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Particulars

Sr. No.	Name of Teacher	Title of Paper	ISSN/ISBN
1	Dr. Padmakar Sarjerao & Dr. Kuldeep Ruturaj	Need of BCA students in learning English as a Foreign language/English as a second language instructional learning context	2394-5990

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आज़ादी का
अमृत महोत्सव

इतिहासाचार्य वि. का. राजवाडे संशोधन मंडळ, धुळे

इतिहासाचार्य वि. का. राजवाडे मंडळ, धुळे
या संस्थेचे त्रैमासिक

|| संशोधक||

पुरवणी अंक १२ – डिसेंबर २०२२ (त्रैमासिक)

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● प्राचार्य डॉ. सर्जेराव भामरे　● प्रा. डॉ. मृदुला वर्मा　● प्रा. श्रीपाद नांदेडकर

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Needs of BCA students in Learning English as a Foreign Language/English as a Second Language Instructional-Learning Contexts

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Abstract :

In Computer Application education, specific English language skills are needed to enable students of Bachelor of Computer Application (BCA) to succeed in academic settings (Tan, 1999; Pendergrass et al., 2001; Sidek et al., 2006; Venkatraman & Prema, 2007). To figure out what understudies need to accomplish with the help of English precisely, it is peremptory to carry out a Needs Analysis (NA) (Hutchinson & Waters, 1987; Robinson, 1991; Hyland, 2006). NA is described as "the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities" (Richards & Platt, 1992, p. 242). With such perspectives, this paper reports on a survey conducted to investigate the English language needs of BCA students at Dr. Babasaheb Ambedkar Mahavidyalaya, Peth Vadgaon, Kolhapur (hereinafter BAC). More specifically, the study intends to identify the students' perceptions of the frequency of English language skills used, the importance of these skills, their ability in performing the skills, the areas of language use that they need training/teaching in, and their preferences for the English language course. A total of 80 first, second, and final-year BCA undergraduates in the academic year 2022-2023 were identified and approached for the process of NA. A questionnaire was used for data collection. The results stressed the significance of English for students of Bachelor of Computer Application and identified the students' lacks, wants and necessities with regard to English language skills. The paper concludes with academic ramifications that might assist with further developing the ongoing English language course based on the students' exigencies.

Keywords: Second language, Reading comprehension, Needs Analysis (NA), English for Specific Purposes (ESP)

Introduction :

Previous research in the field of professional course learning showed that English language is of paramount importance in the academic and professional lives of professional course students (Venkatraman & Prema, 2007). English is an essential tool in BCA education, and therefore integrating English into such courses is an effective way to improve the performance of BCA students in oral and written communication. In addition, English is of particular importance for BCA students because it is the language of computer applications and is looked upon as an effective means for enabling those students to become familiar with professional texts written in English. Similarly, Joseba & Ardeo (2005) stated that as English has become the de facto international language of science and technology, technology students

have to face this fact while they are students, since books, papers, handbooks, journals, etc. written in English are included in their reading lists, and after graduation, because one of their most valuable resources will be English at the labour market.

There are many factors that might have caused the students' low proficiency in English. One is the English language curriculum offered to the Petroleum Engineering students.Results obtained from this study showed extensive use of English as reported by both students and teachers.

Research Design :

This study aims at investigating the English language needs of the BCA students at BACon the basis of their perceptions. Therefore, the study addresses the following five questions:

1. How frequently are the English language skills used by the BCA students at BAC?
2. How important are the English language skills to the BCA students at BAC?
3. What do the BCA students' English language lacks?
4. What do the BCA students' English language wants?
5. To what extent is the English language course relevant to BCA students?

The design of the study was based on Hutchinson & Waters's (1987) target needs approach to NA. "Target needs", as indicated by Hutchinson and Waters (1987), is an umbrella term which incorporates students' necessities (their objective semantic highlights), comes up short (on track phonetic elements less what they definitely know), and needs (what the students feel they need and need). By looking at learner's necessities one can identify "the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation" (p. 55). Then what they lack should be studied to understand the gap between their target and existing proficiency.

Hutchinson & Waters' approach to NA offers "a useful classification of needs which may be seen to reflect differing viewpoints and give rise to different forms of NA" (West, 1994, p.3). Accordingly, to investigate the petroleum students' English language necessities, the researchers tried to find out their perceptions of the frequency of their use of the English language skills and the importance of these skills to them. To analyse the subjects' lacks, information to assess the students' ability in performing the language skills was elicited. Finally, the students' wants were determined by investigating the amount of training that they would like to receive to improve their language skills.

1 Participants :
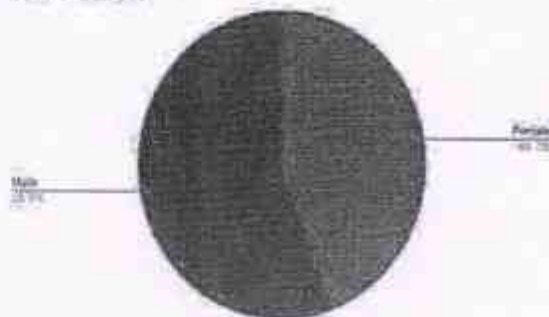
The target student population in this study was all the students who studied in the academic year 2022-2023 in the Department of BCA (hereinafter DBCA) at Dr. Babasheb Ambedkar Mahavidyalaya, Peth Vadgaon (BAC), Peth Vadgaon. The total number of the students was 68 (38 males and 30 females).

The DBCA provides three years of instruction that qualifies the students to graduate with a BCA degree in Computer Application. English is the medium of instruction in the department. In addition, an English language course is taught to all the BCA students over the first semester in their first year.

2 Instrument :

In this study, a questionnaire was used as the only method of enquiry. It was composed of four sections, namely sections I, II, III, and IV. Section I of the questionnaire is of general information of the questionnaire. Section II requested general background information regarding the subjects' age, gender, and level of study. Sections III and IV were designed to identify the students' perceptions regarding their English language skill needs. More specifically, in section III, the subjects were required to state perceptions regarding their use of English language with PILOTING QUESTIONNAIRE and Section IV for their learning needs.

The last section of the questionnaire (section IV) was developed, based on Kaur's (1993) work, to elicit the subjects' perceptions regarding the appropriateness of the current English language course. Twenty questions were asked in this section. They all are with regard to the students' English language needs. A five-point Likert-scale was used ranging from 0 (never) to 4 (always).

The researchers translated the questionnaire into Marathi, and then it was submitted for language approval. To ensure its validity, the researchers tested the questionnaire in a pilot study prior to carrying out the main study. On the basis of the outcome of the pilot study, the questionnaire was amended and the final draft was prepared for the main study.

3 Procedure :

In August 2022, the researchers started carrying out the main study at the DBCA at BAC. Before administering the questionnaire, the researchers met with two lecturers who were teaching the second and third-year students. For each of the levels, a class time was given to the researchers to conduct the study. During the study, the students in each group were informed of the objectives and significance of the research. They were also requested to state real and honest responses. Likewise, they were assented for the time they would spend filling in the questionnaire. Also, the subjects were permitted to request any explanations they could require. Then the questionnaire was circulated. Once they finished answering the questionnaire, they were requested to check their responses for incompleteness or missing answers.

3. Results

This segment will introduce the members' feedback to the questionnaire. The segment is partitioned into two fundamental sub-areas: the students' English language needs and their inclinations for the English language course.

1 The Students' English Language Needs

This sub-segment involves twenty questions. These questions are to understand their needs with their preference, channels, instruments and usage of language. It manages the recurrence of the subjects' utilisation of the English language abilities and the significance of these abilities. This leads to the conclusion on their needs for the language. At last, information concerning preparing requirements will be recommended.

2 Students' Frequency of use of essential activities for acquiring English Language Skill

Table 1 below shows the results obtained from section IV of the questionnaire, regarding the use of the English language by the students. This section gives the idea of self-rating of their wants and needs.

Table 1. Students' Frequency of English Language Skill

English Language Skill	No.	Mean	SD	Overall Mean
1) Prefer to TV or video	68	2.25	1.137882296	1.693941148
2) Use colour-coding	68	1.985294118	1.014707473	1.500000795
3) Needs written directions	68	2.882352941	0.9701425001	1.926247721
4) Looking at people	68	2.970588235	1.233495074	2.102041654
5) Writing on the board	68	3.088235294	1.324119467	2.206177381
6) Diagrams, Charts & maps	68	2.75	0.9981325847	1.238757329
7) Listen to music when study	68	2.264705882	1.311460927	1.788083404
8) Needs brakes when study	68	2.544117647	0.9049420453	1.724529846
9) One-on-one games & activities	68	2.632352941	1.105001003	1.868676972
10) Stories and examples help	68	2.279411765	1.2075087	1.743460233
11) In a large group, keep silent & listen	68	3.294117647	1.210141518	2.252129582
12) Like to discover things on own	68	2.735294118	1.01654444	1.875919279
13) Add original ideas in class discussions	68	2.573529412	0.9512941142	1.762411763
14) Prefer things in a step-by-step way	68	3.176470588	0.8092962941	1.992883441
15) Don't worry about comprehending	68	2.073529412	1.137110458	1.605319935
16) Good at catching new phrases or words	68	3.5	0.8375515132	2.168775757
17) Enjoy fill in the blank activities	68	2.691176471	0.9345340118	1.812855241
18) Enjoy activities to pull ideas together	68	2.867647059	0.9604789192	1.914062989
19) Think before speaking or writing.	68	3.279411765	0.7298658277	2.004638796
20) Building metaphors in mind helps	68	2.455882353	0.9212876053	1.688584979

Of the language skills, the overall means in Table 1 above shows that In a large group, keep silent & listen (overall mean=2.252129582) have been perceived to be the most essential element needed by the students, followed by Writing on the board(overall mean=2.206177381) and Good at catching new phrases or words(overall mean=2.168775757). On the other hand, Use of colour-coding has been viewed by the students to be the least frequently enjoyed tool, as such elements received the lowest mean scores (overall mean=1.500000795).

The findings also revealed that while the students sometimes use to Prefer to TV or video

in learning language (mean=2.25), they like to think before speaking or writing (mean= 3.279411765).

3. The Students' English Language Lacks

Question no 6,7,8 and 9 of this section presents the subjects' responses to section III of the questionnaire, which focus on areas of difficulty in the English language that were !

Count of 6) Things I wish to learn in English are (rank them, 1 = most important for me)
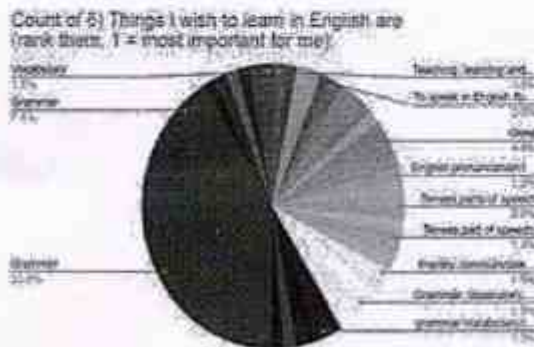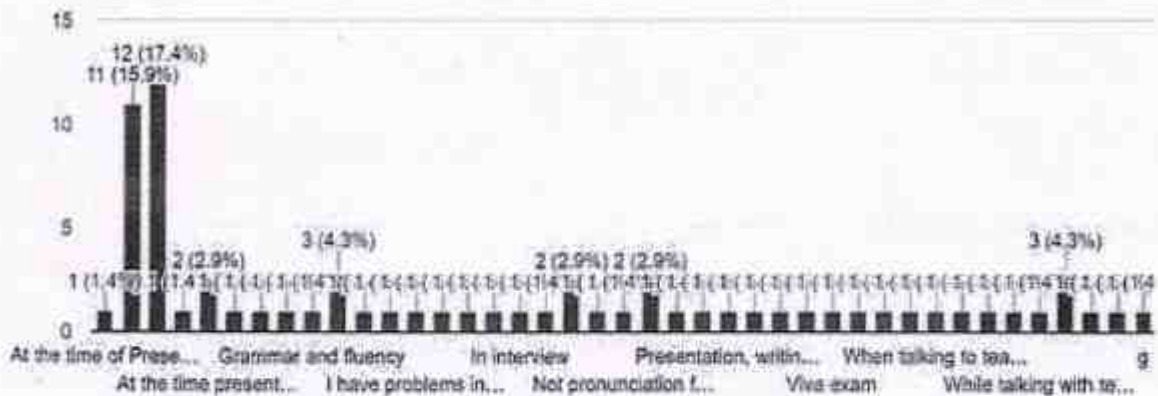
Question no 6

common for students in their area of specialisation. In particular, the informants were asked to first rate their proficiency in the English language and secondly evaluate their ability to perform the English language sub-skills.

In question no 6 and 7 students were asked to mention things that they wish to learn in English in present as well as in future.

Almost 42% of the respondents gave priority to learning English grammar. Whereas in question no. 8 where the respondents were asked about the situation when they feel the communicative problems. Almost 33.3% of respondents feel it difficult at the time of presentation. It is visible in the given graph below. And in Question 09 they replied that vocabulary is the first in list of the problems they face.
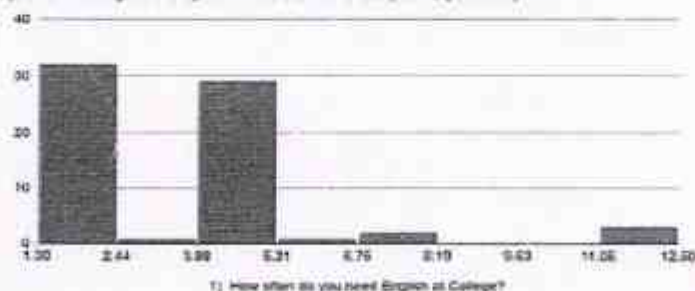
8) When did you feel communicative problems in English? (specify what happened and what exactly your difficulty was)
69 responses

4 The Students' English Language Wants

Histogram of 1) How often do you need English at College? (How many times).........J...............(time period)

1) How often do you need English at College?

Question no 1,2,3,4 and 5 section III Given the subjects' self-rating of their needs of English language skills. This section presents their wants of the amount of training they would like to receive to improve their skills. The results from section III of the questionnaire are shown . Almost 35% of the respondents required an English language minimum two hours daily at the college. The situation they faced was difficult: presentation and then oral examinations. And the most loved activity was learning c-programming.

Discussions :

This section attempts to discuss the findings of the present study. The results of the students' English language needs and their understandings of the English language course will be discussed separately.

1 The Students' English Language Needs :

The outcomes, with regards to the three differentiations (necessities, needs and wants) of Hutchinson and Waters' (1987) target needs system, are talked about in this subsection.

Firstly, regarding the BCA students' English language necessities, the findings reveal that there are many essential elements that the students want to know in order to function effectively in the target situation. This was evident from the results depicted in Tables 1 present the frequency of English language use. Interestingly enough, all the activities have been perceived by the respondents to be important to acquire regardless of being used frequently or not.

Secondly, in terms of lacunae in the English language, the subjects' in section III are indicative of their general feeling that they do not have an adequate level of English ability. The results show that while the respondents perceived themselves as being at the average level in writing, vocabulary, and grammar skills, they rated themselves to be weak in communication skills.

Conclusions and recommendations :

This research identified the Bachelors in Computer Application's English language needs in terms of the frequency of their use of English language skills, their English language lacks, and their English language wants.

To sum up, the current study explored Bachelors in Computer Application students' English language needs. As such, besides identifying learners' needs, the findings show that the current language course is less appropriate to the students. The new generation requires more specific knowledge about practical English, especially office English that holds presentation and oral skill as the prime issue. The syllabus should be designed in accordance with the The results and recommendations may serve as guidelines for redevelopment of the Business Communication curriculum offered to the BCA students at BAC affiliated to Shivaji University Kolhapur.

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