Symposium Proceedings

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Programme – Thursday 14 November 2019

08:30 - 09:00	**Registration**
09:00 - 09:30	**Welcome Address** Dr. Chantavit Sujatanond, Centre Director, SEAMEO RIHED
09:30 - 10:15	**Keynote Presentation on Global Issues and Higher Education Research: Regional Context & Relevance** Prof. Dato' Dr. Morshidi Sirat, Founding Director, Commonwealth Tertiary Education Facility (CTEF), National Higher Education Research Institute (IPPTN), Universiti Sains Malaysia, Penang, Malaysia.
10:15 - 10:45	**Break**
10:50 - 12:30	**Concurrent Session 1**

	Group 1	Group 2	Group 3	Group 4
10:50 - 11:20	Prof. Dr. Ronald Holzhacker EU-ASEAN Collaboration in Social Science Research: Linking Southeast Asian and European Universities for Progress on the Sustainable Development Goals	Prof. Khin Nwe Ni Tun Promoting Competencies of Engineering Graduates: Role of Internship Program	Asst. Prof. Chrisdell Munsayac Common Problems and Gender Issues of First Year College Students in Central Luzon State University, Philippines	Dr. Nakao Nomura Application of E-Learning System to Share Education Contents with Overseas Partner Universities for Globalization of Students, Faculties and Supporting Staff
11.25 - 11.55	Mr. Tiansheng Li Internationalisation of Comprehensive Arts Universities in China: Issues and Strategies	Asst. Prof. Dr. Pichayalak Pichayakul Cultivating Entrepreneurship Attributes through Communication for Business Results Class	Mrs. Aye Thandar Win Gender Concepts in University Entrance System of Myanmar	Dr. Hsu Mon Kyi Outcome-based Education System using Blockchain Technology
12:00 - 12.30	Dr. Sherlyne Almonte-Acosta Case Studies of Change Management Strategies in Higher Education: Responses to Increasing ASEAN Integration	Prof. Quang Minh Nguyen Improving the university-industry linkage: a lesson from universities in UK for Vietnamese higher education institutions	Mrs. Khin Mar Kyu and Mrs. Aye Aye Khine Creating a Healthy Development in ELT through a Needs Analysis of Students	Dr. Swe Swe Aung Blockchain-based Cross-Border Educational Transaction System

12:30 - 13.45	Lunch
13.45 - 14.30	**Keynote Presentation: Towards Impactful Global Research & Partnerships** Dr Fiaz Hussain PhD MSc BSc (Hons), SFHEA, Associate Dean (International), Cardiff Metropolitan University

Papers

Mrs. Khin Mar Kyu
Mrs. Aye Aye Khine

Creating a Healthy Development in ELT through a Needs Analysis of Students

Creating a Healthy Development in ELT through a Needs Analysis of Students

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Abstract: University of Computer Studies, Yangon (UCSY) under the Department of Higher Education (HE), Ministry of Education, has already changed its education system according to the credit hour system. Coinciding with the new course path, new syllabuses and new curricula have been introduced in undergraduate level in academic year 2018-2019. Computing students have to learn English as a compulsory subject in university for two academic years. This research is aimed at investigating English needs and expectations of the first year students of UCSY in order to create a healthy development in ELT providing intended learning outcomes. The two questionnaires were used to collect data by following the SPSS (Statistical Package for the Social Sciences) in computing data. The students' questionnaire including the multi-option question patterns and five point likert-scale questions was used for exploring students' English proficiency level, needs, wishes and learning attitudes. The teachers' questionnaire also consisted of a limited number of scaled questions. The participants were 187 First Year Students and 11 English teachers of UCSY. The findings showed that speaking and listening are the most important skills that students need to improve. The participants stated the high level of their expectation in ELT and teachers' proficiency in all items. Overall, although both students and teachers revealed their positive attitude in the new program, some students do not reach the outcome level that they desire, except reading skill addressed (57.8% totally improved). Subsequently, based on the findings of the data analysis, researchers discussed shifting teaching technique rather than redesigning the current program in order to match the students' needs and wants. It is recommended that communicative language teaching (CLT) integrated with a teaching model is attuned to the present needs of the students in creating an effective and healthy environment in ELT.

Keywords: Needs analysis, First Year Students, UCSY, creating a healthy development, CLT

1. Introduction

Nowadays, the Department of Higher Education under the Ministry of Education, Myanmar, has transformed the education system and established teaching-learning strategies in order to meet the needs of the students. According to the government education policy and goal, University of Computer Studies, Yangon (UCSY) has transformed Credit Hour System in align

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with the criteria and requirements of Computer Science Education, which include school year, syllabuses and curricula, teaching-learning processes, assessments, etc. in academic year 2018-2019. Coinciding with new course path, new syllabuses and new curricula have been introduced in undergraduate level.

Teaching English as a foreign language (EFL) is necessary for students to develop a high level of English skills and to apply it for their prospective career after graduation. As students learned the English subject in high schools, they have acquired their basic knowledge of English, to some extent. However, computing students have to learn English as a compulsory subject in university for two academic years according to the new education system. 'English Result Intermediate' is prescribed as a textbook for the first year students. What is more, it is important to create in a healthy development in ELT by taking into account the students' language needs and levels of English, their expectations and attitudes. Consequently, it is necessary to identify the intended learning outcomes and to design teaching and learning activities and assessment methods in order to meet the students' needs and wants.

The aim of this study is to explore, especially in English subject, the needs and expectations of the first year students of UCSY so that a healthy development providing the students' desired learning outcomes can be created. This research study was carried out based on the followings:

• What are students' background information and levels of English proficiency?
• What English skills do students need to improve?
• Which level do students expect in ELT and their teachers' proficiency?
• What attitudes do both students and teachers believe the present curriculum and syllabus in ELT?
• How do teachers make the teaching learning environment to match needs and wants of students?

Based on the findings, discussions and some recommendations for language teachers to be considered the designing course, teaching learning strategies and the effective teaching technique which creates an effective and healthy environment in ELT are presented.

2. Literature Review

Needs analysis (NA) is a process of gathering information that concerns with what the students need and how they could deal with language skills to reach the expected situation (Long, 2005). In this study, NA is considered as a fundamental principal of collecting data in ELT to obtain useful information about the students' needs used for enabling the students achieve in

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mastering English skills. According to the (Richards, 2001), considering the influence of the students' English language needs in education plays the most important factor in the areas of designing curriculum and teaching materials that provide an effective teaching and learning environment. Every institution requires to conduct NA so that the teaching materials and course contents reliably enable the students gain the targeted results. Moreover, analyzing the students' needs will help teachers to plan the teaching materials as well as teaching techniques. However, UCSY has already changed the curricula and syllabuses in academic year 2018-2019. The old syllabus has been replaced with the new one (English Results Intermediate) as a First Year course book. By carrying out a needs analysis, this study can be helpful in determining whether teaching materials and techniques implemented in ELT match the needs and wants of students for learning a language, in evaluating whether a new program is effective and acceptable to students and teachers at the same time, and in establishing a change in the areas of designing curriculum and teaching materials if the goals and objectives of students for learning a language are not reached.

Different types of NA are nowadays used for a range of exploring purposes, problems and limitations in the field of language teaching (West, 1994), (Songhori, 2008). The term "pedagogic needs analysis", an umbrella term, was introduced to describe the deficiency analysis, strategy analysis or learning needs analysis and means analysis (Chambers, 1980). In this study, pedagogic needs analysis was conducted to explore the students' needs and expectations, beliefs in ELT, English level of improvement and the usefulness of the current education system which the course is run. Knowing and understanding what the students require to improve in English learning will be useful in implementing the new program in ELT. Although the present study has limited data collection concerning with the background information, attitudes and beliefs of the students and teachers, it can help in considering the teaching methodology in order to satisfy the actual needs and expectations of students and in creating ELT more relevant and meaningful for students.

3. Methodology

The research design is planned a conceptual structure comprised of detailed methods of preparing questions, data collection and analysis (Creswell, 2014). In this research, a qualitative and quantitative method was applied to discover English language needs, levels of proficiency, expectations and perceptions in ELT first year students of UCSY. A set of questionnaire was used

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to collect data by following with the SPSS in analyzing data. The details of the methodology– participants, instrumentation, data collection and data analysis are as follows:

3.1 Participants

The population of the study are (187) of first year students who have to take an English as a mandatory course and (11) teachers of English Department of UCSY in the academic year 2018 -2019. These first year students have to learn English subject according to the credit point system.

3.2 Research Instrument

This study used a set of questionnaire consisted of five main sections – reasons of students' learning English, levels of proficiency, students' needs, their expectations and improvements and language teaching learning attitudes of both students and teachers. To cope with the aims of the study, the students' questionnaire that involved background data of students was designed for use in the multi-option question patterns (Boroujeni, June, 2013). And then, self-directed five point likert-scale questions were used to explore the level of students' English proficiency level that included 6 items, the participants' English needed to improve that consisted of 10 questions, their expectations concerned with teaching learning processes and teachers' proficiency comprised of 10 questions and their perceptions of English language involving 5 issues. Next, the researchers prepared the question that was given a chance to choose one of these three responses (somewhat, not sure and totally improved) to investigate students' English level of improvement, especially English four skills. The teachers' questionnaire involving 6 questions also included only a limited number of scaled questions. Likert-scale of five degree was shown as follows:

Scores	English proficiency level	Skills needed to improve	Students' expectation in ELT and teachers' proficiency	Attitudes of both students and teachers
1	Very poor	Very low	Very low	Strongly disagree
2	Poor	Low	Low	disagree
3	Average	Moderate	Moderate	Neutral
4	Good	High	High	Agree
5	Excellent	Very high	Very high	Strongly Agree

Before conducting this study, a pilot study was also carried out to indicate an ideal reliability coefficient of .783 of the research instrument that was calculated by Cronbach's Alpha of SPSS.

3.3 Data Collection

The questionnaires were delivered to the students during their class hours. The questionnaire which was designed to explore the teachers' attitude in ELT was given to the

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respondents within English Department of UCSY. After filling out by both teachers and students, the data were collected to analysis.

3.4 Data Analysis

Data collected from the questionnaires were computed using the Statistical Package for the Social Sciences (SPSS) to find out the findings. The data of background information, proficiency level of the students and the improvement of their English skill are described as the selected number, frequency and percentage in tables. After that, other sections –skills needed to be improved and expectations in ELT and proficiency of their teachers – are presented with descriptive analysis of level, mean and standard deviation. Attitudes of both teachers and students are revealed only percentage.

4. Findings

The results of the study are displayed in Table 1 to 9 which involved both of students and teachers information. The data of needs and expectations are interpreted by Strategy Inventory for Language Learning (SILL) developed by (Oxford, 1990) . SILL provides the fundamental framework to understand the mean score on needs and expectations in five-point scale questions. Hence, based on the mean score, the interpretation data of five-point scale (1-5) are stated as 1=Very low (1.0 to 1.4), 2=Low (1.5 to 2.4), 3=Moderate (2.5 to 3.4), 4=High (3.5 to 4.4) and 5=Very high (4.5 to 5.0).

According to the table 1, the students' attitude of their reason for studying English was to achieve success for future profession which was described by 163 respondents (87.2%). After that, 113 students (60.4%) addressed that they learned English for higher education.

Table 1. Reasons for studying English

Why do you need to study English?	N	Percent of cases (%)
Higher education	113	60.4%
Success for future profession	163	87.2%
It is a part of the curriculum	20	10.7%

Table 2 illustrates that 149 (79.7%) of participants considerably used English language for academic purposes, and then, 72 (38.5%) of them learned English to communicate each other in

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society at the present time. However, it can be seen that using English for other purposes were only 10 (3.8%).

Table 2. Present use of English

When do you use English?	N	Percent of cases (%)
When studying	149	79.7%
When socializing	72	38.5%
Others	34	18.2%

From table 3, 168 (89.2%) of students responded that they will use English for their job in future. Moreover, it can be seen that 102 (54.5%) for socializing and 72 (38.5%) for future study were described as their purposes of using English in future.

Table 3. Future use of English

In future I shall be using English for	N	Percent of cases (%)
Higher education	72	38.5%
Job/career	168	89.2%
Socializing	102	54.5%
Others	46	24.6%

From table 4 including six items, most of the students revealed the average level of English proficiency, with the exception of reading skill (good) that was addressed by 112 (59.9%) of respondents.

Table 4. Students' proficiency level in English Skill

Value	Students' proficiency level in English skill											
	Listening skill		Speaking skill		Reading skill		Writing skill		Translating skill		Grammar skill	
	F	%	F	%	F	%	F	%	F	%	F	%
1 = Very Poor	8	4.3	7	3.7	0	0	2	1.1	0	0	2	1.1
2 = Poor	55	29.9	67	35.8	10	5.3	28	15	15	8	11	5.9
3 = Average	114	61	97	51.9	57	30.5	83	44.4	107	57.2	105	56.1
4 = Good	10	5.3	14	7.5	112	59.9	73	39	60	32.1	62	33.2
5 = Excellent	0	0	2	1.1	8	4.3	1	0.5	5	2.7	7	3.7

From table 5 that consisted of 10 questions, the data analysis stated that the level of need for the first four questions is moderate, with the range of mean scores between 3.34 and 3.47. The last six questions are high needs of English skills. It can be seen that question 10 (*Speaking*) that obtains the mean score 4.03 with the standard deviation of 0.79 is the highest item required to

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improve for the students. The respondents said that they also need to improve their listening (3.95 mean score with the standard deviation 0.79)

Table 5. English language skills need to improve

Sr.	Skills need to improve	Mean	Std. Deviation	Level
1	Reading	3.34	.71	Moderate
2	English learning strategies	3.36	.99	Moderate
3	Translational techniques	3.44	.90	Moderate
4	English for computing	3.47	.90	Moderate
5	Writing	3.55	.75	High
6	Grammatical structures	3.58	.73	High
7	English for presentation skill	3.65	.82	High
8	English for reporting skill	3.74	.80	High
9	Listening	3.95	.79	High
10	Speaking	4.03	.79	High

As indicated in table 6 comprising of 10 questions, the data analysis pointed out the high level of participants' expectation in ELT and their teachers' proficiency in all items. The most

Table 6. Students' expectation in ELT and teachers' proficiency

Sr.	Students' expectation	Mean	Std. Deviation	Level
1	The teacher provides constant feedback.	3.62	.79	High
2	The teacher praises students for their effort and uses rewarding method.	3.73	.77	High
3	The teacher is able to use teaching aids in the classroom.	3.78	.73	High
4	The teacher motivates students in order to achieve their academic success and self-efficacy.	3.80	.66	High
5	The teacher facilitates to develop students' language skills through creating classroom activities.	3.83	.65	High
6	The teacher uses flexible and appropriate techniques in classroom.	3.84	.70	High
7	The teacher plans the lessons well and organize to get the objectives of the lesson for students.	3.89	.62	High
8	The teacher focuses on learning outcomes and growth.	3.89	.67	High
9	The teacher is fluent and confident in the use of English language.	4.02	.66	High
10	The teacher uses easy language to provide students understanding.	4.09	.61	High

striking feature of the expectation of the students is teachers' competency of using English to provide students' understanding, which has the mean score 4.09 with the standard deviation 0.61. Students mentioned the other highest item that is teachers' use of English language fluently and confidently, with the mean score 4.02 and the standard deviation 0.66.

According to the table 7, most of the students generally showed their positive attitude in the new system in ELT. 82% of the students stated their preference of working in classroom activities such as pair work, group work, and projects. In addition, it can be seen that they equally agreed with the statements of present syllabus, time allocation and classroom resources, with 66%, 55% and 62% of the participants, respectively. However, 83% of the respondents significantly disagreed with the teacher-centered approach.

Table 7. Percentage of students' perception in learning English

Sr.	Students' perception in Learning English	SD	D	N	A	SA
1	The current syllabus and teaching approaches fulfil my needs for the English language.	1%	6%	27%	65%	1%
2	The time allocated for the English language class is sufficient.	1%	12%	32%	51%	4%
3	The current classroom resources (i.e. teaching and learning aids, technology resources, etc.) are sufficient.	2%	20%	16%	55%	7%
4	I prefer working in pairs or groups, and projects to working alone in the class.	1%	5%	12%	51%	31%
5	I like teaching only by the teacher and no activities by the students.	38%	45%	11%	3%	3%

From table 8, it can be seen that all four skills are generally improved. 108 (57.8%) of the students pointed out that they are totally improving in reading skill. In contrast, they thought that their listening skill is the least improvement which was indicated 71 (38.0%). At the same time, students' improvements of speaking skill and writing skill was revealed 92 (49.2%) and 87 (46.5%) respectively.

Table 8. The improvement of students' English level and knowledge

Value	What do you think about the improvement of your English level and knowledge?							
	Listening skill		Speaking skill		Reading skill		Writing skill	
	F	%	F	%	F	%	F	%
Somewhat	61	32.6	45	24.1	46	24.6	36	19.3
Not sure	55	29.4	50	26.7	33	17.6	64	34.2
Totally Improved	71	38.0	92	49.2	108	57.8	87	46.5

As revealed in table 9, teachers approved of their positive attitude towards changing system in ELT. 82% of the teachers showed their agreement with the present syllabus that meets students' needs and wants and using learner-centered approach. According to the data analysis, teachers

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revealed their perceptions of assessment plan (55% agree and 36% strongly agree), transforming outcome-based education (91% agree) and teaching method that focuses on fluency rather than accuracy (64% agree). On the other hand, 64% of respondents disagreed with the fact that the new curriculum and syllabus cause them to encounter difficulties in ELT.

Table 9. Percentage of teachers' beliefs in ELT

Sr.	Teachers' perception in ELT	SD	D	N	A	SA
1	Teaching should focus on fluency rather than accuracy.	0%	27%	9%	64%	0%
2	Teachers should focus learner-centered approach rather than teacher-centered one.	0%	0%	18%	27%	55%
3	The current syllabus meets students' needs and expectations.	0%	0%	18%	82%	0%
4	The assessment plan is the effective way to improve students' performance.	0%	0%	9%	55%	36%
5	Teachers face difficulties in ELT because of new curriculum and syllabus.	0%	64%	36%	0%	0%
6	Teachers are ready to transform outcome-based education system.	0%	0%	9%	91%	0%

5. Discussion

It has been stated that this study intends to investigate the English needs and expectations of first year students of UCSY in order to create a healthy development in ELT providing their intended learning outcomes (ILOs). Based on the results of the data analysis, it can be seen that changing the new system in ELT does not impact to both students and teachers of UCSY. However, it has been presented that even though speaking (mean score 4.03 with standard deviation 0.79) and listening (mean score 3.95 with standard deviation 0.79) are the most important skills that students needed to improve, some students do not reach the outcome level that they desire. It may be thought that the grammar translation method that emphasizes on a structured system of grammatical patterns and translation, especially reading skill and writing skill, and helps students produce correct sentences (Anderson, 2011) is mostly often adopted by language teachers in today's language classroom. It might also be thought that some students do not benefit from it.

At the same time, both students and teachers must share the responsibilities for teaching learning process in creating a healthy development in ELT. It has clearly been described that both participants appreciate using student-centered approach in ELT, and thus, providing to improve their English skills. From table 8, 57.8% of the students are totally improving in reading skill, but they do not progress in other skills in spite of being positive attitude of both students and teachers
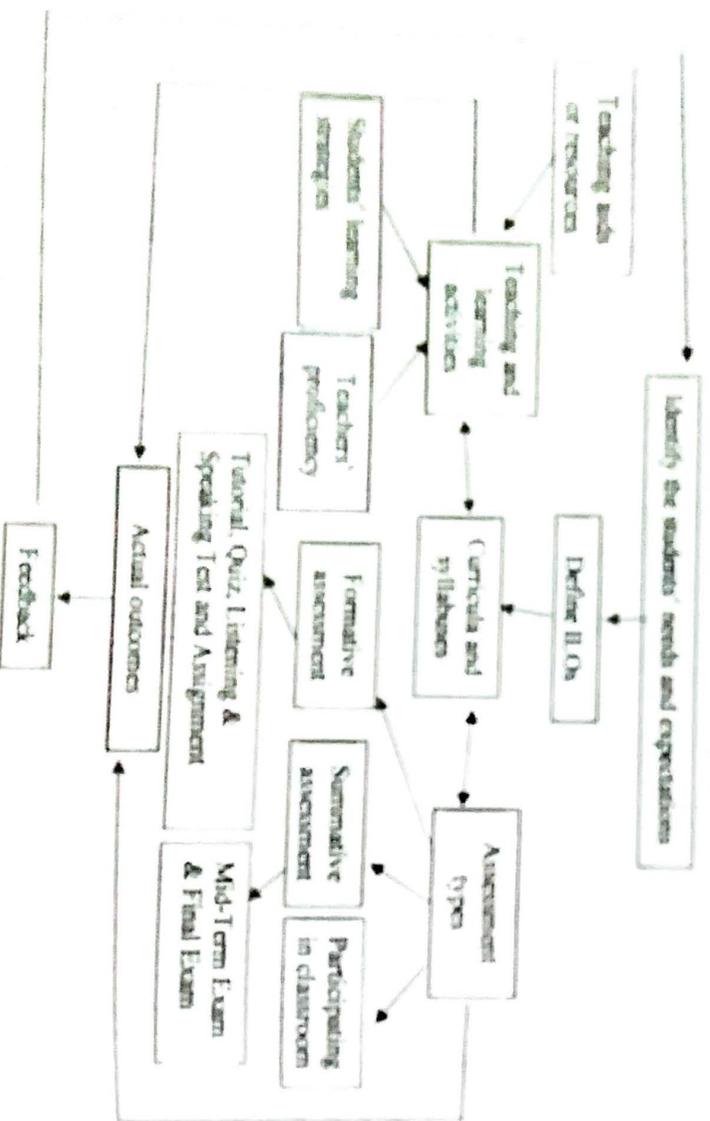
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Figure 1 Teaching model towards target outcomes

What is more, implementing the new teaching model and CLT, students can gain many benefits because it is learner-centered approach that is full of activities giving communicative competence. On the other hand, both teachers and students may face the challenges concerned with some common issues such as what learning strategies students use, how to deliver the assessment plan to students, how to evaluate the usefulness of new technique and so on. Besides, there may come up with a gap between teachers' perception and students own perception on their understanding of the course and its contents as well as evaluating their outcomes as UCSY haven't deliberately conducted the evaluation on its students understanding of the course yet. So some more in-depth study needs to be done in order to develop an effective and efficient education environment providing target outcomes of students. In a few words, education policy and goal, planning and designing course based on the students' needs and expectation (Graves, 2000), teachers and students play a vital role in creating a healthy development in education.

6. Conclusion and Recommendation

It has been described a needs analysis that finds out the level of English proficiency, the needs and expectations of the students of UCSY, the extant the current English course is useful, adequacy of the given time, and as a result of this, it is taken into account appropriate to create a healthy development in education producing their expected outcomes. According to the results of data analysis, although it has known the importance of speaking skill and listening skill of students need to improve, some students do not reach the expected outcomes. On the other hand, not only students but also teachers showed their positive attitude in the new system in ELT and their beliefs on the effectiveness of student-centered approach. It is suggested that CLT is attuned to the current needs of the students by helping them communicate fluently.

To put it briefly, this study has focused on the pedagogy needs in ELT even though other studies need to be carried out to explore needs in course design. It is hoped that this study will be able to support ways of improvement that contribute to the effectiveness of teaching and learning process through the creation of a healthy environment in ELT. Eventually, based on the results of the study, it is recommended that when we design the curriculum, students' needs and wants should be considered as well as teaching learning strategies.

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