Chapter-3
Research Design

*The Advanced Learner’s Dictionary of Current English* (1952: 1069) defines the term ‘research’ as ‘a careful investigation or inquiry especially through search for new facts in any branch of knowledge.’ Redman and Mory (1923: 10) explain that it is ‘a systematized effort to gain new knowledge.’ We take it to mean an investigation to examine thoroughly facts on a given topic already established by previous researchers and look at the gaps in the existing research output so as to gain new knowledge.

Writing on research design, Claire Selltiz et al. (1962: 50) point out that it is “the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.” Any research design is based on what a given research seeks to generate fresh proposals in the form of a process and its product.

Research can also be understood as a tool or instrument, which is a path of discovery, through which an organized work can take shape contributing to the current stock of knowledge.

A research design pertains to questions like, what, where, when, why, how of the research involved. It is a framework in which the research is undertaken. It is a
3.0 Introduction

We are interested in preparing and trailing short-term proficiency courses for postgraduate students in two of our major universities: Sardar Patel and Gujarat Universities, in this research. We realized quite early in this work that any preparation of courses requires to be based on a thorough diagnosis of the ills plaguing the existing ones. This necessitates the use of a well-designed proficiency test and thorough needs analyses exercise involving all major stakeholders in the society. Academic work cannot be divorced from the realities of job market. It can ill-afford the luxury of ignoring the teachers and would-be employers, current employers of students who have passed out of our portals, and decision-makers at all levels in our state and our nation. Therefore, we had a definite aim in mind.

3.1 Title of the study

Preparation and Trailing of Short-Term Proficiency Courses for Postgraduate Students in Sardar Patel and Gujarat Universities. We have discussed the inevitability of this course in the current scenario and its impact on the employability of students in Chapter-1 and reviewed literature on it in Chapter-3.
3.2 Aim

The aim of this research was to develop learner-centred, potential-enhancing and pragmatic short-term courses for postgraduate students, which could then be incorporated into the formal framework of education.

In the last few years we have witnessed the rise of the need of English in every field, which necessitates such short-term courses at postgraduate level. If we were to take into consideration the current state of short-term courses in existence, then we realize that students hardly learn anything as they rely on rote learning instead of getting trained in four different language skills which would enable them to understand and use English language effectively.

Numerous specific objectives are embedded in the aim of research. In order to be able to prepare and try-out short-term courses we need to set up and attain the following objectives.

3.3 Objectives

The objectives we set up for this research were:

a) To make needs analyses of those enrolled on postgraduate studies in English in the main.

b) To introduce field work for the postgraduate students by arranging to send them to various government and private academic institutes and report on language deficiency in various sectors.
c) To keep in mind the changing expectations of the recruiters and employers and to get their feedback on the candidates at regular intervals once they are employed.

d) To interview teachers and get their feedback from their students, and show how annual upgrading of syllabi is helpful.

e) To assimilate the four language skills at postgraduate level following and adapted form of the IELTS model to satisfy anticipated needs of our students.

3.4 Rationale

1. A clear picture of the expectations and aspirations of students is required to help shape and direct our future course of action.

2. Social change triggered by globalization in the country has led to a dramatic change not only in the very structure of our society but also in professions and this change has raised our earlier benchmarks higher.

3. Employers have begun setting new standards, parameters and benchmarks in the selection process giving rise to ever higher levels of competition.
4. Our students need holistic exposure to learning to be on par with their global counterparts and loopholes present within the curricular framework must be plugged for the purpose.

5. Teachers are major stakeholders in education, for they deal directly with the students and are better acquainted with the current demands and challenges faced by our students and need to be consulted by curriculum planners, particularly with regard to student perceptions of language.

6. A meticulous exercise like the one undertaken in this research would help us design a suitable English syllabus which fits into the curricular framework on various programmes for meeting the needs of a competitive job market.

Research is initiated with a set of suppositions, assumptions or null hypotheses as these are technically called. These are necessary proposition that form the basis for reasoning or investigation. We set up the following null hypotheses for this research.

3.5 Hypotheses

H₀₁ Needs analyses have a role to play in shaping any syllabi for language enrichment of our students.
**H02** The expectations of the recruiters and employers need to be paid due attention in training our students for future professional careers.

**H03** The IELTS model would prove to be efficacious if incorporated at the postgraduate level within our curricular framework.

**H04** Field work as a reliable tool used in training and project work as the product of such training are likely to pay rich dividends in terms of positive outcome.

**H05** Teacher feedback is an effective tool in making short-term courses adaptable and reliable.

An empirically-based research work of the kind we have planned requires a set of research tools. Research conducted on the process of research tells us that it is advisable to use a combination of research tools because a single research tool may not lead to valid and reliable research.

### 3.6 Research tool/s

We have made use research tools like:

a) A needs analyses checklist-cum-Questionnaire (CCQ) for students.

b) Checklist-cum-Questionnaire (CCQ) for teachers.

c) Well-designed short proficiency tests each of which is devoted to the testing of a language skill.
The research tool, viz checklist-cum-Questionnaire (CCQ) was administered to students and teachers.

This research effort is primarily aimed at diagnosing the pitfalls of the courses available within our normal curricular framework, and then comparing academic courses with the short-term courses run by various organizations and institutions outside the formal educational set up to cross-check where these are found wanting. Therefore, the course/s we plan to design are expected to address the expectations of students, teachers, and prospective employers. We find that the prospective employers prefer linguistically skilled employees, given the widespread use of English in various sectors. Our students need to get equipped with all four language skills to enhance their chances of getting gainful employment in the sector of their choice. We find that teachers' feedback can play a constructive part in plugging loopholes in the course-design.

Our stress on `short-term' stems from our appreciation that such courses have been found to be intensive, holistic, process-oriented, and time-bound tools of attainment. Students generally become conscious and alert about their lack of competence in English when it is already too late to take any remedial action. They find themselves all of a sudden thrown into a ‘can-do-anything’ mode only after graduation/post-graduation when they seek employment. They come under the critical scrutiny of trained recruiters. These recruiters use a ‘filter’ process in which prospective employees are put in various language situations. Our
graduates are often required to take tests designed to evaluate their listening, speaking, reading and writing skills, as prospective employees. They are subsequently expected to participate in group discussion, interact and air their views on a given topic thrown open for debate and discussion. Finally, they need to face questions in English if these recruiters are interviewing people for a pan-Indian or international organization. The current screening process for selection of suitable candidates is, therefore, stringent and competitive, with prospective employers refusing to compromise on standards. The inevitability of a short-term proficiency course is thus well-established.

Short-term courses are an answer to the problems arising out of the formal system of education wherein a mandatory set of courses leave no room for innovative courses. Any pre-job language training not only helps our graduating students to get gainful employment but afford them the possibility of being self-employed as well, provided their language proficiency is up to the mark.

The current research was undertaken to focus on designing, organizing and implementing short-term proficiency courses in English. It is an undeniable truth that students may not develop satisfactory level of language proficiency, even after the completion of their postgraduate studies, and this renders their degree worthless. We believe that there is a need to develop a set of courses which can enable postgraduate students to exploit the opportunities available locally, nationally and internationally by gaining proficiency in English.
Unfortunate as it may seem, the current core courses on offer for students at postgraduate level do not have any provision or scope for English language training and enrichment. Absence of such a provision deprives them of gaining gainful employment despite being sound in the discipline in which they might have specialized. They lose on good professional opportunities and are forced to accept a substandard job and a meaningless designation called ‘executive’, reducing them to clerical hands.

We plan to prepare short-term courses, which would be integrated into formal framework of postgraduate studies adding to the capabilities our graduates to absorb and benefit from professional rigor. This researcher's observation of his peers at MA shaped his understanding about their actual language needs, motivating him to design short-term proficiency courses to support language enrichment. Yet another reason was the deficiency of skills in English which hampered their employability when it came to the use of English. It is a pity that although our graduates hold sufficient knowledge in their respective fields of specialisation, they are unable to communicate effectively in English with their prospective employers. Good communicative ability in English helps them secure a well-paid job as a professional with prestigious organizations.

This researcher felt motivated to undertake this research also due to his exposure as a language teacher and trainer. His stint as an IELTS and communicative language trainer enabled him to evaluate and remediate language deficiencies during or after postgraduate studies among adult learners though their number was limited.
Globalization and industrialization are two potent forces, which have necessitated a professional skills-set that prospective employees need to develop. This skills-set not only ensures a job for them but also provides them job security while opening fresh avenues for their professional growth nationally and even globally. Given the hectic schedule that company managers have, they consider it almost unnecessary to train their freshly-recruited employees. They prefer to hire job-ready people, who would readily adapt to new challenges, new colleagues and new environment.

There are several opportunities available in different sectors for candidates with language skills among their skills-set. Unfortunately, not many of our graduates are job-ready and this diminishes their chances of securing gainful employment. Language training can be provided during their time on formal courses in academic institutions. We need a serious rethink about educational programmes on offer and take steps to remediate the deficiencies.

The purpose of this research is to assess the current levels of language skills by comparing with the short-term courses available outside the formal education set up for replicating their successful delivery at the postgraduate level in the university structure. We believe that students who take such courses successfully develop communicative competence in English, which gives them a cutting edge over others.

Students’ Needs Analysis and teachers’ ‘Experience-based Feedback’

Needs analysis has generated a lot of interest among teachers, sponsors, learners
and administrators. Dudley-Evans and Maggie Jo St John (2011, 121) describe needs analysis as ‘the process of establishing the what and how of the course.’

The necessity has never been more acute, then it is now due to paradigm shift in the work scenario. Needs analysis in a broad sense means, a tool that is administered to gauge the current level of understanding of English language among students and turns out to be a starting point to fulfil what students lack in terms of language usage competence in familiar, unfamiliar and occupational situations alike. Nunan (1988: 14) argues that

Broadly speaking there are two different types of needs analysis used by language syllabus designers. The first of these is learner analysis, while the second is task analysis

Singh (2008, 164) has defined needs analysis as,

The procedure of identifying/analyzing problems, types of needs, priorities of goals and performance in a programme. The procedure may be carried out by administering diagnostic tests, questionnaires, conducting interviews or observing the participants in target situations

It should be understood that the initial needs analysis should not be considered final (once and for all), as the needs ought to change with the passage of time, situations and new challenges. Harding (2012, 20-21) devised a 7 point procedure to deal with the non-permanency of the outcome of needs analysis, which tries to address the occupational needs of every fresh batch of students. The procedure is:
1. Give out the contents page (or ‘map’) of a standard General English coursebook.
2. Focus attention on the topic, function and skills part of the contents map. They may use different labels (for example topic may be under ‘vocabulary’).
3. Ask the students to decide if any of the items in the General English contents page are relevant to their ESP studies.
4. In groups, brainstorm items that they feel they will need to cover in the course under the headings: ‘Topic’, ‘Functions’, ‘Skills’.
5. The groups then present their ideas to the rest of the class, preferably in a relevant format.
6. Consolidate the students’ lists with any ideas of your own and produce a ‘Needs analysis’ master list.
7. Get the students to individually complete the ‘Needs analyses, scoring each item from 1-5 depending on how important they think these are for them.

Given the fact that, no needs analysis is final for successive batches of students, it should be administered before starting a course to every new intake of students to ensure addition of what is needed and deletion of the non-essential. In this regard Jordan (2012, 22) says: ‘Needs analysis should be the starting point for devising syllabus, courses, materials and the kind of teaching and learning that takes place.’

This would ensure a close alignment to the occupational requirements, for which they will be vying post education. This typical situation invites an experience based feedback from teachers to strengthen and plug any loopholes in a course. ‘Experience based feedback’ precisely means an analysis of their experience of teaching students. This approach would help us realize students’ inclination for learning a specific skill, through any particular methodology and content. This ‘inclination’ or ‘why’ is explained by Hutchinson and Waters (2010, 53) in the
following way;

We have defined ESP as an approach to course design which starts with the question ‘Why do these learners need to learn English?’ All the courses are based on a perceived need of some sort. Otherwise why would English find its way on to a school or college timetable: someone at some time must have decided there was a need for it.

Students’ needs analysis and teachers’ ‘experience based feedback’ would act as a two-prong approach to design a tailor-made course for that particular group of students, without compromising the requirements of the job market, which is ultimately where they will venture into, post studies.

On the contrary, there are certain anti-needs analysis voices as well. These can be a lobby of people with either a traditional point of view or not being interested in changing the status quo simply because it compromises their comfort zone. For these retrogressive thinking groups, needs analysis of students and feedback of teachers have no significance as they staunchly believe in teaching a top-down course without any modifications or upgrades. They believe that a needs analysis from inexperienced students would be a futile exercise altogether. Their insights would be insignificant as they lack the required exposure.

Such groups fail to recollect the failure of students to enhance their communication skills by pursuing the imposed syllabus. The current level of student performance does not match the expectations of recruiters and overall competitive scenario. Students lack the essential language skills to tackle their
occupational demands due to which they develop low morale and diffidence, wherever and whichever level they work at. At work they face an uphill task of keeping themselves at par with other competitors, who may be well-versed in articulating their thoughts convincingly in English.

The pursuance of prescribed syllabus (fossilized course) without any consideration to student needs and job market framework is a recipe for disaster as recruiters set language skills as a significant and prioritized parameter than the percentages secured by students. Recruiters believe that if candidates cannot articulate in English, what they are asked then there is no evidence of their learning any occupationally useful skill, which raises a question on their potential to cope with the coordination related to inflow and outflow of communication essential for smoothly running a department or leading a group.

The present challenging job market situation and the rigorous demands of recruiters warrant a short-term proficiency on war footing to avoid students accepting a compromised designation status, underpayment and being victims of low self-esteem and criticism. It also needs to be understood that an imposition of any syllabus for communication skills would not serve any purpose. The feedback and if necessary, involvement of teachers, students and recruiters as stakeholders are essential to craft a purpose-driven, communication-oriented course designed through needs analysis and including objectives, content and methodology, which actually makes students capable in communication, instead of creating a course as
a mere eyewash.

**Recruiters’ Expectations from prospective candidates**

English language proficiency is the primary criterion for selection of candidates during the screening process in various sectors and for different designations. Employers wish to employ job-ready professionals, in which communication skills is a crucial component apart from efficiency, work ethics, analytical skills and critical thinking. If students get rigorous training in language and areas which matches employers’ expectations then the chances of getting employed increases irrespective of sectors. It is quite surprising that, regular courses have no provision or component that caters to the requirements of recruiters, who are ultimately going to recruit post-graduates.

**Students, teachers and employers as contributors to course designing:**

These three can be considered to be the major stakeholders in learning-teaching-employing and are inter-related. They are often neglected in the process of course designing as they are considered non-significant characters in the syllabus design story. Majority of students undergo their courses without making any legitimate demands for improving their language skills because either they are not aware of future importance of it or they think that there is no scope for improvement in their prescribed syllabus. They become mute spectators as the courses are largely top-down. Several students may be aware about importance of English language, which they would reveal, only if they get a platform to voice their opinion and get
due consideration. Needs analysis is a tool, which empowers learners to voice their academic and occupational aspirations in a streamlined manner. They too are aware, if not completely at least partially, about the job scenario and demands. The current pool of students has access to various media sources, giving them enough insights, into the reach, requirement and inevitability of English language.

Departments and institutions simply churn out skill-less students into the job market exposing them to a non-secure and struggling future. As they are the actual receivers or end users of any course, their feedback is of significance in designing a short-term proficiency course. Needs analysis gives them a perspective about short-term proficiency course, which involves their participation in designing the same. In our opinion, this would lend credibility to any course that is designed with the participation as it equals their empowerment to put forth their valuable outlook, which they consider essential for occupational mileage.

On the other hand, teachers are valuable contributors to course designing as they observe and interact with students from close quarters, which makes their feedback a crucial tool to design short-term proficiency course. Students are usually frank in voicing their opinions to teachers and so teachers become a complete data bank of valuable information of students. We can draw information relevant to English language learning from teachers, which would give us a clear direction for the creation of a course.
Employers must be actively involved in designing a course by getting their feedback in relation to the skills that they expect from prospective employees to be adept at. This would not only make the short-term proficiency course more interesting but also give students a vantage point in competition with their other counterparts; locally, nationally or internationally.

**Research tool used: Checklist-cum-Questionnaire**

Usually, we seek two types of information in research, namely; quantitative and qualitative. Quantitative is chiefly concerned with numbers and questionnaire falls under this purview. Questionnaires are more widely used than checklists and are useful in collecting data on a large scale. Close-ended questions are a distinguishing feature of questionnaires. Questionnaires are extensively standardized and the researcher will determine the formulation and sequencing of questions and possible answers, whereas, qualitative, as the name suggests is used to know the attitudes or viewpoints of the respondents. It includes open-ended questions, questions with multiple choices of answers, statements reflecting their inclination or perspectives and options in the form of sentences seeking their opinion. These all categories help respondents to share their opinions and outlook.

In our research we have combined these two tools to gain maximum insight into respondents’ understanding and need of a short-term proficiency course.
The research tool, viz checklist-cum-Questionnaire (CCQ) was administered to students and teachers. The following description is of some selected statements/questions related to students, followed by statements/questions for teachers.

**Description of the research tool for Students**

Question 1 in the CCQ required the students to tell us whether they agree with the necessity of a short-term proficiency course at PG course. This question was framed keeping in mind the fact that polishing one’s English before entering job market is essential, and a short-term proficiency course can serve this purpose.

The second question had been framed to understand the possible co-relation between career growth and language use. In today’s job market language is a major skill, which can also ensure professional growth. We wanted to know the students’ viewpoint on this.

Through question three, we wanted to elicit response from students about the feasibility of including short-term proficiency course at PG studies. Usually, at this stage PG students are more focused as their subjects are limited.

We, then, asked them to opine on the statement that read: “Globalization has made it necessary for students to have considerable language skills to benefit from opportunities globally.” Due to widespread usage of English, students with considerable language skills have chance to work globally. This question was framed to understand their opinion on the same.
Our next statement was whether short-term proficiency courses should be structured on the lines of IELTS or TOEFL. These two proficiency tests have all the elements meant to develop a student’s language grip. We wanted to know what students think about the framework of these tests.

The ninth question wanted students to react to the statement that read: “Short-term proficiency courses should be taught throughout the year, to ensure consistent language exposure for improvement.” We included this because consistent practice plays a key role in learning language and as the course is spread throughout the year students would be more serious to learn instead of considering it as eyewash.

The tenth item was a statement intended to find out if the respondent agreed that needs analyses is a reliable tool to measure their current language skills. Needs analyses have been a trustworthy instrument to gauge student needs and design a course. So we wanted to know their reaction on the same.

A related statement figured on the CCQ next, and worded as follows: “Needs- analyses is a way to empower students for designing a course, which suits their needs.” The intention was to find out whether they thought on the same wavelength as we did about empowering them. Usually, a course is imposed on students without any consideration to their needs. Needs-analyses gives them power to decide and choose what they think is appropriate for learning in their academic context.
Twelfth statement was framed to know whether needs analysis can provide a clear objective to Short-Term proficiency course for matching students' language requirements. A course with a clear laid out plan or objective has more chances of reaching fruition and delivering result. As the course would be developed after giving consideration to student needs there would be clarity of aim.

Through question 13 in the CCQ we wanted to know from students whether recruiters’ viewpoint be kept in mind while designing short-term proficiency course. The responses in this question would reveal to what extent students consider the demands of recruiters important.

We, then, asked them to react to a statement that read: “An intensive field-work involving public & private institutes would give students ample insights into the reach, usefulness and power of language in securing a job.” We included this because usually there is no such field-work involved for students through which they can get exposure in understanding the importance of language

The 15th statement was based on the premise that students value academic credits and would put in sincere efforts to gain the maximum. A course may lose its significance if it does not provide any credit incentive even after students work in the same.

The next item was a statement designed to find out if the respondent was positive about an annual upgrading of short-term proficiency course. With the passage of time demands in the job market also vary and so short-term proficiency course should also get updated to keep up with changing times.
It was only natural, then, for us to ask the respondents to say whether a fresh needs-analysis is required before an annual upgrading. Needs analysis plays a key role in deciding the course of action for the students. Every fresh batch of students will have variety of different needs and hence a fresh analysis is required to ascertain that no requirement of students is underestimated or overlooked. This step would help reduce or eliminate any aspect that is not required in the scheme of things.

By asking 19th question we wanted to find out from respondents about the significance of students, teachers and recruiters in upgrading short-term proficiency course. Upgrading a course is a crucial responsibility which involves quarters of people who are at ground zero and understand the requirements involved. Keeping these aspects in mind this question was framed.

We asked the 20th question as we were interested to know what they felt about the competency level of students at PG level.

The 21st question wanted students to react to the question that read: “What in your opinion should be taught for improving language learning?” There are certain aspects of language through which students learn faster and better. We wanted to know their viewpoint on this so as to design the course accordingly.

The 23rd item asked the respondents to take a stance on the type of content they would like to have for short term proficiency course. Usually, content in many courses are not aligned with the needs of students as a result of which they hardly
learn anything. We wanted to know the preference of students to understand their collective inclination to get a clear picture.

**Description of the research tool for Teachers**

Question 1 in the CCQ wanted teachers to react to the statement that read: “The sophisticated nature of Global competition necessitates a short-term proficiency course or a set of courses at PG level to make students adept at language skills.” Global opportunity has increased multifold in recent years and has the challenges to achieve them. Language many times becomes a barrier due to lack of proper training in the same. We wanted to know the stance of teachers for the initiation of short-term proficiency course at PG level.

The next question in the CCQ asked teachers to opine on the foundation of Short-term proficiency course. These are significant aspects on which a short-term proficiency course can be based on. We wanted to know teachers’ outlook on the same as they know how feasible or compatible an approach is in a teaching scenario.

We, then, asked them to opine on the starting point for short-term proficiency course. This was essential to know whether the course needs to be designed from scratch for each new intake or a generic course needs to be developed for recurrent learner types. This is important to recognize as there should not be any confusion in the implementation of course.

We asked them the 4th question, worded as: “Do you think a needs-analysis is essential before a short-term proficiency course is implemented?” Teachers would
be aware about the requirements that students have and so would be able to respond accurately about the same. This would go a long way in shaping short-term proficiency course.

The statement in 5th item was based on the premise that the experience of teacher is worth taking into consideration as we can gain insights into student needs and the aspects of language learning to be included in short-term proficiency course.

It was only natural, then, for us to ask teachers about the inclusion of four language skills in short-term proficiency course emulating IELTS and TOEFL. As these two proficiency tests have all the language aspects, we wanted to know teachers’ reaction about it.

A related statement figured on the CCQ next, and worded as follows: “When adopting these models, care should be taken to make short-term proficiency course compatible with student needs.” Compatibility is the key factor that needs to be given due consideration to avoid any conflict in the course designed and student requirement.

We asked them the 9th question as we wanted to know the inclination of students for any specific language skill. This would help us understand students’ reason for being interested in a particular skill.

We, then, asked them to opine on the statement that read: “Short-term proficiency course can be a one-stop solution for language needs of students at PG level.” If we take into consideration the current scenario in the existing courses, then we realize that students hardly learn anything as they rely on rote learning instead of
getting trained in four different language skills which would enable them to understand English language. As short-term proficiency course focuses on incorporating four language skills, teachers or students do not have to search for various resources for teaching and learning language skills and hence there is a strong possibility of students being proficient in English.

The 11th question wanted teachers to react to the statement that read: “Short-term proficiency course would not only generate interest among learners in language but also expand their understanding of other subjects which they study.” We believe that being proficient in English would assist students in improving their grip over other subjects as well.

A relevant question figured on the CCQ next, and worded as follows: “Do you think short-term proficiency course can assist students in preparing for competitive exams like GPSC and UPSC?” State and national level competitive exams are also conducted in English language and a short-term proficiency course can help students to get ready for the same. We asked this question because teachers help students to get prepared for these exams in some or the other way. Usually, many students are not able to perform well due to lack of proficiency in English and so a short-term proficiency course can become an appropriate tool to inculcate the required language proficiency.

We, then, asked them to comment on the statement that read: “Language proficiency is one of the parameters set by interviewers for selection, and makes Short-term proficiency course inevitable.” It is only natural for interviewers to
expect students, whom they interview to be proficient in English. It is a clear criterion set for PG students due to which a short-term proficiency course becomes prominent for their performance.

The statement which followed was, “Short-term proficiency course should be spread throughout the year instead of teaching it as a crash course at the end of the year.” We wanted teachers to opine on it as they would be aware of the significance of a course spread throughout the year. Students lend more importance and are focused on any course that is run for a year because it retains and sustains their interest and motivates them to contribute for their own language improvement.

We wanted teachers to air their opinion on the statement: “Short-term proficiency course should be grade-based to ensure interest among students.” Any course without a grade would de-motivate students from pursuing the same as it is one of the reasons why they accept it. A grade not only acts as a motivating factor but also as an incentive, which engages their attention and fosters competitive spirit.

The next statement that followed was worded as: “An annual upgrading is essential to keep short-term proficiency course in-tune with the ever changing requirements of job market.” Globalization has become a reality in every aspect of our life and changing demands in the job market is no exception. Annually upgrading short-term proficiency course would ensure its suitability with the changing times and requirements, adding crucial elements and deleting the non essential.
The 21st question wanted teachers to react to the question that read: “Which syllabus type or combination of syllabus types do you prefer?” The syllabus type/s chosen goes a long way in fixing the direction of a language course. Though selection of syllabus needs to be done after careful consideration of student needs, teachers too, can give us valuable feedback on the same, given their first-hand experience in training students and exposure to variety of teaching-learning situations.

The 23rd question was framed to know from every teacher how compatible a teaching technique/s is in their situation. Every teacher has a different set of teaching environment. Every teacher cannot have uniform teaching conditions as it varies in terms of resources, time to complete a syllabus and student need. There can be more than one technique needed to fulfil students’ language needs. Teachers have to choose technique/s carefully as these should deliver and not backfire or fall short of attaining the course objectives.

A relevant question figured on the CCQ next, and worded as follows: “What, in your opinion should be the kind of content or a combination to be included in the short term proficiency course?” The choice of content plays a pivotal role in the teaching-learning process as it helps teachers to gain valuable insights into students’ learning interests. The content should not only generate interest among students but also help them to implement what they have learnt.
References


