CHAPTER – 5

CONCLUSION

The present research project pertains to 'Designing an ESP (English for Specific Purpose) course for organizations implementing Quality Management System Standard'. It is an attempt made to investigate the requirements of the personnel using ISO 9001–2000 Standard, whilst implementing Quality Management Systems in their organizations and designing an ESP programme to meet their needs.

Chapters 1 to 4 discussed introduction to the present study viz 'An ESP course design for organizations implementing QMS, Significance of ISO Quality systems for various organizations, analysis of the needs of the learners and the text ISO 9001:2000, skills required to read and interpret the Standard ISO 9001-2000, writing skills required in writing QMS documents. This was followed by various tasks designed for the learners to enhance their abilities.

This chapter presents an overall view of the present study and conclusions drawn by the researcher.

5.1 CHAPTER 1 - INTRODUCTION

The expansion of Technology and commerce at the global level paved way for an international language. English became the key to the international transactions of technology an commerce. People wanted to learn English to keep themselves abreast with the developments in their field. English being a common medium of communication has been successful in meeting the
communicative needs of the people. These needs in turn have paved way for the growth of a particular aspect of English Language Teaching namely the teaching of English for specific purposes.

The attention was shifted from defining the formal features of language usage to the ways in which the language is used in communication. The English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study. The texts for the study are taken from the learners' specialist area which cater to their specific needs and interests.

The views expressed by H.G. Widdowson, Brumfit, Hutchinson and Waters contribute greatly to the study of ESP. For Widdowson, ESP is a training exercise devised to meet learner's particular needs, related in themes and topics to designated occupations or areas of Study.

Brumfit argues that an ESP course is directly concerned with the purposes for which learners need English, and ESP fits directly and firmly moves toward 'communicative teaching'.

Hutchinson and Waters have pointed out that ESP is an approach to Language teaching in which all decisions as to content and method are based on the learner's reason for learning.

All the above views emphasize on one common point and i.e., ESP is learner-centered catering to the needs of the learner.
5.1.1 NEED FOR THE STUDY

The present study is based on the needs of the personnel who are involved in the implementation of ISO 9001-2000 Standard in order to improve the Quality Management System of an organization.

QMS comprises the ‘organizational structure, procedures, processes and resources needed to implement Quality management system’. A QMS harmonizes the efforts of all groups in the organization towards a focus on the quality of what it produces and what factors might prevent it from satisfying customers. Implementation of QMS in an Organization has great advantages some of them are

(a) identifying & planning tasks and methods in order to yield better results.
(b) identifying and resolving problems pertaining to the organization as well as its customers.

ISO 9001-2000 is a generic International Standard applicable to different kinds of organizations like manufacturing, Service, educational, software, hardware, sports, trading, etc.

ISO 9001 is the ‘Mother Management Standard’ which provides the frame of reference for quality management system certification. Indian organizations use the English version of the standard. The linguistic skills and communicative abilities they already possess are not adequate to meet the demands made for the purposes of implementing prescriptions of the standard and getting certification. In fact, many organizations have expressed
a need for support in the area of language skills, specifically for this purpose. However, a close study of the standard document and the implementation processes clearly reveals that support in the area of language use cannot be offered without systematic academic research.

These demands and requirements have resulted in the expansion of a particular aspect of English Language Teaching [ELT], namely, the teaching of English for specific purposes. It is found that some learners who have already completed a 'general' course and then wish to learn English for particular reasons connected with their studies or their jobs. Teachers in such contexts are faced with learners, mostly adults, who already have some knowledge of English acquired in school and college situations and who now, in contrast to their learning experience are well aware of the purpose of learning the language.

One of the developments was the move towards a focus on the learners as the main consideration in course design. This has implications for ELT programmes in that the learner and his/her needs are now taken as central to the problem of deciding course content. Once a learner's needs have been identified, in terms of why he/she wishes to learn English and the kind of English he/she will have to use, this information can be used as guidance for the content of a course suited to his/her particular interests and needs.
E.S.P. English for Specific Purposes is primarily concerned with learning like any form of language teaching.

The guiding principle of ESP was "Tell me what you need English for and will tell you the English you need".

The different needs and interests will have an important influence on their motivation to learn and therefore on the effectiveness of their learning. The only way of achieving 'relevance' to the learners' needs and interests was to take texts from the learners' specialist area.

The growth of ESP has brought about the expansion of demand for English to suit particular needs and developments in the fields of linguistics and educational psychology.

Based on the problem areas of the learners in using the ISO 9001-2000 Standard, the following steps were identified for action:

i) A study of the existing linguistic and communicative competence of the learners

ii) A study of the specific linguistic and pedagogic needs of the personnel implementing the Standard ISO 9001-2000

iii) Make an analysis of the needs based on the data collected

iv) Make an analysis of the text (Standard ISO 9001-2000) at lexical, grammatical and discourse levels

v) Make detailed suggestions relevant / suitable for an ESP course design
Accordingly, the procedures followed were,
a) During the research, data was collected by way of questionnaires, interviews and discussions with the learners viz., the personnel working in various organizations and also at different hierarchical levels.
b) Blue prints for the training programmes were prepared including the materials and methodology. Series of graded tasks and activities specific to the standard ISO 9001-2000 at different levels of language were prepared and administered to the target learners.
c) Feedback was obtained through surveys in order to ascertain the effectiveness and feasibility of the study.
d) Suggestions were given for designing a need based and result oriented ESP course.

5.2 CHAPTER 2 DISCUSSES NEEDS ANALYSIS

Needs analysis was conducted in two stages.

Stage one - Data collection from the personnel involved in implementing QMS ISO 9001-2000 viz. target learners through a questionnaire provided in APPENDIX - I. Data from this was then compiled.

Stage two - Analysis of the standard ISO 9001 · 2000 to find out the linguistic features and the problems the users would face in reading, understanding and interpreting the Standard and writing QMS documents of the respective organizations.
Stage one included the following

1) Professional information about the learners: The tasks and activities for which learners will be using English - 'target situation analysis' and 'objective needs'.

2) Personal information about the learners: 'Factors' which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English - 'wants', 'means', 'subjective needs'.

3) English language information about the learners: what their current skills and language use are - 'Present situation analysis'.

4) 'The learners' lacks' i.e. the gap between (3) and (1).

5) Language learning information: Effective ways of learning the skills and language as identified in (4) - 'learning needs'.

6) Professional communication information about (a) knowledge of how language and skills are used in the target situation - 'linguistic analysis', 'discourse analysis'.

7) What is wanted from the course.

8) Information about the environment in which the course will be run - 'Means analysis'.
FOLLOWING IS THE SUMMARY OF THE FINDINGS AFTER ANALYZING THE DATA COMPiled AT STAGE 1:

The learners stressed the need for thorough reading and understanding of the Standard. It was found that they had understood the Standard only in parts. There was hardly anyone who had understood the Standard completely to discharge the duties pertaining to the implementation of Quality Management System. The analysis of the questionnaire revealed certain problem areas pointed out by the learners themselves.

They were difficulties in the understanding of:

(a) Long sentences: Due to ambiguity and lack of clarity.
(b) Certain expressions like ‘supplier evaluation’, ‘potential non-conformities’, ‘ongoing control’, etc, along with phrases like to outsource, to comply with.
(c) The repeated use of ‘shall’:
(d) The use of modals like ‘may’ and ‘can’
(e) The use of simple and appropriate words/terminology.
(f) Logical arrangement of information/ideas

II) The analysis of the needs expressed clearly that the learners faced practical problems while writing the documents and that they needed some kind of support/guidance not only from the publications of ISO but also from external experts.

III) Choosing the right and simple/specific terminology, using shorter and simpler sentences. The structure of the sentences needs to be made simpler
iv) They also expressed the need for assistance from an external expert to solve the above issues.

v) The outcome of this analysis revealed that the participants require an English language course that can upgrade their reading and writing skills. Discussions with the learners and the organizations’ managements have revealed that any ESP training course should preferably be conducted in-house. They also felt that the duration of each training should not exceed four hours. Their intent was that conducting the ESP course should not become an impediment affecting their hectic work schedules and targeted outputs.

vi) The survey conducted, strongly advocated the idea that communication skills were required to communicate effectively within and outside the organization. Effective communicative skills in English were necessary to the individuals involved in the implementation of the systems also.

While implementing ISO 9001-2000 QMS in the organization, it was found that the learners have to be familiar not only with the ‘content’ of the ‘text’ but also the ‘language’ used for communication within and outside the organization. They required the ability to communicate with personnel belonging to various departments in their organization including non-technical personnel, auditors, management and most importantly, the customers.
It was decided by the researcher that communicative language teaching methods provide the means to acquire oral/written skills required by the learners.

In conclusion, it can be said that the needs analysis of STAGE I did provide valuable inputs regarding job description, linguistic abilities and insight into the necessities, lacks and wants of target learners.


The STANDARD ISO 9001 : 2000 was analyzed at three levels:

1. LEXICAL ANALYSIS
2. GRAMMATICAL ANALYSIS
3. DISCOURSE ANALYSIS

FOLLOWING WERE THE FINDINGS OF LEXICAL ANALYSIS OF STANDARD ISO 9001 : 2000

The study of the Standard revealed the use of many lexical items which were the essential tools of study.

First of all, it was interesting to note that there were repeated use of certain expressions.

The inference that was drawn out of these usages is that while the management's responsibilities are to evolve its policies, objectives, commitment, providing support and guidance, the 'organization' as a whole is responsible for the implementation of the Quality Management System and
realization of the objectives set by the management through the effective implementation of the Quality Management System.

The frequent use of expressions like customer, process, control, product drew the researcher’s attention. Such usage throws light on the very purpose of the whole 'Standard' which focuses the attention of the organization to address the prime needs pertaining to:

(a) Customer  (b) Process  (c) Control  (d) Product  (e) requirements
(f) Monitoring  (h) measurements  (i) effectiveness

Although certain expressions used in the standard appeared vague at the outset, they were used with a definite purpose. They provided discretionary options to the organizations implementing the Standard.

An important point communicated through these phrases was that while exercising these discretionary options, the organization should not underscore any of the (a) customers’ requirements  (b) organizations’ requirements  (c) statutory and regulatory requirements.

Wherever the term ‘requirements’ is used in the standard, it was to be understood that the above term was comprehensive to include (a) the customers’ requirements  (b) organizations’ requirements  (c) statutory and regulatory requirements.

Effectiveness’ was another key expression that is repeatedly used in the Standard 9001-2000.
An interesting feature of this expression was that effectiveness measurable in terms of either ‘achievement of requirements’ in absolute terms or shortfall in terms of the gap between ‘plan’ and ‘results’. Hence the term ‘effectiveness’ repeatedly used here must be considered as a significant usage.

Certain conceptual elements / collocations specific to the context were found in the Standard. Due to their specificity they should not be substituted by other expressions and it was imperative to use only these expressions in the implementation of the Quality Management System Standard.

The needs analysis conducted on the ‘Standard’ in STAGE II clearly indicated that certain lexical items that occur were not comprehensible by the learners because of their conceptual meaning and specificity. Suggestion to the ESP course designer was given by the researcher to identify all such specific terms and usages while designing the ESP course.

The grammatical analysis of the Standard was based on a) modals, b) tenses and voice c) nominalization d) connectives e) length of the sentences

The striking feature of the Standard is the use of modal ‘Shall’ 136 times. This frequent repetition has a very significant role in comprehending and interpreting the Standard. It leaves no room for choice or ambiguity and it is imperative on the part of the personnel to meet the mandatory requirements of the Standard. The other modals like ‘can’, ‘could’, ‘should’ and ‘may’ are also used.
A close study of the Standard also revealed that only simple present and present perfect tenses are used. Past tense and future tense find no place at all. Both active and passive voice are used to communicate the prescriptions of the Standard. There are many sentences which the learners find difficult to comprehend and interpret because of their length. The course designer has to take into consideration all the above outcome of the analysis while designing the tasks.

The discourse analysis of the Standard enables to distinguish main idea from supporting details and understand relations within sentences. This has been done by using Halliday’s concepts of clause as message, clause as representation and clause as exchange.

The findings of the needs analysis provided input to devise a suitable methodology and also to design appropriate tasks to enable the learners to develop the required competence in reading and writing skills.

5.3 CHAPTER 3 READING dealt with identifying appropriate reading skills necessary for designing an ESP course to meet the needs of the target learners.

Based on the consolidated inputs of ‘NEEDS ANALYSIS’ in chapter 2, typical tasks pertaining to the chosen reading skills were developed by the researcher.
The reading skills chosen by the researcher as relevant for this research project were the following:

1. EXTRACTING MAIN IDEAS
2. READING FOR SPECIFIC INFORMATION
3. DEALING WITH UNFAMILIAR WORDS
4. PREDICTING
5. UNDERSTANDING COMPLEX SENTENCES

Model tasks were designed by the researcher to develop all the above mentioned skills. Model tasks were also designed by the researcher to develop the following needs of the target learners.

1. LOGICAL ARRANGEMENT OF INFORMATION/IDEAS
2. UNDERSTANDING OF SPECIFIC TERMS AND EXPRESSIONS USED IN ISO 9001:2000
3. USE OF MODALS
4. USE OF PREFIXES
5. USE OF SUFFIXES

The researcher has given concrete and specific guidelines to the course designers pertaining to:

1. THE DESIGN OF PROMPTING GLOSSARY TO INTERPRET SPECIFIC TERMS AND EXPRESSIONS USED IN ISO 9001:2000
2. THE DESIGN OF ADDITIONAL TASKS PERTAINING TO ALL
THE READING SKILLS AND THE NEEDS OF THE TARGET
LEARNERS LISTED ABOVE

The researcher has also given guidelines to the course designers that
the feedback given by the learners through questionnaires, interviews
and other means are to be analyzed in detail before designing the
syllabus for the ESP course.

The model tasks designed by the researcher were initially explained and
administered to twenty target learners from ten different organizations. After
the learners understood the methods of understanding and interpreting the
standard ISO 9001:2000, the learners were asked to answer a DIAGNOSTIC
TEST (given in APPENDIX II)

The weak areas observed through this diagnostic test were-
- framing the questions
- framing simple sentences out of complex sentences.

Their answers and subsequent discussions with them revealed that, though
they thought they knew the answers, they found it difficult to write.

Therefore, the conclusion drawn by the researcher was that the
difficulties experienced by the learners were English language related
and not the lack/inadequacy of domain knowledge.

Hence it was recommended that the ESP course designers have to frame
tasks in order to eliminate the following difficulties of the learners
1. The failure to understand the specific concepts seems to be the cause behind incorrect answers.

2. Complex sentences pose problems to the learners, in turn hindering the process of understanding and interpreting the standard.

3. Tasks that help them to understand the key terms, information and concepts conveyed through the standard will have to be devised.

4. Skills to develop simple sentences are required to be taught and these skills will help them in writing the documents also.

Thus the course designer is required to have two distinct aims-

1. Enable the learners to conceptualize the linguistic terms and expressions used in the standard with a clear understanding of the intentions of the standard.

2. Enable the learners to develop linguistic skills to use terms and expressions in the written QMS documents and ensure that they are intelligible to the users viz. implementers and auditors of QMS.

5.4 CHAPTER 4 WRITING focused on identifying appropriate writing skills necessary for designing an ESP course to meet the needs of the target learners.

They were:

1. FORMATION OF THE TEAM

2. ELICITING INFORMATION

3. PREPARATION OF CHECK LIST
4. INTERACTION, PREPARATION OF COMPARATIVE STATEMENT AND GAP ANALYSIS

5. IDENTIFYING REQUIREMENTS

6. SKILLS TO ORGANISE THOUGHTS

7. SKILLS TO USE APPROPRIATE STRUCTURE

8. SKILLS TO USE RELEVANT VOCABULARY, ADEQUACY OF CONTENT AND DEVELOP AWARENESS OF STYLISTIC CONVENTIONS

Model tasks were designed by the researcher to develop all the above mentioned skills.

After ensuring that the target learners had acquired reading skills, the same personnel were administered typical tasks pertaining to writing skills.

ADMINISTRATION OF TASKS

A diagnostic test was administered to the personnel who were involved in the implementation of the ISO 9001:2000 QMS standard in their respective organizations. This was the test to determine the areas of weaknesses a particular learner might have. The outcome of the diagnostic test can then be used as a means to determine the additional guidance needed to be imparted to the learners.

Since the tasks could not be completed in a short time, it was decided that the learners would complete the tasks during their leisure time. A duration of two weeks was given to them to complete all the tasks. Periodic interactive
meetings among the learners and the researcher to discuss the clarifications and doubts about the tasks administered was held once in two days. The learners evinced keen interest in completing the tasks and completed them within the allocated duration.

The feedback provided by the learners after completing the tasks is given below.

**TASK 1:** Formation of team - **RESPONSE:** The task was easy to do

**TASK 2:** Eliciting information through role play - **RESPONSE:** The task was easy to do

**TASK 3:** Preparation of check list based on the prescription of the standard - **RESPONSE:** The task was quite difficult. The learners desired that a comprehensive self assessment checklist, if provided by course designers would be helpful. They felt that it was time consuming but not impossible.

**TASK 4:** Gap analysis - **RESPONSE:** The task was not difficult.

**TASK 5:** SWOT ANALYSIS, Identifying customer requirements, identifying statutory and regulatory requirements - **RESPONSE:** The task was difficult but not impossible.

**TASK 6:** Matching the output of **TASK 5** with gap analysis and evolving quality policy and objectives - **RESPONSE:** The task was difficult but not impossible.

**TASK 7:** Skills to use appropriate structure - **RESPONSE:** The task was not difficult.
**TASK 8 :** Skills to use relevant vocabulary, content and stylistic conventions:

The task was not difficult.

After completion of all the tasks, two representatives from each of the ten organizations were asked to write one quality system procedure each. This was done to test the writing skills acquired by the learners after the completion of diagnostic tasks. Thus the representatives of ten organizations were required to prepare ten procedures. The preparation of quality system procedures took two more weeks. Prior to the writing of the quality system procedures by the individual organizations, the representatives of all the organizations had a meeting amongst themselves to discuss and to standardize the format for writing the procedures. During that meeting they decided through consensus as to which individual procedure was to be written by which individual organization. During the process of preparation of the procedures, the representatives of individual organizations orally interacted freely with the researcher whenever they had doubts. After all the organizations wrote the respective procedures allocated to them, the same representatives of the individual organizations met again to exchange their experiences pertaining to the problems faced whilst writing the procedures. They undertook a moderation exercise with the participation of the
researcher and made appropriate changes prior to submission of the same to the researcher.

The procedures written by the learners required only a few corrections modifications by the researcher.

Though each organization wrote one procedure each to begin with, the confidence of the personnel to write the other procedures was also quite high. When asked as to how they felt prior to the administration of the diagnostic tasks and after completing the tasks, all the learners expressed their satisfaction and said that they had received valuable and result-oriented inputs during the process of completing the tasks. All the learners expressed their eagerness to continue their learning and use these skills to prepare other types of QMS documents.

The participants felt that the adequacy of the content of QMS with respect to the prescriptions of ISO 9001:2000 documents depends very much on the proper understanding of the letter and spirit of the standard and the communicative language skills of the personnel writing the QMS documents. The course designers have been provided with the guidance to design more simple exercises and provide continuous guidance to the learners, preferably through micro-teaching methods in order to build up effective writing skills over a period of time.

The diagnostic tasks designed have been well received by the learners. They have acknowledged that their English language writing skills specific for
the purpose have improved after completing the diagnostic tasks. They have expressed that the approach and methods adopted by the researcher is learner friendly.

5.5 SCOPE FOR USING THE FINDINGS OF THIS RESEARCH PROJECT

The findings of this research project can be used by the ESP course designers in the following ways.

1. To design an exhaustive and comprehensive ESP TRAINING PROGRAMME for imparting training to the personnel of the organizations desiring to implement and obtain certification for ISO 9001:2000.

2. To design specific ESP TRAINING PROGRAMMES for inclusion into INTERNAL AUDITORS and LEAD ASSESSORS PROGRAMMES OF QMS as per ISO 9001:2000, accredited by INTERNATIONAL REGISTRAR OF CERTIFIED AUDITORS/QUALITY COUNCIL OF INDIA.

3. To design SECTOR SPECIFIC ESP TRAINING PROGRAMMES for imparting training to the personnel of SOFTWARE, EDUCATION, CONSTRUCTION, HOSPITALITY, BEAUTYCARE, LOGISTICS and other SERVICE ORGANISATIONS.

4. The outputs of this research project can be considered as useful inputs by TC 176 entrusted with the responsibility of revising ISO 9000 SERIES OF STANDARDS by the INTERNATIONAL ORGANISATION FOR STANDARDIZATION.
5.6 SCOPE FOR FURTHER RESEARCH BASED ON THE FINDINGS OF THIS RESEARCH PROJECT

Further research can be undertaken by other researchers pertinent to the designing of ESP (English for Specific Purpose) courses for organizations implementing various other standard based management standards like:

1. ENVIRONMENTAL MANAGEMENT SYSTEM - ISO 14001
2. OCCUPATIONAL HEALTH AND SAFETY MANAGEMENT SYSTEM OHSAS 18001
3. INFORMATION SECURITY MANAGEMENT SYSTEM- BS 7799
4. SOCIAL ACCOUNTABILITY MANAGEMENT SYSTEM – SA 8000
5. TECHNICAL SPECIFICATIONS ISO : 16949