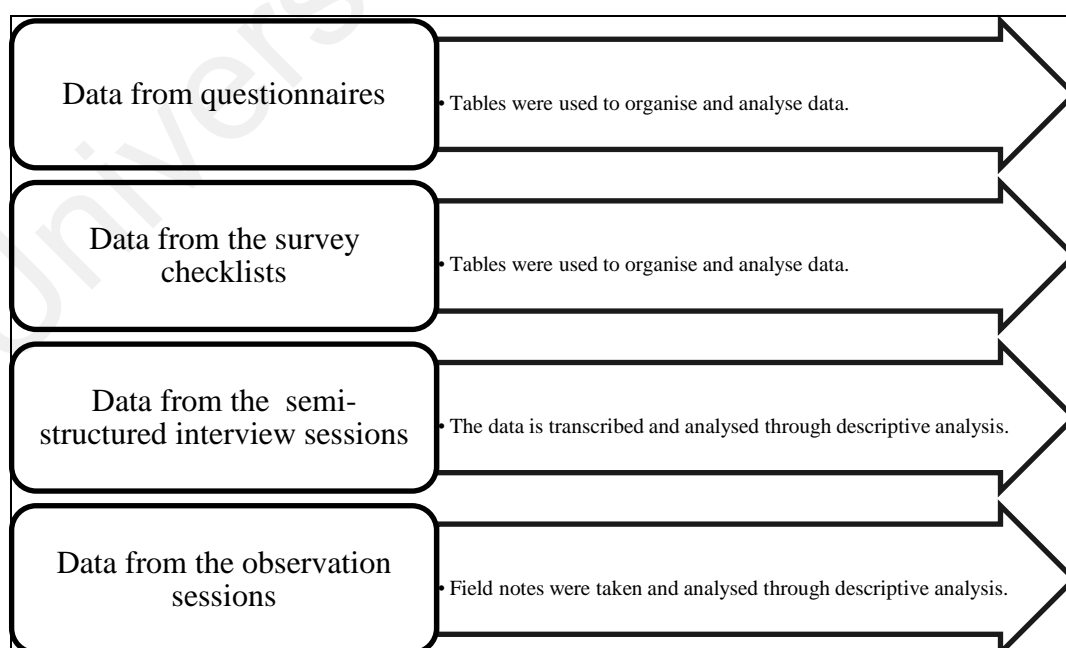


Figure 7: The data analysis for every method employed in this study.

3.10.1 Descriptive Analysis

The descriptive analysis is used to describe and summarize the data derived from the semi-structured interview and observation sessions in a meaningful way. This is because, the data obtained from these methods would be raw and comprehensive. By using the descriptive analysis, the raw data will be processed and classified into various themes that emerge from these data. The data will also be summarized according to the particular themes, which shows a simpler interpretation of the data. For example, the table below shows two of the six questions asked to the Head of the Library of Languages and Linguistics and the themes derived from the descriptive analysis:

Table 3.5: Two (out of the six questions) asked to the Head of the Library of Languages and Linguistics and the themes derived from the descriptive analysis.

Questions	Themes
1. What were your job tasks, as an information desk employee, which required you to use English language?	Job tasks
2. What were your main difficulties in conversing with foreign customers?	Spoken difficulties

The complete descriptive analysis of all the semi-structured interview sessions is discussed in Chapter 4 (Section 4.2.2). The field notes from the observation sessions, which are analysed through descriptive analysis is also discussed in Chapter 4 (Section 4.2.4).

3.11 Ethical Considerations

I obtained approval from the authorities of the respective libraries by providing my details and the purpose of conducting my study from the respective libraries. A list of the interview questions, a set of questionnaire and a survey checklist are attached for reference.

3.12 Conclusion

This study was carried out by using four types of instrumentations; questionnaire for the LIDP, survey checklist for the international students, semi-structured interview sessions with the Head of the Client Services Division of the Main Library, the Head of the Library of Languages and Linguistics and with the LIDP as well as observation sessions with the LIDP. The following chapter will present the analysis of all the data.

CHAPTER 4

ANALYSIS AND DISCUSSION

4.1 Introduction

In this chapter, the findings of the study are presented based on the data gathered from the questionnaire, semi-structured interviews, observations and the data derived from the survey checklist. The analysis of the data is described in detail in this chapter. All the data is discussed based on the research questions.

4.2 Analysis- Research Question 1

What are the spoken English language communication needs of the LIDP in communicating with international students, as part of their job tasks?

The answers to this research question were derived from the analysis of the:-

- i) Questionnaire Part 1 (Demographic Information of the LIDP),
- ii) Questionnaire Part 2 (Job Tasks & Language-related Information),
- iii) Semi-structured Interview sessions with the Head of the Client Services Division of the Main Library, the Head of the Languages and Linguistics Library and the LIDP themselves,
- iv) Observation sessions with the LIDP,
- v) Survey checklist Part 1 (Demographic Information of the International Students),

vi) Survey Checklist Part 2 (The Library Information Desk Personnel's Language Difficulties).

4.2.1 Analysis of the LIDP's Questionnaire

The LIDP's questionnaire consists of 3 parts. The analysis of Part 1 (the LIDP's Demographic Information) is presented first, followed by the discussion section.

4.2.1.1 Analysis of Part 1 (The Demographic Information of the LIDP)

The questionnaire consists of three parts. The analysis of Part 1 (The Demographic Information of the LIDP) is presented first, followed by the discussion section.

Table 4.1 Demographic Information of the LIDP

Variables	Frequency (n=30)	Percentage (%)
Age		
25-32	5	16.7
33-40	13	43.3
41-47	10	33.3
48-54	2	6.7
Gender		
Male	8	26.7
Female	22	73.3
Highest Qualification		
Degree	11	36.7
Masters	19	63.3
First Language		
Malay	26	86.7
Mandarin	2	6.7
Tamil	2	6.7

Whether the LIDP are still learning English?		
Yes	5	16.7
No	25	83.3
SPM English grades		
Distinction	13	43.3
Credit	17	56.7
The LIDP's usage of English during working hours		
Sometimes	7	23.3
Frequently	18	60
All the time	5	16.7

As for the first question, based on the 30 copies of questionnaire that were received, 43.3% (13) of the employees were in the age range of 33-40 years old, whereas 33.3% (10) of the staff were in the age range of 41-47. Moreover, 16.7% (5) fell under the category of 25-32 years old whereas 6.7% (2) were within the age range of 48-54. For the next question, 73.3% (22) of the personnel are females and only 26.7% (8) are males. As for their highest qualification, 63.3% (19) of the participants are Masters holders whereas Degree holders consisted of 36.7% (11) of the participants. Besides, 93.3% (28) of the staff completed their studies in the field of Library Science. In contrast, 3.3% (1) completed her Masters in the field of Library and Information Science as well as another participant 3.3% (1) is doing her Degree in Engineering. For the next question, which is related to their first language, 86.7% (26) of the respondents' first language is Malay whereas 6.7% (2) each are Mandarin and Tamil speakers. 83.3% (25) of the respondents claimed that they were not learning English compared to the 16.7% (5) who declared they still learn English. For the sixth question, which was related to their English SPM grades, 56.7% (17) of the staff obtained credits whereas distinction holders consisted of just 43.3% (13). For the last question, 60% (18) of the respondents confirmed that they use

English most of the time (frequently) during working hours whereas 23.3% (7) affirmed that they did not use English frequently apart from the 16.7% (5) who claimed that they use English all the time while working.

4.2.1.2 Discussion of Part 1 (Demographic Information) of the

Questionnaire

From the analysis, there are many experienced or veteran staff that work in the libraries. Apart from that, the majority of employees working in the libraries are females. Besides that, most of the staff are knowledgeable and qualified in performing their duties. In addition, most of the staff who work in the libraries, are of Malay descent. Moreover, most of the employees seem to have lesser time in taking up courses related to English language in improving themselves, due to their busy work schedule or other personal commitments as well. Thus, this could be used as a strong reason to design and conduct an ESP course according to their preference and convenience. According to their SPM grades, most of the staff were average users of English language, in which they need to further enhance their compatibility in using the language. Besides, most of the staff need to use English to communicate with international students, regardless of their incompetence in using the language.

4.2.1.3 Analysis of Part 2 (The LIDP's Job Tasks & Language-related Information)

Part 2 of the questionnaire consists of 9 LIDP's job tasks. The analysis of each job tasks is presented first, followed by the discussion section.

Table 4.2 English language difficulties faced by the LIDP in training library users to effectively search the library catalogue, Internet and other electronic resources.

Language Difficulties	Frequency (n=30)	Percentage (%)
Inadequate vocabulary usage	2	6.7
Unable to pronounce words correctly	2	6.7
Unable to understand the meaning of words used by customers	3	10
Lack knowledge of grammar and structure	8	26.7
Foreign tourists speak too fast	1	3.3
Unable to understand foreign accents	14	46.7

Based on Table 4.2, 46.7% (14) confessed that they were unable to understand foreign accents, 26.7% (8) admitted that they lacked the knowledge of grammar and structure, 10% (3) stated that they were unable to understand the meaning of words used by customers, 6.7% (2) each stated that they had inadequate vocabulary usage and they were unable to pronounce words correctly and only 3.3% (1) stated that the international students speak too fast.

Table 4.3 English language difficulties faced by the LIDP in ordering materials and maintaining records for payment of invoices.

Language Difficulties	Frequency (n=30)	Percentage (%)
Inadequate vocabulary usage	7	23.3
Unable to pronounce words correctly	13	43.3
Unable to understand the meaning of words used by customers	10	33.3
Lack knowledge of grammar and structure	0	0
Foreign tourists speak too fast	0	
Unable to understand foreign accents	0	0

According to Table 4.3, 43.3% (13) confirmed that they were unable to pronounce words correctly, 33.3% (10) stated that they were unable to understand the meaning of words used by customers and 23.3% (7) affirmed that they had inadequate vocabulary usage.

Table 4.4 English language difficulties faced by the LIDP in explaining library policies, procedures, methods, ethics and professional standards to the customers.

Language Difficulties	Frequency (n=30)	Percentage (%)
Inadequate vocabulary usage	13	43.3
Unable to pronounce words correctly	0	0
Unable to understand the meaning of words used by customers	4	13.3
Lack knowledge of grammar and structure	13	43.3
Foreign tourists speak too fast	0	0
Unable to understand foreign accents	0	0

Based on Table 4.4, 43.3% (13) asserted that they had inadequate vocabulary usage and they lacked the knowledge of grammar and structure, 13.3% (4) stated that they were unable to understand the meaning of words used by customers and the customers' voice is too soft to be heard clearly.

Table 4.5 English language difficulties faced by the LIDP in responding to general information requests and enquiries through telephone.

Language Difficulties	Frequency (n=30)	Percentage (%)
Inadequate vocabulary usage	5	16.7
Unable to pronounce words correctly	9	30
Unable to understand the meaning of words used by customers	0	0
Lack knowledge of grammar and structure	5	16.7
Foreign tourists speak too fast	0	0
Unable to understand foreign accents	11	36.7

According to Table 4.5, around 36.7% (11) confessed that they were unable to understand foreign accents, 30% (9) affirmed that they were unable to pronounce words correctly, 16.7% (5) admitted that they lacked the knowledge of grammar and structure and that they had inadequate vocabulary usage.

Table 4.6 English language difficulties faced by the LIDP in informing customers about the services and facilities available in the library.

Language Difficulties	Frequency (n=30)	Percentage (%)
Inadequate vocabulary usage	4	13.3
Unable to pronounce words correctly	2	6.7
Unable to understand the meaning of words used by customers	0	0
Lack knowledge of grammar and structure	9	30
Foreign tourists speak too fast	0	0
Unable to understand foreign accents	15	50

Based on Table 4.6, 50% (15) confessed that they were unable to understand foreign accents used by customers, 30% (9) admitted that they lacked the knowledge of grammar and structure, 13.3% (4) stated that they had inadequate vocabulary usage and 6.7% (2) stated that they were unable to pronounce words correctly.

Table 4.7 English language difficulties faced by the LIDP in giving directions to the customers in finding the required resources in the library.

Language Difficulties	Frequency (n=30)	Percentage (%)
Inadequate vocabulary usage	11	36.7
Unable to pronounce words correctly	6	20
Unable to understand the meaning of words used by customers	7	23.3
Lack knowledge of grammar and structure	6	20
Foreign tourists speak too fast	0	0
Unable to understand foreign accents	0	0

According to Table 4.7, 36.7% (11) of the participants claimed that they had inadequate vocabulary usage, 23.3% (7) stated that they were unable to understand the meaning of words used by customers, 20% (6) confirmed that they were unable to pronounce words correctly and that they lacked the knowledge of grammar and structure.

Table 4.8 English language difficulties faced by the LIDP in promoting any events or programs organised by the library.

Language Difficulties	Frequency (n=30)	Percentage (%)
Inadequate vocabulary usage	5	16.7
Unable to pronounce words correctly	7	23.3
Unable to understand the meaning of words used by customers	5	16.7
Lack knowledge of grammar and structure	0	0
Foreign tourists speak too fast	3	10
Unable to understand foreign accents	10	33.3

Based on Table 4.8, 33.3% (10) confirmed that they were unable to understand foreign accents, 23.3% (7) stated that they were unable to pronounce words correctly, 16.7% (5) confessed that they had inadequate vocabulary usage and that they were unable to understand the meaning of words used by the international students and 10% (3) admitted that the international students speak too fast.

Table 4.9 English language difficulties faced by the LIDP in advising customers about library materials, how to effectively use the library and oversee the customers' appropriate use of library facilities.

Language Difficulties	Frequency (n=30)	Percentage (%)
Inadequate vocabulary usage	8	26.7
Unable to pronounce words correctly	8	26.7
Unable to understand the meaning of words used by customers	2	6.7
Lack knowledge of grammar and structure	8	26.7
Foreign tourists speak too fast	2	6.7
Unable to understand foreign accents	3	10

According to Table 4.9, 26.7% (8) confirmed that they had inadequate vocabulary usage, they were unable to pronounce words correctly and they lacked the knowledge of grammar and structure, 10% (3) were unable to understand foreign accents, 6.7% (2) were unable to understand the meaning of words used by customers and that the Foreign students speak too fast.

Table 4.10 English language difficulties faced by the LIDP in responding to daily requests for information and enquiries by customers.

Language Difficulties	Frequency (n=30)	Percentage (%)
Inadequate vocabulary usage	11	36.7
Unable to pronounce words correctly	15	50
Unable to understand the meaning of words used by customers	2	6.7
Lack knowledge of grammar and structure	2	6.7
Foreign tourists speak too fast	0	0
Unable to understand foreign accents	0	0

Based on Table 4.10, 50% (15) confirmed that they were unable to pronounce words correctly, 36.7% (11) stated that they had inadequate vocabulary usage, 10% (3) stated that they lacked the knowledge of grammar and structure and 6.7% (2) stated that they were unable to understand the meaning of words used by customers.

4.2.1.4 Discussion of Part 2 (Job Tasks and Language-related Information) of the Questionnaire

For the first question, 46.7% (14) confessed that they were unable to understand foreign accents, 26.7% (8) admitted that they lacked the knowledge of grammar and structure, 10% (3) stated that they were unable to understand the meaning of words used by customers, 6.7% (2) each stated that they had inadequate vocabulary usage and that they were unable to pronounce words correctly and 3.3% (1) stated that the international students speak too fast when the LIDP train library users to effectively search the library catalogue, Internet and other electronic resources. This shows that the personnel are unfamiliar with the accents of the foreigners; therefore, it is difficult to train the customers.

43.3% (13) confirmed that they were unable to pronounce words correctly, 33.3% (10) stated that they were unable to understand the meaning of words used by customers and 23.3% (7) affirmed that they had inadequate vocabulary usage in **ordering materials and maintaining records for payment of invoices**. This confirms that the staff do not only face pronunciation problem, but they also face difficulty with insufficient knowledge of vocabulary and their meaning. Thus, the employees need to strive hard in learning English in order to be competent and proficient in the language.

For the next task, which is to **explain library policies, procedures, methods, ethics and professional standards**, 43.3% (13) asserted that they had inadequate vocabulary usage and that they lacked the knowledge of grammar and structure and 13.3% (4) stated that they were unable to understand the meaning of words used by customers. This, once again, proves the incompetence of the personnel's vocabulary and grammar usage, in which they have to upgrade themselves by taking up English courses.

36.7% (11) confessed that they were unable to understand foreign accents, 30% (9) affirmed that they were unable to pronounce words correctly, 16.7% (5) admitted that they lacked the knowledge of grammar and structure and 16.7% (5) stated that they have inadequate vocabulary usage in **responding to general information requests and enquiries through telephone**. This skill is important because, many international students who can't come to the library for certain purposes, tend to call the staff in order to clarify their needs. Hence,

the communication becomes complicated due to the incompetence of the staff in understanding the customers' accents.

For the fifth question, which is to **inform customers about the services and facilities available in the library**, 50% (15) confessed that they were unable to understand foreign accents used by customers, 30% (9) admitted that they lacked the knowledge of grammar and structure, 13.3% (4) stated that they had inadequate vocabulary usage and 6.7% (2) stated that they were unable to pronounce words correctly. Due to the personnel's inefficiency in understanding foreign accents, they could not perform their duties effectively. This would automatically reflect negatively on their image as library information desk personnel.

36.7% (11) of the participants claimed that they have inadequate vocabulary usage, 23.3% (7) stated that they were unable to understand the meaning of words used by customers, 20% (6) each confirmed that they were unable to pronounce words correctly and that they lacked the knowledge of grammar and structure in **giving directions to the customers in finding the required resources in the library**. This is an important duty of information desk personnel, whereby they need to be equipped with sufficient vocabulary in giving directions to the customers.

For the seventh question, which is to **promote any events or programs organized by the library**, 33.3% (10) confirmed that they were unable to understand foreign accents, 23.3% (7) stated that they were unable to pronounce words correctly, 16.7% (5) confessed that they had inadequate vocabulary usage

and that they were unable to understand the meaning of words used by international students and 10% (3) admitted that the international students speak too fast. This shows that, the personnel need to familiarize themselves with the accents of the foreigners, in order to promote any events organized by the library effectively.

26.7% (8) confirmed that they had inadequate vocabulary usage, they were unable to pronounce words correctly and that they lacked the knowledge of grammar and structure, 10% (3) were unable to understand foreign accents, 6.7% (2) were unable to understand the meaning of words used by customers and that the international students speak too fast when **advising customers about library materials, how to effectively use the library and oversee the customers' appropriate use of library facilities**. This shows that they do not read English materials frequently, and thus they face insufficient vocabulary, incorrect pronunciation and insufficient grammar knowledge.

For the last question, which is to **respond to the daily requests for information and enquiries by customers**, 50% (15) confirmed that they were unable to pronounce words correctly, 36.7% (11) stated that they had inadequate vocabulary usage and 6.7% (2) stated that they were unable to understand the meaning of words used by customers and that they lacked the knowledge of grammar and structure. The staff need to push themselves to pronounce words, regardless of the errors they make so that they could gradually improve themselves.

4.2.2 Analysis of the Semi-structured Interview Sessions

Three semi-structured interview sessions were conducted, in deriving the answers for research question 1. The analysis of data derived from the Head of the Client Services Division of the Main Library is presented first, followed by the discussion section.

4.2.2.1 Analysis of the Semi-structured Interview Session with the Head of the Client Services Division of the Main Library.

Six questions were asked to the Head of the Client Services Division of the Main Library, but her answers which are related to the first research question are the third, fifth, sixth and the eighth questions. The data was organised into different themes and then was analysed through descriptive analysis.

Table 4.11 Summary of data derived from the Head of the Client Services Division of the Main Library.

Questions	Themes	Answers
3	The job scope of the LIDP in using English language	The personnel have to answer general queries about the library, books, databases, software and etc by using English.
5	The problems faced by the LIDP while conversing in English	Some of the international students like the Koreans and Chinese, could not speak proper English and they find it hard to express their intentions.
6	The vital skills required by the LIDP	All the skills are necessary in responding to customers' needs.
8	The aspects of English language that need to be acquired by the LIDP	The communication skill; the ability to understand and converse in English (Chief Librarian's answer through e-mail)

The table above summarizes the LIDP's job scope, their problems, the vital skills and the aspect of English language that need to be acquired by the LIDP, based on the opinions of the Head of the Client Services Division of the Main Library.

4.2.2.2 Discussion of the Semi-structured Interview Session with the Head of the Client Services Division of the Main Library

From this interview session, I managed to derive much vital information about the job scope, requirements and demands of information desk personnel in the libraries and their spoken difficulties in handling international students. According to her, the personnel's main difficulty is to understand what the international students are trying to convey, as they lack the necessary vocabulary, grammar knowledge and have pronunciation problems. These are important aspects that need to be included in the course design. Even though most of the personnel are Degree and Masters holders and are proficient in English language, they still have difficulties with the skills, mainly in grammar, listening, vocabulary and pronunciation. Thus, all these skills will be emphasized in the course design by using the learning-centred approach. Besides that, the personnel need to be equipped with sufficient knowledge about the library, the services, facilities, location, opening hours, etc; in fulfilling the customers' demands. All the skills, especially the vocabulary skill is vital in this study. Lastly, the ability to understand others' messages and to converse in English, is the most essential ability that are required by all library information desk personnel, as mentioned by the Chief Librarian (through e-mail).

4.2.2.3 Analysis of the Semi-structured Interview Session with the Head of the Languages and Linguistics Library.

Six questions were asked to the Head of the Languages and Linguistics Library, but her answers which are related to the first research question are the first and second questions. The data was organised into different themes and then was analysed through descriptive analysis.

Table 4.12 Summary of data derived from the Head of the Library of Languages and Linguistics.

Questions	Themes	Answers
1	Her job tasks as an information desk employee, which required her to use English language.	i) To teach the students on how to find for reference books and journals/articles through online database. ii) To give them information related to Inter Library Loan (ILL) and other services.
2	Her main difficulties in conversing with international students.	i) Unclear speech due to their accents and first language interference.

The table above summarizes the Head of the Library of Languages and Linguistics' experiences in terms of her job tasks as an LIDP and her main difficulties in conversing with international students.

4.2.2.4 Discussion of the Semi-structured Interview with the Head of the Library of Languages and Linguistics

The Head of the Languages and Linguistics Library of University of Malaya, was interviewed to enrich the data obtained from the other semi-structured interview, questionnaire, survey and observation sessions. In general, when she was working as an LIDP, she had to use

English frequently to teach the international students on how to find reference books and journals/articles through online database and to give them information related to Inter Library Loan (ILL) and other services which are available in the library. As for the first task, she usually uses the computer on the Reference Desk to guide the students in finding the specific resources they need, whereby they could also watch the steps in accessing the online databases. Apart from that, her main difficulties in conversing with international students were mainly, their unclear speech. The reasons for their unclear speech were due to their accents and first language interference. Hence, she had to listen very carefully to what they are trying to convey. Moreover, according to her, the most important skill needed by the personnel in handling the international students is the listening skill, whereby they need to listen carefully in addressing the international students' requests. After listening, they need to speak in a way that is understandable for the international students.

4.2.2.5 Analysis of the Semi-structured Interview Session with the LIDP

Four questions were asked to three LIDP from the Main Library and one from the Library of Languages and Linguistics. However, the answers which are related to the first research question are the first, second and third questions. The data was organised into different themes and then was analysed through descriptive analysis.

Table 4.13 Summary of data derived from the four LIDP.

Questions	Themes	Answers
1.	Job tasks that require the LIDP to use English	i) To give customers information related to library facilities and services. ii) To teach customers on how to use the online database.
2.	The LIDP's main difficulties in conversing with international students.	i) Could not understand the words used by the international students due to their first language interference and accents. ii) They need to ask them repetitively in order to clarify their requests/problems. iii) Some of the personnel are less proficient/lack vital skills in speaking and understanding the foreign students.
3.	The personnel's lacks in communicating with the international students.	i) Rely more on Bahasa Melayu, lacks sufficient practice in using English. ii) Inadequate vocabulary usage. iii) Difficulty in pronouncing certain words. iv) Unfamiliar with the accents of the international students.

The table above summarizes the LIDP's responses on their specific job tasks that require them to use English, their main difficulties and lacks in conversing with international students.

4.2.2.6 Discussion of the Semi-structured Interview Sessions with the Four LIDP

For the first question, which is related to the job tasks that require the LIDP to use English, they affirmed that they need to give relevant information related to the library facilities and services and to teach the international students on how to use the online database. These were the main/the most demanding tasks that need to be fulfilled by the LIDP. The Head of the Library of Languages and Linguistics has also confirmed that these were the central tasks that she handled while she was working as an LIDP. Hence, practices related to these tasks would be emphasized in the course design.

For the second question; the LIDP's main difficulties in conversing with international students are that they could not understand the words used by the international students due to their first language interference and accents. Moreover, they had difficulty figuring out the international students' requests/intentions due to their unclear speech as well. Apart from that, some international students become impatient/ behave rudely if they are asked to repeat their questions in order to clarify their requests/problems, notably some of the Iranian students. Besides that, some of the personnel are less proficient/ lack vital skills in speaking and understanding the international students due to the reasons mentioned above. Therefore, they need to enrich themselves with the necessary knowledge of pronunciation and vocabulary in order to handle the demands of the international students.

The third question; which is related to the personnel's lacks in communicating with the international students, some of them are too familiar in using Bahasa Melayu, hence, they lack sufficient practice in using English. They need to come out of their 'comfort zone' by pushing themselves to speak in English to gradually become proficient in the language.

Furthermore, they also seem to have inadequate vocabulary knowledge and face difficulty in pronouncing certain words. These problems occur due to their insufficient reading of English materials and

lack of practice in pronouncing English words. Thus, the course would be designed by taking into consideration these aspects as well.

Additionally, most of them are unfamiliar with the accents of the international students, hence they find it difficult to understand the international students' demands. This is also an important factor to be included in the course design.

4.2.3 Synthesis of the Participants' Perceptions of Spoken Communication Difficulties

According to the data derived from the semi-structured interview sessions with the Head of the Client Services Division of the Main Library, the Head of the Languages and Linguistics Library and the LIDP themselves, the LIDP's main difficulty in handling the international students, is that they find it difficult to understand the international students' intentions. Additionally, certain words used by the international students seem to be vague to the LIDP. Hence, they could not give appropriate responses. This is because the LIDP lack vital skills like vocabulary, grammar, pronunciation and are unfamiliar with the accents of the international students. Besides, the LIDP also lack sufficient practice in using English (speaking, reading and listening), which contribute to their inefficiency in handling the international students' needs. The LIDP's listening skill need to be enhanced as it is vital in understanding the international students' needs, as suggested by the Head of the Languages and Linguistics Library. These requirements and skills will be incorporated in the proposed English language course designed for the LIDP.

4.2.4 Analysis of the Observation Sessions with the Four LIDP

This section consists of the analysis of field notes taken during the four observation sessions through descriptive analysis.

4.2.4.1 Observation 1 (Main Library)

On the first day, after getting permission from the Head of the Client Services Division, I went to the Reference Desk of the Main Library. The staff, Ms A was handling a local Chinese student who could not get the full text of a journal/article from the online database. Both of them conversed in English. The LIDP is from the Academic Services Department of the Main Library. Hence, Ms A informed the student to update her contact details and send a request by clicking the E-services icon on the library webpage to retrieve the journal/ article. Apart from that, she also asked the student to fill up the details about the journal/article in a form so that they could check for it manually. The student was satisfied and thanked the staff for her assistance. She was quite proficient and fluent in using English. In the meantime, I started interviewing her and she excused herself whenever customers approached her for assistance.

A Malay student came to ask for the Endnote software. She used Bahasa Melayu, hence the staff replied in the same language as well. Ms A handed in a compact disc (CD) to the student and asked her to transfer/copy it to her laptop. She added that the student must return the CD to the Reference Desk as soon as possible. The student thanked her

and left. I, then continued with my interview session and after around twenty minutes, her 2 hours session ended. I thanked her for her time and cooperation.

4.2.4.2 Observation 2 (Main Library)

As for the next session, Mrs. B from the Indian Studies Library of the Za'ba Memorial Library was observed and interviewed. She was typing some Tamil transcripts from a Tamil textbook when I approached her. She seemed to be an average user of English as she was less fluent compared to the first staff, probably because her jobscope is related to Tamil collections. Apart from that, she was able to give relevant answers for every question that was asked. A Malay student came and asked her for the Endnote software, using Bahasa Melayu. She asked her to come back after some time as the CD was not at the Reference Desk, using the same language. A student from China came to ask on how to use the online database, the Pendeta Webpac to search for journals related to Engineering. She then, taught her how to use the database in detail. The student was pleased and thanked her for her assistance. The conversation took place in English. After interviewing her for about 20 minutes, I thanked her for her time and cooperation.

4.2.4.3 Observation 3 (Main Library)

The next information desk employee was Mrs. C from the Client Services Division of the Main Library. She was an average user of English and was able to provide relevant information related to the needs of the staff in handling the demands of the international students.

During the observation session, a Sri Lankan student came to ask her on the ways to install the Turnitin software. The personnel taught the student by using the computer on the front desk. The communication between both parties was in English. The student then thanked her and left. Soon after, I continued with the interviewing and thanked her for her cooperation and time.

4.2.4.4 Observation 4 (Library of Languages and Linguistics)

As for the last session, I went to the Library of Languages and Linguistics to check if the personnel are sent to the other libraries based on a job routine. After informing about my purpose of the visit, Mr D agreed to be observed and interviewed. He was not very fluent in English, but he was able to give appropriate answers to the questions asked. According to him, there are only 3 personnel in that library, thus they were not sent to the other libraries, unless there is an immediate call for the assistance of an additional staff. During the interview session, a local Indian student came to enquire about the availability of a specific reference book. After checking through the database, he informed her of the shelf number to find it. The student thanked him and left. The conversation took place in Bahasa Melayu. After about 10 minutes, another Malay student came in to ask how to access the online database. He asked for her library membership number and she read them out. It seemed that her candidacy has expired, so he asked her to renew it. She was surprised but thanked him and left. After about 20 minutes of interviewing him, I thanked him for his time and cooperation.

4.2.4.5 Discussion of the Four Observation Sessions with the LIDP

Some of the vital services provided by the LIDP as requested by the international students were to:-

- Provide information on the use of online database,
- Provide information on how to look for books manually,
- Book carrels,
- Use the Endnote software,
- Use the Turnitin software,
- Renewal of library membership,
- Provide information about the Inter Library Loan and Document Delivery Services.

Additionally, most of the personnel were above average in using English, apart from making minor grammatical errors and inappropriate sentence construction while speaking. In terms of communication strategies, the common ones used by two of the LIDP were fillers, code switching and word-coinage. These verbal strategies were used to compensate the occasional 'hiccups' that occur while conversing with the international students. Particularly, the appealing strategy (Faerch, C. & Kasper, G. 1984) was used by one of the LIDP while helping one of the international students in accessing the online database. According to Faerch, C. & Kasper, G. (1984), this strategy is used to maintain the initial communication objective and to narrow the communication gap. During this observation, this strategy was used by the LIDP in clarifying

the title of the journal/article that was required by the customer. Therefore, the appeal strategy was used to make confirmation of the particular detail needed by the customers.

4.2.5 Analysis of the International Students' Survey Checklist

The survey checklist consists of 2 parts, Part 1 (Demographic Information of the International Students) and Part 2 (The International Students' Viewpoints on the LIDP's Language Difficulties). The analysis of Part 1 (Demographic Information of the International Students) is presented first, followed by the discussion section.

4.2.5.1 Analysis of Part 1 (Demographic Information of the International Students)

The Part 1 of the survey checklist consists of three questions (The International Students' Highest Qualifications, Their First Languages and Whether English is their Preferred Language to be Used in the Library). The analysis of all the questions is presented first, followed by the discussion section.

Table 4.14 Demographic Profile of the International Students

Variables	Frequency (n=50)	Percentage (%)
Highest Qualification		
Diploma	4	8
Degree	15	30
Masters	31	62
First Language		
Sinhalese	8	16
Arabic	7	14
Spanish	5	10
French	6	12
Mandarin	24	48

Whether English is the International students' preferred language to be used in the library?		
Yes	45	90
No	5	10

According to the table, regarding the international students' highest qualification, 62% (31) are taking up Masters, those who are pursuing Degree consist of 30% (15) and 8% (4) of the respondents are proceeding with their Diploma studies. Besides, 90% (45) are pursuing their Masters in English as Second Language (MESL) whereas 10% (5) each are continuing their studies in the field of Engineering, Business Management, Computer Science, Accounting and in Library Science. Nevertheless, 48% (24) of the participants use Mandarin as their first language, apart from the 16% (8) who use Sinhalese, 14% (7) who use Arabic, 12% (6) who use French and 10% (5) who use Spanish as their first languages. Lastly, 90% (45) of the respondents agreed that English is their preferred language to be used in the library compared to the 10% (5) whom did not prefer to use English in the library.

4.2.5.2 Discussion of the Part 1 (International Students'

Demographic Information)

As for the international students' highest qualification, most of them have completed their undergraduate studies in their native lands before proceeding with their current postgraduate studies in University of Malaya. The Chinese seem to be frequent visitors of the library, as they prefer to make use of the facilities available in the library. This data is also vital in confirming the international students' English language proficiency. The LIDP's communication needs is identified and catered to by making use

of the international students' English language proficiency level. English is the universal language and it is also the best medium of instruction that could be used by those who are of different natives.

4.2.5.3 Analysis of Part 2 (The International Students'

Viewpoints on the LIDP's Language Difficulties)

Part 2 of the survey checklist consists of nine general reasons of the international students in approaching an LIDP. The analysis of data is presented first, followed by the discussion section.

Table 4.15 English language difficulties faced by the LIDP when responding to questions on information regarding any particular books or resources.

Language Difficulties	Frequency (n=50)	Percentage (%)
Inadequate vocabulary usage	0	0
Unable to pronounce words correctly	16	32
Unable to understand the meaning of words	16	32
Lack knowledge of grammar and structure	16	32
Unable to understand foreign accents	1	2
They speak too fast	1	2

According to Table 4.15, 32% (16) claimed that the information desk personnel (LIDP) were unable to pronounce words correctly, that the LIDP lacked the knowledge of grammar and structure, and that they were unable to understand the meaning of words used by the LIDP. 2% (1) admitted that the LIDP were unable to understand foreign accents and that the LIDP speak too fast.

Table 4.16 English language difficulties faced by the LIDP when providing assistance in searching through the library catalogue, Internet and other electronic resources.

Language Difficulties	Frequency (n=50)	Percentage (%)
Inadequate vocabulary usage	19	38
Unable to pronounce words correctly	17	34
Unable to understand the meaning of words	0	0
Lack knowledge of grammar and structure	5	10
Unable to understand foreign accents	8	16
They speak too fast	1	2

Based on Table 4.16, 38% (19) respondents admitted that the staff did not have adequate vocabulary, 34% (17) confirmed that the LIDP were unable to pronounce words correctly, 16% (8) asserted that they were unable to understand foreign accents, 10% (5) affirmed that the LIDP lacked the knowledge of grammar and structure, and 2% (1) admitted that the LIDP speak too fast.

Table 4.17 English language difficulties faced by the LIDP when responding to enquiries about the opening hours and hours of operation during weekends

Language Difficulties	Frequency (n=50)	Percentage (%)
Inadequate vocabulary usage	10	20
Unable to pronounce words correctly	15	30
Unable to understand the meaning of words	1	2
Lack knowledge of grammar and structure	17	34
Unable to understand foreign accents	7	14
They speak too fast	0	0

According to Table 4.17, 34% (17) confessed that the LIDP lacked the knowledge of grammar and structure, 30% (15) affirmed that the LIDP were unable to pronounce words correctly, 20% (10) admitted that they have inadequate vocabulary usage, 14% (7) confirmed that they were unable to understand foreign accents, and 2%

(1) affirmed that they were unable to understand the meaning of words used by the LIDP.

Table 4.18 English language difficulties faced by the LIDP when responding to questions about library policies, procedures, methods, ethics and professional standards.

Language Difficulties	Frequency (n=50)	Percentage (%)
Inadequate vocabulary usage	18	36
Unable to pronounce words correctly	6	12
Unable to understand the meaning of words	14	28
Lack knowledge of grammar and structure	11	22
Unable to understand foreign accents	1	2
They speak too fast	0	0

Based on Table 4.18, 36% (18) asserted that the LIDP have inadequate usage of vocabulary, 28% (14) stated that the LIDP were unable to understand the meaning of words used by them, 22% (11) stated that the LIDP lacked the knowledge of grammar and structure, 12% (6) affirmed that the LIDP were unable to pronounce words correctly, and 2% (1) admitted that the LIDP were unable to understand foreign accents.

Table 4.19 English language difficulties faced by the LIDP when clarifying specific information.

Language Difficulties	Frequency (n=50)	Percentage (%)
Inadequate vocabulary usage	18	36
Unable to pronounce words correctly	7	14
Unable to understand the meaning of words	6	12
Lack knowledge of grammar and structure	15	30
Unable to understand foreign accents	4	8
They speak too fast	0	0

According to Table 4.19, 36% (16) admitted that the LIDP had inadequate vocabulary knowledge, 30% (15) stated that the LIDP lacked the knowledge of grammar and structure, 14% (7) affirmed that they were unable to pronounce words correctly and 12% (6) affirmed that they were unable to understand the meaning of

words used by them (the international students), and 8% (4) stated that they were unable to understand the LIDP's accents.

Table 4.20 English language difficulties faced by the LIDP when giving directions to find specific resources.

Language Difficulties	Frequency (n=50)	Percentage (%)
Inadequate vocabulary usage	13	26
Unable to pronounce words correctly	17	34
Unable to understand the meaning of words	4	8
Lack knowledge of grammar and structure	6	12
Unable to understand foreign accents	8	16
They speak too fast	2	4

Based on table 4.20, 34% (17) of the respondents confessed that the LIDP were unable to pronounce words correctly, 26% (13) confirmed that the LIDP have inadequate vocabulary usage, 16% (8) admitted that the LIDP were unable to understand foreign accents, 12% (6) confessed that the LIDP lacked the knowledge of grammar and structure, 8% (4) stated that the LIDP were unable to understand the meaning of words used by the LIDP and 4% (2) admitted that the LIDP speak too fast.

Table 4.21 English language difficulties faced by the LIDP when responding to questions about events or programs organised by the library.

Language Difficulties	Frequency (n=50)	Percentage (%)
Inadequate vocabulary usage	16	32
Unable to pronounce words correctly	17	34
Unable to understand the meaning of words	10	20
Lack knowledge of grammar and structure	0	0
Unable to understand foreign accents	0	0
They speak too fast	7	14

According to Table 4.21, 34% (17) stated that the LIDP were unable to pronounce words correctly, 32% (16) affirmed that the LIDP had inadequate vocabulary knowledge, 20% (10) admitted that the LIDP were unable to understand the meaning of

words used by them (the international students) and 14% (7) confessed that the LIDP speak too fast.

Table 4.22 English language difficulties faced by the LIDP when giving assistance on the use facilities available in the library.

Language Difficulties	Frequency (n=50)	Percentage (%)
Inadequate vocabulary usage	15	30
Unable to pronounce words correctly	7	14
Unable to understand the meaning of words	2	4
Lack knowledge of grammar and structure	19	38
Unable to understand foreign accents	7	14
They speak too fast	0	0

Based on table 4.22, 38% (19) claimed that the LIDP lacked the knowledge of grammar and structure, 30% (15) confessed that the LIDP had inadequate vocabulary usage, 14% (7) each admitted that the LIDP were unable to understand foreign accents and that they were unable to pronounce words correctly and 4% (2) admitted that the LIDP were unable to understand the meaning of words used by them (the international students).

Table 4.23 English language difficulties faced by the LIDP when responding to enquiries about the library services.

Language Difficulties	Frequency (n=50)	Percentage (%)
Inadequate vocabulary usage	9	20
Unable to pronounce words correctly	19	38
Unable to understand the meaning of words	0	0
Lack knowledge of grammar and structure	16	30
Unable to understand foreign accents	6	12
They speak too fast	0	0

According to the Table 4.23, 38% (19) confessed that the LIDP were unable to pronounce words correctly, 30% (16) admitted that the LIDP lacked the knowledge of grammar and structure, 20% (9) confirmed that the LIDP had inadequate vocabulary

knowledge, 12% (6) stated that the LIDP were unable to understand foreign accents of the international students.

4.2.5.4 Discussion of the Part 2 (International Students'

Viewpoints on the LIDP's Language Difficulties)

For the first question, 32% (16) each claimed that the LIDP were unable to pronounce words correctly, that the LIDP lacked the knowledge of grammar and structure and that they were unable to understand the meaning of words used by the LIDP and 2% (1) each admitted that the LIDP were unable to understand foreign accents and the LIDP speak too fast in **asking for information regarding any particular books or resources.** This confirms that the personnel could not speak accurately as they face serious pronunciation problem. Hence, they need to start pronouncing English words confidently in overcoming their pronunciation problem.

38% (19) respondents admitted that the staff did not have adequate vocabulary, 34% (17) confirmed that the LIDP were unable to pronounce words correctly, 16% (8) asserted that they were unable to understand foreign accents, 10% (5) affirmed that the LIDP lacked the knowledge of grammar and structure and 2% (1) admitted that the LIDP speak too fast in **asking for assistance in searching through the library catalogue, Internet and other electronic resources.** This could be due to

the staff's inadequacy of reading English materials, thus they lack relevant vocabulary in assisting the customers.

In **enquiring about the opening hours and hours of operation during weekends**, 34% (17) confessed that the LIDP lacked the knowledge of grammar and structure, 30% (15) affirmed that the LIDP were unable to pronounce words correctly, 20% (10) admitted that they have inadequate vocabulary usage, 14% (7) confirmed that they were unable to understand foreign accents and 2% (1) affirmed that the LIDP were unable to understand the meaning of words used by the LIDP. Due to their inefficiency in grammar, they could not even answer simple questions like the opening hours. This is an indicator for the staff to take up English seriously, in order to become competent library personnel.

For the fourth question, 36% (18) asserted that the LIDP have inadequate usage of vocabulary, 28% (14) stated that the LIDP were unable to understand the meaning of words used by them, 22% (11) stated that the LIDP lacked knowledge of grammar and structure, 12% (6) affirmed that the LIDP were unable to pronounce words correctly and 2% (1) admitted that the LIDP were unable to understand foreign accents in **finding out about library policies, procedures, methods, ethics and professional standards**. Due to their inadequacy in vocabulary, they find it difficult to understand the meaning of words, thus

they develop low self-esteem. They should start a healthy reading habit, so that they could expand their knowledge of vocabulary.

36% (16) admitted that the LIDP had inadequate vocabulary knowledge, 30% (15) stated that the LIDP lacked the knowledge of grammar and structure, 14% (7) affirmed that they were unable to pronounce words correctly and 12% (6) affirmed that they were unable to understand the meaning of words used by them (the international students) and 8% (4) stated that they were unable to understand the LIDP's accents in **asking for clarification about any specific information**. As mentioned above, they should initiate the reading habit, in which they could gradually increase the knowledge of vocabulary.

For the sixth question, which is to **ask for directions in finding specific resources**, 34% (17) of the respondents found that the LIDP were unable to pronounce words correctly, 26% (13) confirmed that the LIDP have inadequate vocabulary usage, 16% (8) admitted that the LIDP were unable to understand foreign accents, 12% (6) confessed that the LIDP lacked the knowledge of grammar and structure, 8% (4) stated that the LIDP were unable to understand the meaning of words used by the LIDP and 4% (2) each admitted that the LIDP speak too fast. The LIDP should enhance their self-esteem by starting to pronounce any English words that they encounter. By doing this, they could

automatically motivate themselves in pronouncing any English words correctly.

For the next question, 34% (17) stated that the LIDP were unable to pronounce words correctly, 32% (16) affirmed that the LIDP had inadequate vocabulary knowledge, 20% (10) admitted that the LIDP were unable to understand the meaning of words used by them (the international students) and 14% (7) confessed that the LIDP speak too fast in **finding out about any events or programs organised by the library**. As mentioned earlier, the LIDP should start reading English materials so that they could try to pronounce every word they encounter. This could actually increase their vocabulary span and improve their pronunciation skill as well.

For the second last question, 38% (19) claimed that the LIDP lacked the knowledge of grammar and structure, 30% (15) confessed that the LIDP had inadequate vocabulary usage, 14% (7) each admitted that the LIDP were unable to understand foreign accents and unable to pronounce words correctly and 4% (2) admitted that the LIDP were unable to understand the meaning of words used by them (the international students) in **asking for assistance to use the facilities available in the library**. This shows that the LIDP need to sharpen their grammar knowledge so that they could become accurate speakers.

Lastly, in order to **enquire about the services provided by the staff**, 38% (19) confessed that the LIDP were unable to pronounce words correctly, 30% (16) admitted that the LIDP lacked the knowledge of grammar and structure, 20% (9) confirmed that the LIDP had inadequate vocabulary knowledge, 12% (6) stated that the LIDP were unable to understand foreign accents. As indicated, the LIDP should read more to improve their knowledge on vocabulary and enhance their pronunciation skills.

4.3 Analysis- Research Question 2

What are the spoken English language communication skills that need to be incorporated in a proposed English language course design for the LIDP?

The answers to this research question were derived from the analysis of the:-

- i) Questionnaire Part 3 (Information-related to Course Design),
- ii) Semi-structured Interview sessions with the Head of the Client Services Division of the Main Library, the Head of the Languages and Linguistics Library and the Chief Librarian (through e-mail).

4.3.1 Findings from Research Question 1

In proposing an English language course design for the LIDP, findings from the first research question are vital, in terms of the spoken English language communication needs of the LIDP. Based on the analysis of data from questionnaire (parts 1 and 2), semi-structured interview sessions with the Head of the Client Services Division of the Main Library, the Head of the Library of Languages and Linguistics and the four LIDP, analysis of data derived from the observation sessions with the LIDP and the survey checklist, the spoken communication needs of the LIDP were identified. These spoken communication **needs**; insufficient practice of pronunciation, inadequate knowledge of vocabulary, insufficient knowledge of grammar and the inability to understand foreign accents, determine the answers to the second research question (the spoken English language communication **skills** that need to be incorporated in a proposed English language course design).

Besides, the data obtained from Part 3 of the Questionnaire (Information-related to Course Design) and the semi-structured interview sessions with the Head of the Client Services Division of the Main Library, the Head of the Languages and Linguistics Library and the Chief Librarian (through e-mail) were used to verify the answers to the second research question (the spoken English language communication skills that need to be incorporated in a proposed English language course design for the LIDP).

4.3.2 Questionnaire Part 3 (Information-related to Course Design)

Part 3 of this questionnaire consists of two sub-sections. The analysis of the first subsection (the LIDP's Preferred Learning Styles, Strategies and Learning Activities) is presented first, followed by the discussion section.

4.3.2.1 Analysis of the LIDP's Preferred Learning Styles, Strategies and Learning Activities

The first sub-section of the Part 3 of the questionnaire consists of three questions (the LIDP's Preferred Learning Styles, Strategies and Learning Activities). The analysis of all the questions is presented first, followed by the discussion section.

Table 4.24 LIDP's Preferred Learning Styles, Strategies and Learning Activities

Variables	Frequency (n=30)	Percentage (%)
Learning Styles		
Individually	2	6.7
Group work	17	56.7
Out-of-class activity	1	3.3
Pair work	6	20
Whole-class activity	4	13.3
Learning Strategies		
Visual	16	53.3
Audio	7	23.3
Music	2	6.7
Kinaesthetic	5	16.7
Learning Preferences/Activities		
Problem-solving activity	10	33.3
Role-play exercise	23	76.7
Personal learning activities (learning-centred)	25	83.3
Teacher-directed lesson	7	23.3
Imaginative and creative activities (project work)	10	33.3

According to the table above, for the first question which is related to the LIDP's preferred learning styles, 56.7% (17) of the staff chose group work compared to the 20% (6) who preferred pair work, 13.3% (4) who favoured whole-class activity, 6.7% (2) who chose to learn individually and 3.3% (1) who desired out-of-class activity. For the second question which is related to their learning strategies, 53.3% (16) of the respondents chose visual, apart from the 23.3% (7) who preferred audio, 16.7% (5) who chose kinesthetic and 6.7% (2) who preferred music. For the third question, which is related to the LIDP's preferred learning activities, only 33.3% (10) felt that completing a task through a problem-solving activity was an enjoyable and important learning activity, besides 76.7% (23) who felt that acting out a role-play exercise is an enjoyable and important learning habit. Only 23.3% (7) chose the teacher-directed lessons with explanations as an enjoyable and important learning habit whereas 33.3% (10) felt that completing imaginative and creative activities- project work was an enjoyable and important learning habit. Majority of the LIDP, 83.3% (25) felt that it was enjoyable and important to make decisions about their personal learning activities (learning-centred).

4.3.2.2 Discussion of Part 3 (Information-related to Course Design) of the Questionnaire

Regarding the LIDP's preferred learning styles, group work is favoured probably due to the fact that, thorough discussion among group members can ease the workload as well as there maybe more communication in English. As for the LIDP's preferred learning strategies, it is confirmed that most of the respondents like to learn by seeing pictures or watching videos or movie clips. In fact, this could also

elevate their interest in learning English language. In relation to the LIDP's preferred learning activities, most of the LIDP choose to make decisions about their personal learning activities (learning-centred) whereby their choice of how the lesson should be conducted will be taken into consideration, in elevating their interest in acquiring English language.

4.3.2.3 Analysis of the LIDP's Preferred Days, Time and Duration in Attending an ESP Course

This is the last section of the questionnaire. Three questions were included (the LIDP's preferred days, time and duration in attending an ESP course). The analysis of all the questions was presented first, followed by the discussion section.

Table 4.25 LIDP's Preferred Days, Time and Duration in Attending an ESP Course

Variables	Frequency (n=30)	Percentages (%)
Participants' preferred days		
Weekdays	6	20
Weekends	9	30
Participants' preferred time		
Morning	7	23.3
Evening	5	16.7
Night	3	10
Participants' preferred duration		
1 hour	2	6.7
1 ½ hours	4	13.3
2 hours	8	26.7
2 ½ hours	1	3.3

According to the table, 30% (9) of the staff preferred to have lessons during the weekends whereas weekdays are preferred by 20% (6) of the staff. Besides that, 23.3% (7) favoured to have lessons in the morning, compared to the 16.7% (5) who preferred to have lessons in the evening and 10% (3) who chose to attend classes at night. As for

the duration, 26.7% (8) chose 2 hours whereas one hour and a half was chosen by 13.3% (4). 6.7% (2) chose one hour whereas two hours and a half was preferred by 3.3% (1) of the respondents.

4.3.2.4 Discussion of the LIDP's Preferred Days, Time and Duration in Attending an ESP Course

As for the first question, attending lessons on weekends is favoured by the LIDP because they will have more free time, rather than having classes on weekdays. In relation to the second question, having lessons in the morning is preferred by the LIDP because they would have thought that they could pay more attention and could easily grasp whatever that would be taught during the day compared to having lessons in the evening and night. As for the last question, most of them felt that two hours was sufficient in grasping any information that would be delivered during the course, and then to use it through extensive speaking practices.

4.3.3 Analysis of the Semi-structured Interview Sessions

Three semi-structured interview sessions were conducted; with the Head of the Client Services Division of the Main Library, the Head of the Library of Languages and Linguistics and with the Chief Librarian (through email). The analysis of the semi-structured interview with the Head of the Client Services Division of the Main Library is presented first, followed by the discussion section.

4.3.3.1 Analysis of the Semi-structured Interview Session with the Head of the Client Services Division of the Main Library

Six out of twelve questions were asked as the other questions were not related to her position as the Head of the Client Services Division of the Main Library. The questions which are related to the second research question are the third and sixth questions. The data was organised into different themes and then was analysed through descriptive analysis.

Table 4.26 Summary of data derived from the Head of the Client Services Division of the Main Library.

Questions	Themes	Answers
3	The job scope of the LIDP in using English language	The personnel have to answer general queries about the library, books, databases, software and etc by using English.
6	The vital skills required by the LIDP	All the skills are necessary in responding to customers' needs.

The table above summarizes the LIDP's job scope in using English and the vital skills required by them, based on the response of the Head of the Client Services Division of the Main Library.

4.3.3.2 Discussion of the Semi-structured Interview with the Head of the Client Services Division of the Main Library

From this interview session, I managed to derive much vital information about the job scope, requirements and demands of the LIDP in the libraries and their oral difficulties in handling international students, specifically. According to her, the personnel's main difficulty is

to understand what the international students are trying to convey, as they lack the necessary vocabulary, grammar knowledge and have pronunciation problems. These are important aspects that need to be included in the course design as the personnel's difficulty in understanding the message forwarded by the international students need to be catered. Besides that, the personnel need to be equipped with sufficient knowledge about the library, the services, facilities, location, opening hours, etc; in fulfilling the customers' demands. All the skills, especially the vocabulary skill, is vital in this study.

4.3.3.3 Analysis of the Semi-structured Interview Session with the Head of the Languages and Linguistics Library

Six questions were asked to the Head of the Languages and Linguistics Library. Among the six questions, the fifth and sixth questions are related to the second research question. The data was organised into different themes and then was analysed through descriptive analysis.

Table 4.27 Summary of response derived from the Head of the Languages and Linguistics Library.

Questions	Themes	Answers
5	Her strategies in handling any communication difficulties/problems with the international students.	i) Practise patience. ii) Maintain professionalism. iii) Listen carefully and try to address their difficulties.
6	Her advice/reminders to her staff (information desk personnel who are less proficient in English) in handling the requests/demands of the international students.	i) Upgrade their speaking skills by attending courses. ii) Try to comprehend the international students' queries and provide relevant aid in addressing their problems.

The table above summarizes the Head of the Languages and Linguistics Library's response on her strategies in handling any communication difficulties/problems with the international students and her advices/reminders to her staff (who are less proficient in English) in handling the requests/demands of the international students.

4.3.3.4 Discussion of the Semi-structured Interview Session with the Head of the Languages and Linguistics Library

The fifth question, which required her to list her strategies in handling any communication difficulties or problems with the international students, she had to be very attentive in understanding what they (the international students) are trying to say. Besides, it is vital that the LIDP practice patience and maintain their professionalism throughout the whole course of communicating with the international students. Moreover, the LIDP need to continuously upgrade their speaking skills by attending courses and try to comprehend the international students' queries in providing relevant aids. These were her reminders to the LIDP who seem to realize but ignore their spoken communication needs. This would affect the image of the LIDP and thus, cause a bad perception about the quality of services provided by the LIDP.

4.3.3.5 Analysis of the Semi-structured Interview with the Chief Librarian (through e-mail)

Six questions were e-mailed to the Chief Librarian. Among the six questions, the eighth, ninth, tenth and the eleventh questions are related to the second research question. The data was organised into different themes and then was analysed through descriptive analysis.

Table 4.28 Summary of data derived from the Chief Librarian

Questions	Themes	Answers
8	The aspect of English language that needs to be acquired by the LIDP	The communication skill; the ability to understand and converse in English.
9	The best strategy to acquire English language in an ESP course	The strategies depend on the students'/instructor's preferences.
10	The best approach in conducting an ESP course	Learning-centred.
11	The appropriate days, time and duration that is convenient for the LIDP in attending the ESP course	During the semester break, the time and duration depend on the content and the delivery style of the instructors.

The table above summarizes the Chief Librarian's response on the aspect of English language that needs to be acquired by the LIDP, the best strategy to acquire English in an ESP course, the best approach in conducting an ESP course and the appropriate days, time and duration that is convenient for the LIDP in attending an ESP course.

4.3.3.6 Discussion of the Semi-structured Interview with the Chief

Librarian.

The communication skill; the ability to understand others' messages and to converse in English, is the most essential ability that is required by every LIDP. This is because, without the communication skill, the interaction between an LIDP and the international students will not be effective.

The best strategy to acquire English language in an ESP course depends on the students' or instructor's preferences. This criterion is added in the Part 3 of the questionnaire (Information related to Course Design), whereby most of the international students prefer their own strategies listed in the section. Nevertheless, these strategies will be incorporated with the learning-centred approach while designing the course.

Learning-centred approach is recommended and will be added in the course design by including the learners' preferred learning styles, strategies and activities. Factors such as why learners want to learn, how learners learn, who they are, what resources are available, and other factors need to be taken into consideration so that a comprehensive course is designed for the LIDP.

Finally, the course will be conducted during the semester break, whereby the time and duration depend on the content and the delivery style of the researchers. The course is designed by taking into consideration all these aspects in transforming the personnel into proficient ones.

4.4 Conclusion

This chapter presented the analysis and discussion of the two research questions in this study. There are some major reasons that contribute to the LIDP's spoken communicative needs while interacting with international students. The personnel seem to lack adequate knowledge and usage of grammar, vocabulary, pronunciation as well as they find it difficult to understand the foreign accents used by the international students. All these contribute to the personnel's low self-confidence, which leads to their inefficiency in using the language fluently. Thus, an appropriate course design is developed, based on the findings of research questions 1 and 2, in order to cater to the needs of the LIDP. The summary of the findings will be discussed according to the research questions, in the next chapter.

CHAPTER 5

CONCLUSION

5.1 Introduction

In this chapter, the significant findings that were revealed in the previous chapter are summarized and presented according to the research questions:-

1. *What are the spoken English language communication needs of the LIDP in communicating with international students, as part of their job tasks?*
2. *What are the spoken English language communication skills that need to be incorporated in a proposed English language course design for the LIDP?*

The summary is presented under four main headings; findings, implications, recommendations for further researches and finally the conclusion. In addition, some essential aspects are highlighted, so that initial steps could be taken by the relevant authorities in order to improve the quality of the designed course, if necessary.

5.2 Findings

This section summarizes the findings of this study by reviewing the answers to the two research questions.

5.2.1 Research Question 1

*What are the spoken English language communication **needs** of the LIDP in dealing with the international students as a part of their job tasks?*

As mentioned in the earlier sections, the data obtained from a number of methodologies; the questionnaire, survey checklist, semi-structured interview and observation sessions, establish the answers to the first research question.

Based on the data derived from the methodologies mentioned above, the LIDP's spoken communication needs are insufficient practice in pronunciation, insufficient knowledge of grammar and structure, inability to understand foreign accents and insufficient knowledge of vocabulary, which consists of the inability to understand the meanings of certain words used by international students.

Particularly, during the semi-structured interview session with the LIDP, one of them confessed that some of the LIDP face difficulties with pronunciation, vocabulary and foreign accents while communicating with international students. This was further supported by the data derived from the observation and semi-structured interview sessions with

the Head of the Client Services Division of the Main Library and the Head of the Languages and Linguistics Library.

Hence, based on these spoken English language communication needs of the LIDP, their spoken English language communication skills were identified and incorporated into the proposed course design in enhancing the LIDP's spoken communication competence.

5.2.2 Research Question 2

*What are the spoken English language communication **skills** that need to be incorporated in a proposed English language course design for the LIDP?*

The spoken English language communication needs that were derived from the first research question verifies the spoken English language communication skills of the LIDP (answers to research question 2). As mentioned in the previous section, the spoken communication needs of the LIDP are insufficient practice in pronunciation, insufficient knowledge of grammar and structure, inability to understand foreign accents and insufficient knowledge of vocabulary.

From these spoken English language communication needs, the spoken English language communication skills of the LIDP were derived. They are; pronunciation skill (insufficient practice in pronunciation), vocabulary skill (insufficient knowledge of vocabulary), grammar skill

(insufficient knowledge of grammar and structure) and foreign accents skill (inability to understand foreign accents).

These spoken communication skills were incorporated in the course design by including the LIDP's main job tasks; to train international students to effectively search the library catalogue, Internet and other electronic resources, to inform the international students about the services and facilities available in the library and to respond to the international students' daily requests for information and enquiries, in enhancing enhancing the effectiveness of the course design.

Additionally, the spoken communication skills and job tasks of the LIDP were emphasized according to three methods which are derived from Part 3 of the questionnaire (Information related to Course Design); the learners' preferred learning styles, learning strategies and their learning activities.

Based on the analysis of data from Part 3 of the questionnaire, the LIDP's preferred learning styles were group and pair work. As for the learning strategies, the learners favoured learning through visual and audio. In terms of the learning habits, they preferred the learning-centred approach or to make decisions about their personal learning activities and to act out role-play exercises. In brief, the ESP course design developed from this study consists of the specific spoken communication skills required by the LIDP and their main job tasks in dealing with international students by incorporating their favoured learning styles, strategies and learning activities.

5.3 The Proposed English Language Course Design

The topics in the course design are related to the spoken English language communication skills;

- i) Pronunciation,
- ii) Vocabulary,
- iii) Grammar,
- iv) Foreign accents.

The activities for each topic vary as they may imitate the exact tasks that the LIDP would have to deal with in their actual workplace. The ways, in which the activities are carried out, depend largely on the learners' preferences (learning styles- group and pair work, strategies- visual and audio and learning habits-role-playing and learning-centred activities). Authentic materials are used for some of the topics and activities, so that learners are able to relate them (materials and activities) to their real-life job requirements. The evaluation of learners is based on on-going assessment, which is carried out throughout every lesson. This is done by assessing their performance in every activity through observation and their success and accuracy in completing the given tasks.

A duration of 11 weeks is sufficient in catering the spoken communication needs of the LIDP. This was planned by the researcher after considering the LIDP's commitments and challenges during their working hours. The time allocation for each class is scheduled for two hours and the lessons would be conducted in the morning,

during the weekends. These were preferred by the personnel, which were derived from the questionnaire (Part 3 Information related to Course Design) that they have completed. Moreover, the course would be conducted during semester breaks, as recommended by the Chief Librarian, considering the convenience of the personnel in attending the course.

With regards to the data gathered in the findings of this research, a proposed English language course design is tailored to cater to the spoken communication needs of the LIDP.

COURSE DESIGN: ESP FOR LIBRARY INFORMATION DESK PERSONNEL

(LIDP)

Course: ESP (English for Specific Purposes) for LIDP (Library Information Desk Personnel).

Medium of Instruction: English

Learning Outcomes: At the end of the course, students should be able to:

- I) Train international students to access the library catalogue and other electronic resources by using:
 - i) proper pronunciation,
 - ii) accurate vocabulary,
 - iii) grammatically correct sentence structures.

II) Inform international students about the services and facilities available in the library

by using:

- i) proper pronunciation,
- ii) accurate vocabulary,
- iii) grammatically correct sentence structures.

III) Respond to international students' daily requests for information and enquiries

about the library by using:

- i) proper pronunciation,
- ii) accurate vocabulary,
- iii) grammatically correct sentence structures.

These three learning objectives (job tasks) were derived and summarised mainly from the questionnaire and survey checklist, which are supported by the data derived from the observation and semi-structured interview sessions with the Head of the Client Services Division of the Main Library, the Head of the Languages and Linguistics Library and the LIDP as well. The actual list of job tasks that were obtained from these instrumentation are:-

- To answer general queries about the library, books, databases, software, etc.,
- To teach the international students on how to find for specific reference books and journals or articles through online databases,
- To give information related to library services and facilities,
- To assist students in booking carrels and renewing their library membership.

Course Description:

This course is conducted to meet the spoken communication needs of the LIDP working in the three libraries in the campus of University of Malaya. The learners will be exposed to proper pronunciation, adequate knowledge of vocabulary, sufficient knowledge of grammar and the ways of overcoming difficulties in understanding foreign accents (situational aspects). Hence, these sub-skills are focused in preparing them for their main job tasks: to train the international students to access the library catalogue and other electronic resources, to inform them about the services and facilities available in the library and to respond to the international students' daily requests for information and enquiries about the library (functional aspects).

As for the Foreign accents, it is included under the Pronunciation section. There is a combination of learner-centred approaches (mostly) with role-play activities and the learners need to work/ discuss in groups/ pairs in preparing/ completing the given tasks (derived from the questionnaire).

The evaluation of learners is based on on-going assessment, which is carried out throughout every lesson. This is done by assessing their performance in every activity through observation and their success and accuracy in completing the given tasks.

As for the learning strategies, (mostly) video and audio recordings will be played (derived from the questionnaire) in order to capture the interest and attention of learners. Lastly, this course will be conducted for 11 weeks, on weekend mornings and every lesson consists of 2 hours (derived from the questionnaire).

The Proposed Course Outline

Week (s)	Functional Aspects	Situational Aspects	Activities	Materials
1	<p>WELCOME!</p> <p>-Introduction to the course</p> <p>-Getting started</p>	<p><u>Grammar</u></p> <p>-Personal Pronouns</p> <p><u>Vocabulary</u></p> <p>-Words related to the learners;</p> <p>-personal details, -job tasks</p> <p><u>Pronunciation/ Accents</u></p> <p>-An overview of pronunciation</p> <p>-The differences between pronunciation and accent</p>	<p>An overview of the;</p> <p>-aims of the course,</p> <p>-course content,</p> <p>-methods of evaluation,</p> <p>-brief introduction of the instructors</p> <p>Asking for and giving personal information</p> <p>Giving opinions/ sharing views on the important aspects of their job scope</p>	<p>Slides</p> <p>Handouts</p> <p>(Course Pro Forma & Information)</p>
2	<p>GREETINGS</p> <p>-Initiating Conversation</p> <p>-Greeting customers in a pleasant/polite manner</p>	<p><u>Grammar</u></p> <p>-Question Formation</p> <p>-WH-questions</p> <p><u>Vocabulary</u></p> <p>-Greeting words</p> <p><u>Accents</u></p> <p>-Stress syllables of the greeting words</p>	<p>Watch videos on how to greet a customer appropriately</p> <p>Role Play</p> <p>Discussion on the ways to be friendly with customers</p>	<p>Video</p> <p>Mahjong papers</p>

3	<p>HOW DO I GET THERE?</p> <p>-Interpret maps and give directions</p>	<p><u>Grammar</u></p> <p>-Present Simple, -Prepositions of Places</p> <p><u>Vocabulary</u></p> <p>-Lexis of places inside and outside the library (proper nouns)</p> <p>-Prepositional phrases</p> <p><u>Pronunciation</u></p> <p>-Falling and rising tones of prepositional phrases</p>	<p>Describing places in a library based on the pictures provided</p> <p>Giving directions based on the prepositions introduced</p> <p>Role Play activity</p>	<p>Cue cards</p> <p>Slides (Pictures)</p> <p>University of Malaya Campus Maps</p>
4	<p>TELEPHONE CONVERSATION</p> <p>-Telephone etiquette</p> <p>-Opening calls</p> <p>-Taking messages</p>	<p><u>Grammar</u></p> <p>-Question formation</p> <p><u>Vocabulary</u></p> <p>-Phrases/ words related to answering phone calls</p> <p><u>Pronunciation</u></p> <p>-How to answer calls politely</p> <p>-Stress syllables</p>	<p>Listen to some audio recordings on telephone etiquette</p> <p>Presentation of telephone conversation in different contexts</p>	<p>Audio recordings</p> <p>Mahjong Papers</p>
5	<p>MAY I HELP YOU?</p> <p>-Making requests</p> <p>-Responding to requests</p>	<p><u>Grammar</u></p> <p>-Modal Verbs</p> <p><u>Vocabulary</u></p> <p>-Using expressions to make/respond to requests</p>	<p>Videos on questioning techniques and attending to requests</p> <p>Simulation activity using role cards</p>	<p>Videos</p> <p>Role cards</p>

		<u>Pronunciation</u> -Falling and rising intonations		
6	EXCUSE ME? -Asking for and giving information	<u>Grammar</u> -Modal Verbs for asking/clarifying information <u>Vocabulary</u> -Using relevant expressions/phrases related to asking and clarifying for information <u>Accents</u> -Various accents of native speakers	Discussion on appropriate phrases to be used in asking and clarifying in various situations Group presentation	Slides Mahjong papers
7	FACILITIES & SERVICES -Providing necessary services -Informing customers about the library facilities	<u>Grammar</u> -Subject-verb Agreement; -Simple sentence structures <u>Vocabulary</u> -Lexis related to services and library facilities <u>Pronunciation</u> -The sound systems of various languages	Construct and present the rules in using the library facilities Construct and present dialogues in groups	Slides Library Pocket Guides
8	HOW CAN I ASSIST YOU? -Respond to daily requests for information	<u>Grammar</u> -Imperatives and Prepositions; -WH-Questions	Construct and present dialogues in groups Role play	Notes Slides Mahjong papers

	-Answer enquiries about the library	<u>Vocabulary</u> -Phrases related to requests and enquiries <u>Pronunciation</u> -British and American English		
9	ETIQUETTE -Responding to complaints -Expressing regrets/apologies	<u>Grammar</u> -Could and Would <u>Vocabulary</u> -Appropriate idiomatic expressions <u>Pronunciation</u> -English vowel and consonant sounds	Construct and present appropriate expressions in various situations Simulation activity	Notes Mahjong Papers
10	GOODBYE! -Recap all the skills taught from weeks 1-9 -Evaluation	-Concept check/ open/close-ended questions	Sharing sessions about the; -course, -lessons, -instructors, -suggestions in improving the course	Evaluation forms

5.4 Implications of the Study

The findings enabled the researcher to justify assumptions and recommendations that is useful in designing a course design to cater the spoken communication needs of the LIDP. The findings could also be generalized to the overall communication needs of other LIDP in providing useful information for similar contexts.

5.5 Limitations in the Study

Although there are a huge number of LIDP working in many public and private libraries in Kuala Lumpur, the participants were chosen from three libraries in the compound of University of Malaya only. Additionally, only 50 international students were recruited in completing the survey checklists in verifying the spoken communication needs of the LIDP. Besides, the data derived from the observation and semi-structured interview sessions could not be recorded. Therefore, field notes were taken for analysis. The Chief Librarian could not be interviewed in deriving detailed answers about the spoken communication needs of the LIDP. He may also provide some tips or suggestions in improving their spoken communication skills, which could have been included in the course design. Moreover, some of the international students could have been interviewed to derive specific answers related to the spoken communication needs of the LIDP. Their experiences/instances while communicating with the personnel could be shared and their suggestions in enhancing the personnel's skills could also be included in the course design. Finally, a reliability test was not conducted in determining the reliability of the questionnaire (for LIDP) as the main instrument, hence future studies could address this issue.

5.6 Recommendations for Further Researches

There are a few recommendations in proceeding with this type of study in future. Triangulation is covered in this study; through the distribution of a questionnaire and a survey checklist and the arrangement of observation and semi-structured interview sessions. However, the international students could have been interviewed, in order to derive in-depth information on the personnel's needs. Lastly, this study is conducted by taking into

consideration the needs of the information desk personnel working in the selected libraries of the University of Malaya only. Hence, LIDP from other libraries need to be included for future studies, in deriving more comprehensive findings.

5.7 Conclusion

To conclude, this study was carried out to explore the spoken communication needs of the information desk personnel while conversing with international students. Hence, a wide range of methodologies were used, which consisted of the distribution of a questionnaire and survey checklist and the arrangement of semi-structured interviews and observation sessions. After analyzing the data, it was confirmed that the information desk personnel lacked a few vital skills: pronunciation, vocabulary, grammar and foreign accents, which led to their inefficiency in speaking English with the international students. Therefore, an appropriate English language course is designed to hone their spoken communication skills. It is hoped that, this study has shed some light into the job scope of the information desk personnel, particularly when they deal with international students, whereby their professionalism depends largely on their English language proficiency.

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APPENDICES

APPENDIX A

Questionnaire for Library Information Desk Personnel (LIDP)



FACULTY OF LANGUAGES AND LINGUISTICS

UNIVERSITY OF MALAYA

LEMBAH PANTAI

50603 KUALA LUMPUR

SPOKEN COMMUNICATION NEEDS ANALYSIS OF INFORMATION DESK PERSONNEL IN LIBRARIES

Dear Respondents,

The purpose of this questionnaire is to derive relevant information for a course design to be tailored according to you and your institution needs. This is done to ensure that you will be able to improve your English language communication skills, thus enhances your job performance.

Please complete the questionnaire as accurately and truthfully as possible. Your valuable opinions will be kept confidential and will be used strictly for this research only.

Thank you for your fullest cooperation. Your kindness is greatly appreciated.

The questionnaire is divided into 6 parts. Please answer all questions as accurately as you can.

Part 1: Demographic Information

Write your answers in the spaces provided.

1. Age	2. Gender	3. First Language
_____	_____	_____

4. I have been learning English for _____ years.
5. What level of English proficiency do you have? (Please check one)
- Beginner
 - Pre-Intermediate
 - Intermediate
 - Higher Intermediate
 - Advanced
6. How often do you use English outside library? (Please check one)
- Never
 - Seldom
 - Sometimes
 - Very often

Part 2: Language Related Information

1. Please rate your language skills according to a scale of 1 to 4 (1: poor level, 4: excellent level)

Levels Skills	Poor	Satisfactory	Good	Excellent
1. Speaking	1	2	3	4
2. Listening	1	2	3	4
3. Reading	1	2	3	4
4. Writing	1	2	3	4
5. Grammar	1	2	3	4
6. Vocabulary	1	2	3	4
7. Pronunciation	1	2	3	4

Part 3: Language Priorities

1. Please check in the ones that best describe your language priorities.

Priorities	Important	Very Important
1. To become a fluent speaker	<input type="checkbox"/>	<input type="checkbox"/>
2. To become an accurate speaker	<input type="checkbox"/>	<input type="checkbox"/>
3. To expand my vocabulary knowledge	<input type="checkbox"/>	<input type="checkbox"/>
4. To improve my listening skill	<input type="checkbox"/>	<input type="checkbox"/>
5. To improve my pronunciation skill	<input type="checkbox"/>	<input type="checkbox"/>
6. To improve my reading skill	<input type="checkbox"/>	<input type="checkbox"/>
7. To improve my writing skill	<input type="checkbox"/>	<input type="checkbox"/>

Part 4: LIDP's Preferred Learning Styles, Strategies and Activities

1. How do you prefer to learn English?

- Individually
- Group work
- Out-of-class activity
- Pair-work
- Whole-class activity

2. What is your preferred learning strategy?

- Visual
- Audio
- Music
- Textbook

3. Learning Activities

Please circle the ones that best describe your answers.

Learning Activities	Slightly Enjoyable and Important	Enjoyable and Important	Very Enjoyable and Important
1. Completing a task through a problem-solving activity	1	2	3
2. Acting out a role-play exercise	1	2	3
3. Taking decisions about personal-learning activities	1	2	3
4. Prefers a teacher-directed lesson with explanations	1	2	3
5. Completing imaginative and	1	2	3

Part 5: Job related Information

Please read each statement carefully and circle the answers that best correspond to your job demands, according to a scale of 1 to 5 (1: not important, 5: very important).

Learning English is important for me because it helps me _____

Job scope	Not Important	Important	Very Important
1. to use English grammatical rules and sentence patterns fluently when conversing with customers	1	2	3
2. to read and understand brochures, leaflets and official documents related to my job	1	2	3
3. to prepare for any English proficiency tests or assessments related to my job requirements	1	2	3
4. to take part in any programs or courses offered by my employer	1	2	3
5. to express ideas freely in meetings and conferences through English	1	2	3
6. to have a high professional status as a qualified librarian in the future	1	2	3
7. to understand the way of life and culture in English	1	2	3
8. to read and understand general English manuals, instructions, newspapers, or magazines	1	2	3
9. to apply listening, speaking, reading, and writing skills in daily communication with customers	1	2	3
10. to understand native speakers of English easily	1	2	3
11. to interact with librarians from other countries (e.g. to clarify doubts)	1	2	3
12. to improve my vocabulary knowledge	1	2	3
13. to interact with my customers or colleagues in English through e-mail	1	2	3
14. to communicate with foreign customers on the telephone in a mutually understandable manner	1	2	3
15. to fill in forms in English	1	2	3

16. to order reading materials/sources effectively	1	2	3
17. to provide information services to customers	1	2	3
18. to explain the policies and procedures established by my employer to customers	1	2	3
19. to use computer in completing any required tasks	1	2	3
20. to write reports as required by my employer	1	2	3
21. to maintain good relationship between customers and colleagues	1	2	3

Part 6: The Difficulties in using English and the Aspects of an ESP Course Design

1. What are the difficulties that you face while communicating with international students?

2. How do you think an ESP course (English for Specific Purposes) could improve your English language competence?

3. As an LIDP, in what aspects (conversation, negotiation, professional vocabulary development, pronunciation skills, etc.) would you like to improve through an ESP course?

THE END

APPENDIX B

Questionnaire for Library Information Desk Personnel (LIDP)



FACULTY OF LANGUAGES AND LINGUISTICS

UNIVERSITY OF MALAYA

LEMBAH PANTAI

50603 KUALA LUMPUR

SPOKEN COMMUNICATION NEEDS ANALYSIS OF INFORMATION DESK PERSONNEL IN LIBRARIES

Dear Respondents,

The purpose of this questionnaire is to derive relevant information for a course design to be tailored according to you and your institution needs. This is done to ensure that you will be able to improve your English language communication skills, thus enhances your job performance.

Please complete the questionnaire as accurately and truthfully as possible. Your valuable opinions will be kept confidential and will be used strictly for this research only.

Thank you for your fullest cooperation. Your kindness is greatly appreciated.

This questionnaire is divided into three parts. Please answer all questions as accurately as you can.

Part 1: Demographic Information

Please check in one box for each of the following.

1. I am _____ years old.

- 18-24
- 25-32
- 33-40
- 41-47
- 48-54
- 55-60

2. I am a _____.

- Male
- Female

3. My highest level of education is

- a High School Graduate(SPM)
- a High School Graduate(STPM)
- a Diploma in _____
- a Degree in _____
- a Masters in _____
- a PHD in _____

4. My first language is _____.

- Bahasa Malaysia/Malay Language
- Bahasa Cina/Mandarin
- Bahasa Tamil/Tamil
- Bahasa Inggeris/English Language

Others, please specify:- _____.

5. Are you still learning English?(e.g. English speaking courses/training)

- Yes
- No

If yes, please specify:- _____.

6. What was your SPM English result?

- Distinction (1A, 2A)
 Credit (3B, 4B, 5C, 6C)
 Pass (7D, 8E)
 Fail (9G)

7. How often you are required to use English during your working hours?

- Never
 Sometimes
 Frequently
 All the time

Part 2: Job Tasks & Language related Information

Please read the list of job tasks and check in the appropriate boxes of language difficulties that you face. You may tick more than once.

Job Tasks	Language Difficulties
1. Train library users to effectively search the library catalogue, Internet and other electronic resources.	<input type="checkbox"/> Inadequate vocabulary usage <input type="checkbox"/> Unable to pronounce words correctly <input type="checkbox"/> Unable to understand the meaning of words used by customers <input type="checkbox"/> Lack knowledge of grammar and structure <input type="checkbox"/> Foreign tourists speak too fast <input type="checkbox"/> Unable to understand foreign accents If there are any other problems related to language difficulties, please specify:- <hr/>
2. Order materials and maintain records for payment of invoices.	<input type="checkbox"/> Inadequate vocabulary usage <input type="checkbox"/> Unable to pronounce words correctly <input type="checkbox"/> Unable to understand the meaning of words used by customers <input type="checkbox"/> Lack knowledge of grammar and structure <input type="checkbox"/> Foreign tourists speak too fast <input type="checkbox"/> Unable to understand foreign accents If there are any other problems related to language difficulties, please specify:- <hr/>
3. Explain library policies, procedures, methods, ethics and professional standards.	<input type="checkbox"/> Inadequate vocabulary usage <input type="checkbox"/> Unable to pronounce words correctly <input type="checkbox"/> Unable to understand the meaning of words used by customers <input type="checkbox"/> Lack knowledge of grammar and

	<p>structure</p> <p><input type="checkbox"/> Foreign tourists speak too fast</p> <p><input type="checkbox"/> Unable to understand foreign accents</p> <p>If there are any other problems related to language difficulties, please specify:-</p> <hr/>
<p>4. Respond to general information requests and enquiries by telephone.</p>	<p><input type="checkbox"/> Inadequate vocabulary usage</p> <p><input type="checkbox"/> Unable to pronounce words correctly</p> <p><input type="checkbox"/> Unable to understand the meaning of words used by customers</p> <p><input type="checkbox"/> Lack knowledge of grammar and structure</p> <p><input type="checkbox"/> Foreign tourists speak too fast</p> <p><input type="checkbox"/> Unable to understand foreign accents</p> <p>If there are any other problems related to language difficulties, please specify:-</p> <hr/>
<p>5. Inform customers about the services and facilities available in the library.</p>	<p><input type="checkbox"/> Inadequate vocabulary usage</p> <p><input type="checkbox"/> Unable to pronounce words correctly</p> <p><input type="checkbox"/> Unable to understand the meaning of words used by customers</p> <p><input type="checkbox"/> Lack knowledge of grammar and structure</p> <p><input type="checkbox"/> Foreign tourists speak too fast</p> <p><input type="checkbox"/> Unable to understand foreign accents</p> <p>If there are any other problems related to language difficulties, please specify:-</p> <hr/>
<p>6. Give directions to find the required resources in the library.</p>	<p><input type="checkbox"/> Inadequate vocabulary usage</p> <p><input type="checkbox"/> Unable to pronounce words correctly</p> <p><input type="checkbox"/> Unable to understand the meaning of words used by customers</p> <p><input type="checkbox"/> Lack knowledge of grammar and structure</p> <p><input type="checkbox"/> Foreign tourists speak too fast</p> <p><input type="checkbox"/> Unable to understand foreign accents</p> <p>If there are any other problems related to language difficulties, please specify:-</p> <hr/>
<p>7. Promote any events or programs organised by the library.</p>	<p><input type="checkbox"/> Inadequate vocabulary usage</p> <p><input type="checkbox"/> Unable to pronounce words correctly</p> <p><input type="checkbox"/> Unable to understand the meaning of words used by customers</p> <p><input type="checkbox"/> Lack knowledge of grammar and</p>

	<p>structure</p> <p><input type="checkbox"/> Foreign tourists speak too fast</p> <p><input type="checkbox"/> Unable to understand foreign accents</p> <p>If there are any other problems related to language difficulties, please specify:-</p> <hr/>
<p>8. Advise customers about library materials, how to effectively use the library and oversees their appropriate use of library facilities.</p>	<p><input type="checkbox"/> Inadequate vocabulary usage</p> <p><input type="checkbox"/> Unable to pronounce words correctly</p> <p><input type="checkbox"/> Unable to understand the meaning of words used by customers</p> <p><input type="checkbox"/> Lack knowledge of grammar and structure</p> <p><input type="checkbox"/> Foreign tourists speak too fast</p> <p><input type="checkbox"/> Unable to understand foreign accents</p> <p>If there are any other problems related to language difficulties, please specify:-</p> <hr/>
<p>9. Responds to daily requests for information and enquiries by customers.</p>	<p><input type="checkbox"/> Inadequate vocabulary usage</p> <p><input type="checkbox"/> Unable to pronounce words correctly</p> <p><input type="checkbox"/> Unable to understand the meaning of words used by customers</p> <p><input type="checkbox"/> Lack knowledge of grammar and structure</p> <p><input type="checkbox"/> Foreign tourists speak too fast</p> <p><input type="checkbox"/> Unable to understand foreign accents</p> <p>If there are any other problems related to language difficulties, please specify:-</p> <hr/>

If there are any other job tasks (besides the ones listed above) that require you to use English language, please specify: - _____

Part 3: Information related to Course Design

Please check in one box for each of the following.

1. Learning Styles

How do you prefer to learn English?

- Individually
- Group work
- Out-of-class activity
- Pair-work
- Whole-class activity

2. Learning Strategies

What is your preferred learning strategy?

- Visual
- Audio
- Music
- Kinaesthetic (learning takes place by the student carrying out a physical activity)

3. Learning Preferences/Activities

Please check in (/) your preferred learning activities.

Learning Preferences/Activities	Not Enjoyable and Important	Enjoyable and Important
1. Completing a task through a problem-solving activity		
2. Acting out a role-play exercise		
3. Making decisions about personal learning activities (learner-centred)		
4. Teaching through a teacher-directed lesson with explanations		
5. Completing imaginative and creative activities – project work		

4. The LIDP's Preferred Days, Time and Duration in Attending an ESP Course

If you are given an opportunity to attend a short ESP course to improve your spoken communication skills, which would be your preferred days, time and duration in a week? Please check in the boxes which suit your convenience.

Days	Time	Duration
<input type="checkbox"/> Weekdays	<input type="checkbox"/> Morning	<input type="checkbox"/> 1 hour
<input type="checkbox"/> Weekends	<input type="checkbox"/> Evening	<input type="checkbox"/> 1 1/2 hours
	<input type="checkbox"/> Night	<input type="checkbox"/> 2 hours
		<input type="checkbox"/> 2 1/2 hours

THE END

APPENDIX C

Interview questions for the Head of the Client Services Division of the Main Library and the Chief Librarian of the Main Library of University of Malaya (Questions 7-12 through e-mail).

1. What do you think about the level of English language proficiency of the information desk personnel in this library?
2. What are the basic requirements/qualification to become information desk personnel in libraries?
3. What are the job tasks of information desk personnel in libraries, in which they are required to use English language?
4. Do you think your staff are qualified and experienced in performing their duties? If yes, why do you think so?
5. What are the main difficulties faced by the information desk personnel in conversing with foreign customers?
6. Which are the vital skills required by the information desk personnel (e.g. listening, grammar, vocabulary, pronunciation, etc) in attending to customers' needs?
7. How do you think you could help them to improve their language weaknesses?
8. If your staff are given an opportunity to attend an ESP(English for Specific Purposes) course, what aspects of English language would you like them to acquire(e.g. conversation skills, professional vocabulary development, pronunciation skills, etc)?
9. Which is the best strategy to acquire English language in an ESP course(e.g. visual, audio, music, kinesthetic, interpersonal, intrapersonal, etc)?
10. How would you like the ESP course to be conducted(e.g. teacher-centred, student-centred or both)?
11. In your opinion, if your staff are given an opportunity to attend a short ESP course, which would be the appropriate days, time and duration that is convenient for them?
12. Do you have any specific recommendations on the topics, types of activities and materials that are beneficial to be included in the course design?

APPENDIX D

Interview questions for the Head of the Library of Languages and Linguistics of University of Malaya.

1. What were your job tasks, as an information desk employee, which required you to use English language?
2. What were your main difficulties in conversing with international students?
3. Do you think you lacked any vital skills in communicating with international students? (e.g. listening, grammar, vocabulary, pronunciation, etc)
4. Do you think the LIDP lacked any vital skills in delivering their messages/intentions? (e.g. listening, grammar, vocabulary, pronunciation, etc)
5. Have you encountered any communication difficulties/problems with any of the international students? If yes, how did you overcome it?
6. Based on your experiences, what is your advice to your staff (LIDP) who handle the requests/demands of the international students?

APPENDIX E

Interview Questions for the Library Information Desk Personnel (LIDP)

1. What are your job tasks, which require you to use English language?
2. What are your main difficulties in conversing with foreign customers?
3. Do you think you lack any vital skills in communicating with international students (e.g. listening, grammar, vocabulary, pronunciation, etc)? If yes, how could you improve those skills?
4. Have you encountered any communication difficulties/problems with any of the international students? If yes, how did you overcome them?

University of Malaysia

APPENDIX F

Survey Checklist for International Students from the University of Malaya



FACULTY OF LANGUAGES AND LINGUISTICS

UNIVERSITY OF MALAYA

LEMBAH PANTAI

50603 KUALA LUMPUR

SPOKEN COMMUNICATION NEEDS ANALYSIS OF INFORMATION

DESK PERSONNEL IN LIBRARIES

Dear Respondents,

The purpose of this survey checklist is to derive relevant information related to the spoken communication needs of the library information desk personnel (LIDP). This is done to validate the spoken communication needs of the LIDP, which was derived from the LIDP's questionnaire.

Please complete the survey checklist as accurately and as truthfully as possible. Your valuable opinions will be kept confidential and will be used strictly for this research only.

Thank you for your fullest cooperation. Your kindness is greatly appreciated.

This survey checklist is divided into two parts. Please answer all questions as accurately as you can.

Part 1(Demographic Information)

1. My highest level of education is

- a High School Graduate
- a Diploma in _____
- a Degree in _____
- a Masters in _____
- a PHD in _____

2. My first language is _____

- English
- Arabic
- Spanish
- French

Others, please specify:- _____

3. My preferred language to be used in a library is English.

- Yes
- No

Part 2 (The Library Information Desk Personnels' Language Difficulties)

Please read the list of reasons for international students to approach any library information desk staff and then check in the appropriate boxes about their language difficulties.

Reasons for approaching library information desk personnel	Language difficulties faced by library information desk personnel
1. To ask for information regarding any particular books or resources.	<input type="checkbox"/> Inadequate vocabulary usage <input type="checkbox"/> Unable to pronounce words correctly <input type="checkbox"/> Unable to understand the meaning of words <input type="checkbox"/> Lack knowledge of grammar and structure <input type="checkbox"/> Unable to understand foreign accents <input type="checkbox"/> They speak too fast If there are any other problems related to language difficulties, please specify:- _____
2. To ask for assistance in searching through the library catalogue, Internet and other electronic resources.	<input type="checkbox"/> Inadequate vocabulary usage <input type="checkbox"/> Unable to pronounce words correctly <input type="checkbox"/> Unable to understand the meaning of words <input type="checkbox"/> Lack knowledge of grammar and structure

	<input type="checkbox"/> Unable to understand foreign accents <input type="checkbox"/> They speak too fast If there are any other problems related to language difficulties, please specify:- <hr/>
3. To enquire about the opening hours and hours of operation during weekends.	<input type="checkbox"/> Inadequate vocabulary usage <input type="checkbox"/> Unable to pronounce words correctly <input type="checkbox"/> Unable to understand the meaning of words <input type="checkbox"/> Lack knowledge of grammar and structure <input type="checkbox"/> Unable to understand foreign accents <input type="checkbox"/> They speak too fast If there are any other problems related to language difficulties, please specify:- <hr/>
4. To find out about library policies, procedures, methods, ethics and professional standards.	<input type="checkbox"/> Inadequate vocabulary usage <input type="checkbox"/> Unable to pronounce words correctly <input type="checkbox"/> Unable to understand the meaning of words <input type="checkbox"/> Lack knowledge of grammar and structure <input type="checkbox"/> Unable to understand foreign accents <input type="checkbox"/> They speak too fast If there are any other problems related to language difficulties, please specify:- <hr/>
5. To ask for clarification about any specific information.	<input type="checkbox"/> Inadequate vocabulary usage <input type="checkbox"/> Unable to pronounce words correctly <input type="checkbox"/> Unable to understand the meaning of words <input type="checkbox"/> Lack knowledge of grammar and structure <input type="checkbox"/> Unable to understand foreign accents <input type="checkbox"/> They speak too fast If there are any other problems related to language difficulties, please specify:- <hr/>
6. To ask for directions in finding specific resources.	<input type="checkbox"/> Inadequate vocabulary usage <input type="checkbox"/> Unable to pronounce words correctly <input type="checkbox"/> Unable to understand the meaning of words <input type="checkbox"/> Lack knowledge of grammar and structure <input type="checkbox"/> Unable to understand foreign accents <input type="checkbox"/> They speak too fast If there are any other problems related to language difficulties, please specify:- <hr/>
7. To find out about any events or programs organised by the library.	<input type="checkbox"/> Inadequate vocabulary usage <input type="checkbox"/> Unable to pronounce words correctly

	<input type="checkbox"/> Unable to understand the meaning of words <input type="checkbox"/> Lack knowledge of grammar and structure <input type="checkbox"/> Unable to understand foreign accents <input type="checkbox"/> They speak too fast If there are any other problems related to language difficulties, please specify:- <hr/>
8. To ask for assistance in using the facilities available such as:- <ul style="list-style-type: none"> • Photocopying • Lockers • Self-check machines • Vending machines • Wireless printers • Computer labs • WiFi access • Discussion rooms • Carrels • Digital corner • Audio-visual facilities • Book drop • ASTRO corner • Microprinting 	<input type="checkbox"/> Inadequate vocabulary usage <input type="checkbox"/> Unable to pronounce words correctly <input type="checkbox"/> Unable to understand the meaning of words <input type="checkbox"/> Lack knowledge of grammar and structure <input type="checkbox"/> Unable to understand foreign accents <input type="checkbox"/> They speak too fast If there are any other problems related to language difficulties, please specify:- <hr/>
9. To enquire about the services provided by the staff such as:- <ul style="list-style-type: none"> • Loans • Reference • Reservations • Services for users with disabilities • User educations(EndNote, Information Skills Training) • Inter Library Loan(ILL) • Document Delivery Services(DDS) • Membership • Request for searching of missing items 	<input type="checkbox"/> Inadequate vocabulary usage <input type="checkbox"/> Unable to pronounce words correctly <input type="checkbox"/> Unable to understand the meaning of words <input type="checkbox"/> Lack knowledge of grammar and structure <input type="checkbox"/> Unable to understand foreign accents <input type="checkbox"/> They speak too fast If there are any other problems related to language difficulties, please specify:- <hr/>

If there are any other reasons (besides the ones listed above) for international students to approach any library information desk personnel, please specify:-

THE END

APPENDIX G

Consent Form

I, the undersigned, confirm that (please tick box as appropriate):

1.	I have read and understood the information about the project, as provided in the Information Sheet dated _____.	<input type="checkbox"/>
2.	I have been given the opportunity to ask questions about the project and my participation.	<input type="checkbox"/>
3.	I voluntarily agree to participate in the project.	<input type="checkbox"/>
4.	I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn.	<input type="checkbox"/>
5.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymization of data, etc.) to me.	<input type="checkbox"/>
6.	If applicable, separate terms of consent for interviews, audio, video or other forms of data collection have been explained and provided to me.	<input type="checkbox"/>
7.	The use of the data in research, publications, sharing and archiving has been explained to me.	<input type="checkbox"/>
8.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	<input type="checkbox"/>
9.	Select only one of the following: <ul style="list-style-type: none"> • I would like my name used and understand what I have said or written as part of this study will be used in reports, publications and other research outputs so that anything I have contributed to this project can be recognised. • I do not want my name used in this project. 	<input type="checkbox"/> <input type="checkbox"/>
10.	I, along with the Researcher, agree to sign and date this informed consent form.	<input type="checkbox"/>

Participant:

Name of Participant

Signature

Date

Researcher:

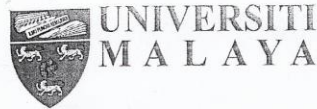
Name of Researcher

Signature

Date

APPENDIX H

Permission Letter from the Faculty of Languages and Linguistics



UM.T/606/01
17 September 2014

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RESEARCH FOR MASTER'S STUDENT

This is to confirm that **Sujitha a/p Suretharan, I/D No.880730-14-5112 and Matric No. TGB110029** is a registered student for the Master of English as a Second Language programme at the Faculty of Languages and Linguistics, University of Malaya. She has been registered since Semester I of the 2011/2012 Academic Session.

She is required to write a dissertation to fulfill the requirements of the degree. We would appreciate it if she is allowed to carry out a questionnaire survey, conduct interviews and collect data at your location as part of her research work.

We thank you for your cooperation.

Yours faithfully

ASSOC. PROF. DR. STEFANIE PILLAI
Deputy Dean (Postgraduate Studies)
Faculty of Languages and Linguistics

c.c Candidate's File

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