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**Development and Validation of Needs Analysis Scale for
Secondary School Teachers of English**

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Abstract

The present study has been conducted to identify the Language and Pedagogical needs of teachers of English at secondary level. There are three phases in the study. In the first phase, an intensive review of literature related to English language teaching was done along with other measures for specification of the target skills required for efficient teaching of English. In the second phase, content validity of skills required was established through expert judgments and final draft of the Needs Analysis Scale (NAS) was prepared. In the final phase of the study, the reliability of the NAS was established through test-retest method. It is expected that the NAS will be of interest to trainers, curriculum designers & policy makers towards the goals of English language teaching (ELT) in the native as well as non-native context. The scale will be further used to analyze the prioritized needs of the profession to design an innovative curriculum for pre-service teachers of English studying in the B.Ed course in India.

1.0 Need & Relevance of the Study

In second language teaching, careful study of learners needs is considered as a pre requisite for effective course designing. One size- fits-all approach has been discredited by research findings on the specificity of the task. It is said that there is no such thing as

General English because each profession has its own specific needs for the language. “General language courses (language for no purpose) courses at any proficiency level almost always teach too much to some learners which they do not need or too little of what they need to the others. The combination of target language varieties, skills, lexicons, genres, registers, etc. that each of these and other group needs varies greatly. Language teaching using generic programs and materials, not designed with particular groups in mind will be inefficient, at the very least and in all probability grossly inadequate. Just as no medical intervention would be prescribed before a thorough diagnosis of what ails the patient, so no language teaching should be designed without thorough needs analysis”. (Long, 2005, p.3)

In India in spite of studying so many years in schools students in the regional medium schools are not able to understand what is termed as Standard English. The critical factor behind this lacuna is the teacher. It has been widely accepted that the language proficiency of the ESL (English as a second language) teacher-trainees in India is not up to the mark (Satsangee,1991.) National Focus group on Teaching of English (2006) has highlighted the field of curriculum development for teaching of English as a thrust area of research because of the urgent need to improve quality of English language teaching in India. In the scenario of globalization, human existence has become very troublesome without adequate competence in English language skills. All states of India are trying their best to train their young ones in this essential skill. Mayawati, Chief Minister of U.P has announced its decision to make English compulsory from the first class. ‘Some teachers are finding it difficult to adjust to the new reality as their own knowledge of English is questionable.’(The Times of India, 2008, p.30)

To explore the cause behind this chasm of reality and expectations the entry level of the ESL trainees was analyzed. It was found that the criteria for the selection of the ESL pre-service candidates for training is having a graduation degree with English either language or literature as one of the major subjects. It was observed that most of the B.Ed entrants had good background in literature but they were found less proficient in language skills . The syllabus analysis report of B.A. and B.Ed syllabi of the representative universities of U.P region also reveals that little weightage is given to the development of language skills among the students . In the absence of proper training it becomes really difficult for the ESL teacher trainees to do justice with their profession. The prospective teachers are found weak not only from the language point of view but are also found less competent in the pedagogical skills of English language. This has been voiced by many other researchers in the previous decades (Indurkya, 1971, Singh, 1983, Satsangee, 1991). Therefore, the researcher felt a great urgency to find out the needs of the secondary level teachers of English as a second language. It has been accepted that the kind of English needed by the teachers of English, is a specialized variety of English (Willis, Doff 1988). All the above given factors reinforced the need to develop an updated course for trainee teachers of English as a second language. As Jordan (1997) writes that Needs analysis should be the starting point for devising syllabuses, courses, materials and the kind of teaching and learning that takes place. Before developing a course, an instrument was required to frame the objectives and standard of that course. Thus the present study has been conducted which is an initial step for the development of an innovative and updated curriculum for teacher-trainees of English, studying in B.Ed courses.

2.0 Review of the Related Literature

The concept of needs as a survey comes to us from the work of the team of experts that the council of Europe assembled in 1971 to study certain linguistic problems confronting the European nations at the time of the creation of the common market. The possibility of establishing a 'unit/credit' system of teaching modern language to adults was studied and the communicative needs of the workplace were seen as paramount. Specification of course content was done on the bases of language needs of the worker according to the activities of their particular occupation. Significant work has been carried out in this direction by Richterich, Van Ek and others(1973). Richterich considers language needs as the requirements, which arise from the use of a language in the multitude of situation, which may arise in the social lives of the individuals and groups. An attempt to list down all possible language needs would result in an inventory too long to be practicable for teaching purposes. Richterich and Chanceral (1980) have evolved a simple and comprehensive model for the analysis of the needs of an adult group of learners based on social perspectives and views of diverse groups concerned viz the learners, the instructors, the employers and the experts. Threshold level specification (Van Ek 1973) that proposed a model for the description of language ability based on the principle that language teaching should provide learners with the means of meeting their personal communicative requirements. Wilkins(1978) gave the concepts of Notional Syllabus which begins with meanings concepts a learner needs in order to communicate and the language needed to express them. Munby"s(1978) Communicative Needs Processor (CNP) is considered the most popular procedure for the analysis of needs. Berwick's (1989 quoted by Faithi, 2003) defines needs as a gap or measurable discrepancy between a current state of affairs and a desired future state. He also distinguishes two types of

needs as 'felt needs' and 'perceived needs'. Brindley(1984) wrote that needs analysis is an attempt to identify and take into account a multiplicity of cognitive variables which affect learning, such as learner's attitudes, motivation, awareness, personality, want, expectations and learning styles. J.L.M Trim (1998) wrote that the council of Europe approach to language teaching has been based on the central importance of specifying in appropriate detail the objectives to be aimed at in accordance with the best assessment of the needs characteristics and resources of the learners concerned.

Needs Analysis in India started with experimental project of Michael West long back in the year 1926. West wrote a report known as Bilinguals (with special reference to Bengal) published by the Indian Bureau of Education 1926 in order to investigate his concept of a needs analysis survey. The findings of West's report are considered the root idea of needs analysis in India. The surveyed research paper and article related to needs analysis in English language teaching are summarized through the following table:

S.N.	Titles	Researcher(s)	Findings
1.	Student and Teacher Perceptions of Learning Needs: A Cross Analysis (2005)	Keita Kikuchi	Revealed how three different population viz, students, teachers and teacher educators can produce ideas to develop a need based curriculum for language teaching.
2.	Implementing ELT Innovation: A Needs Analysis Framework (2001)	M. Vilches & A. Waters	Developed a sound strategy for maximizing the potential of ELT innovation. The model discriminates between two levels of needs: foundation building Vs. potential realizing needs.
3.	The Role of Needs Analysis In ESL Programme Design.(2003)	A.R.Faithi	Emphasized that ELT in India should undergo serious rethinking. And it argues that students should be given more freedom in selecting their own tasks based on their needs.
4.	Identification, Needs	Greenleaf,	Designed for teachers in adult

	Assessment, And Instructional Planning For ESL Learners In Non-ESL Settings(1993)	Connie; Gee, Mary Kay	basic education and General Educational Development classes, as an aid for identifying potential limited-English-proficient (LEP) students, assessing their English proficiency in all language skill areas, observing classroom behaviors
5.	Preparation Of An English Language Proficiency Course For Student – Teachers Of English As A Second Language In The Agra Region(1991)	N.Satsangee	Analyzed the linguistic requirements of ESL teaching personnel in non native context

Table No.1.01: Summarizing Survey of Related Researches & Articles

From the above discussed table , it is evident that the researchers could not found any study that has been carried out neither at the national nor international platform of ESL needs analysis that has tried to explore ESL teachers' language as well as pedagogical requirements with theoretical insights of the discipline. And no such instrument has been prepared which could assess the acceptable level of performance for teachers of English as a second language. This emphasizes the urgency & relevance of the study being conducted.

3.0 Theoretical Background of the Study

The goal of needs analysis is to describe the gap between where the students are and where we want them to be, before we can design the bridge they can cross. Learning needs can be mathematically inferred by subtracting present status from the target status. There are various types of needs analysis such as target situation analysis (TSA), present situation analysis (PSA) and learning needs analysis (strategy & means analysis).The present scale has been developed for target situation analysis. The approach known as

“target situation analysis” was exemplified particularly by Munby (1978) with his Communicative Needs Processor (CNP), whose work is a landmark in the field of course designing. His communicative needs processor operates by looking at its 'inputs' - the foreign language participant - and information concerning the participant's identity and language. Then it requires information on the eight variables: purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event, and communicative key (Phan, 2005). The term TSA had been coined by Chambers (1980). Target situation analysis held that the purpose of an ESP is to enable learners to function adequately in a target situation. Therefore the ESP course design should proceed by the identifying the target situation first and analysis of linguistic features of that situation (Ping & Gu, 2004). The theoretical background of the study is based on the Needs Assessment Model proposed by McNeil (1977) for determining curriculum ends. McNeil defines need as a condition in which there is a discrepancy between an acceptable state of learner behaviour or attitude and an observed learner state. The present study is an attempt to accumulate the preference data to prepare the teacher trainees Language and Pedagogy Needs profile (LPNP) to know the acceptable status. It is proposed that the Needs Analysis Scale (NAS) developed during the study will provide a fairly clear idea of what the teacher-trainees of English will be required to do through the medium of the second language i.e. English and of the contexts in which they will be required to use it.

4.0 Objectives of the Study

The study has the following objectives:

1. To identify the linguistic and pedagogical needs of the secondary school teachers of English.

2. To validate the identified needs through expert judgment.
3. To establish reliability of the needs analysis scale for secondary school teachers of English.

5.0 Methodology of the Study

The present study falls in the category of descriptive research. More specifically it is a content analysis-cum-survey method of research. The techniques employed in identifying the preliminary draft include brainstorming, analysis of syllabi/courses, govt. documents, observation of classroom teaching, discussion with experts and shared experiences.

The details of sources of needs identification are given in appendix I.

6.0 First draft of the NAS

After rigorous review of related literature, syllabus/course analysis and through intensive brainstorming a list of urgent needs of ESL teachers was prepared. There were 226 items in the first draft of the Needs Analysis Scale. It has been again reviewed by ESL experts/trainers and research methodology & needs analysis specialists.

7.0 Expert Validation of NAS

The sample drawn for Needs validation consisted of twelve members belonging to following categories:

S.N	Members of the Panel	No. of experts
1.	English Language Experts (EFL Hyderabad-02 & CIE, Delhi University-02)	04
2.	ESL teacher educators form different teacher education institute (Dr. B.R.A University, Agra, Dayalbagh Educational Institute, Agra,	04

	Kanpur University & Oxford University Press, New Delhi India)	
3.	Research Methodology Specialists	02
4.	Needs Analysis Specialists	02
		Total =12

Table No.1.02: Showing Members of the Panel for Need Validation

To establish validity of each item of NAS through judgment of experts, content validation strategy was suggested by Lawshe (1975) was applied. To estimate the content validity of test, C. H. Lawshe designed a method for gauging agreement among raters regarding how essential a particular item is. He proposed that each rater on the judging panel respond to the following question for each item: "Is the skill or knowledge measured by this item essential/useful but not essential/ not necessary to the performance of the construct?" According to Lawshe, if more than half the panelists indicate that an item is essential, that item has at least some content validity. Greater level of content validity exist as larger numbers of panelists agree that a particular item is essential. Using these assumptions, Lawshe developed a formula termed the content validity ratio

$$CVR = (n_e - N/2)/(N/2)$$

CVR= content validity ratio, n_e = number of panelists indicating "essential", N= total number of panelists.

And the minimum values of the CVR to ensure that agreement is unlikely to be due to chance can be found in the following table:

Taken from www.wikipedia.com

Number of Panelists	5	6	7	8	9	10	11	12	13	14	15	20	25	30	35	40
Minimum value of CVR	.99	.99	.99	.75	.78	.62	.59	.56	.54	.51	.49	.42	.37	.33	.31	.29

Table no.1.03: Minimum Values of the CVR according to the Number of Panelist

There were 12 members in the panel; therefore according to Lawshe's formula minimum value of the CVR to ensure that agreement is unlikely to be due to chance should be .56 . So the statements which gained 56% and above acceptance of experts have been included in the findings of the study.

$$56\% \text{ of } 12 = 12/100 \times 56 = 6.72 \text{ or } 7$$

In other words, items that were approved by at least 7 or more experts, could find a place in the Scale. The statements that gained below 56% of acceptance were not included in the final version.

8.0 Pilot Study

The second draft of the NAS was administered during the National Workshop on Developing Technology-Based Material in English Language Teaching (TECH-ELT, 2007) held in Dayalbagh Educational Institute, Dayalbagh Agra on 80 English language teaching personnel including 15 teacher educators, 25 school teachers and 40 teacher trainees. The enquiries made by the examinees about the test items were noted and ambiguous items were removed.

9.0 Reliability of NAS

Reliability of the NAS was established through the test- retest method. The final version of the scale was administered to 50 teacher-trainees of English studying in Dayalbagh Educational Institute, Agra. The same version was again administered to the same group after an interval of 30 days. The calculated r value was .67. So the Needs Analysis Scale is reliable in its measurement.

10.0 The Final draft of the NAS

In this way, there were in all 178 items/skills/needs divided in three major sections in the final draft of the Needs Analysis Scale as against 226 items in the first draft. Sample items of each section of the NAS are shown in the appendix II. The scale is built on the five-points of ratings to organize the needs in order of priority.

11.0 Qualitative Remarks & Suggestions by Experts

Experts from EFL University Hyderabad and CIE, New Delhi have encouraged and provided useful insights to the researchers with the following remarks & suggestions on the scale.

Expert 1

“You have taken a lot of care in preparing this (NAS) and thought of almost all variables. I am quite glad to through it. You can consider a proper definition to fix the level. Though you have mentioned ‘secondary school’ as a possible level.... I stand by my comment that your work is good and commendable.”

Expert 2

“In a five point scale, there should be the mid point ‘important’... Nevertheless, you have done a good work in enlisting the basic requirements.”

Expert 3

“At a first glance, it looks exhaustive except for some minor modifications, I would suggest: for example that I think that the questionnaire is too long ... If you think everything is important then you may have to give one half to one section and the other half to the other.

Expert 4

...CALL programmes/ the Language Lab/ microfilms/fische can be added in the scale. All the best!

All the comments of the experts were taken up earnestly and possible changes were made in the scale and some suggestions were found useful for the application stage of the NAS.

12.0 Implications of the Study

The results of the survey will be beneficial for the improvement of English Language Teaching at the national as well as international level. The needs identified in the present study can be used for multifarious purposes as for:

- a) Identifying language and pedagogical needs of the ESL teacher trainees that might be addressed in developing goals, objectives and content for ELT courses.
- b) Setting the targets of English Language teaching to assess the effectiveness of the training at the end of the course.
- c) Designing in-service teacher training /refreshers course for ESL practitioners.
- d) Screening suitable candidates for entry into English teacher training courses
- e) Providing methodological and procedural know-how to needs analysts, researchers, teachers & educators.

13.0 Shortcomings of the Study

1. One theoretical problem in the present study is that of communicating the meaning of skills so that those indicating their preference are responding to the same referent. A vague skill indicates only a general direction. However, ample efforts were taken to define the skills in as specific terms as possible. It may be helpful to ask all who are to rate skills to first engage in a common discussion.
2. The scale is quite lengthy. Its length may harm its reliability. To overcome this, experts suggested that the scale should be administered in a distributive manner. One section can be given to one group. (c.f. Expert 3) At the later stage all sections should be merged.

14.0 Suggestions for future areas of Study:

1. The NAS can be used to serve the purpose for future course designers in analyzing the needs of language teachers and teacher trainees. Not only language teachers it can provide guidelines for designing courses for teacher trainees of other disciplines as well.
2. The study has been delimited up to the region of Agra, U.P. At the boarder platform larger research groups can conduct such type of studies at the national and international level.
3. Future researchers can construct a test battery for teacher trainees of English as a Second language to assess the observed status or present level of performance on the basis of NAS.
4. Some more sections can be added according the demand of time, place and persons concerned. As the section of technology in teaching of English (c.f. Expert 4) such as CALL, CALT can be added and methodological insights section can be further revised according to the demand of time.

5. The NAS can be adopted according to the specific context in native as well non- native settings worldwide.

15.0 Conclusion

The paper identifies the nature of professional needs of teachers of English at secondary level in second language context. It also aims at illustrating how to approach these needs systematically with the guidance of experts and specialists. The target skills brought to light by the final version of the Scale are the major findings of the study. Long (2005) accepts that too many needs analyses have been carried out in the past, but the instruments have been devised by teachers with no expertise in research and the validity and reliability of the findings are rarely discussed. Therefore, the present Needs Analysis Scale will not only provide a well developed and validated instrument, but will also guide the novice needs analysts & teaching personnel in identifying learner needs as well as objectives of teaching at the other levels of ELT and other subjects as well. The traditional teacher training courses put an emphasis on the theoretical knowledge of the pedagogy of ELT, neglecting the language skills & their pedagogy along with communicative functions which are the most urgent requirements of the profession. The problem becomes more severe with ESL teacher trainees having educational background of regional or vernacular medium schools. The NAS will assist curriculum designers of ELT worldwide by spotlighting the targets of teaching English methodology in the training institutes. Thus, the study will be significant not only for the ESL teacher trainees, secondary school teachers & teacher educators but it will also guide the policy makers & curriculum designers.

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Appendix I

Sources of Needs Identification

Existing Syllabuses of English Language Teacher Education in Indian Universities

1. Aligrah Muslim University, Aligrah
2. Andhra University
3. Banaras Hindu University, Varanasi
4. Chaudhari Charan Sign University, Merrut
5. Dayalbagh Educational Institute, Dayalbagh, Agra
6. Delhi University, Delhi
7. Dr.Bhim Rao Ambedkar University, Agra
8. Devi Ahiliya Vishwavidalaya Indore
9. MJRP University Bareily
10. Indrapratha University, Delhi
11. Jamia Milia Islamia, Delhi
12. Purvanchal University, Jaunpur
13. Rajasthan University, Jaipur
14. Sahu ji Maharaj Unversity, Kanpur
15. V.B.S.P University, Jaunpur

Existing Syllabuses of English Language at Secondary level In India

1. Uttar Pradesh Board (2008)
2. Indian School Certificate Examinations (2008)
3. Central Board of Secondary Education (2008 & 2009)

Documents of Indian Apex Educational Bodies

- a. Ministry of Education and Youth Services, (1971). Report of the Study Group on Teaching of English. New Delhi : Government of India

- b. *National Policy on Education*, (1986). Department of Education, Government of India, New Delhi. Ministry of Human Resource and Development
- c. National Curriculum Framework (2005). New Delhi: Ministry of Human Resource and Development.
- d. Secondary Teacher Education Curriculum-Guidelines & Syllabus (1992). New Delhi: National Council of Educational Research Training.
- e. Report of the study group of teaching of English, Govt. of India
- f. National Policy of Education (1986). New Delhi: Ministry of Human Resource and Development.
- g. Programme of Action (1992). New Delhi: Ministry of Human Resource and Development
- h. Teaching of English notes for teachers in training, Regional Institute of Education, Chandigarh.
- i. National Focus Group on Teaching of English (March 2006). New Delhi: National Council of Educational Research Training.

Existing International courses of teaching of English

- i. Diploma in English Language Teaching to Adults (DELTA) Accredited and approved by the University of Cambridge (Cambridge ESOL) retrieved on Feb 2008 from <http://www.cambridgeesol.org/assets/pdf/delta0104.pdf>
- ii. Certificate in English Language Teaching to Adults (CELTA) Accredited and approved by the University of Cambridge (Cambridge ESOL)
- iii. Standard TESOL CERTIFICATE (recognized by TESL Canada) Online course (ONTESOL.COM)
- iv. Trinity Cert TESOL (recognized by Trinity College London, U.K. and TESL Canada, a 5 week program. Onsite Course. (<http://www.study-at-coventry.com/chi/courses.htm>)
- v. Teaching English to Speakers of other language worldwide: 9–months course for professional growth of TESOL. www.open.ac.uk/courses/bin/

Courses in India for teachers of English

1. Murthy, N.K. L. (1985). *A Blue Print for Multi-Pronged Training Programmes for Teachers of English at the Pre-University Stage in Karnataka*. Unpublished doctoral dissertation. English and Foreign Languages University, Hyderabad.
2. Rao, D. R. (1984). *Towards Designing an In- Service Course in ELT for Junior College Lecturers at the +2 Stage*. Unpublished doctoral dissertation. English and Foreign Languages University, Hyderabad
4. Certificate in the Teaching of English (CTE) as a Second Language by Indira Gandhi National Open University, (1997) retrieved on 10 April, 2008 from www.ignou.ac.in

Books on Needs Analysis in Second Language

1. Richterich, R. & Chancerel, J. (1980). *Identifying the needs of adults learning a foreign language*. Oxford: Oxford University Press.
2. Rivers, W. & Temperly, M. (1979). *A practical guide to the teaching of English as a second or foreign language*. Oxford: Oxford University Press.
3. Long, M.(2005). *Second Language Needs Analysis*. Cambridge: Cambridge University Press.
4. Doff, A., (1988). *Teach English* Cambridge: Cambridge University Press
5. Willis, J. (1988). *Teaching English through English*. Oxford: Oxford University Press.

Theses and Dissertations related to ELT

1. Satsangee, N. (1991). *Preparation of an English Language proficiency course for student –teachers of English as a second language in the Agra region*. Unpublished doctoral dissertation, Dayalbagh Educational Institute, Dayalbagh, Agra.
2. Singh, V. (1983). *A study of linguistic and communicative abilities of high school teachers of English in relation to their classroom functions*. Unpublished doctoral dissertation, Agra University, Agra

Appendix II

**Needs Analysis Scale for
Secondary School Teachers of English (Sample Items)**

Personal Information			
1. Name _____	2. Designation _____		
3. Department & Institution _____	4. Experience in ELT _____		

Purpose of the Scale

The purpose of constructing this scale is to identify the language and pedagogical skills required by the secondary school teachers of English in India. This will help us in designing an integrated and updated curriculum for the prospective teachers of English. Your valued judgment in assessing this tool will be of immense help in fulfilling this important task.

This scale consists of three sections related to:

Section 1- Language Skills & their Pedagogy divided into four sub-sections:

- 1.1.) Listening & Reading Skills (Receptive) & their pedagogy
- 1.2) Speaking & Writing Skills (Productive) & their pedagogy
- 1.3) Grammar Skills & their pedagogy
- 1.4) Literary Appreciation Skills & their pedagogy

Section 2- Communicative Functions of the ESL teachers

Section 3- Methodological Insights of the ESL Teacher

The respondents will be required to rate each item on a five points rating scale given in front of each item .The interpretation of the five points of the scale is as follows

- 0 = Not Important
- 1 = Marginally Important
- 2 = Important
- 3 = Considerably Important
- 4 = Extremely Important

Instructions: You are requested to rate the importance of these skills for effective teaching of English. Please indicate your opinion by marking a tick in the appropriate column of the five point scale as per the interpretation given above.

Section I- Language Skills & their Pedagogy

1.1) Needs Related to Listening & Reading Skills

How important (or unimportant) is it for the ESL teacher to be proficient in the following receptive Skills?						
S.N	Skills of Listening & Reading (Receptive Skills)	Degree of Importance				
		0	1	2	3	4
1.	Understanding standard spoken English					
2.	Distinguishing among various English sounds					
3.	Grasping the significance of different stress & intonation patterns in English					
4.	Inferring meaning of words from the context					

1.1.1) Needs Related to Pedagogy of Listening & Reading Skills

How important (or unimportant) is it for the ESL teachers to be proficient in the following skills related to pedagogy of Listening & Reading?						
S.N	Pedagogy of Listening & Reading (Receptive Skills)	Degree of Importance				
		0	1	2	3	4
I.	Planning & Preparation					
1.	Selecting texts for different levels of learners					
2.	Framing questions for different purposes (e.g. to elicit, to check etc.)					
II.	Classroom Teaching					
3.	Model Reading					
4.	Using pre-recorded audio material					
III.	Evaluation					
5.	Diagnosing & Classifying errors in listening & reading					
6.	Developing exercises to test receptive skills					

1.2) Needs Related to Speaking & Writing Skills

How important (or unimportant) is it for the ESL teacher to be proficient in the following skills of Speaking & Writing?						
S.N	Skills of Speaking & Writing (Productive Skills)	Degree of Importance				
		0	1	2	3	4
1)	Correct pronunciation					
2)	Using appropriate stress, pause and intonation pattern					
3)	Producing relevant ideas					
4)	Using suitable words, phrases & expressions					
5)	Spelling correctly					

1.2.1) Needs Related to Pedagogy of Speaking & Writing Skills

How important (or unimportant) is it for the ESL teachers to be proficient in the following skills related to pedagogy of Speaking & Writing?						
S.N	Pedagogy of Speaking & Writing (Productive Skills)	Degree of Importance				
		0	1	2	3	4
I.	Planning of Teaching					
1.	Defining objectives of teaching productive skills					

2.	Designing exercises-guided, controlled & free					
3.	Consulting a pronouncing dictionary					
II.	Classroom Teaching					
5	Conducting pronunciation drill					
6.	Using strategies to teach features of pronunciation (word stress, sentences stress)					
III.	Evaluation					
15	Developing exercises to test the productive skills					
16	Checking students' assignments, spotting errors					

1.3) Needs Related to Skills of Grammar

How important (or unimportant) is it for an ESL teacher to be proficient in the following skills of Grammar?						
S.N	Skills of Grammar	Degree of Importance				
		0	1	2	3	4
1.	Understanding grammatical terminology					
2.	Translating (from mother tongue to second language & vice versa)					

1.3.1) Needs Related to Pedagogy Grammar

How important (or unimportant) is it for the ESL teachers to be proficient in the following skills related to pedagogy of Grammar?						
S.N	Pedagogy of Grammar	Degree of Importance				
		0	1	2	3	4
I	Planning of Teaching					
1)	Planning objectives of grammar teaching					
2)	Selection & gradation of the grammatical structures					
II.	Classroom Teaching					
3)	Conducting lessons based on various teaching models					
4)	Using rule driven path(deductive method)					
III.	Evaluation					
5)	Diagnosing errors in grammatical usage					
6)	Classifying and analyzing errors					

1.4.) Needs Related to Skills of Literary Appreciation

How important (or unimportant) is it for an ESL teacher to be proficient in the following skills of literary appreciation?						
S.N	Skills of Literary Appreciation	Degree of Importance				
		0	1	2	3	4
1.	Understanding & interpreting detailed meaning of a literary text					
2.	Understanding symbols & imagery					
3.	Analyzing a literary text critically					

1.4.1) Needs Related to Pedagogy of Literary Appreciation

How important (or unimportant) is it for the ESL teachers to be proficient in the following skills related to pedagogy of Literary Appreciation?						
S.N	Pedagogy of Literary Appreciation	Degree of Importance				
		0	1	2	3	4
I	Planning of Teaching					
1.	Planning the instructional objectives of teaching literature					
2.	Framing exercises for practicing literary skills					
II.	Classroom Teaching					
3.	Reading poetry/literary texts with proper expression					
4.	Using techniques of teaching rhythm and intonation					
III.	Evaluation					
5.	Framing test items related to the thematic and stylistic features					
6.	Conducting remedial exercises					

Section 2- Communicative Functions of the ESL Teachers

2.0) Needs Related to Communicative Functions of the ESL Teachers

How important (or unimportant) is it for the ESL teacher to be proficient in using English for performing the following Communicative Functions?						
S.N	Communicative Functions of the ESL Teachers Related to:	Degree of Importance				
		0	1	2	3	4
1	Planning of Teaching					
(a)	Planning a week's teaching					
(b)	Preparing worksheets, exercises etc.					
2.	Introduction					
(a)	Revising previous learning					

(b)	Stating the aims of the lesson					
3.	Presentation					
(a)	Explaining/Narrating/Describing					
(b)	Giving examples					
4.	Discussion Management					
(a)	Asking questions					
(b)	Rephrasing questions and statements					
5.	Recapitulation					
(a)	Summing up day's task					
(b)	Setting the home work					
6.	Organization					
(a)	Taking attendance , making relevant inquiries					
(b)	Making & granting requests					
7.	Social Interaction					
(a)	Exchanging greetings					
(b)	Getting introduced					
8.	Evaluation					
(a)	Defining test objectives					
(b)	Classifying and analyzing errors					
9.	Co-Curricular Activities					
(a)	Instructing during tours & outdoors					
(b)	Editing articles, reports of school					
10.	Professional Development					
(a)	Attending lectures & taking notes					
(b)	Writing research papers , proposals & project etc.					
10.	Professional Development					
(a)	Attending lectures & taking notes					
(g)	Writing research papers , proposals & project etc.					

Section 3- Methodological Insights of the ESL Teacher

3.0) Needs Related to Methodological Insights of the ESL Teacher

How important (or unimportant) is it for an ESL teacher to possess methodological insight in the given areas?						
S.N	Methodological Insight of the ESL Teacher	Degree of Importance				
		0	1	2	3	4
1.	Background to the study of English					
2.	Techniques of classroom organization					

Overall Comments:

Thank you very much for your co-operation

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