

A needs analysis of ESL Learners of soil sciences at UAF

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Abstract

The current research was carried out to get to know about the communicative needs of ESL learners of soil sciences. The research was done at the department of soil and environmental sciences, University of Agriculture Faisalabad, Pakistan. Needs analysis was carried out with the help of ESL teachers and ESL learner's interviews and questionnaires; document analysis of the course (General English) already taught at the said University to the students of soil sciences and pre-test was also administered. Qualitative as well as quantitative data was elicited. Using descriptive statistic quantitative data was analyzed with SPSS20.0. This was presented in the form of tables and graphs while qualitative data was analyzed with the help of discussions. The findings of this needs analysis pointed out that ESL learners of soil sciences had difficulties in expressing themselves in English language and they also had difficulties in understanding the technical aspects of their relevant field.

Keywords: *ESL learners; need analysis; soil sciences; technical aspects*

Introduction

It is through language that human culture exists. It is the strongest tool for humans to share information and express their emotions. About 6500 languages are currently spoken in the world. Geldern claims that "it is estimated that there are 6000 to 7000 languages in the world" (2006, p-1). English language is of the international language of the world and its importance in Pakistan was established when Pakistan (United India) remained a colony of British during 20th century. English is the official language in Pakistan. It is frequently used in various field of education, commerce and defense. Special course are taught at various level to improve communication through English language. Specialized field of knowledge have emerged due to the expansion of human activities. These new trends have evolved new vocabularies and terminologies which enhance the understanding of the users. Professional and academicians are always trying to cope themselves with the new terminologies and improve their understanding of the field they are dealing with.

Purpose of study:

Hutchen and Waters (1987) assert that needs analysis is to know about the real needs of ESL learners and also to analyze the particular contexts in which English language is going to be taught.

Statement of the problem

(Kothari, 2004 p-24) is of the view point that a research problem is actually a difficult situation either theoretical or practical, that a researcher feels and wishes to solve that problem. The researcher had taught at Islamic Academy Medina Town Faisalabad, and observe that the students of soil sciences coming from university of agriculture Faisalabad were lacking behind in their communicating skills especially with regard to particular register and technical vocabulary used in the field of soil sciences.

That was the reason the researcher decided to carry out a research on the need's analysis of the said students.

Objective of the study

The main purpose of any research study is to find out the answers to the query following a systematic process. There can be other benefits or objectives related to the main objective of the study e.g in exploratory research study the objective of the research is get a deep insight into the phenomenon while descriptive research provides a snapshot of a particular situation or a person. The objective of the current research is to know, interpret and analyze the real needs of the student sciences at UAF.

Significance of the study:

Invention are the soul of progress which are caused by inquiries. An inquisitive mind is the foundation of a research activity. All their activities help human beings to live better and benefit society. Scientists formulate theories that explain scientific phenomenon whereas linguists try to help the ESL learners in acquiring their first or second language learning. The present research is going to be useful in understanding the needs of the ESL learner of the department of soil and environment sciences at University of Agriculture, Faisalabad.

Delimitation of the study:

All those characteristics that limit the scope and boundaries of your study are called delimitations. Simon is of the view point that delimiting factors guide you in setting the objectives, making of research questions, choosing variables of interest and add to the theoretical perspective (2011,p-2). As the main purpose of this study is to get to know the real needs of the ESL learners of soil sciences, the other fields of activity or the branches of Agricultural Sciences would be excluded from this research. The ESL teachers as well as learners at the department of soil sciences are going to be the population of the study.

Research question:

The heart of a research study is the research question. It is a significant step while carrying out a research. Research questions should be focused, narrowed down and specific.

The research was guided by the following research questions:

- I. What are the real communicative needs of the undergraduates of soil sciences?
- II. Does the current course of General English fulfill the communicative needs of the undergraduates of Soil Sciences?

Literature Review:

One of the essential parts of a research activity is the reviewing of relevant literature in that particular field of study. It helps the researcher in many different ways. It can perform various functions outlined below:

1. Existing literature provides a theoretical frame work for the research.
2. Establish a link between what had already been achieved and what the researcher is trying to find out.
3. Provides with clarity.
4. Previous study help is finding out suitable design and methodology for a specific relevant field.

5. Broadens the researcher's own knowledge.

Pervious works on ESP

In 1982 Frydenberg published a paper on designing an ESP reading skills course. This paper throws light on the previous works in the field of ESP with special reference to reading skills courses in ESP studies. This paper presents a in depth study that/there is a clear difference between designing a general reading skills course and an ESP specialized reading course. This study highlights the difference between general reading materials, texts and specific reading materials and texts. Vajancbukka and Rungruangsssi in 1988 conducted 'A study of the academic English needs of medical students at Mahidal University, Bangkok.' Data was elicited from 351 subjects of medical sciences with help of questionnaire and interviews. The needs analysis revealed that those medical students needed special ESP course fulfilling their particular needs. In 1992 Jafre presented needs analysis of the science students at the University of Malaysia. Data collection was done with help of questionnaire and those students and employees participate in the research who were working in different scientific institutions. According to this research findings, reading was the most difficult skill for the students of science whereas for employee and works speaking and listening skills the most difficult ones. Here the studies stressed the pint that their need should be analyzed before designing a syllabus.

Elkilic (1994) conducted a needs analysis for the medical students of Selcuk University of Turkey. He obtained data with the help of a questionnaire. Students and teacher took part in this research. Ralucas (2002) research titled 'Designing an ESP courses-A case study' dealt with need analysis and proposed practical steps to be taken for designing an ESP course. According to the author three steps are essential for designing an ESP courses. The first one be started that objectives of needs analysis on an ESP is necessary before designing an ESP syllabus. Secondly a teaching methodology should be selected and thirdly authentic material is required for the designing an ESP course. Lepetit&Cickocki (2002) conducted a needs analysis for the health care professionals at college of Health, Education and Human Development USA. With help f questionnaire and interviews data was obtained form 165 students of health sciences. According to this study speaking skills were the most difficult skills for the students of health. Lockwood was quoted for the language needs of the workers of call century in India and Philippines.

This research threw light on the communicative needs in English language. Thus an ESP call centre course should be thought to them. 'Teaching aviation English in the Chinese context': Developing ESP the theory in a non-English speaking country" was conducted by (Aiguo 2007) that forwarded a framework for designing an ESP courses specially for the students of aviation Engineering in China. The research compared general English and the English used in aviation sciences. The research also correlated the Chinese terminologies with English language for the purposes of making it easier for the students of china. A research was conducted by Alfehaid (2011) for the needs of health care students from Saudi Arabia. According to the result of the needs analysis all the four skills of English language one important and it also showed that general English teaching in unable to prepare students for better linguistic performances.

On the topic 'The Linguistic Needs of the Textile Engineering students': 'A case study of National Textile University Faisalabad" was carried out by Zahid, Sattar, Mehmood, Tahir and Ali (2011) here the

communicative needs of the students of yarn and garment manufacturing were analyzed. Data was obtained with the help of questionnaire. According to this needs analysis the student wished that their speaking and listening skills should be fulfilled instead of just improving General English Grammar. According to the students grammar translation methods should be avoided. Paci (2013) conducted a 'Needs analysis and environmental analysis: Designing an ESP curriculum for the students of Poly Technic University of Tirana. The research highlighted the importance of needs analysis before of designing and ESP course.

Hassan and Ghazni (2019) worked on "Developing Materials and activities for the development of four skills of English language of the students of physical Therapy at GC University Faisalabad". The researchers developed materials and activities after needs analysis. Data was obtained with the help of questionnaires and interviews. The materials and activities designed by researcher proved very useful for developing the communicative skills of the learners and graduate level.

English language from Past to present

The English language has not emerged suddenly, it has passed through various stages of development as all other languages do. It has evolved as an international language particular after WWII. It has become world's most widely studied 2nd language. In educational or business fields, no one can deny its importance. Crystal asserts that a language develops a global status when it attains a special role in all almost every country (2003, p-3).

Official's language of Pakistan is English. It is widely used in almost in all spheres of activities. It is also taught till graduation level as a compulsory subject in Pakistan. It is the language of ruling elite class in United India. These high influential people continued using English language when Pakistan come into being. When working middle class try to follow upper classes in their manners, they copy their manners in Pakistan. So, the use of English language in Pakistan is wide spread due to the historical background of the use of English language United India. English is understood used and learnt in educational institutions as well as other sphere of activity. We can assert here that English language is also the most important second language in Pakistan.

English for specific purpose (ESP)

English language teaching (ELT) gave birth to ESP in 1960s. Many universities of the world offer bachelor and master level degree in ESP after 1970. Hutchison and Waters (1987) state three reasons for the emergence of ESP in the world. According to them these three reasons are: A brave new world, a revolution in linguistic and focus on the learner. After the World War II, there was a massive development in technology which resulted in new terminologies and vocabulary items. Oil crisis in 1970s also led towards better communication requirement in these areas for the foreigners to deal with the people of Gulf. English was the language that served as a bridge between the foreigners and the people in Gulf.

Research Methodology

Advance learners dictionary of English, (1952, p-1069) define research as a careful inquiry or investigation particularly through search to know about new facts in any branch of knowledge. Redman and Mory define research as a "systematic and scientific attempt to gain new knowledge" (1923, p-10). Kumar asserts that research is an activity for improving professional skills. He also says that research

is a way of thinking and examining critically different aspects of our daily professional work. Further he adds that research also aims at understanding and making of new guiding principles that guide towards better understanding of particular procedure. Finally he suggests that research helps us a testing newly formed theories for your profession (2011, p-22). Research actually is a habit of asking what we do, and a careful systematic examination of clinical observations to describe what we perceive.

Procedure of the research:

The whole progress in the world largely depend upon the invention and discovery in different areas of knowledge including behavioral, pure, applied or natural sciences. These discoveries assert a powerful influence upon human lifestyle and thinking. The basic steps in research include discussion of some problem or a question and by using, testing, examining, observing or analyzing techniques trying to find out a solution of the problem or question. Different procedures were adopted for the current research. A needs analysis was done to establish the needs of the said learners was done for designing a syllabus for ECL learner of the department of Social Sciences at UAF.

This needs analysis was conducted with four research tools of: i.e. interviews, questionnaires, document analysis and pre-test. Interviews and questionnaires were administered on ESL teachers and learners of the department of the soil sciences at UAF documents analysis was done on the currently taught general English syllabus being taught at UAF to the ESL learners in the department of soil sciences. In order to establish the real needs analysis of the learners' pre-test was also administered.

Types of research

Kothari asset that qualitative research is the movement of some quantity. It is applied on the phenomenon that may be expressed in terms of amount or quantity (2004, p-3). Here in this type of research measurement are made objectively that can be repeated on another researcher. Generally human world is understood or studied in qualitative research which is carried out with help of discussions. Another type of research is co-relational which tries to find out a relation between two variables acting in a single phenomenon. In an experimental research an experiment is conducted to validate or reject a hypothesis. A time series design is a quasi-experimental research. Qualitative as well as quantitative techniques, for the collection of data, were used. A pre-test was also conducted to know about the needs of ESL learners.

Tools of research

Kumar is of the point of view that data can be collected by many different methods. It is up to the research to select data collection tools according to research design. At this phase of research necessary information is gathered with the help of research tools like interviews, questionnaires, observation etc. Questionnaires are one of the most commonly used tools to gather data from subjects. Questionnaires are a kind of written interviews to collect data from human being in behavior science. Questionnaires have questions and they provide the subjects with option to choose from them according to their opinions. A questionnaire with open ended questions is called an unstructured questionnaire where as a questionnaire with a closed questions is called a structured questionnaire. Questionnaire are used in situation where face to face or direct communication with subject is not possible. When mixed type of question i.e. to say open ended and close ended both types of question are used in questionnaire, such questionnaires are called semi structured questionnaires. Questionnaires can be filled in the presence of the researcher or by someone also who could guide the subjects about the purpose of study. Linguistic study usually involves the use of questionnaires. If data has to be collected from faraway places, questionnaire are considered to

be the best tools in such situation. Another very famous research tool is making observations. It provides the researcher with a chance to observe a phenomenon in real life situation observation can be made within the class rooms to obtain data with regard to learning and teaching a language in a particular situation.

Interviews also provide first-hand knowledge to the researcher when conducted in real life situations. These can be written recorded or live telecast. Interviews can also be of three different kind: structured, unstructured or semi-structured. According to Hughes, language tests can be conducted for the following purposes:

- To measure language proficiency whether they have followed any language course or not.
- To discover how far learners have achieved certain objectives of a course of study.
- To diagnose student's ability to identify what they have learnt and what they have to learn.
- To categorize learners for their placement at different levels.

Following tools were used for the current research:

- i. Questionnaires for the ESL learners at the department of soil and environmental science at UAF
- ii. Interviews for ESL learners at DSES at UAF.
- iii. Questionnaire of ESL teacher at DSES.
- iv. Interviews of the ESL teachers at DSES.
- v. Document analysis.
- vi. Students pre-test.

Population of study

Population of study is defined as the individuals of interest for the research to carry out a particular research e.g. if a linguistic is interested in studying the factor of motivation in the students of a foreign language, then all the foreign language learning students at some said university or center would be the population of the study.

Soil science

One of the greatest resources of Almighty for his creatures is the creation of soil by Him. Its existence is even older than human beings. Soil science is related to the study of chemical, biological and physical properties of soil. Oxford Learner's Dictionary defines soil science as the study of soil with regard to its structures and characteristics. Soil science has emerged as a distinct field of study for agricultural sciences. It has achieved a separate entity. It has other branches as discussed below.

Soil physics.

The branch of soil sciences that deals with the relationship among different minerals of soil is called soil mineralogy. Online dictionary, "Your dictionary" defines soil mineralogy in the following words "The sub-discipline of soil science that studies the solid inorganic phases controlling physicochemical processes in soils and sediments".

Soil fertility

This branch of soil science deals with the fertility of soil and attempts to increase this fertility. Abbott and Morphy defines soil fertility as the capacity of soil to transmit, store and receive energy to support plant growth. In this branch over all soil productivity is dealt and available nutrients status is evaluated to measure the ability of the soil for providing minerals for plant growth.

Pedology

How different types of soils are formed by weathering of rocks and minerals in the study of pedology. Wikipedia defines it as study of soil in its natural environment. Pedogenesis, soil classification and soil morphology are dealt in pedology while edaphology studies the process that how soil effects plants and other living things in it..

Soil survey

Soil surveys are the “systematic examination, description, classification and mapping of soils” (Soil science society of America 2001). Soil survey is defined as the scientific study of soil in the fields and in laborites. Soil survey helps the formers to know what kind of soil is best suited for which crops and this way maximum yield can be obtained.

Soil technology

Soil technology is the study of theory and practice of the philosophy of soil sciences. It also studies the phenomenon of soil conservation and erosion.

Needs Analysis data of questionnaires

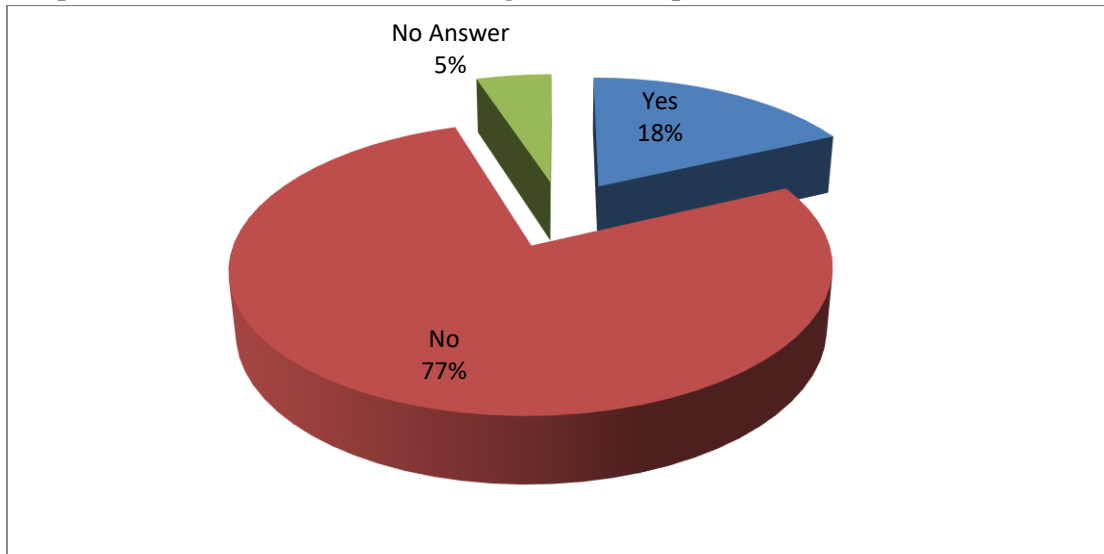
Needs analysis data of the ESL learners.

Question No. 1 Do you understand the concept and benefits of ‘ESP courses’?

Table 4.1: ESL learners’ understanding of the concept and benefits of ESP

Yes	No	No Answer
18%	77%	5%

Graph 4.1: ESL learners’ understanding of the concept and benefits of ESP



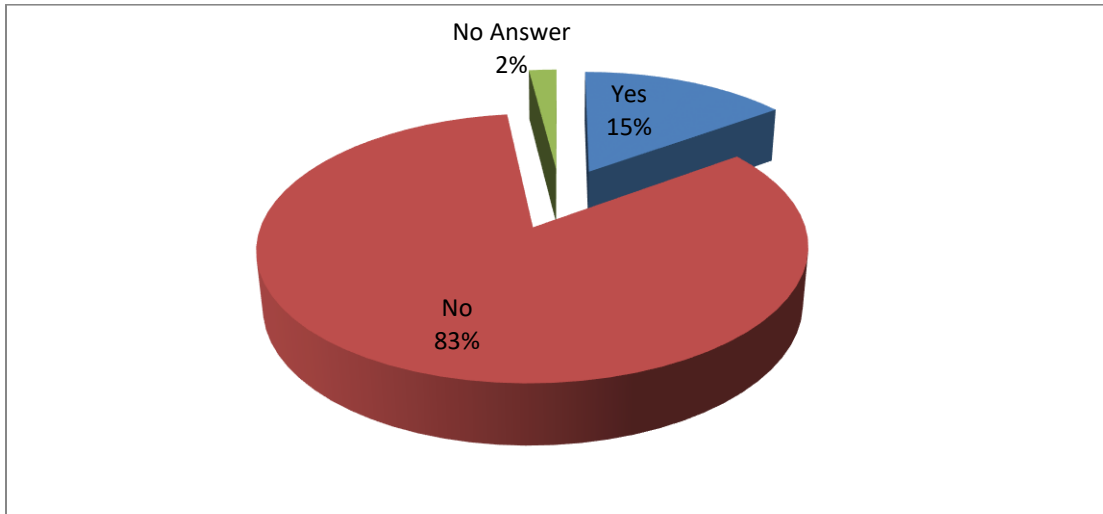
When learners were asked about the importance of ESL syllabi, they responded in negative. 77% of the learners were unaware of the importance of specialized courses.

Question No. 2 Do you get an understanding of the technical terminologies of soil sciences?

Table 4.2: ESL learners’ understanding of the technical terminologies of soil sciences

Yes	No	No Answer
15%	83%	2%

Graph 4.2: ESL learners’ understanding of the technical terminologies of soil sciences



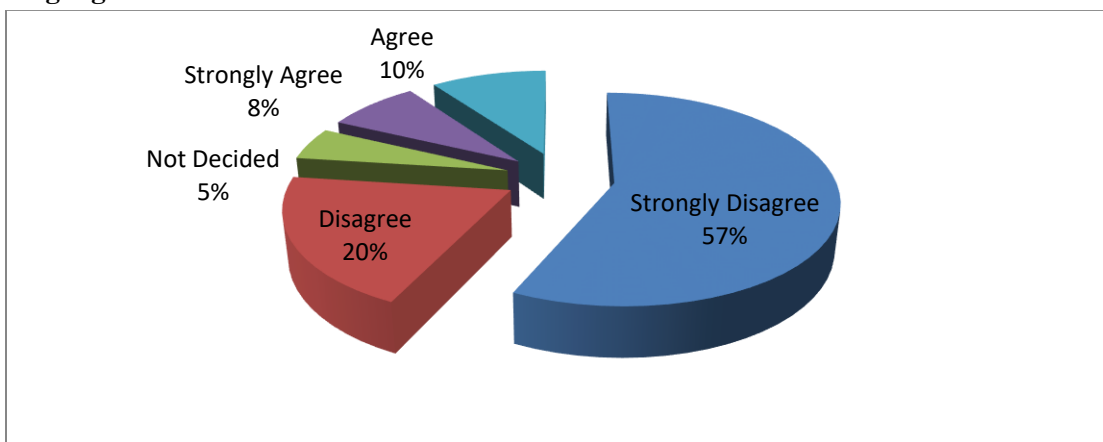
The second questions from learning questionnaires was about the efficiency and capacity of the learners with regard to their understanding the technical vocabulary of soil sciences. 83% percent learners showed their inability to understand these terminologies. This throws light on the needs of students for better communication and understanding.

Question No. 10 Current general English course develops four skills of English language.

Table 4.10: Focus of the current general English course on development of four skills of English language

SDA	DA	ND	SA	A
57%	20%	5%	8%	10%

Graph 4.10: Focus of the current general English course on development of four skills of English language



When leanness were asked about their capacity to learn four skill of English language through general English course, 77% learners denied about it. This shows the inability of the present general English course to fulfill the needs of the learners.

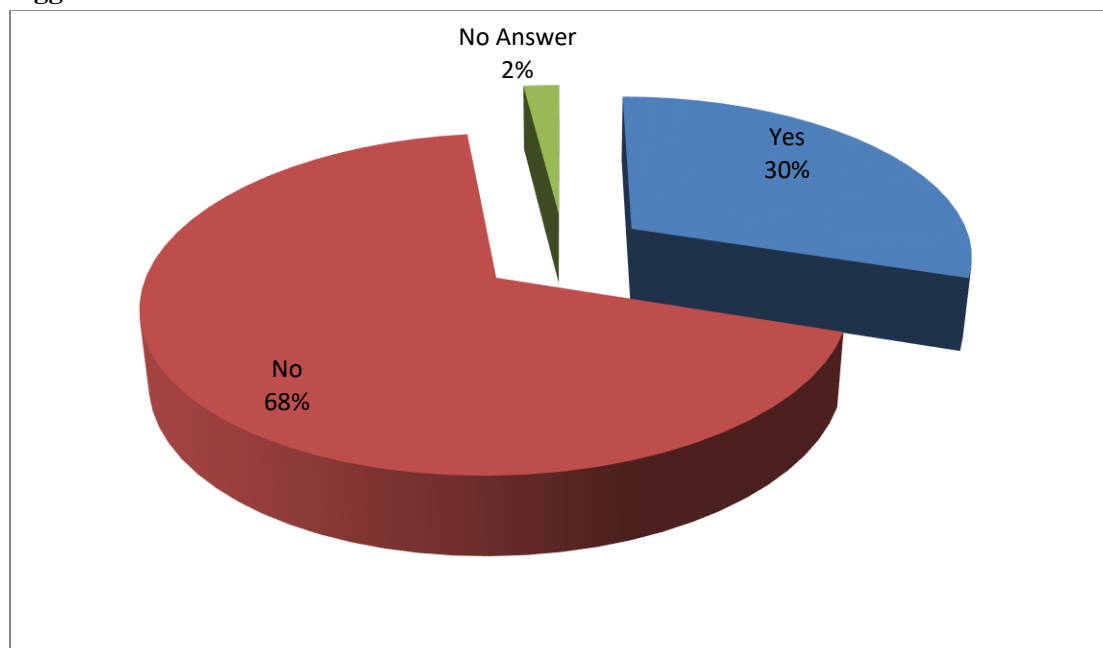
Needs analysis data of ESL teachers' questionnaires

Question No. 3 Do you think that the books suggested for learning general English course fulfill the communicative needs of the ESL learners of Soil Sciences?

Table 4.24: ESL teachers' views about the fulfillment of particular communicative needs with the suggested course books

Yes	No	No answer
30%	68%	2%

Graph 4.24: ESL teachers' views about the fulfillment of particular communicative needs with the suggested course books



The 3rd questions asked from the teachers (ESL) was about the efficiency of the currently taught books in fulfilling the needs of the ESL learners. The teacher's responses was quite unsatisfactory. They said that these currently taught books are actually not designed to be taught to the learners according to their specific needs.

Needs analysis data interviews

Needs analysis data of ESL learners interviews

Questions: 1

Why do you think your general English course does not help you to achieve communicative competence of English language?

The ESL learners responded differently and said that because they do not have a back ground providing than an opportunity to speak English. The students also added that their courses at matriculation and inter level have developed their proficiency, to some extent, in writing and reading skills but not in speaking and listening. It shows their needs for a better courses to be offered.

Questions No. 2

What are some of the content that you think are being taught to the ESL learners of your department?

According to the data extracted through the interviews 67% learners viewed that content of English course being taught are of general nature. Contents are based on prose teaching. To 12% ESL learners' current English course is based on the contents of report writing, essay writing and letter writing. To the researcher the contents are not suitable to develop communicative competence among learners.

Question No.6

Why do you think that ESP course should focus on fulfilling the communicative needs of ESL learners?
This questions was asked in order to extract data relevant to the ESP course designing materials.

To 43% learners ESP course should focus on communicative needs on ESL learners that are related to soil sciences which can help them in practical field and job interviews. 37% learners viewed that only special ESP SS course should be taught to facilitate them in relevant vocabulary contents.7% learners raised the point that ESP SS course should maintain the interest of learners.

Need analysis data of ESL teachers' interview

An interpretation of some the interview questions is presented here.

Questions No.1

Why, in your opinion, does the course of general English not developed the communicative competence of ESL learners?

According to majority of teachers that is 40% teachers think that major reason for the lack of required the communicative competence is learner's poor knowledge of grammatical rules. Here poor academic background. 35% teachers viewed that ESL learners English language as a subsidiary subjects and do not pay proper attention to it. 20% teachers responded that some ESL teachers themselves do not pay attention to teaching that is why students perform poor language skills. 5% teachers said that some students think English language is an Alian language and they should not learn it.

Questions No. 4

Do you agree or disagree with the fact that there is a difference between the vocabulary used in general English course and the vocabulary used in field of soil sciences?

According to all teachers there is a huge difference between the said two vocabularies. The teachers also admitted that the current vocabulary being taught ESL learners is not relevant to soil sciences. From the response of the teachers, we can conclude that the currently taught materials are not full filing the communicative needs of the learners and that these contents should be changed.

Need analysis data of document analysis

Documents analysis was done by comparing the content and vocabulary items and in general English with frequently used vocabulary items used in soil sciences. So far as the requirement of ESL learner is not the same, they need a well-designed syllabus comprising and consisting of particularly vocabulary items frequently used in soil sciences. A course should be designed for soil sciences learner that can meet all the parameter required for about English communication in that particular field.

The details of current English course being taught at the department of soil and environmental science at UAF was reviewed and analyzed. There are two different courses of general English which are being taught at the said university. These two courses aim at understanding the texts in a better way and also aim at improving the written skills of the learners. The courses are also provided for improving the communication skills of the learners. First course of English language that is ENG-101 (exercises in reading, writing and comprehension) is based on two essays from the English prose titled The Marvel of

an insect by Devoe and TV Addiction by Winn. But these are only develop generally English understanding texts and improvement in written skills. The comprehension of General English or literature is improved through these course because they aim at it but the particular vocabulary and understanding of the texts according to soil science materials is not being improved through the courses. Similarly essay writing, writing reports and official correspondence has been selected for teaching. There is no mention of the types of essays or the topics of the letter writing or report writing corresponding to the field of soil science. Thus it can be stated that this General English course (ENG-101) is not adopting the specific and activities which are related to soil sciences. The other course contents of the same (ENG-101) course were related to teaching of grammar and rules for sentence structure. 2nd course of general English i.e. ENG-301 (Exercises in Comprehension and Communication Skills) presents the students with three pieces of English prose titled ‘a) The Damned Human Race by Twain, How to live to be 200 by Leacock and On a Common Cold by Sitwell’.

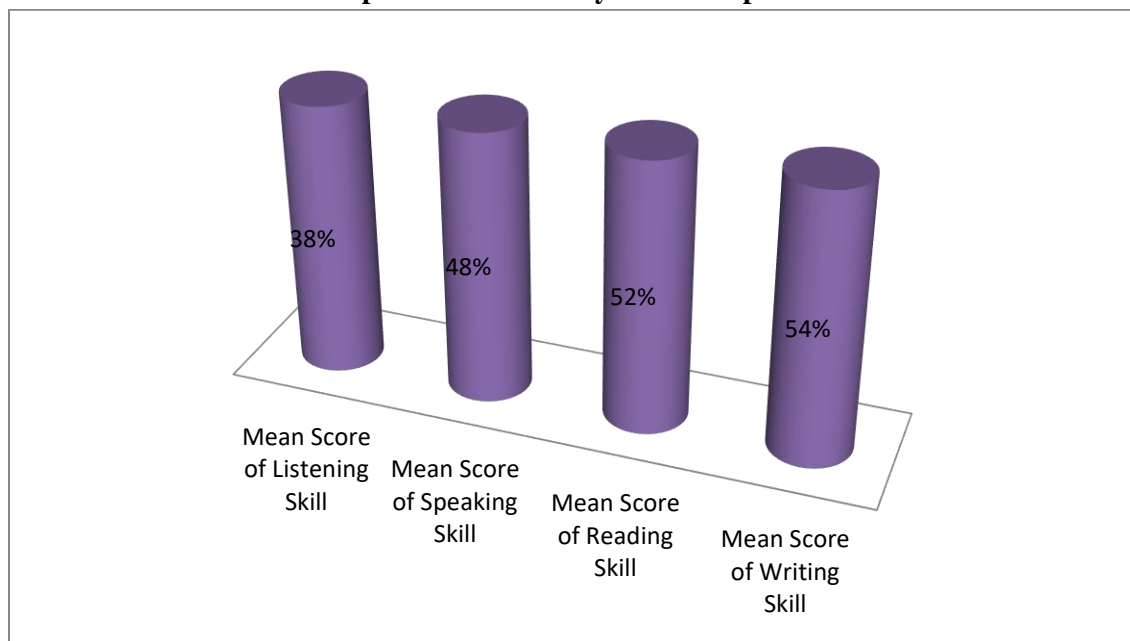
Teaching of English literature for the development of reading skill can be helpful but this only enhance the literacy vocabulary of the learners but not the specific one that is related to their specific topic. Hence it would be more relevant to teach them the vocabulary items and course contents that are related with their particular field that is soil sciences.

Needs analysis data of the pre-test

For the purpose of pre-test, test items of the ESL learner were selected with consultation of their ESL teaches and subject specialist. In order to maintain reliability of the research, the tests were not marked by the researcher herself and pre-test data was interpreted by obtained marks. An outsider evaluator was engaged for this purpose.

Following are the results of the pre-test

Graph No. Needs Analysis data of pre-test



This graph shows that there was not a single learner who could achieve 70% of the overall mean score regarding the four basic language skills. There were only two ESL learners who could score 60-69% of the overall mean score in the basic four skills of the English language. The same way 13 ESL learner could achieve 50 to 59% of the overall mean score. Moreover, majority of the ESL learner that are 26 ESL learners could achieve 40-49% compared to the overall mean score. It was found that 4 ESL learners achieved 30-39% of the overall mean score. These result of pre-test show a poor proficiency level of the learner in the four language skills. Listening skill was observed to be the weakest skill of the learners whereas writing skill was measured to be the strongest English language skill of the learner.

Conclusion and Recommendation

Conclusion from ESL learns questionnaires and interviews

Two different questionnaires were used to get data on the needs of the ESL learners. Unstructured interviews of the students and teachers were also conducted. The findings are presented below:

- Majority of the ESL learners were not familiar with the concept of ESP courses.
- 83% of the learners were not aware of the technical terminologies used in their field.
- 69% learners informed that their teachers were un-able to guide them in the technical terminologies of their specific field.
- 86% of the students showed their concern about the inability of current course of general English to provide them with the required texts and vocabulary items.
- 67% learners agreed to the problem that current general English course fail to develop communicative competence of the learners.
- 57% learners strongly disagreed to the view point that current general English course is providing four the basic skills of language.
- More than half of the learners agreed that teachers of English should develop the art of teaching specific course instead of general ones.
- Almost 80% of the learners agreed that a special English course for soil science should be introduced.
- 28% of the lesson use of the view point that speaking skill is the most important skill to learn where as 22% were in favor of listening skills and 27% in favors of reading skills and writing was favored by 23% of them.
- Learner major problem were found in speaking and listening.
- 53% learners is their interviews were not in favor of the current general English course. 24% ESL learners viewed that their current general English course is not up to the mark. They also had the opinion that their current general English courses are of general nature instead of specific one.
- $\frac{3}{4}$ ESL learners in their interviews, stressed the need for English grammar to be the part of the soil science syllabus.
- Learners also stressed the need of the four skills of English language to be a part of their particular specific course design for the learners of soil Science.
- Again 43% of the students realized the importance of specific English vocabulary related to soil science. In their professional carriers and academics goals. They also realized that these learned skills would help then in their job interviews and professional documentation.
- ESL learners also stressed the importance of trained teachers for better teaching related to their particular field.

Conclusions from ESL Teachers questionnaires and interviews

- 76% of ESL teachers were not familiar with the ESP specialized courses of soil sciences which means they were unfamiliar with the advantage of their courses for the fulfilment of needs of ESL learner.
- Most of the teacher that 83% teachers admitted that their students were unable to use English in their academic life because of weak English language proficiency.
- The current general English books being taught are not preparing the learners for better communication, there is a need to modify or change the course of study 68% of teacher suggested a change in current syllabus.
- 77% of the teacher approved that there is a need to provide materials relevant to their field of study.
- 76% of ESL teaching admitted that they were not familiar with the English for specific purposed (ESP) courses. This shows that not only a course should be designed but teaches should also be well aware of the benefit of such courses. The teachers should also be trained for this purpose.
- Majority of the teachers admitted that their students are unable to communicate properly in the four language skills.
- These teaches were of the view point that present English courses are not preparing the learners for a better professional carrier.
- More than 75% of teacher stressed the need of specific course designing for the students of soil sciences according to their needs.
- Reading skills was considered as the most important skill by 28% of teaches. For 27% ESL teaches the most important skill was speaking. This shows that teaches think speaking and reading skills are the most important ones.
- 45% teachers informed that they emphasize reading skill in their class whereas 32% ESL teachers emphasized writing skills in their relevant classes. Listening was preferred by 8% and 15% ESL teachers preferred speaking skills in their classes.
- More than 50% of ESL teachers responded that a high level of teaches proficiency is required for teaching specialized soil science syllabus.
- 40% teachers were of the view point that if ESL learners acquire good speaking skill their daily life communicate will be improved where as 27% thought that the presentation skills of the students shall be improved by speaking skills.
- 60% teacher preferred direct method for the teaching of specific soil science syllabus.
- In their interviews teachers gave different reasons for the poor performance of ESL learners. The biggest reason they thought was students' poor grip over grammatical rules.
- Some of the teachers said that their focus on reading and writing skills in due to the reason that they think these are more important as compared to listening and speaking. A few teachers said that due to weakly pressure of syllabus completion, they could not give proper attention to speaking and listening skills.
- All the teachers agreed to this point that the vocabulary they teach in general English courses is entirely different from the vocabulary be taught to soil science learners.

- They also admitted that the specific vocabulary taught by them to the students of soil science is not relevant to their field.
- 75% of teaches suggested that vocabulary list specially prepared for the ESL learners of soil science should be of taught. They also suggested that corpus linguistic analysis of text book should be done and high frequency occurring words should be taught to the ESL learners of soil sciences.

Recommendations for the ESL learners of soil sciences.

- ESL learners of soil sciences should not only focus on the four language skills but also the specific vocabulary and terminologies of their relevant field.
- ESL learners should realize the importance of specialized courses focusing on their academics and professional needs should prepare themselves for a learning attitude towards some specialized designed courses.
- According to the suggestions of more than 80% learners their present general English course is insufficient to cope for their communicative needs, so there should be charges in the currently taught syllabus.
- In order to improve their speeding skills learners should also use web-links even outside class rooms
- For delivering better presentation and better speaking skills learners should select topics from their academic as well as professional fields.
- ESL learners should prepared themselves for practical professional life by involving in activities keeping in view the presentation skills, importance of interviews and confidence while speaking English language in formal as well as informal situations.
- Learners who are found a bit weak in their writing skills are advised to write correspondence letters related to the field of soil science.

Recommendation for the teachers (ESL) of soil sciences

Following are the suggestions for the ESL teachers:

- ESL teachers of soil science should devote some extra time for understanding the needs of the ESL learners of soil science.
- They should help in developing some specific courses for soil sciences teaching.
- Teachers should attend some workshop for developing their skills related to the teaching of ESP courses.
- ESL teachers should also help the learners by providing relevant material to university web-site or at student's portal.
- Teachers should they to get help from the latest research being taking place at world level.

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