

**INVESTIGATING ENGLISH LANGUAGE
COMMUNICATIVE NEEDS OF THE MEMBERS OF
PROVINCIAL ASSEMBLY, KHYBER PAKHTUNKHWA,
PAKISTAN: A CASE OF ESP**

By

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ABSTRACT

Topic: Investigating English Language Communicative Needs of the Members of Provincial Assembly, Khyber Pakhtunkhwa, Pakistan: A Case of ESP

The present research attempts to investigate the English language communicative needs of the members of Khyber Pakhtunkhwa Provincial Assembly, Pakistan. The research follows the English for Specific Purposes (ESP) and Needs Analysis approach. English for Specific Purposes (ESP) is the use of English language teaching methods and materials adapted to fulfil specific English language needs of professionals, usually related to their academic or work goals. This study followed the model proposed by Hutchinson and Waters (1987). The study uses the mixed method research design and collects data through semi-structured interviews and questionnaires. The Khyber Pakhtunkhwa assembly has 145 assembly members out of which 30 members were selected randomly as they were willing to be part of the research. The participants' responses of the interviews and questionnaires are analysed and discussed. The study finds that the members of the provincial assembly of Khyber Pakhtunkhwa, Pakistan, require English communication skills in order to perform better in their political career. The present study findings show that many assembly members struggle to communicate effectively in English, and the members show willingness to improve their English language skills. A syllabus needs to be designed and employed to meet the English language communicative needs of the politicians of the Khyber Pakhtunkhwa assembly of Pakistan. A syllabus has also been designed and presented by the researcher according to the needs of the members of the provincial assembly of Khyber Pakhtunkhwa, Pakistan.

Keywords: *English for Specific Purposes, Mixed method approach, Needs Analysis, ESP, Khyber Pakhtunkhwa, Legislative English.*

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LIST OF ABBREVIATIONS

ATLAS	Archive for Technology the Life World and Everyday Language
CAQDAS	Computer- Assisted Qualitative Data Analysis Software.
CEOs	Chief Executive Officer
EAP	English for academic purpose
EBP	English for business purpose
EGP	English for General Purposes
EFL	English as a foreign language
ELP	English for legal purpose
EMP	English for medical purpose
EMT	English is spoken as a mother tongue (EMT),
ESP	English for Specific Purposes
ESCP	English for socio-cultural purpose
ESL	English as a second language (ESL)
EOP	English for occupational purpose
ELI	English language instruction
TSP	Teaching for Specific Purposes
EVP	English for vocational purpose (EVP)
IT	Information Technology
LSA	Learning Situation Analysis
MBBS	Bachelor of Medicine, Bachelor of Surgery
MEXT	Ministry of Education, Culture, Sports, Science and Technology

NA	Needs Analysis
NGOs	Non-Governmental Organisations
PIPS	Pakistan Institute for Parliamentary Services
TENOR	Teaching English for No Obvious Reason
UHS	University of Health Sciences

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DEDICATION

To my mother and father (late), who have always supported and inspired me in everything that I am today.

CHAPTER 1

INTRODUCTION

In Pakistan English is the official medium of communication for all high and medium level business. It became institutionalized as an official language during the British rule over the Subcontinent. Even after seven decades of independence, it still enjoys its special status in the country and is used in all spheres of power in the bureaucracy, judiciary, and legislature of the country. Similarly, the majority of the educational institutions and materials in the country are English medium; they use English as the primary language to impart knowledge to the next generation. Proficiency in the English language has become a necessary ingredient for success in the country (Rana et al., 2020). English communication skills are becoming increasingly important for both individuals and organisations in our increasingly globalised and interconnected society. In the realm of government and legislature, proficiency in the English language is essential for engaging with global stakeholders, comprehending intricate policy texts, and effectively communicating with constituents. English for Specific Purposes (ESP) is a method of teaching languages that concentrates on helping students acquire the language proficiency required for a certain academic or professional subject. In contrast to regular English language instruction, ESP programs customise the course materials, instructional strategies, and curriculum to meet the unique needs of the students. The introduction of an ESP program in a Pakistani provincial legislature could be very beneficial in improving the language and communication abilities of the elected officials and their staff. In Pakistan, the job of a provincial legislature frequently requires the use of specialised language, intricate legal and policy papers, and good communication with a variety of stakeholders, such as constituents, public servants, and foreign organisations. Therefore, comprehension and articulation of ideas in English are essential skills for assembly members and their support personnel. Nonetheless, provincial assembly delegates' levels of English language competency might differ greatly based on their educational background, geographic location, and prior exposure to the language. This may result in miscommunication, misconceptions, and the possibility that crucial details or suggestions will be lost in translation. A thorough evaluation of the staff members' and members' current language proficiency would be necessary before

implementing an ESP program in the Pakistan Khyber Pakhtunkhwa provincial parliament. The creation of a curriculum that is specifically suited for each student, the choice of relevant teaching resources, and the hiring or preparation of knowledgeable teachers would come next. In this current study, the researcher has focused on the English language communicative needs of the Khyber Pakhtunkhwa provincial assembly. The members of the Khyber Pakhtunkhwa assembly, owing to their central role in law making, are expected to have high levels of proficiency in the English language in order to understand, interpret, and analyse the socio-political and economic issues in the country to make suitable laws. This research is aimed at understanding the English language communicative needs of the members of provincial assembly, Khyber Pakhtunkhwa, using the English for Specific Purposes (ESP) and Needs Analysis approach.

1.1 Background of the Study

The term "English for Specific Purposes" (ESP) describes language study and training that is tailored to the unique communication requirements and customs of certain social groupings. It was after World War II when Specific Purpose Languages began to develop (Starfield, 2013). As English has become the most prominent global language, it has become the most recognized language in this branch of specific purposes. The development of all kinds of English for specific purposes can be attributed to three fundamental reasons. Hutchinson and Waters (1987) stated these three reasons as the need for a courageous and daring new global universe, a revolution in linguistics and recognition and specific attention to the learner. When the Second World War ended in 1945, English emerged as the recognised global language of technology and business. It gave rise to a new generation of academics, engineers, businesspeople, physicians, technicians, tour guides, waiters, and so on who were in dire need of English in order to keep up with the latest developments in their professions. Due to these factors, English for Specific Purposes instruction expanded in the late 1960s. There was significant and unexpected progress after 1945 in every domain, particularly the technical, medical, and commercial sectors, which led to the demand for a universal language. The language that is now most often used is English. This language was designed to meet the demands of daily life, from the simplest brochures and catalogues to the most difficult and complex forms of writing, such as technical, business, or medical articles (Alshayban, 2022).

ESP began as a subfield of English language education and emerged about 50 years ago, building upon the seminal work of Halliday, Macintosh, and Stevens (1964) to provide a more robust descriptive basis for pedagogical resources. English for Specific Purposes (ESP) sets itself apart from more general language studies by emphasizing specific, intended language use, what Cummins (1982) terms "context-reduced" language. Since the term "ESP" first appeared in the 1960s, it has held a special place in the development of both theory and advanced practice in language instruction due to its dedication to providing instruction that takes into account the individual goals of each student in learning English. ESP has solidified and grown in importance as a result of the necessity for innumerable professionals and students worldwide to become fluent in the conventions of their specific English-speaking communicative domain in order to further continue their education and progress in their careers. Currently, it is a major player in applied linguistics research and instruction, with contributions from scholars all over the world. In the last few years, the design of communicative syllabuses and the creation of educational materials have placed a significant emphasis on ESP. The goal of learning ESP is to meet specific needs of a certain profile. This includes instruction in speaking and writing skills required for a particular academic or official position. This resulted from the emergence of a new class of students. A number of linguists began studying the ways that the English language is used in real-world contexts after observing the global development in this field (Mohamed & Alani, 2022). When ESP initially emerged, the conventional wisdom in language study focused on grammatical norms in language use. However, it was crucial to restructure learning and teaching strategies to take into account the range of discourses in relation to their contexts or scenarios. There are differences in English terminology between different professions. Engineers speak a different language than doctors, nurses, etc. As a result, the learning strategy mostly relied on using specialised vocabulary in each discipline. In a comparable setting, psychologists began examining students' learning a foreign or second language. They believed that students have diverse interests, attitudes, and needs in addition to using a variety of learning strategies. There arose a notion predicated on the idea that the English you learn ought to be the English you require. This way of thinking developed to the point where distinct courses were designed for each set of students. A major tide in educational thought, affecting all subjects and in all countries' was evident. The global trend towards learner-centred education is the movement being

discussed. Like everything else in the globe, language learning and teaching concepts were essentially altered. English pedagogy changed along with it, acknowledging the evolution of teaching English for Specific Purposes, which is thought to be a result of the world's evolution (Strevens, 1977). As a result, ESP was seen as a unique language with unique linguistic characteristics and its own nomenclature. Additionally, it concentrated primarily on grammar rules specific to the selected field or career. It concentrated on the right time and place to utilise the phrases in the necessary context, rather than how to connect the words together to produce a correct statement (Mohamed, 2022).

The present study is aimed at investigating the English language communicative needs of members of the provincial assembly, Khyber Pakhtunkhwa, Pakistan. Investigating the English language communicative needs of members of the provincial assembly of Khyber Pakhtunkhwa, Pakistan, falls under the domain of Academic English for Specific purposes (ESP). As a critical aspect of effective communication, understanding the language requirements of political representatives is important to ensure their ability to actively participate in national and international discourse. Through this investigation, the linguistic barriers and specific language domains that require attention can be identified, facilitating the development of personalised English language programs to enhance their communicative competence and contribute to their successful engagement in political affairs and public welfare projects. The politicians have to deliver speeches; most of the time spontaneous, where they have to make sure everything they say is appropriate and suitable in meaning. According to Tamim (2014), proficiency in the English language is necessary for intellectual discourse, higher education, access to international markets, international communication, social status, and a socially acceptable career in Pakistan and in the international market. Language serves as a medium for involvement in social interactions as well as facilitating the acquisition of information. It mediates involvement in the interaction with the social world in addition to facilitating the transition to knowledge. It filters authority and control over resources, draws boundaries between what is knowable and doable, and restricts freedom of choice and productive chances for increased involvement and access to important objectives. English performs a remarkable function in politics; as of today,

sufficient knowledge and a solid command of the English language are imperative to communicate in various social contexts.

Pakistan's Province Khyber Pakhtunkhwa has a unicameral legislative body, also known as the Provincial Assembly of the Province, which has a total of 145 members, where 115 are the general seats, and a total of 26 seats are reserved for the women candidates and 4 are reserved for minorities. Khyber Pakhtunkhwa's provincial assembly is the elected House of Representatives where members represent the constituent's opinions and discuss issues of public importance and scrutinise the policies, actions and expenditure of the government. The provincial government of Khyber Pakhtunkhwa cannot constitute new laws or impose new taxes without the approval of the provincial assembly. Members of the Provincial Assembly (MPAs) work in the assembly on behalf of the people in their constituencies and use the authority entrusted by the people to make laws, exercise checks over executive through control on public money and hold the government accountable with regard to its policies, practice and performance. The tenure of each assembly is five years after which people may decide who should be elected to represent them as their MPA. According to the constitution, the provincial assembly makes its own rules for the allocation and transaction of its business. At the provincial assembly of Khyber Pakhtunkhwa, both the legislative and non- legislative business occurs in English language. It is an understood fact now, that our country's political and official communication and discourse has been dominated by the English language for a long time. And the same is the case with other developing countries, which were once the colonies of British people (Shamim, 2011).

All the bills, acts, privilege motions, question and answer session, resolutions, adjournment motions, and call attention notices are presented, approved, and notified in English Language. Specific law terminologies are used in the legislative business which becomes difficult for most of the members to understand and comprehend. Apart from the legislative responsibilities, there are other official proceedings such as official foreign visits for the purpose of conferences, seminars, workshops, and development schemes which require interacting with foreigners in English language. Members of Provincial Assembly require a sufficient command on English language to communicate to foreign delegations and for smooth understanding of official correspondences. Despite the fact that translators are appointed and their duty is to

translate and interpret the agenda of the proceedings, however, when the English format of the agenda is changed or translated into Urdu, the spirit of the agenda is lost. The province's autonomy has been restored following the ratification of the eighteenth amendment to the Pakistani constitution. It was approved by Pakistan's National Legislature on April 8th, 2010, changing Pakistan's name from North-West Frontier Province to Khyber Pakhtunkhwa and went from a Semi-Presidential to a Parliamentary Republic. Additionally, it granted the Province's legislative, budgetary, and self-governing authority. Millions of dollars were borrowed for a variety of development projects and initiatives. Consequently, as there are several stakeholders participating in the process, there is an immense need to communicate with the outer world.

Conversely, English holds a special position in the nation. It is widely used as an educational medium in elitist private institutions as well as in politics, courts, the military and the bureaucracy. It is also used as a medium of teaching in schools, colleges, and universities. It may be safely assumed that the professional success in this Country necessitates language competence, specifically when Pakistan has turned into a multilingual community. In Pakistan, English is considered as a token of success, both at individual and national level. In fact, it appears that concerns about class, identity, and the threat of cultural appropriation by a language that was once colonial have been superseded by the national race for individual success and economic advancement (Shamim, 2011).

Urdu is second only to English in terms of communication and power access. Because of its ability to unite speakers of different regional languages together across the nation, it is regarded as the nation's national language. Pakistan may best be defined as a trilingual society because both Urdu and English are commonly spoken in the country (Talat, 2002). On that account, the language in documentation is very important and it becomes a barrier for those who do not possess sufficient English language competence. Very often, the legislation language is not comprehensible for the parliamentarians because they do not have a good command over the English language. Due to inadequate English language skills, a massive problem occurs in the legislation process and amendments. The constituency problems are not addressed properly due to language barriers. Therefore, there is a great need of having an English based training module meant for the parliamentarians specifically for the

members of Khyber Pakhtunkhwa's provincial assembly, Pakistan. The present study is therefore conducted to address the issue and solve it through Needs Analysis and syllabus designing for the selected population. In the provincial assembly of Khyber Pakhtunkhwa, Pakistan, the parliamentarians' English language needs have not been analysed in the past, in spite of the fact that English occupies a substantial place as an official language of correspondence and business. The goal of the present study was to gauge and then improve the Parliamentarians' five language skills; including reading, listening, writing, speaking and translation, to be employed in their future political business, and to design a syllabus for them. Needs Analysis is always a prerequisite for a curriculum design, because it is the basis which sets the goals, targets and the objectives (Nunan & Lamb, 1996), the researcher conducted a Needs Analysis of the English language communicative skills of the parliamentarians of Khyber Pakhtunkhwa provincial assembly. From the available information, it is discernible that there is no distinct English teaching academy or training workshop available for training the parliamentarians. In addition to the above-mentioned lack of a needs-based curriculum, according to the results of an informal survey made among provincial members of the assembly at the outset of this study, the members do not see themselves proficient enough to follow any specific grammatical and writing rules in English which require particular vocabulary, format and abbreviations and acronyms specific to the Politics. Therefore, a Needs Analysis is aimed to discuss the present situation, to check the deficiencies of the situation and to formulate practical plans for the betterment of the situation. While Needs Analysis is useful for all institutions, it can be equally important for other institutions in Pakistan, where there may not be a well-established curriculum or a training module.

1.2 Statement of the Problem

English is widely recognized as a global language of communication. The English language dominates numerous fields, including commerce, education, technology, journalism, medicine, and research. English has become an essential tool for efficient communication across all sectors, due to increased cross-cultural exchanges. English plays a significant role as a language of communication in the politics of Pakistan. Because of its historical legacy, as it was inherited from the British colonial era, it continues to be used in various official and political domains. In the field of politics, it allows Pakistani politicians to effectively communicate with

international counterparts, diplomats, and organisations. It facilitates participation in global forums, negotiations, and diplomatic engagements. English is often the language used in the drafting and formulation of legislations in Pakistan. Laws, regulations, and official documents are frequently and routinely written in English ensuring clarity and consistency in legal matters. The study focuses on the use of English by politicians. On several occasions, our politicians have to communicate in English and most of the time they are unable to communicate clearly at press conferences or diplomatic meetings because of not having enough command over the English language. The research addresses the need of developing a good syllabus designed to meet the needs of the members of provincial assembly of Khyber Pakhtunkhwa so in future they have stronger command over the specialised vocabulary and can express their ideas in a more precise manner.

1.3 Objectives of the Study

The present study aimed at the following research objectives;

- To analyse English language communicative needs of the politicians in Khyber Pakhtunkhwa, Pakistan.
- To elucidate how the needs of the politicians should be accommodated to develop their interpersonal and English language skills and competence.

1.4 Research Questions

The present study attempted to answer following research questions;

1. What are the English language communicative needs of the politicians in Khyber Pakhtunkhwa, Pakistan?
2. How should the needs of the Politicians be accommodated to develop their interpersonal and English language skills and competence?

1.5 Significance and Rationale of the Study

The present study is significant for various reasons. Firstly, it shows the importance of ESP and provides information about English language communicative needs of the MPAs of Khyber Pakhtunkhwa Assembly. Secondly, it aims at designing a curriculum to meet the Member of Provincial Assembly of Khyber Pakhtunkhwa's English language communicative needs. This benefits the policymakers as it not only

helps them identify their specific needs but also enables the development of training programs targeting their specific needs. It is also important because it allows an analysis of the common collective needs of the MPAs and can result in a collective effort towards improvement of their English language proficiency. The specialised syllabus created as a result of this research is designed specifically for the MPAs to benefit from it through different activities and exercises. It focuses on improving their vocabulary, grammar, listening and communication skills. This improvement will have a positive effect on the quality of parliamentary debates, law making, and understanding of the complexity of important issues.

There have been considerable studies undertaken and a lot of research has been done in the field of ESP and Needs Analysis in other sectors, such as, medical, engineering, agriculture, tourism, and law. But no particular research has been carried out in the past to meet the English language communicative needs of politicians in Pakistan. Moreover, the present study will be a model study for future scholars to explore other fields which require Needs Analysis and syllabus designing. The future scholars can conduct pilot tests of the syllabus designed by the researcher.

The universe of the study consists of the members of the provincial assembly of Khyber Pakhtunkhwa. The decision is based on the researcher's role as a 17-grade officer with the Election Commission of Pakistan, where she is being stationed at Peshawar, Khyber Pakhtunkhwa's provincial capital. She has worked closely with the MPAs in her official capacity on a number of electoral processes: submission of nomination papers; scrutiny of papers and assets; election expenditure analysis; and handling of electoral disputes. Through these exchanges, she has gained first-hand knowledge of the difficulties MPAs encounter while attempting to understand English- language instructions and paperwork, especially in the run-up to and following elections. Observing these difficulties made her wonder how MPAs address more general legislative issues that call for fluency in English in the assembly. As a result, she started investigating their level of English language competency and communication requirements outside of election environments. The discovered disparities and the possible effects on governance and legislative procedures are what motivate this investigation.

The rationale behind the study is to understand the English language requirements of the members of the provincial assembly of Khyber Pakhtunkhwa and

to analyse their proficiency levels. The official language of Pakistan is English. Majority of the correspondence at the provincial and national level happen in English. Furthermore the process of law-making is done primarily in the English language. The study hence is aimed at providing a clear view of the current abilities of the MPAs and devise ways to improve their proficiency in English.

1.6 Delimitation

The present study is delimited to the need assessment of English language skills of a limited sample of thirty (30) members (for Semi-structured interviews and questionnaire) of provincial assembly of Khyber Pakhtunkhwa, Pakistan.

1.7 Organization of the Study

The present study consists of five (05) chapters.

Chapter 1

This chapter introduces the reader to the subject, study background, statement of the problem, research questions, research method, tools for gathering data, data analysis, problem description, importance of the study, and study delimitation.

Chapter 2

The main objective of this chapter is to highlight the empirical research that is currently available and relevant to the subject being studied.

Chapter 3

This chapter discusses in detail the methodological approaches pertaining to the topic under study.

Chapter 4

This chapter presents in depth the detailed analysis obtained from the collected data.

Chapter 5

This chapter presents conclusions, and recommendations. This chapter ends with a syllabus designed for the population under study and recommendations for further research.

CHAPTER 2

REVIEW OF LITERATURE

This chapter is specified for discussing some previous research about Needs Analysis in ESP, Theories and approaches related to the study and references related to the study.

2.1 Historical Background of ESP

An extended study on English for Specific Purposes (ESP) and Needs Analysis (NA) in the Pakistani context is required, according to a review of the relevant literature. English for Specific Purposes (ESP) has grown in popularity and has become an advantageous field over the last few decades, mainly because of its learner-centered approach and its primary goal of meeting the unique requirements of target learners to convince them of their professional or occupational objectives. Hutchinson and Waters (1987) linked the ending of World War II to the early beginnings of English for Specific Purposes (ESP). Many people felt that learning English was necessary in the world propelled by the new economy, and saw the need of learning English, which was considered as the official worldwide language. According to Teodorescu (2010), speakers who were non-native perceived it as the emerging universal language that addressed their need for intercultural communication, conducting business, and exchanging information. Significant and remarkable shifts in global marketplaces throughout the 1960s era necessitated the development of ESP as a discipline. Later, Hutchinson and Waters (1987) gave the credit for the development of ESP as a discipline to the rise of the global economy which included technological advancement, the economic clout of nations rich in oil, and the surge in the number of international students studying in English-speaking nations. Furthermore, according to Johns and Evans (1991), the world community understood and recognized the importance and value of learning English language as a neutral language that can be utilised in cross-border communication as well as a way to accomplish knowledge and communication transfer. The register analysis of scientific and technical writing provided the initial impetus for ESP. Therefore, it follows that the movement placed a premium on semi-technical or sub-technical jargon. According to Smoak (2003), the teachers' prime responsibility is to impart the technical vocabulary of a particular subject or profession.

2.2 ESP in English Language Teaching

In recent times, ESP or English for Specific Purposes has garnered significant attention since English is becoming a worldwide language in multiple fields such as medicine, education, medicine, sports, entertainment, technology, and business. ESP is a kind of English language instruction that accentuates goal-oriented language acquisition, according to Robinson (1989). This means that language learners have goals and demands. In ESP, where material and teaching strategies are built up and developed as per the learners' motivations for learning, Hutchinson and Waters also emphasized the significance of the needs and interests of the students. In his elaboration, Evans highlighted the wider aspects of English language proficiency (ESP), including determining the tasks that learners' must do in the language, the abilities they require, and the activities they are involved in. Basturkmen (2006) further explained that ESP teaching incorporates linguistic elements that would aid the students in order to acquire the skills needed for professions or the workplace. Therefore, ESP is a complex process that takes into account various aspects, including determining the activities that will help learners master the specific skills they need. According to Belcher (2009), the presence of ESP in ELT has developed to include and adapt other areas such as English for academic purpose (EAP), English for vocational purpose (EVP), English for medical purpose (EMP), and English for occupational purpose (EOP), English for business purpose (EBP), English for legal purpose (ELP), and English for socio-cultural purpose (ESCP).

The two important cornerstones of English language instruction (ELT) are learning and communication. Within ELT, there are three distinct divisions. English is spoken as a mother tongue (EMT), a second language (ESL) and a foreign language (EFL). Whereas, English for Science and Technology, English for Social Sciences, and English for Economics and Business are the three disciplines of ESP, or English for Specific Purposes, which is applicable in both EFL and ESL settings. English for academic purposes and English for vocational reasons are the two categories, which are then applied to each of these fields. The emergence and prominence of ESP in English language teaching and its extensive usage in many different disciplines is what has led to the rise and significance of ESP in English language instruction. To effectively communicate in these disciplines, students must possess the necessary English language ability in certain contexts. ESP seeks to meet students' needs for

English language communication by offering suitable English resources that are created with consideration for their individual needs.

In a study conducted by Zeleke, he talked about the importance of ESP. Based on the study's findings, it was determined that the four macro language competencies of English are significant for Ethiopian Federal TVET Institute trainees' academic and professional goals. That is to say, the most commonly required abilities for trainees to succeed in content area courses are listening, following, and understanding instructions and explanations delivered in the English language during class lectures. The findings of his research showed that the trainees' academic and professional needs tend not to be met by the English language courses they were taking (Communicative English Skills I and II). The emphasis of the courses was general English, and they cover topics unrelated to the trainees' field of study (Zeleke, Arficho, & Mulatu, 2023).

The topic of English for Specific Purposes (ESP) is conceptualised and shown in terms of its flexibility by identifying its absolute and variable qualities, which have helped ESP gain a promising reputation in the TESL/TEFL sector. The ESP approach is the most effective way to teach English in higher education because it reflects its intentional nature in these particular qualities. ESP goes beyond a purely structural and linguistic approach to the text in an effort to help students better understand the social and contextual characteristics of various genres, their structural elements, and ways in which they achieve their goals. This approach to teaching English is based on the unique requirements of the future profession. There are numerous signs pointing to even more diversity, contextual complexity, critique, and diversity in the future development of English for Specific Purposes (Arnoutavic, 2022).

In a study by Fitria, three topics were discussed: 1) the general overview and course design of English for Specific Purposes (ESP) in the context of ELT (English Language Teaching); 2) the role of teachers and students in ESP; and 3) the challenges associated with teaching ESP to students, teachers, the environment, and other people. The unique English language requirements of the target learners/students are addressed by ESP in ELT. It alludes to teaching a certain English genre to pupils with predetermined objectives that are centred around the teaching and study of the language. Based on an evaluation of the goals, requirements, and activities for which English is required, ESP is created and developed. Organising

courses, defining learning objectives, creating a supportive learning environment, and monitoring students' progress are just a few of the responsibilities of teachers. On the other hand, the learners are associated with a particular learning interest, subject matter expertise, and well-developed learning processes. The poor quality of lectures and textbooks, teachers' inappropriate qualifications and teaching styles, and the absence of a theoretical framework for teaching ESP are some of the challenges/problems associated with the implementation of ELT. Student-specific challenges include demographics, the difficulties of learning ESP, English language ability, linguistic variances, a lack of vocabulary, reliance on dictionaries, and a lack of proficiency in utilising dictionaries, particularly when it comes to ESP words. However, the environmental challenges include things like a dearth of instructional resources, overly packed classrooms, and a heavy emphasis on tests (Fitria, 2020).

In a different study, Khalil (2020) looks into the best and most practical ways to teach General English (GE) and English for Specific Purposes (ESP) in the Saudi Arabian setting. The purpose of this study is to share the GE and ESP teaching strategies used by seasoned English as a foreign language (EFL) and English as second language (ESL) teachers with Saudi EFL students. The following questions are the focus of this paper: 1) What are the traditional approaches to teaching ESP and GE? 2) How do English teachers feel about these efficacious teaching methodologies? 3) What concrete steps may be taken to increase students' English language learning effectiveness? The study's sample consisted of 63 randomly selected English teachers from various Saudi Arabian universities. A semi-structured questionnaire was distributed to 63 experienced English teachers, both native speakers and non-native speakers, in order to gather quantitative data. According to the findings, 73% of English language instructors favour combining alternative teaching modalities with Communicative Language Teaching (CLT). The study's conclusions provide light on a few very helpful instructional strategies that have worked well in EG and ESP classrooms. The study's impact on Saudi Arabia's language teachers' most suitable teaching approaches is anticipated to be substantial, according to the researchers. Teachers who aspire to become educators in the future should hopefully have an understanding of the teaching strategies that meet the needs of their pupils.

2.3 Objectives in Teaching ESP

According to Basturkmen, five broad goals have to be achieved while teaching

ESP. The first goal is doing a thorough requirement's analysis to determine the target learners' unique communication and linguistic demands in light of their academic or professional setting. This entails comprehending the discourse patterns, genres, and linguistic activities necessary for the learners' line of employment or study. The second goal is to expose learners to subject - specific language use. This entails determining the knowledge that should be imparted to students and in what way the language is utilised in the target situation, which learners must navigate. Helen connects this objective to cultural knowledge and effective communication goals. The third goal is creating or deciding on suitable instructional materials, sources, and approaches that are adapted to the unique requirements and objectives of the ESP students. This could entail developing specially tailored course materials, utilising real resources from the learners' industry, and putting learner-centred, task-based, or content-based teaching strategies into practice. The fourth goal is concentrating on the improvement of language abilities (speaking, writing, listening, and reading) that are most pertinent and helpful for the target academic or professional contexts of the learners. This could entail combining language proficiency with the particular information and duties needed in the learners' field of study or employment. The fifth goal is continuous evaluation and feedback by keeping a close eye on the ESP course's efficacy and giving comments to the designers and students alike. This entails evaluating the students' progress as well as the appropriateness and relevance of the course materials and content. It also entails making the required modifications to ensure that the course continues to suit the students' changing needs (Basturkmen, 2006).

2.4 Needs Analysis in ESP

Needs Analysis in ESP is not an unfamiliar concept. It is commonly conducted in the initial stages of ESP to assess learners' communicative needs and help them achieve their specific goals. Martin describes the term need "as a necessity, demand, or obligation." The idea that Needs Analysis is important because it helps to identify reasonable reasons for conducting it is also supported by Hutchinson and Waters (1987). They further categorised Needs Analysis into wants, necessities and deficiencies. Research and studies about Needs Analysis is not the latest phenomenon. Some researchers had already investigated and discussed Needs Analysis in multiple fields. Therefore, the present study brings into account a number of earlier

research related to Needs Analysis in ESP. According to Basturkmen, the language experts have to be aware of the learners' needs before designing an ESP course for their target audience because ESP learners study the language in order to achieve their goals in the academic or professional context (Basturkmen, 2010). The demands of ESP learners vary depending on their professional and vocational setting. Medical professionals need to develop their specialised speaking skills and would require learning specific technical jargons. Same is the case with the legal experts and lawyers, who would need to equip themselves with unique language skills for the purpose of preparing legal cases, presentations, reports and inquiries as well as specific speaking abilities for delivering presentations, negotiating and participating in meetings. In this connection, the lack of research in finding out the communicative needs in English language and the need to learn a specific skill set in English language compelled the researcher to conduct a study, in order to investigate the English language needs of the parliamentarians in Khyber Pakhtunkhwa, Pakistan.

Numerous global surveys have been carried out to ascertain the requirements of educators, trainees, workers and experts in a wide array of professions including engineering, textile, hotel and tourism industry, medicine, media, clothing, business, agriculture, administration and commerce. Ferris, a researcher, conducted a poll of around 200 teachers and over 700 students from several US universities as part of a study. According to the survey, the required abilities differ based on the kind of the institution, the ratio of students per group, the subject, and the degree of expertise (Ferris, 1998). In 1999, in Taiwan, the ESP needs of the students of medicine were studied by a group of researchers (H. Chia et al, 1999). In 2000, a group of researchers, who were interested in finding out the needs of the students studying commerce and textile, carried out research in Hong Kong, to find out the kind of communication, which is most common in their field. For this purpose, they used surveys, questionnaires, telephone interviews, and business correspondence analysis. According to the study, phone conversations, faxes, and emails were the most popular and appropriate modes of communication, which were written with numerous abbreviations most of the time (Mui and Mead, 2000). Bolsher and Smalkoski carried out a survey, similar in many ways to the study done by Li So-mui and Mead in 2000. In this research, the students who were studying nursing in the different universities of the U.S.A, and also were immigrants, their needs were investigated.

The researchers employed interviews, questionnaires and surveys. The researchers found after the investigation that the patients and the students of the nursing department faced multiple challenges which included understanding different accents and using the right intonation and pronunciation. The researchers, therefore, suggested Needs Analysis to find out the problems faced by the participants of the study in their occupational context (Bolsher et al, 2002).

Kim (2008) examined the needs of a set of students who were of East-Asian origin at U.S Universities, by floating an online questionnaire with a sample of 280 participants. A portion of the questionnaire asked about speaking and listening abilities, as well as the attitudes and perceptions of the students on their learning challenges. A similar research was carried out by a Pakistani researcher, Mehwish Mumtaz in 2012. This study investigated how frequently medical learners used their English language skills in Pakistan. The study also highlighted different opinions about learning English at medical colleges in Pakistan. This study was conducted in the University of Health Sciences (UHS) Pakistan. The study's goal was to recommend an English course to meet communication demands of the MBBS students in Pakistan because of their linguistic deficiencies in professional and academic contexts. The study concluded that the medical curriculum advisory board might adopt the suggested in an effort to raise the bar for medical education in Pakistan. The scope of the study is limited to an investigation of the occupational and English language academic needs of the students of health sciences, demonstrators of medicine, medical trainees and medical administrators. The similarities between both the studies, is the method of data collection and the recommendation of a syllabus formulated to meet the required needs of the language used by the medical professionals of Pakistan (Niazi and Mahwish, 2012).

The development of medical specialists with proficiency in the English language in Uzbekistan's higher education system necessitates the execution of several initiatives, including the enhancement of language learning strategies and efficient means of planning educational programs. For medical students to succeed in their area, language proficiency is essential. Foreign language instruction methods should be reviewed in relation to the curtailment of core subjects at Uzbek medical universities. This is particularly relevant in light of the modernization of higher medical education, which has resulted in a sharp decline in the humanities, including

foreign languages. Effective English teaching strategies for medical students must be used for noticeably reduced hours. In the medical field, integrative language teaching approaches must be developed (ESP). This study demonstrates the benefits of setting up a unique professional setting for language acquisition in the context of teaching English as a discipline. Students can learn the subject matter in a way that is most fascinating and convenient for them thanks to the integration methodology and the connections between the courses (Buranova and Latipova, 2023).

Ibrahim (2020) conducted an exploratory study to assess the needs of the medical students at the Faculty of Medicine at Al-Neelain University, in the field of English for Specific Purposes (ESP). It examined the perceptions of the students and their instructors about the present syllabus and the challenges, which the students and the instructors face. The findings of this study confirmed that there were several problems that the students faced at the faculty such as the lack of some of the basic skills, especially speaking and listening skills.

English proficiency has become essential for engineers whose native language is not English. A study in this regard was conducted by Kim and Hyo, who aimed to provide detailed Needs Analysis for designing an ESP syllabus for engineering students in Korea. The Needs Analysis was conducted through a survey questionnaire on three different groups including engineering students, professors, and industry workers. The researchers designed a syllabus to meet the target learners' English language communicative needs. The study was undertaken by the researcher as Korea was becoming a fast paced export oriented economy, and due to the globalisation factor, the industries needed to equip themselves with English being a global communication tool. The triangulated data is expected to be reliable and serve the development of the ESP course (Kim et al, 2013). Another similar research, was conducted to assess the English needs of the students studying engineering at the University of Tabuk, Saudi Arabia, by Dr Manssoor Muhammad Habbash and Dr Hussein TheebAlbakrawi. The study focuses on the usage of English in the engineering environment in Saudi Arabia. English is widely used as a means of communication globally. Many non-native English speakers yearn to learn English to achieve native like competency and fluency. However, it is also important to recognize that the majority of English speakers are non- native speakers and there are variations of the language. In the context of English as an international lingua-franca,

non- native speakers can assert ownership of the language. This study focuses on the need for the adherence to native speaker models of English (Habbash et al, 2014). In 2016, Ching-Ling Lee, conducted a survey with the students studying the National Taiwan University for Science and Technology to conclude that the need to study ESP was useful and somewhat necessary for students' success in their careers. Approximately eighty percent of the participants deemed the ESP programs as essential for their career progress (YL Lu, 2018). Additionally, a research was carried out to look into the ESP needs and requirements of the receptionists working in Pakistan's private hospitals in Lahore. It was acknowledged that ESP training was seriously needed by the staff. Based on the survey and questionnaire results, a course was designed in order to address the English language requirements of receptionists (Mian and Sarwar, 2016). In a similar vein, Alsamadani (2017) conducted a study, where the ESP needs of the students, studying engineering in Saudi Arabia, were assessed. The study included lecturers and students, where they participated in a semi-structured interview and filled a questionnaire. The objective of the research was to find out the most important requirements and the most severe language deficiencies of civil and industrial engineering branch's students. It was determined that speaking abilities were the most important needs, followed by writing and reading. It was revealed that the emphasis of the ESP lessons was on the receptive skills of reading and listening. The study's findings made it feasible to identify the language domains in engineering that required a lot of attention and needed suggestions on how to make ESP courses better (Alsamadani, 2017).

ESP encompasses a number of different fields and occupations. An ESP study was carried out by a group of researchers in 2020 to find out the English language needs of bank managers in their workplace. The research focused on identifying the language needs and exploring the current English language need practices of bank managers. Furthermore, this study discovered the need for evaluation and redesigning of the book of English courses based on the needs of the participants. This study followed a qualitative method to find out the opinions and views of the participants about their current language needs. The research was carried out in different branches of Askari banks of Pakistan. The participants of the study were bank managers. The strength of this research was its design and methodology. The resemblance between this study and the research under discussion is about the matter of Needs Analysis in

ESP, while the difference lies in the population. The previous research has bank managers as the subject, while the present study has parliamentarians of the provincial assembly of Khyber Pakhtunkhwa, as the population. The focus of this research was on the investigation of the linguistic competence of bank managers, the study concluded that English has a lot of significance for the bank managers, for the purpose of written communication, and advancement in their professional career. The study of interviews also helped to find out the needs of bank managers to write reports, letters, business communication, memorandums and emails to the official administration, and customers. They were lacking in correct usage of grammar, and also were facing a lot of problems in writing correct sentence structures, vocabulary and correct usage of punctuation (Afzal et al, 2020).

Above mentioned studies exhibit different approaches towards learners' English language needs. All the mentioned research examined the attitudes and perceptions of learners and professionals related to various different fields. Moreover, the mentioned research shows that different professions have distinct language needs and require different skills and expertise related to the English language. Similarly, these researches also support the need of separate syllabus for different professions. Conclusively, all of the above discussed studies commonly advocate Needs Analysis of the target population. Needs Analysis can also be defined as a process that helps identify problems, understand their nature and causes, and determine the primary concerns that need to be addressed. The researchers also favour proper designing of syllabus after Needs Analysis so that English language needs of the target learners are fulfilled.

In addition, it is crucial to ask the question of why and what the learners need to acquire from a list of specific language skills (West, 1994). Needs Analysis is a crucial process in language education that aims to determine what students require and desire to learn about English. Researchers emphasise the need for aligning courses with the specific needs of learners. The goals of Needs Analysis in the process of education include gathering information on student's learning goals, assessing the current situation to determine the effectiveness of the program, identifying preferred learning styles, determining learner's preferences for specific skills and how they prefer to learn them, understanding the factors that influence the teacher-student relationship, and gathering information on preferences for teaching

and learning activities. This information is essential for designing a learning program that meets the present and the unforeseen needs of the students (Evans and John, 1998, p.125).

Numerous academics and writers had agreed upon needs assessment or needs analysis as a crucial element in the planning and execution of a language course, whether it is English for Specific Purposes (ESP) or a regular English course, its significance is understood by so many of the scholars and authors. Iwai et al (1999), state that the phrase Needs Analysis, normally reflects the activities that are involved in or associated with the collection of information that will serve as the foundation for developing a study plan and that will be used to fulfil the needs of a specific group. Language instruction is a relatively new field to formal Needs Analysis. Since Munby's *Communicative Syllabus Design* was published in 1978, Needs Analysis has passed through several stages of development. Munby, in his book, introduced a concept of communication needs processor, which is the foundation of Munby's perspective to Needs Analysis. Rooted on Munby's work, Chambers (1980) propagated the term Target Situation Analysis. Since then, multiple other technologies have also been added to the list, such as Deficiency Analysis, Pedagogic Needs Analysis, Pedagogic Needs Analysis, Strategy Analysis or Learning Needs Analysis, Register analysis, Means Analysis, Discourse analysis, and Genre Analysis.

Hutchinson and Waters (1987) unveiled the importance of need in ESP. It means, for them, that rather than a product, ESP is a type of approach, that ESP does not imply a particular kind of language, methodology, or teaching material. They state the foundation of ESP in one simple question: Why does a learner need to learn a foreign language? To answer this question, information needs to be collected about the learners, the language required and the learning context, which is done through a process, and known as Needs Analysis or needs assessment. Robinson also mentions the supremacy of Needs Analysis in defining ESP. She states that ESP is normally goal oriented, and ESP courses are developed from a Needs Analysis which aims to specify as nearly as possible what exactly it is that students have to do through the medium of English (Robinson 1991:3). Besides the above mentioned criteria, she emphasises that ESP has certain traits e. g, ESP courses are time bound, learners are adults mostly, and students that are in some specialised field, are involved in.

The process of globalisation has necessitated the support of students in

adapting to the demands of today's competitive society. This entails conducting Needs Analysis to assist learners in developing their skills for professional communication in future, and active participation in the globalised world. In quintessence, analysing the specific needs of a batch of learners serves as a preliminary step in designing a language course, as it determines both the content and methodology of the course. Researchers believe that material designers should thoroughly scrutinise the potential needs of the learners, which will educate them while making decisions regarding the learning process and the necessary learning skills to be incorporated. Needs Analysis provides valuable insights into the specific language requirements within the teaching context, encompassing both target needs and learning needs. This data serves as a core foundation for determining the teaching materials' content. Additionally, the collected data sheds light on the learning environment, enabling course designers to establish the organisational structure and pedagogical approach of the course or materials. Understanding and considering the key role, function and practice of English in a workplace is an important concern in English for Specific Purposes (ESP). Whilst ESP traditionally focuses on development of skills, language learning, and research in workplace discourse, it is more interested in finding out how language is used to achieve both task based and people-oriented goals (Paltridge and Starfield, 2012). The process of Needs Analysis in ESP consists of several interconnected stages. These stages include determining the goals, setting the boundaries of the analysis, selecting the test case parameters, selecting the appropriate tool for data collection, collecting evidence, evaluating the data and critiquing the effectiveness of the study (Schutz and Derwing, 1981, as cited in Jeezelewski, 2016). This assessment is of utmost significance for teachers in designing an English course that meets the specific needs of the students. The results of the Needs Analysis serve as the base for developing an ESP course template. According to Paltridge and Starfield, Needs Analysis may not always be in the initial stage, but it can also be undertaken as a subsequent step in revising a course design. Hutchinson and Waters further described two types of needs that should be considered in analysing student's needs. The first type is target need, which focuses on what learners must be able to do in a specific situation. Teaching for Specific Analysis is also called a goal-oriented need. Dudley -Evans and St. John affirmed that Teaching for Specific Analysis is inscribed to the ventures where the students will be using English for target situations. In the context of Teaching for Specific Purposes (TSA)

questionnaires are commonly used as instruments to gather information. These questionnaires help to figure out the specific learning needs of the learner's. Learning needs refer to what learners require in order to effectively learn. Hence, the learning needs approach can be utilised to tailor English language learning specifically for a particular purpose. Additionally, the term LSA stands for process-oriented need within this framework.

2.5 Characteristics Features in ESP Course

The pre-eminence of English proficiency has necessitated the development of new approaches, methods, and techniques in language teaching. One such approach is English for Specific Purposes (ESP), which caters the specific needs of learners. ESP is primarily driven by utilitarian purposes, as highlighted by Robinson (1991). Harmer (1983:1) defines ESP as situations where students have specific reasons for learning a language. These reasons may include specialisation in industries such as engineering, banking, accounting, or tourism. Similarly, researchers may require language skills for conducting research, while businessmen may seek to communicate and engage in business interactions. ESP, therefore, is a method of teaching languages that is rooted in learners' needs. Its under-structure lies in the recognition that teachers and planners must thoroughly investigate the intended uses of the language in order to assert these particular purposes. To define a course that is equally practical and also meets the demands of the learners, an in depth Needs Analysis is a pre-requisite. An extended explanation of ESP in terms of its characteristics is provided by Dudley-Evans (1997) as follows:

2.5.1 Absolute Characteristics

1. The purpose of ESP is to meet the unique requirements of the students.
2. ESP adopts the fundamental procedures and practices of the field it supports.
3. ESP focuses on the lexis, register, discourse, grammar, study skills, and genre of language that is suited for these tasks.

2.5.2 Variable Characteristics

1. ESP may be connected to or sketched for certain fields of study.
2. ESP may employ an approach that differs somewhat from General English in some instructional contexts.

3. ESP is probably made and intended for adult learners, whether they are enrolled in post-secondary education or are employed in a skilled or professional capacity. However, it could be intended for secondary school students.
4. ESP is often meant for students at intermediate levels or advanced levels.
5. Most ESP courses presuppose a certain level of rudimentary language system expertise.

The concept of English for Specific Purposes (ESP) can be understood as a method of teaching that is not limited to a specific discipline, age group, or aptitude or ability range. ESP is characterised by its focus on the learner's purpose for learning, as emphasised by Hutchinson and Waters (1987). It is widely acknowledged that different contexts necessitate specific portions of language, such as register. Mackay and Mountford (1978) define ESP as a selection of vocabulary and grammar that is utilised by speakers within a specific context. They define ESP as a restricted reserve of words and expressions that are meticulously chosen to meet the requirements of a well-presented task, context or vocation (Mackay and Mountford 1978:4).

The process of selective focusing, wherein a specific area is chosen, and language is developed accordingly, highlights the importance of conducting a meticulous analysis of well-defined learner groups and their respective areas of interest, tasks, specialisations, or vocations. This necessity is aptly articulated by Hutchinson and Waters, who assert that the English language requirements of a particular learner group can be determined by examining the linguistic characteristics inherent to their specific field of work or study (Hutchinson and Waters, 1987: 8). This approach marks the importance of customising language instruction to meet the specific needs and demands of learners within their respective domains, ensuring that the language skills and knowledge imparted align closely with their academic or professional pursuits.

In the field of English language teaching (ELT), ESP (English for Specific Purposes) holds a significant position as a crucial branch. Unlike being a distinct language or methodology, ESP represents an approach to language learning that is tailored to the specific needs of learners. The primary purpose of ESP is to enable learners to attain the desired language proficiency level in a shorter timeframe and

with enhanced effectiveness through the application of content-based English language teaching, specifically ESP. Consequently, the successful implementation of ESP necessitates a preliminary identification and understanding of the learners' specific needs, ensuring that the intended objectives are achieved within the designated area of specialisation. The vigilant selection of suitable vocabulary and grammatical structures further facilitates the ability of the learner to utilise the acquired language accurately and appropriately.

In addition, needs assessment is a concept that revolves around a methodical and comprehensive examination of the existing and the wanted state of affairs (Stout, 1995). It is a systematic process that aims to identify the gaps or discrepancies between the current situation and the desired outcomes. By conducting a needs assessment, researchers and practitioners gain a deeper understanding of the specific needs and requirements of a particular context or group of individuals. This assessment serves as a touch stone for decision-making and informs the development of strategies, interventions, or programs to address the identified needs and bridge the gap between the current and desired states. Stout (1995) accentuates the importance of a systematic approach in needs assessment, highlighting its role in providing a structured framework for analysing and addressing the identified needs effectively.

Since in ESP, courses are always needs based, therefore, the exploration of needs should be carried prior to the recommendation of a syllabus for the learners. Furthermore, in designing an ESP course, it is important to begin by collecting data on the students' language needs and the target situation in which they will be using the language. This data helps in organising the course to effectively meet the students' needs and achieve the desired goals. To organise an ESP course, the ESP teacher should be able to answer questions related to language description as proposed by Hutchinson and Waters (1992). These questions include determining the areas that need to be covered, identifying the specific aspects of language that will be needed, and deciding how these aspects will be described and taught.

Additionally, consideration should be given to learning theory as it provides the theoretical basis for the teaching method. This involves taking into account factors such as learning strategies, the learner's group dynamics, their age, their reasons for studying ESP. Selecting appropriate material is another crucial factor in organising an ESP course effectively. Materials play a significant role in supporting

ESP teaching practice and exposing learners to real language as used in professional settings. These materials can include a variety of formats such as paper-based resources, multimedia aids, internet mediated sources, real objects and materials that are performance-based.

Authenticity and specificity are two significant qualities of ESP materials. Authentic materials aim to create a communication context that reflects real life situations in the classroom, while specific materials are designed to provide the particular needs of a specific learner group based on their professional reality. Considering these factors and utilising appropriate materials, an ESP course can be effectively organised to meet the students' needs of ESP. Teachers often search for published books and sources from the internet to address the needs of their learners. However, it is noted that materials, specifically targeted at learners' needs in ESP contexts may not be widely available. In such cases, teachers can accept materials originally designed for other purposes to suit their teaching context. The syllabus should be adjusted according to the needs of the learners. Additionally, teachers can also consider using materials created by the learners themselves, such as portfolios, as significant course materials. Therefore, it is a must for the teachers to consider the specific needs of materials accordingly to ensure effective teaching and learning experience.

Texts can also be utilised to learn and practise various skills, including vocabulary acquisition, communicative skills and reading skills. Selecting appropriate texts with relevant activities can be challenging, and the experience of an ESP teacher is considered valuable in this regard. According to Duff and Maley (2007), properly selected literary texts can help in language acquisition by providing cultural knowledge and fostering personal growth. Here are six tasks that can be conducted with text; reading while also listening, critical writing, by speaking and interacting, rewriting and rephrasing the text, creative writing and speaking from their own mind. These activities can enhance language learning and engagement with the text (Maley and Alan, 2007).

In addition, the learning environment and motivation are closely intertwined and can significantly impact a student's future success or failure. Hamer (1991) defines motivation as a kind of drive, which originates from the inside and encourages somebody to take a specific course of action.

2.6 Types of Needs in ESP

The ESP literature offers a wide range of terminologies to help identify what needs stand for. According to Hutchinson and Waters (1987) needs may be defined as the capacity to understand or generate the language elements of the target scenario. They proposed “learning needs and Target needs” as the two categories of needs. According to Hutchinson and Waters (1987, p. 54) target needs are the tasks that the learner must perform in the intended situation. The following questions can be posed:

1. What makes the language necessary? (For employment, research, or any other objective)
2. What purpose will the language serve? (by telephonic conversation, written reports, or written discussions)
3. What subjects will be covered?
4. With whom will the student apply the language? (with the language speakers, customers and co-workers)
5. Where will language be utilised? (conferences and seminars, meeting abroad)
6. When will the language mostly be used? (After the ESP course, in parallel)

Three categories can be used to further categorise target needs: wishes, lacks and necessities. According to the definition, necessities are the things a learner must understand in order to perform well in the intended scenario. The gaps that exist between a learner’s knowledge and the requirements are known as deficiencies. What students believe they need is referred to as their wants (Nation, 2000: 2).

According to West (1994), learning needs to place an emphasis on what learners need to perform in order to learn or just how they want to learn (West, 1994). Other, more generic words, such as Brown’s (2016, p. 23) individual differences analysis, can be used to describe learning demands. To assess learning requirements, Hutchinson and Waters (1987) recommend inquiring some queries to analyse learning needs, such as “Why are they taking the course?” and how do they learn? And also “Who are the students?”. These inquiries relate to a wide range of topics, such as the socio-cultural background of the learners, their learning background, their age, their gender, their prior knowledge of specialised subjects, their prior understanding of English, their attitudes towards the English language, etc.

Formal Needs Analysis is quite new to the language instruction field, according to Iwai et al (1999). However, informal needs evaluations have been performed by teachers in order to determine the linguistic skills their students needed to get command over. Essentially, the rationale for the emergence of several techniques and their subsequent replacement by others is that the teachers had always aimed to accommodate students' requirements as they learn during the process.

Learning needs align with Hutchinson and Waters' (1987) concept of desires, which refers to learners' perceived or subjective requirements. They provide a framework for analysing learning needs that consists of several questions, each of which is subdivided into more specific questions. This method is like the one used for target Needs Analysis. Hutchinson and Waters (1987) proposed the following approach for the examination of learning needs:

1. Why are the learners enrolled in the course?

- i. Is there a need for it or not?
- ii. Is it mandatory or optional?
- iii. What do learners believe they will accomplish?
- iv. How do they feel about and what is their stance regarding the ESP course? Do they dislike having to spend so much time on it, or do they want to get better at English?

2. In what way do the learners learn?

- i. What prior education or knowledge does the learner have?
- ii. How do they see education and learning?
- iii. Which approach will the learners find appealing?
- iv. What kinds of techniques and tactics cause people to become alienated?

3. What sources are accessible to the learners?

- i. Teachers' professional skill and strength
- ii. Teachers' perspectives on ESP
- iii. The attitude of teachers towards the content and the subject

- iv. Materials
- v. Aids/Sources
- vi. Possibilities for extracurricular activities

4. Who are the learners?

- i. Age, gender, and nationality;
- ii. What English-language experience do they have?
- iii. What level of expertise do they have?
- iv. What major interests do they have?
- v. What is their socio-cultural and economic background?
- vi. Which teaching method works best for them, and are they usually accustomed to it?
- vii. How do they feel about the English language and the cultures of the English-speaking world?

Furthermore, Wright (1982, quoted in West, 1994) asserts that examining the learners' preferred learning processes and styles provides insight into their understanding of learning.

When a question is posed, what is ESP? According to its own description, English for Specific Purposes, the definition of ESP seems very straightforward and simple. English that is taught or learned to achieve certain goals in any specific field, such as English in technology, science, business, study, law, etc. However, as ESP cannot be alienated from English for General Purposes, as there cannot be a single exhaustive definition that could encompass all the details and specifications present in ESP. Hutchinson and Waters (1987) consider ESP and EGP as similar in principle but having different forms in practice (Hutchinson and Waters, 1987). They argue that although ESP is not a unique language or a specialised variation of English, it is focused on some common language elements, solely due to students' needs and circumstances. However, this does not imply that the wider region of agreement that underpins all English language should be obscured by these discrepancies. It is not a compilation of terms from specialised areas that are used in science, hotels, and workplaces or in a special field; rather, it draws from all commonly used language.

Some defined ESP as nothing more than the instruction of English for any possible reason. According to Anthony (2008), there are others who define it as the teaching of English used for academic goals or as the teaching of English for professional or vocational objectives (Anthony, 2008). He further cites Evans (1998), who defines ESP in terms of the following features: (a) ESP is defined to satisfy the specific needs of the learners. (b) ESP utilises the fundamental techniques and undertakings of the field it supports. (c) The focus of ESP is on the register, grammar, lexis, study techniques, genre, and discourse of the language that is best suited for these tasks.

The present chapter discusses various researches related to ESP and it also explains various aspects which are related to this field. Similarly, many scholars endeavoured to discuss the utility of ESP in various different fields in the Pakistani context, such as medicine, law, engineering, tourism, transport, etc. The English language communicative needs of politicians in Pakistan have never been brought into discussion so far. There are some studies that had been conducted in the domain of ESP related to political dialogue; that bases its findings on a practical analysis of recordings of different types of dialogues, for instance, in a study conducted by ESP students of MGIMO University. (Tymbayetal, 2017). The dialogues are classified according to their status and referred to a political discourse through the opposition of marked/unmarked types. In a politically marked dialogue smooth/non-smooth transition of a speaker was viewed as an example of participants' communicative strategies. But, such studies are limited only to discuss the political speeches and debates. And there are rare studies in terms of assessing or addressing the specific communicative needs of politicians. Therefore, the present study fills the existing research gap and focuses on the need for a syllabus for Pakistani politicians. It achieves the desired objectives after carefully analysing the language needs of the target population followed by syllabus designing.

2.7 Use of ESP Across Different Fields

In this global era, the need for ESP has grown a million times. English is an international language, and in today's complex world, it is the language of business, sports, science and technology, agriculture, arts and architecture, engineering and medical, politics and bureaucracy, education, trade and investment, research and the list goes on. It can be safely assumed that, in the modern era, progress in any field cannot be attained without having a command or to a certain extent, the basic

knowledge of English language. In this connection, a certain level of proficiency is very important in the different programs and courses run under the banner of English for Specific Purposes (ESP), for the professionals. As the language the professionals use, should serve the purpose of efficient and effective communication for professional or vocational purposes. For instance, a businessperson may require a certain level of proficiency in English language along with a suitable skill set in the language, for the purpose of forging business agreements, for making their route to international business, and to finalise the business deals and contracts. Whereas a scientist might need the language to write accurately and effectively for his research publications, so that his work is published in international journals; and gets easy access to the outside world readers and professionals associated with science and technology. For this purpose, the scientist would require a sufficient command over the language and should have a knowledge and dexterity over specific technical jargons. He would need the ability to write difficult expressions and ideas to convey his viewpoint. Similarly, a sports person would need to develop his speaking skills more as compared to his written skills; therefore, he would likely want to learn the specific terminologies associated with sports. The same could be true for a politician, as he has to learn the language related to his political domain. And to excel in his field, especially in the international political arena, he would require a diverse range of skill sets in the English language.

Different English language courses and English language programs are in practice in so many countries worldwide. But training and imparting education along with spreading awareness in the ESP sector is quite a new chapter. Due to its significance and worth in modern times, ESP programs are now being implemented in a number of developed countries, whereas they are in the incubation phase in the rest of the world. For instance, the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) proposed an action plan in 2002 in order to cultivate Japanese with English abilities, following the need to initiate a change. As a result of the Action Plan, a shift towards more focused and accelerated English instruction was launched. The initiative was undertaken to provide a successful transition from an academic background to a practical life (Brown, 2008; Noguchi, 2010).

Some advanced countries are giving English language skills training, but

besides imparting the basic education in the language, it is made sure that the students, who have already acquired the basics of the English language, are imparted awareness about the systemic genre quality of the texts that they might be dealing with for their specific professions. For example, if the learners have to learn about reading and writing a research article for publication purposes in their discipline and relevant field, they should also be taught about the reasons underpinning the features like vocabulary, discourse signals, collocations, and frameworks used for such texts. Noguchi, (2003) had proposed a considerably new approach OCHA in which the learners are taught to Observing (O), the genre text features, Classifying them (C), Hypothesizing(H) on their usage and applying (A) whatever they have acquired in connection with writing and reading skills.

When the above discussed cycle is repeated for multiple types of texts, it is expected that learners would learn about systemic literacy. This practice is in vogue in Japan nowadays, where the learners are trained and made ready before entering the practical world, so that it is ensured that the students would be able to encounter a variety of genres for the very first time. The practice serves such students who belong to a diverse range of academic fields and who are not working directly in their specialised fields, for example, a student having a major in law, starts working in a business firm, or a student with a pharmacy background, wants to start working in some security firm.

Language instruction in today's world is more like an enterprise. There is a day to day increase in demand for English language education for professional purposes. There is a surge in the demand for skilled persons in almost every field and with that increase; there is a great demand for bilingual or multilingual professionals also. Today's world is a modern and globally interlinked and connected world. It is a complex and dynamic world, where diverse professional communities are interconnected. And language, in most cases, is the reason behind this complex connectivity and bonding. With this phenomenon, there is a great shift from learning English as a language of communication towards learning English for Specific Purposes (ESP). And due to this drastic shift, there is a lot of potential and a room for improvement and for further research in the field of ESP. In order to cater more to the modern language needs of today's modern world challenges. There is a lot to be performed in this sector. Focus should be directed towards introducing new concepts

in ESP programs, ESP bilingualism, systemic literacy and Needs Analysis, development of curriculum and educational materials, as well as the difficulties and challenges that are faced by the professionals and by the ESP practitioners in theory and application, in order to develop insight to usher the development of ESP in the 21st century.

Different researchers, think tanks, scholars, and experts belonging to various disciplines and fields have agreed on the fact that in this present century, humans will be facing so many challenges and challenging situations, and that would affect their lives in almost every aspect, so that they would need to prepare the coming generations in order to equip them to meet those challenges in a better way. For this purpose, educators and facilitators from around the world are getting engaged in dialogues and critical thinking to design such frameworks, syllabuses, and curriculums that would best suit the modern-day educational and linguistic challenges. In this regard, scholars of great repute, such as Lee and Hung (2012), had forwarded an instructional framework for 21st century learning. Their framework is based on five phases of learning, which emphasises the combined play of both the explicit and the unexpressed knowledge. In addition to the above scholars, various organisations signed memoranda and partnerships to promote and infuse the 21st century skills into the education system and also to develop for 21st century learning, a kind of framework and model. For instance, a great need for soft skills was felt by the educationists and those working in the education sector; they termed this new century as the century for soft skills, critical thinking, and problem solving. Whilst, as a matter of fact, not much of the training material, or the language education material does include, the above mentioned skills as something urgent or necessary in today's complex world (Griffin and Core, 2015). ESP practitioners are also following the above mentioned skills in their learning programs, in order to further advance the present instructional system for the benefit of the language learners.

In this new age, focus is diverted towards the need for global communication. There is a lot of cross-cultural verbal and written communication; people from different cultures, in possession of various levels of linguistic competencies, are in interaction, either directly or indirectly, face -to- face or through some digital media. So, in such unstoppable communication, there is a great need for adaptation according to the ever changing and fast-paced global communication environment; therefore, to

function successfully, language users are required to gain knowledge and adjust themselves to the linguistic and cultural discrepancies and differences. In short, there is a great urge for professional communication skills programs, as they play a fundamental role in this diverse and complex global, multifold and multi-disciplinary communicative environment (Du- Babcock, 2006).

For instance, as a result of a survey conducted by an international business firm (Machines), sixty-seven (67) percent of the CEOs considered communicative competence as a major success factor for job aspirants in order to function in the globalised workplace context (Global English, 2016). The continuously increasing demand for professional communication in today's economy and globalisation has had a direct effect on the teaching of English language and research work (Salminen and Kankaanranta, 2011). In short, there is a dire need for more research work on how to adjust teaching methods, how to conduct Needs Analysis, and how to design a syllabus along with different frameworks for the language learners in the new century. And in order to inculcate in the modern day learners', the new and most in demand language skills, which would make them better suited to the fast changing, more diverse, more difficult, more technical, complex, and globalised, rapidly changing, and a multi-disciplinary communication environment.

Incorporation of new and latest elements in ESP courses and language programs is the need of the present time. ESP has gone through many transitions since its inception. There have been a lot of changes in its theories and applications, yet still, even to this day; it is in dire need of improvement in order to adapt itself to the requirements and needs of today's new society. By considering today's circumstances, especially in a country like Pakistan, where the students and adult learners come from a linguistically diverse background and from multiple ethnic and cultural backgrounds, also it is also pertinent to mention here that the constant changes and the rapid development of the modern day world have a huge impact on their needs and interests, which are inevitable; therefore, in Pakistan's case, ESP courses and programs present profiles should be imparted a conducive approach. Moreover, all the challenges and the discrepancies are also to be taken into consideration. To mention a few of the hurdles that are prevalent in Pakistan's educational and language coaching culture and system, such as the out dated teaching material, mostly based on old theoretical methods rather than the practical ones.

Another issue worth mentioning in this study is the lack of assignments and projects based on critical thinking and critical analysis that are according to the learners' interest in the English language. The classroom environment also plays a pivotal role in the increase of effectiveness of teaching. In Pakistan, language courses for professional purposes are not properly designed and are not able to generate proper results. They are mainly grammar-based, and their content is traditional grammar oriented. New researches and latest studies, especially in the field of ESP in the political sector. The ESP courses, which are in vogue these days, in Pakistan, lay more stress on Grammar Translation Method, where translation exercises are practiced excessively. Students are instructed to translate texts from professional materials and textbooks such as Law or Business textbooks, which could not be a proper or an appropriate teaching method. It should be considered, therefore, that English is a practical course that should be based on multiple types of exercises and assignments, and that the learners could not advance their professional English language goals by practising translation exercises only. It is suggested, by the researcher, that the design of language related courses in the field of ESP, should be based on some clear principles such as objectives and goals, and practical exercises that are according to the needs of the learners.

Needs Analysis should always serve as a preliminary lynchpin and prime objective for any language course to be designed for the above mentioned purposes. The facilitators and the course designer; should always keep in mind the students' backgrounds in order to ensure a syllabus that is flexible rather than rigid and complicated or a more general syllabus. Teachers play a significant role in the course design. Dudley Evan has delineated some duties of ESP practitioners. He further explains that an ESP demonstrator should be able to analyse critically and evaluate the needs of the students. He should pay attention to the capacity of the learners. Hence, by playing a set of diverse and multiple roles, a teacher can prepare an English specific course by acknowledging and analysing learners' specific English language situation and their language interests.

2.8 Research Gap

Research in ESP needs of specialized groups and professions is not a novel concept for the 21st century. There has been research in analyzing the English language needs of doctors, engineers, businessmen and of students enrolled in fields

related to politics. For example, Albena Stefanova in her research article, *Studying the ESP Needs of Students of Economics and Socio-Political Studies*, investigates the ESP needs of students and lecturers of University of National and World Economy (UNWE) in Bulgaria (Stefanova, 2021). Similarly, Adeel Khalid in his paper *Needs Assessment in ESP: A Review* outlines the history and research in ESP around the world. He focuses on its need in Pakistan, especially in the nursing field noting that despite worldwide research in the area, there is a dearth of research targeting specific groups in Pakistan (Khalid, 2016). The literature reviewed for this research too, found no such research which is specifically focused on understanding, and analyzing the English Language needs of not only the members of Khyber Pakhtunkhwa but of any political institution in Pakistan. The studies on politicians often just delve into investigating the meanings and purpose behind their words rather than investigating the linguistic demands of the legislative process. For example, TazanfalTehseem, Saba Zulfiqar, and Rabia Faiz in their paper *Reviewing Power Politics and Populism in IK's Pakistan: A Personal History*, aims only at understanding the use of language in creating a narrative for its followers (Tehseem et al., 2022). This study aims at filling a part of that huge gap present in the literature of ESP needs of professionals in Pakistan. It will investigate the English Language needs of the lawmakers in the Khyber Pakhtunkhwa assembly in Pakistan.

2.9 Hutchinson and Waters (1987) Model

The theoretical framework of the present study is dependent on the Needs Analysis study by Hutchinson and Waters (1987). Hutchinson and Waters (1987) first proposed a model, namely the Learning-Centred Approach Needs Analysis model in language learning. The model consists of two main components: target situation needs and learning needs. Target situation needs encompass three aspects: necessities, lacks, and wants. Necessities are gauged by the demands of the target situation and represent the essential skills and knowledge required for effective language use. They are the unchangeable needs that permit the learner to utilise language effectively in the target situation. Lacks is the gap between necessities and what the learners already know, or the discrepancy between the learners existing proficiency and the necessities. Lastly, wants are the learners' subjective needs, which may not align with the needs identified by the teachers and curriculum designers. Learning needs are how learners learn the language. These requirements are related to the learners' motivation of

learning the language, the way they want to learn, the resources available, the place and time the course will take place and the learners' bio data. Hutchinson and Waters liken the ESP course to a voyage. A journey, which starts at the beginning and ends at the destination; where learning needs are the way the learners get from the inception to the destination. The destination may occasionally diverge because the sponsors' definition of necessities may not align with what the students' desire or believe they require.

English for specific purposes (ESP) was introduced into the teaching of the language to provide students with a specified degree of English competence for a specific situation where language would be utilised. Since, it provides instructional and knowledge-based goals, resources, and approaches that are tailored to suit the learners' requirements and interests. Since the early 1960s, ESP has been recognized as one of the most well-known areas of English as a foreign language. Presently, ESP is authorised for English language learners learning English as well as those who have achieved a basic level of English competence and also for those learners who want to learn English for some specific goals and target achievements. The phrase originated in the 1960s as a result of the realisation that both employers and students' needs and wants were not met by the courses available. The necessity for English to satisfy the particular requirements and demands in the fields of educational psychology and linguistics, both of which kept the student-first ideology, led to the emergence of ESP (Hutchinson and Waters, 1987). ESP has gone through five major phases. Register analysis, which took place in the 1960s and early 1970s, was the first stage. The target of ESP in this first phase was on language at the sentence level, and the purpose of the analysis was to identify the lexical and grammatical features of specific registers such as the English used in biology or electrical engineering (Hutchinson and Waters, 1987). Rhetorical or discourse analysis, that is, how sentences were combined in discourse to produce meaning, was considered to be the second step. Target situation analysis was the third step. As the purpose of an ESP course is to help out the learners to interact efficiently in the target situation, Needs Analysis is used to demarcate the target situation in order to form the syllabus. The fourth stage was comprised of the strategies and skills that were focused on the thinking processes that underpin language usage (Hutchinson and Waters, 1987). The learning centred strategy, which focuses only on language learners' interests in language acquisition, is the final step.

According to Artemeva, Logie, and St-Martin (1999), the prime purpose and goal of ESP courses is to help students' acquisition of rhetorical skills and tactics, in order to assist their acculturation into their study environment and to ease the shift to the workplace. Throughout the history of ESP, there have been a number of different techniques for text analysis. From the early register analysis to rhetorical analysis and now to genre analysis; which Evans (2000) believes is the most popular approach in use nowadays. The reason this genre approach to ESP is text-based is that texts have different patterns of organisations in various disciplines. ESP is a compulsory part of English as a Foreign Language (EFL) in the contemporary world. Under the ESP umbrella, sub-ESP divisions such as English for Academic Purposes (EAP), English for Science and Technology (EST), English for Occupational Purposes (EOP), and English for Business and Economics (EBE) came to the limelight because learners and employers wanted that courses must meet their needs in a better way (Brunton, 2009). There are as many different kinds of ESP as there are unique needs and requirements of the learners', but all are predicted and based on learning about what the learners' needs are.

According to Hutchinson and Waters (1987), ESP is an ideology about language teaching in which all the important decisions about the content and method are based according to the learner's reason and purpose in learning. Needs Analysis is widely regarded as a criterion or a key feature of ESP, according to Hutchinson and Waters (1987). It was previously focused on the end-of-course requirement or the target requirements and typically aims to consider learners' primary needs, including the learning needs. According to ESP criteria, requirements analysis fulfils three primary functions. Firstly, it offers a means of obtaining more feedback on the creation and execution of a language program's content. Secondly, it may be applied to the development of contents, aims, and objectives. Thirdly, it may be used to assess an existing program (Richards, 1996). Hutchinson and Waters saw value in an ESP course's content and methodology being determined by the needs or motivations of the learners themselves. But by conducting a Needs Analysis research of the learners' needs, these needs could be found. Evan and John (1998) advocate two ESP technique tenets. The initial characteristic is that the ESP education ought to reflect the method of the disciplines and professions it serves. The second characteristic is that teaching ESP may include different types of interaction between the learner and the teacher. In

the method of teaching ESP may differ from that in the teaching of general English. Their definition consists of absolute characteristics and variable characteristics. ESP makes use of the underlying methodology and activities of the disciplines it serves, therefore, two of them are considered important (Evan and John, 1998). ESP may be designed or related in content for a specific discipline. Evan and John (1998) describe ESP on behalf of its function in any language program, where the instructional material and the teaching methodology are fixed as per the learners' needs. The above mentioned definition, describes ESP as closely connected to the learners' needs. Exploring the specific needs of a specific group of learners is the job of Needs Analysis. According to Brown (2016), if there was no Needs Analysis, there was no ESP.

According to Hutchinson and Waters, (1987) and West (1994), Needs Analysis has become a major instrument in a course design and an essential component of every ESP course design (West, 1994). This is due to the fact that Needs Analysis guarantees that a designed course will be relevant and learner's needs would be satisfied. Michael West in the 1920s, applied Needs Analysis to language instruction for the very first time. During this period, language instruction has been referred to as TENOR (Teaching English for No Obvious Reason), meaning that the students learnt the language, mainly because it was required from them (Abbott, 1980). But until its resurgence in the 1970s era, Needs Analysis received little attention in the decades that followed (Alshumaimeri, 2009). Needs Analysis has gone through four phases with varying emphasis and scopes of study across different periods of time, according to West (1994). According to Richards and Schmidt (2010), Needs Analysis or needs assessment is the process of identifying the needs for which a learner or group of learners needs a language and prioritising those needs. Berwick (1989) about needs draws a remarkable difference between felt needs and perceived needs in his research on needs assessment. Learners' felt needs are those that are seen as expressed needs. Those who do the evaluation might minimise those demands by referring to them as wants or desires. Experts in the field interpret what students claim they need, and these are known as the perceived needs. A simple definition of need is also presented by Berwick (1989), who defines it as a gap or measurably different condition of things between what individuals know and what they should need to know; Berwick refers to this as discrepancy analysis. In order

to identify the needs of the learners and to inform course design, teaching strategies, and learning approach, Needs Analysis is critical to ESP (Berwick, 1989; Brindley, 1989; Brown, 2016; Choi, 2005; Hutchinson & Waters, 1987; Iwai et al., 1999; John, 1991; Munby, 1978; Nunan, 1988; Songhori, 2008). According to Belcher (2006), needs assessment is crucial since it serves as the basis for all the subsequent ESP choices, or at least it ought to. According to Richards (2001), in language teaching, Needs Analysis serves a variety of functions, two of which are crucial: to ascertain the language proficiency learner needs in order to perform a particular role, such as a tour guide, a sales employee, or a college student, and to determine whether there is a gap between the skills that pupils possess and the skills that they must have. A variety of data collection techniques, including questionnaires, interviews, observations, or document analysis, must be employed in order to get information or data from various sources (Hutchinson & Waters, 1987; Jasso-Aguilar, 1999; Long, 2005a; Rahman, 2012; Richards, 2001).

While English for Specific Purposes (ESP) places more emphasis on need identification, English for General Purposes (EGP) typically does not address specific requirements (Hutchinson and Waters, 1987). The foundation of ESP is the analysis of requirements and needs, which results in a considerably more targeted course (Dudley- Evans and St. John, 1998: 122). It is a crucial initial phase in the creation of a course, entailing the recognition and comprehension of a course. This process, as described by Basturkmen (2010) entails identifying and considering the language and skills necessary for learners in their particular professional setting, taking into account their perception of the teaching context. This process identifies and takes into account how the learners perceive the educational situation. This process identifies and takes into account the skills and the language that the students would need in their future intended vocational or professional workplace or their study areas. It also takes into account the students' current level of knowledge, their perception of their wants, and the available opportunities and limitations of the teaching context. The findings from the Needs Analysis serve as a crucial tool for instructors and facilitators in identifying learner's anticipated requirements, language skill needs, and deficiencies in language proficiency. Needs Analysis proves to be the fundamental basis for the development of the curriculum content, teaching materials, and instructional approaches as only upon analysing the student's needs and establishing the goals of the language

course, the teaching materials can be selected and the needs be addressed. With a view to ascertain these needs, it is considered as a preliminary step to conduct a task-based Needs Analysis (Long, 2005). This calls for a thorough examination of the many varieties and types of tasks that learners must be capable of performing, traditionally outside their classroom environment, as well as their language. A Needs Analysis, that is mostly task-based, perceives tasks as purposeful processes comprising more than one steps or phases that rely on various cognitive and communicative strategies, and which yield a specific result. The data collected and examined through a Needs Analysis can then be utilised to update educational programs that utilise tasks as the centrally organised units. Needs Analysis not only points out a comprehensive overview of the customary tasks and sub-tasks required by a special user community, but also provides extensive details regarding the content and objectives of each task, the sequential actions necessary for task completion, the cognitive processes, communicative strategies, and language requirements that are needed to achieve some task objectives, also the criteria for assessing the satisfactory attainment of task outcomes.

Despite significant progress in this field over the past decade, there are still potential weaknesses regarding the precise utilisation of information derived from Needs Analysis in task designing and relevant syllabus designs. The primary objective of this study is to investigate the correlation between Needs Analysis and task design, with a specific emphasis on showcasing the constructive application of Needs Analysis information in a logical sequence for task design. To achieve this objective, it initially presents a concise summary of recent advancements in Needs Analysis, followed by a depiction of a study conducted within a distinct professional context.

It is evident that performing a Needs Analysis is an essential initial step prior to the design and formulation of a language course, the creation of learning and teaching materials, and the establishment of a language test. According to West (1994), Needs Analysis in language education primarily focuses on specific situations, while also being firmly based in theories such as curriculum and the nature of language. Henceforth, in the context of English for Specific Purposes (ESP) and English for Academic Purposes (EAP), Needs Analysis plays a critical role in chalking out the linguistic aspects that are vital for a specific area of instruction. As suggested by Robinson (1991: 8), Needs Analysis goes beyond simply identifying the

"what and how" of language teaching; it should also be conducted repeatedly to be integrated into the formative process. By doing so, an extensive database can be created, encompassing the perspectives and opinions of sponsors, learners and the subject-specialists, and most importantly, practitioners of ESP on the English language. The primary sources for Needs Analysis include learners, individuals employed in the relevant field, former students, field-specific documents, clients, employers, colleagues, and ESP research (Evans and John, 1998: 132).

2.10 Application of Hutchinson and Water's (1987) Needs Analysis Model in Designing the Proposed Syllabus

Hutchinson and Water's (1987) Needs Analysis model serves as a cornerstone in the field of English for Specific Purposes (ESP). It provides a structured approach to understanding and addressing the specific language needs of learners. Here is how it can be beneficial in designing a syllabus to teach English communicative skills to the parliamentarians of the provincial assembly of Khyber Pakhtunkhwa, Pakistan:

2.10.1 Key Components of the Model

A) Target Situation Analysis (TSA)

1. Necessities:

- To identify the specific language skills parliamentarians need to perform their duties effectively, such as public speaking, debating, and drafting legislation.

2. Lacks:

- To determine the gap between their current proficiency and the required proficiency.

3. Wants:

- To understand the parliamentarian's personal goals and preferences for learning English.

B) Learning Situation Analysis (LSA)

1. Learning Needs:

- To assess the best methods and materials for teaching, considering the parliamentarian's learning styles and preferences.

2. Constraints:

- To identify any limitations, such as time constraints due to their busy schedules.

2.10.2 Application to Syllabus Design

1. Customized Content:

- To focus on relevant vocabulary and language functions, such as political terminology, formal communication, and negotiation skills.
- To include real-life scenarios and role-plays that mimic parliamentary activities.

2. Flexible Teaching Methods:

- To use a mix of traditional and modern teaching methods, including interactive sessions, online resources, and self-study materials.
- To incorporate feedback mechanisms to continuously adapt the syllabus based on the parliamentarian's progress and feedback.

3. Assessment and Evaluation:

- To implement regular assessments to monitor progress and adjust the syllabus as needed.
- To use both formative and summative assessments, to ensure comprehensive evaluation.

By applying Hutchinson and Water's (1987) Needs Analysis model, the syllabus can be tailored to meet the specific needs of the members of the provincial assembly of Khyber Pakhtunkhwa, Pakistan, ensuring that they acquire the English skills necessary for their roles effectively and efficiently.

4. Skill Based Syllabus:

The syllabus, proposed by the researcher is a skill based syllabus. A skill based syllabus, focuses on four skills: reading, writing, listening, and speaking. This proposed syllabus by the researcher, includes lectures and practice tests, focusing on speaking skills, yet also consists of reading and writing enhancement exercises.

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, the study explains the research methodology. It encompasses the study's design, data collection sources techniques, instruments utilised, and methods of data analysis.

3.1 Research Design

The present research employs a mixed method approach consisting of both qualitative and quantitative. A research design is the overall strategy or plan that outlines how a researcher intends to conduct a research study. In this study, a mixed method approach is used and both the qualitative and quantitative methods are being used. The goal of employing a mixed method design, according to Morse and Janice (2016), is to enhance the study output when a researcher poses a topic that cannot be addressed by a single approach. To grasp a complex phenomenon, such as experience or behavioural response, research often demands multiple research methods to be used in the same project. Ralph, (2020) describes mixed method design as multi-method in focus and “combination of quantitative and qualitative methods in the one study”. Therefore, sometimes to comprehensively address the research question, a project using both qualitative and quantitative methods must be proposed.

This research investigates the problems and the needs in the usage of English as a language by the politicians, specifically the members of the provincial assembly Khyber Pakhtunkhwa, Pakistan. The results of the Needs Analysis research are expected to be a constructive and contributive input for the training module, especially designed for the MPAs, English skills. Thirty (30) MPAs are involved in this research and their English language needs will be explored mainly through semi-structured interviews (open-ended questions) and questionnaires. In the first step, a questionnaire was given to the participants of this research. The questionnaire consisted of questions related to participants' age, gender, qualifications, and Political tenure. In the second step, interviews, consisting of twelve questions, were conducted from the same set of participants. The interviews were designed to know English language communicative needs of the participants.

3.2 Sampling Technique

As the researcher belongs to Khyber Pakhtunkhwa, she decided to select the members of KP Assembly to be part of her research. The researcher selected 30 MPAs (15 males and 15 females) out of 145 Khyber Pakhtunkhwa assembly members for the research. Availability sampling technique was used to select the participants for this study. Those assembly members were selected who were available for the research and also agreed to be part of the research. Most importantly, many of those participants were well educated. Majority of the MPAs declined to be part of the research because of their busy schedules.

3.3 Data Collecting Methods

The present study used semi-structured interviews and questionnaires as main sources of data collection. The participants were informed beforehand that their identities will remain anonymous and their responses will only be used for the research. Questionnaires and semi-structured interviews were conducted to process Needs Analysis. Based on Needs Analysis, a syllabus was designed to fulfil the English language communicative needs of the politicians. The study employed the Miles and Huberman model that consists of many steps namely, data collection, data reduction, data display, and data verification (Alhojailan, 2012).

1. Research Setting

The research was conducted in the provincial assembly of Khyber Pakhtunkhwa, Pakistan. The purpose of conducting the study was to assess the needs of the English language as perceived by the members of the provincial assembly of Khyber Pakhtunkhwa. The data was collected in the form of a questionnaire and semi-structured interviews from the participants. Some of the interviews were conducted by arranging a face to face meeting, while most of the interviews were conducted telephonically and through WhatsApp voice notes. Some of the participants responded through Gmail. Multiple means of conducting interviews were considered due to busy schedules and chances of availability of the politicians.

2. Research Focus

This research focused on discussing the needs in English Language as perceived by the members of the provincial assembly of Khyber Pakhtunkhwa.

Moreover, it explained how English language needs could be accommodated to develop a politician's English communicative skills.

The researcher used two tools to collect the data. Those two techniques are as follows;

i) Questionnaire

Questionnaire is a method of gathering data in which respondents are asked a series of questions to elicit information.

The researcher distributed the questionnaire (based on 5 point Likert scale) to 30 members of the provincial assembly of Khyber Pakhtunkhwa, Pakistan, related to their needs in using English language. The researcher distributed the questionnaires through online Google form, as well as through WhatsApp and by hand. The obtained data was used for Needs Analysis and syllabus designing.

In order to analyse the requirements of the Pakistani politicians by doing a Needs Analysis of members of the provincial assembly of Khyber Pakhtunkhwa Pakistan, based on a questionnaire that had three components, comprising personal identity of respondents, target situation analysis (TSA), and learning situation analysis (LSA). Further, the researcher used closed-ended and open-ended formats for the type of questionnaire. The 5 point Likert scale has been used. The tool used for data analysis is SPSS software.

ii) Semi-structured Interviews

Interview is a technique of gathering and compilation of data that was used by the researcher. In order to collect data through interviews, the researcher conducted online interviews (through WhatsApp, Google. Meet,) and face-to-face interviews with the members of the provincial assembly of Khyber Pakhtunkhwa, Pakistan. Data about how the needs of members of the provincial assembly of Pakistan should be met was obtained through interviews. This method is characterised by a structured dialogue, in which the investigator uses interview guidelines to elicit information from the respondents about the research topic. Structured and unstructured interviews are the two types of interviews usually conducted in any study. According to Bracaj (2014), the interview guidelines used in this study were developed based on a certain criteria for organising ESP, which includes choosing texts and resources for activities.

The researcher needed to obtain qualitative data so the researcher used a range of methodologies, instead of utilizing a single method (Gay and Mills, 2008). Therefore, the purpose of this study was to conduct a Needs Analysis of the English language communicative needs of the members of the provincial assembly, Khyber Pakhtunkhwa, Pakistan. In this regard, the researcher formulated twelve (12) questions, which were then asked from the participants. The questions were related to the topic under discussion and the participants were free to give answers as per their liking. In this case, the interviews were semi-structured. The semi-structured interview is exploratory in nature and is most frequently employed in qualitative research in the domain of social sciences. While it is generally beforehand and is centred, usually on a core topic to provide a basic framework (Magaldi et al, 2020). When the researcher is informed about the phenomenon and is able to ask a range of questions without restricting the respondent's capacity to clarify, this type of interview is suitable and helpful. The researcher interviewed thirty (30) participants for this purpose.

The researcher interviewed a sample of thirty (30) participants to collect the data related to how the participants' English language needs should be accommodated by designing a syllabus for them. The sample consisted of fifteen (15) male and fifteen (15) female participants. A total of twelve (12) questions were asked from the participants. Their responses were recorded, interpreted and analysed through ATLAS.ti software. Researchers use this software for the analysis in linguistics such as conversations and discourse analysis. Discourse analysts have used ATLAS.ti to support their conversation and discourse analysis work. While there are many methods and also diverse ways to approach the analysis of qualitative data, the researcher has used ATLAS.ti for her qualitative data analysis. One example of a CAQDAS, is the software ATLAS.ti, which has been utilised by numerous researchers and professionals from a variety of fields and specialisations such as education, criminology, engineering, management, anthropology, as well as nurses, physicians, and psychologists, and other people in the healthcare (Flick 2009; Friese 2014). ATLAS.ti can be utilised with different theoretical approaches and multiple data analysis processes. The software was developed as part of the ATLAS project (1989-1992) at the Technical University of Berlin, Germany. The acronym ATLAS stands for Archiv für Technik, Lebenswelt und Alltagssprache (Archive for

Technology, the Life World and Everyday Language). The extension and acronym ti stands for text interpretation. ATLAS mechanism is that it allows data analysis to be done in the software itself, mediated by the researcher, who would still play the leading role in the analysis process being the critical thinker (Frieese et al, 2018).

Phase 1:

It can be said,that Phase 1 begins with the data collection and ends when the researcher transcribes the data. It is recommended to go through the data, meticulously, in order to fully indulge oneself in the data. This technique of close reading is how concepts for patterns and meanings gradually come to light. In order to become accustomed to the data, the lead investigator will have to carefully go through all the transcripts, field readings, and observational notes.

Phases 2 and 3:

Phase 2 starts with the generation of initial codes and ultimately resulting in building a coding frame .The researcher added the documents and ATLAS numbered each document automatically, based on the order in which they were added to the project. Document groups were created based on the characteristics of the participants: gender, age, education level, and political tenure, later, to conduct the analysis of the documents.

The first coding process's goal was to assign labels to the subjects that were either addressed by the respondents or noted in the observational notes to characterise the data.

Phase 4:

The data after creating the coding frame; is being reviewed by the researcher multiple times, in order to fine-tune the codes. During this process, many themes surfaced, providing the various codes with a meaningful pattern. Sorting the codes into relevant groups according to the topic was the next stage. It is like creating a plot in which every topic is a component of the narrative.

Phase 5:

In phase 5, the researcher began describing each distinct topic and making connections between them. The issue of whether the themes and the codes associated to them make a captivating tale, if codes needed to be transferred between themes,

and whether the themes require compression, or need to be dissolved, or expanded upon, needed to be answered constantly while performing the above mentioned stage.

Phase 6:

Researchers have to consider things like the central idea, essential components, and subject matter of each theme while naming them. This makes it possible to give each topic a name that is succinct, catchy and educational (Brown and Clarke 2013: 125).

Phase 7:

The majority of the report writing is already completed at this point if the previously mentioned procedure is performed accurately, and the researcher does not restrict the analysis to extracting themes, by doing coding based on code labels. The last step revolves around the combination of the analytic narrative altogether, in order to be able to tell the reader a story that is both persuasive and coherent. This stage is basically about generating a report.

Table 1

Applying the Various Stages of TCA in ATLAS

Phases of Thematic Content Analysis	Steps in ATLAS
Phase 1: Pre-analysis, knowing the data	<ul style="list-style-type: none"> • Design a project • Include supporting documentation. • Documents shared within the group. • Compose first memoranda, outlining the main goals of the study, including research questions • Use word lists and word clouds to explore the data. • Give a read to the documents

Phase 2: Exploration of the material, generation of the initial codes

- Generate or import a list of codes
- Go through the data, choose data segments and code them using either pre-existing codes or newly created codes
- Include code comments that describe the purpose, use guidelines, and meaning of the code. Extra characteristics for latent level analysis:
 - Write quotation comments
 - Give quotations names
 - Connect quotations with each other

Phase 3: Building a structured code system

- Work within Code Manager's list of codes
- Group codes together or to be used as filters
- Splitting of codes
- Replace data segments by code, read them
- Renaming the codes
- Replacing the codes
- Creating categories and sub codes
- Writing code definitions

Phase 4: Searching for themes

- Investigate categories and how well they could fit with a theme
- Start writing a memo for every topic
- Create networking to investigate the relationship between the different codes that comprise a theme
- Review and examine the coded data

Phase 5: Review of Themes	<ul style="list-style-type: none"> • Investigate in further detail, the themes to see if relations apply to all of the data set or just certain groupings. The Code- Document table, Code Co Occurrence Table/ Explorer/Operator, and Query Tool for searches based on Boolean and proximity operators are the tools found in ATLAS.ti. • Adjust themes appropriately • Compose memos • Establish connections between topics in networks
Phase 6: Defining and naming themes	<ul style="list-style-type: none"> • Compose memos • Attach quotations to memos • Use any of the above mentioned query options, as needed • Examine the networks
Phase 7: Generating the report	<ul style="list-style-type: none"> • Export the memos containing quotes and use those memos to build your Word result section • Export networks and add them into the report as appropriate • When appropriate, export tables and include them to the report • Get ready a few screenshots, such as those that demonstrate how a coded document appears in ATLAS.ti, for the method section • To add to the appendices, a code book to be exported (comments and the code list)

A. Qualitative Data Interpretation Method

In qualitative research, coding is still one of the most crucial and fundamental techniques for interpreting data in qualitative research. It imparts a framework to the data. In the absence of coding, a researcher can give her impression of what the data

means but may not be able to persuade and convince their audience with the sufficient evidence that structured data can provide.

Ultimately, coding narrows the span and breadth of the collected data making it more manageable, and hence, easier to handle. Effective coding may generate a few dozen codes from thousands of lines of raw data, which can then be analysed for frequency or used to organise the data according to certain themes or patterns. When using coding to analyse qualitative data, it is necessary to meticulously examine the data and condense large chunks of information into succinct yet evocative sentences. When used across whole data sets, these codes or phrases can aid in recognizing the data in a manner that allows for easier analysis, greater clarity and simpler to analyse or more clearly understand how the data relates to the research question.

B.Code-Document Analysis

In many cases, comparing data sets may be helpful in interpreting trends within the data. ATLAS'Code-Document analysis searches for code frequencies inside specific texts or groupings of documents. This might be helpful for a variety of jobs, such as deciphering viewpoints from multiple interviews or survey records. Where each document represents the opinions of a distinct person, how do ideas, perspectives and contexts differ from person to person? In this instance, the first step in comprehending these variations is figuring out how the project's interpretative codes are applied.

For pursuing mechanical operations that might otherwise require a lot of time and effort, Atlas Software excels. These duties involve searching for certain terms or phrases in documents, solving complex queries to compile pertinent data in one location, and applying statistical techniques to enable the researcher to draw pertinent conclusions from their data. Although technology can reorganise data to make it easier for researchers to draw conclusions about the insights from their research, it cannot interpret data for researchers. In the end application users must decide for themselves what the patterns in the data mean. This is often preferred and practised in the domain of social sciences, where cultural practices and human interaction are socially and subjectively produced in ways only humans can fully comprehend. In the social sciences, human interpretation of qualitative data is not only inevitable but

absolutely required.

Considering the data analysis, several participant responses emerged as commonalities that could be construed as the topic's emerging themes. These features included language barrier, communication skills, communication, education, language learning, self-improvement, language proficiency, self-doubt, challenges, clarity, Communication difficulties, globalisation, insecurity, personal growth, perceptions, and international communication.

3.4 Method of Analysing Data

The process of organising and classifying data into patterns, categories, and fundamental unit descriptions is known as data analysis methodology. A mixed method is being used in this study to analyse the data. Data analysis in mixed methods research, to paraphrase Creswell and Plano Clark (2007), entails analysing the quantitative data using quantitative methods and the qualitative data using qualitative methods.

One of the most important steps in processing the collected data to generate scientific results and conclusions is data analysis. The data collected through questionnaires and semi-structured interviews have been organised and analysed according to the descriptive analysis method based on Miles and Huberman model. Working with the available data entailed organising it, dividing it into manageable and digestible chunks and small units, coding it, synthesising it and looking for trends, hidden themes and patterns. For the purpose of analysing the data, the researcher employed a three-step method based on Miles and Huberman model. The process consisted of following steps including data reduction, data display, and conclusion drawing. The detail steps of analysing data are as follows:

3.4.1 Data Reduction

Huberman and Miles (1994) defined data reduction as the process of condensing, concentrating, and simplifying. In other words, the data reduction or the transforming process continues after the data collection is completed and continues until the data is analysed and concluded in a coherent manner. The researcher first distilled the information gathered from semi-structured interviews and questionnaires on how participants believed their English language demands should be met and what sort of obstacles they have faced due to not having adequate communications skills. In

order to get insightful and intelligible data, the researcher categorised the replies, eliminated extraneous information, and added responses which were relevant to the study. Ultimately, the information gathered from questionnaires on the needs of parliamentarians was condensed and categorised into learning scenario analysis and target situation analysis.

3.4.2 Data Display

The collection of data that allows the researcher to make conclusions is included in data presentation. In the qualitative investigation of interviews ATLAS.ti software has been used which generated themes, graphs and narrative text notes were used for its data presentation. Likert scale questionnaires were used and the responses to the questionnaires were presented through tables. The researcher analysed the data collected and used it to design a syllabus according to the needs of the KP assembly members.

3.4.3 Conclusion Drawing

Determining and validating conclusions is the third stage of data analysis. Drawing conclusion is the final step in evaluating data and formulating a decision, according to Miles and Huberman (1994). The findings about parliamentarian's requirements in ESP in both goal and learning situations, as well as how those needs should be met, comprise the study's conclusion. The researcher analysed the data collected and used it to design a syllabus according to the needs of the KP assembly members.

3.4.4 Application of Miles and Huberman Model in the Study

The researcher, by connecting ATLAS.ti software with the Miles and Huberman model streamlined the analysis of the data gathered from semi-structured interviews, conducted with the parliamentarians of Khyber Pakhtunkhwa assembly.

1.Data Reduction

i) Data Condensation:

It involves reflecting, focusing, simplifying, abstracting, and transforming the raw data from the interviews. In ATLAS.ti, the researcher employed the following steps.

ii) Import Transcripts:

The researcher uploaded the interview transcripts into ATLAS.ti.

iii) Initial Coding:

The researcher, then used ATLAS.ti to code the data by assigning labels to segments of texts that related to specific themes or topics. This was done by using the software's coding tools.

2.Data Display

Data display refers to organizing and assembling the information in a way that allows for drawing conclusions. In ATLAS.ti, the researcher followed the following instructions:

i) Create Networks:

The researcher used the networks view to visually map out the relationships between different codes and categories.

ii) Build Matrices:

The researcher generated code-document tables or matrices to cross-tabulate data, making it easier to identify patterns and trends.

3.Drawing and Verifying Conclusions

Conclusion drawing and verification involve interpreting the displayed data to derive meaningful insights and ensuring their validity. The researcher then applied the following steps:

Pattern Matching:

The researcher, then, compared the identified patterns with theoretical propositions or previous research findings.

Triangulation:

The researcher used multiple data sources or methods within ATLAS.ti to confirm the findings, enhancing their credibility. To summarize, the researcher took the below mentioned practical steps in ATLAS.ti;

i) Transcription

To ensure all interviews are transcribed and imported into ATLAS.ti.

ii) Initial Coding

Read through the transcripts and applied initial codes to significant statements or phrases using ATLAS.ti coding tools.

iii) Focused Coding

Refined the initial codes into more specific categories and subcategories within ATLAS.ti.

iv) Data Display

Organized the coded data into networks or matrices to visualize the relationships and patterns.

v) Analysis and Interpretation

Drew conclusions based on the displayed data, and then verified the conclusions through triangulation and pattern matching within ATLAS.ti.

The researcher, hence, by following the above discussed steps, effectively used ATLAS.ti in conjunction with the Miles and Huberman model to analyse qualitative data gathered from the semi-structured interviews, providing a comprehensive understanding of the research findings.

CHAPTER 4

DATA ANALYSIS

This chapter presents the analysis of semi-structured interviews and comprises the result of the questionnaire, based on 5 point Likert scale related to the Needs Analysis of the members of the provincial assembly of Khyber Pakhtunkhwa, Pakistan, The questionnaire and the questions for the semi-structured interview were designed by the researcher keeping the study's main topic in mind.

4.1 Data Analysis of the Questionnaire (Based on 5 Point Likert Scale)

The researcher distributed a closed-ended questionnaire to a sample of thirty (30) members of the provincial assembly of Khyber Pakhtunkhwa, fifteen (15) each to male members, and fifteen (15) to female members, ensuring the gender balance. The purpose of the Likert scale questionnaire was to evaluate the intensity of a respondent's attitudes, beliefs, or feelings regarding the topic and provides a consistent method for quantifying data in a more objective numerical manner. Another purpose of using Likert scale questionnaires was to make sure survey questions are presented in an organised manner so that participants can understand and reply to them with ease.

The questionnaire consisted of five statements, where some statements are supposed to be marked as strongly agree, agree, neither agree nor disagree, disagree or strongly disagree. The demographical data for the participants is given in table 2.

Table 2

Demographical data of the participants

AGE	No. of Participants
30 to 40 years	9
41 to 50 years	14
51 to 60 years	7

EDUCATION	No of Participants
Matric	2
Intermediate	10
Bachelors	9
Masters	9

TENURE	No. of Participants
1	17
2	7
3	6

In response to this question, the majority of the participants agreed that they lack sufficient knowledge of the English language and they felt the need to further increase their knowledge of the English language.

Table 3

I need to improve my English communication skills to perform better in my political role

	Frequency		Percentage	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	3.3	3.3	3.3
	Disagree	1	3.3	3.3	6.7
	Neither agree nor	2	6.7	6.7	13.3

disagree				
Agree	18	60.0	60.0	73.3
Strongly agree	8	26.7	26.7	100.0
Total	30	100.0	100.0	

The data presented in Table 3 provides a clear indication of the participants' perceptions regarding their English communication skills and the need for improvement to perform better in their political roles. 60% of participants agreed, and 26.7% strongly agreed that they need to improve their English communication skills to perform better in their political roles. This indicates a strong consensus among the participants about the importance of enhancing their language skills, and highlights a significant challenge that many politicians encounter in their professional communication.

Table 4

I often face difficulties in expressing my views and opinions in English to the media, public or other stakeholders.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	6.7	6.7
	Disagree	3	10.0	16.7
	Neither agree nor disagree	2	6.7	23.3
	Agree	18	60.0	83.3
	Strongly agree	5	16.7	100.0

Total	30	100.0	100.0
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The data in Table 4 highlights that a significant number of participants face challenges in expressing their views and opinions in English to the media, public, or other stakeholders. A substantial 60% of respondents agreed and 16.7% strongly agreed that they often encounter difficulties in communicating their views in English. This combined total of 76.7% indicates a prevalent issue among the participants. On the other hand, 10% disagreed and 6.7% strongly disagreed, suggesting that a minority do not face such challenges. Additionally, 6.7% neither agreed nor disagreed, indicating a neutral stance or uncertainty about their communication difficulties.

Table 5

I feel confident and comfortable in using English for formal and informal interactions with different audiences

				Valid	Cumulative
	Frequency		Percent	Percent	Percent
Valid	Strongly disagree	3	10.0	10.0	10.0
	Disagree	14	46.7	46.7	56.7
	Neither agree nor disagree	7	23.3	23.3	80.0
	Agree	5	16.7	16.7	96.7
	Strongly agree	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

The results in table 5 show a significant portion of participants lack confidence and comfort in using English. Specifically, 46.7% disagreed and 10% strongly disagreed with the statement, indicating that more than half of the participants do not feel confident in their English communication skills. Additionally, 23.3% neither agreed nor disagreed, suggesting a level of uncertainty or neutrality regarding their confidence. On the other hand, a smaller percentage of participants expressed confidence, with 16.7% agreeing and 3.3% strongly agreeing. This combined total of 20% indicates that a minority of participants feel comfortable using English in various interactions. It is seen that around half of the participants' express dissatisfaction regarding the use of English language confidently at formal and informal interactions with varied audiences. Politicians have to attend different meetings, seminars, and conferences. Similarly, they have many informal meetings and dinners where they have to interact with foreigners also. The results show that they do not possess sufficient knowledge of English to communicate effectively.

Table 6

I have adequate knowledge and skills of English grammar, vocabulary, pronunciation, and fluency

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	10.0	10.0
	Disagree	18	60.0	70.0
	Neither agree nor disagree	2	6.7	76.7
	Agree	6	20.0	96.7
	Strongly agree	1	3.3	100.0
	Total	30	100.0	100.0

A substantial 70% of participants (21 out of 30) either disagreed or strongly disagreed with the statement that they possess adequate knowledge and skills in English grammar, vocabulary, pronunciation, and fluency. This suggests a prevalent lack of confidence in their English language abilities. The survey results indicate a significant concern among participants regarding their proficiency in the English language.

Table 7

I am interested in learning new and effective ways of communicating in English for various purposes and contexts

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.3	3.3
	Neither agree nor disagree	1	3.3	6.7
	Agree	14	46.7	53.3
	Strongly agree	14	46.7	100.0
	Total	30	100.0	100.0

The last question was related to the participants' interest in learning effective and novel ways of communication. About 46.7% of the participants strongly agreed to the idea and felt the need to learn the English language so that they could effectively communicate in various different social contexts.

4.2 Semi-Structured Interviews Analysis

In order to understand the broader aspect of the topic, the researcher used the semi-structured technique. It helped the researcher in getting an in-depth opinion of the participants and it also helped in creating new themes. This discussion is meant to analyse and discuss the themes that emerged while doing the data analysis of all the

questions that were asked from the thirty (30) participants during interviews. The Atlas software generated twenty nine (29) codes and eight (08) quotations. The participants were asked different questions based on the Needs Analysis approach. The responses of the participants were later on analysed through Atlas.ti software, which is displayed in the below given chart, where different themes emerged along with their intensity of occurrences or repetition. The most frequent theme that was reflected during the response of the participants is the need for effective communication skills in English. It means that the participants were keen to learn and improve upon different areas of communication skills in the English language.

Question 1: What is your current level of English proficiency and how would you rate your ability to communicate effectively in English?

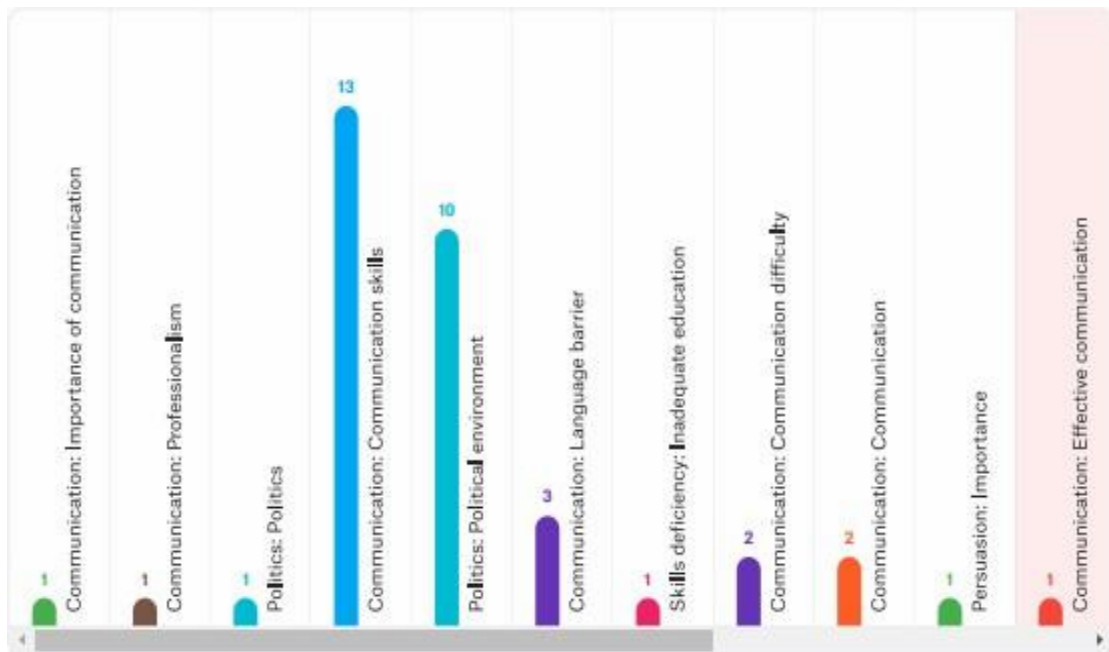
During the analysis of the first question the participants were inquired about their current level of English proficiency, and to rate their ability to communicate in English. The chart displayed different themes that emerged in the responses of the participants. The themes include communication, politics, skills deficiency, persuasion, and language barriers. The chart shows that ‘Communication skills’ and ‘Political environment’ got more quotations. The participants presented their opinions in order to answer this question, which also reflected the importance of ‘communication skills’ in today’s political environment. Most of the responses by the participants showed that effective communication skills are not just desirable but definitely necessary in Pakistan’s current political field. The politicians, while describing their current level of English proficiency, also depicted a lot of ideas and reflections related to the topic under discussion. One of the participants was of the view that English has an immense importance and it becomes more important in the field of politics. This is because, in politics, one has to deal with an extremely wide variety of people, opinions, and situations. Another parliamentarian projected his ideas saying that in the political ecosystem, the members of the constituency need to have sufficient English language skills so that they can take up various issues of public to different forums and can solve the problems of people.

Majority of the participants rated themselves as ‘average’, ‘poor’, and ‘needs improvement’, when asked about their current level of English proficiency, and to rate

their ability to communicate effectively in English. Only a few of them considered themselves to be ‘good enough’, and ‘fluent’ in English language. The themes that emerged include communication skills, political environment, skills deficiency, persuasion, and language barriers.

Figure 1

Bar chart displaying data of question number 1



Question 2: What are some of the major English language communication challenges you face as a politician in Pakistan?

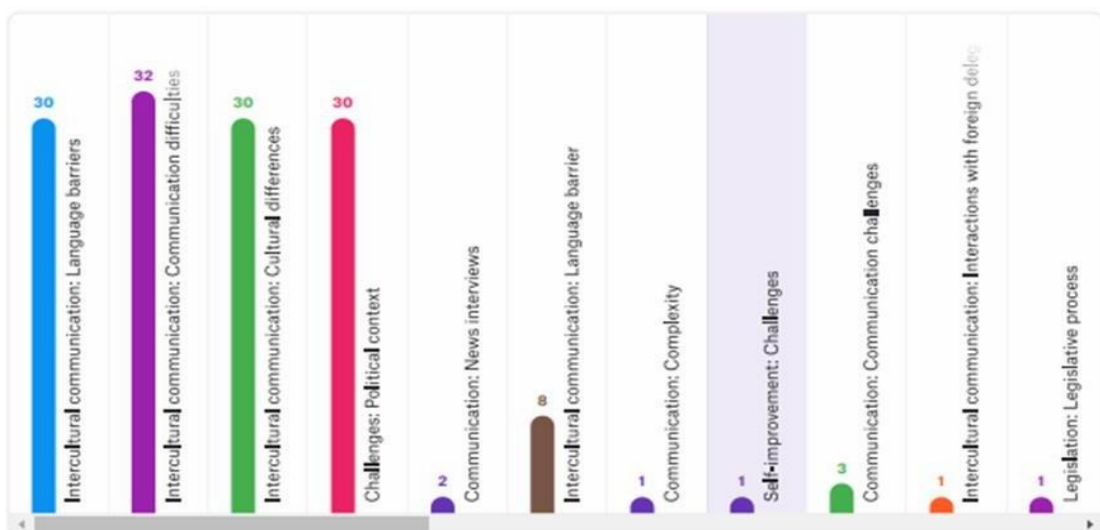
The analysis of the above questions highlights different themes and responses. Most of the themes are based on ‘Intercultural communication’, ‘language barriers’, ‘Cultural differences and difficulties’, ‘Challenges, and political context’. The variety of responses that were received from thirty (30) participants reflect that the participants face different communication challenges, some of them are facing ‘personal challenges’, whereas, few among them are facing ‘cultural challenges’. Moreover, many of them are facing both types of challenges. Yet the interpretation and analysis of the data reflects that almost all of them are facing or had faced in the past some kinds of communication challenges. As one of the participants mentioned during his interview said that; ‘A politician faces hurdles even in his/ her day to day activities and communication challenge is one of them’. Further, the participant stated

that; Adding on to the major communication challenge, language problems and barriers and cultural differences can also lead to serious and drastic miscommunication. Some of the participants mentioned ‘personal challenges’ and described that certain ‘psychological or physical situations including visual or auditory distractions’, ‘inadequate volume’, ‘physical discomfort’, ‘lack of interest in the subject material’, ‘physical or mental stress’, or ‘personal bias’ may also pose a major communication challenge.

Majority of the participants felt that they needed someone else to interpret and translate communication which takes place in the English language to some other language they could understand. And that they feel ‘handicapped and dependent’ on others for communication purposes due to their low level of proficiency in English language. The themes include intercultural communication, language barriers, cultural differences, and the political context. The variety of responses from the thirty participants highlights the diverse nature of the challenges they encounter. By addressing these challenges, politicians can improve their ability to engage with diverse audiences and navigate the complexities of the political landscape.

Figure 2

Bar chart displaying data of question number 2



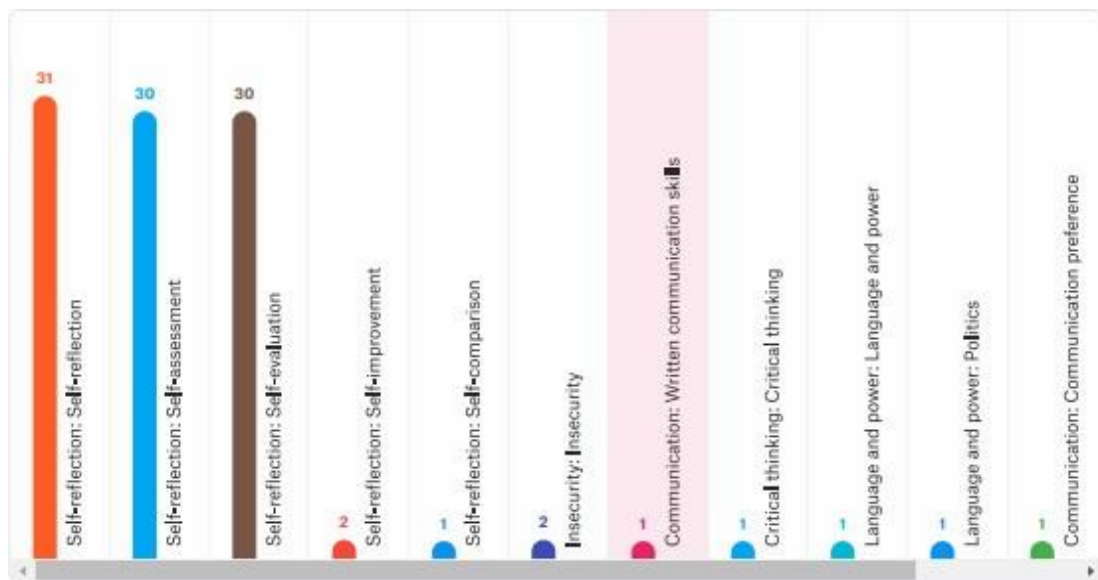
Question 3: In what ways do you evaluate your own abilities and skills in the English language and communication?

The chart displayed major themes based on Self- reflection, self -assessment

and self- evaluation. This question was asked to assess the evaluation power and knowledge of how to perform self-assessment and evaluation of one's own abilities and skills in English language and communication. Most of the participants responded that they use different techniques to do self-assessment. Some of them stated that they read English newspapers; some of them said that they write essays in English. Few of the participants were of the view that they like to listen to podcasts in English. Finally, some of them said that they didnot know how to assess their abilities and were clueless. The analysis of responses to the third question about self-evaluation of English language and communication skills reveals several key themes: self-reflection, self-assessment, and self-evaluation. This question aimed to understand how politicians in Pakistan evaluate their own abilities and skills in English.

Figure 3

Bar chart displaying data of question number 3

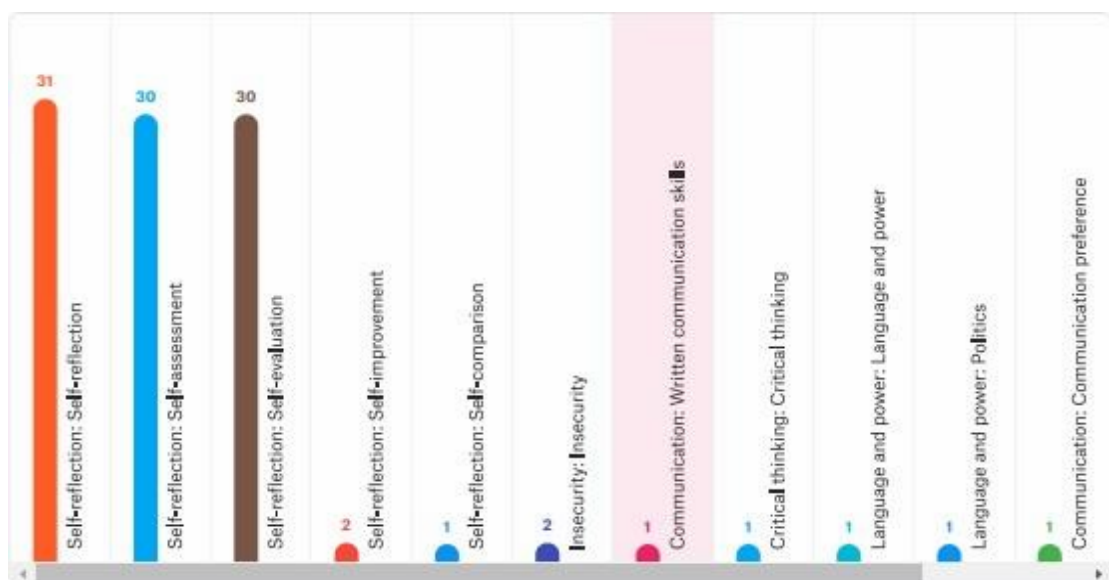


Question 4: In what situations do you feel most challenged in terms of communicating in English?

This question was asked in order to assess the communication obstacles of the participants while using English for communication purposes. As a result of the analysis of the answers to the question asked by the researcher, the above themes emerged which comprised of ‘Lack of clarity’, ‘Difficulty expressing oneself’, ‘Language barriers’, ‘Communication difficulty’, ‘Language anxiety’, ‘Difficulty communicating’, ‘Fear’, ‘Pressure’. Quite interesting and novel answers were submitted in response to this question. One of the participants shared that he feels challenged when he comes across different accents of English language while he is travelling to other English speaking countries; ‘...there are different accents of English language spoken in different parts of the world and to convey a message to diverse audience is problematic’. Yet another participant stated that he felt most challenged when ‘communicating laws and rules to other colleagues’. A member of the parliament said that he is at difficulty when he is asked questions in English by the media representatives. Most of the participants shared their thoughts that they feel most challenged while travelling to foreign countries and while giving interviews to the media in English.

Figure 4

Bar chart displaying data of question number 4



A participant gave a very comprehensive answer to the above question that; Sometimes a situation comes where there is no synchronisation between my capability in English and the lack of ability of a person with whom I interact in English and the other way round. This situation can be tackled by using clear and comprehensible language in communication on the one hand and by enhancing my own English abilities on the other hand. The analysis of participants' responses to the question about communication challenges in English reveals several key themes and insights. These themes highlight the multifaceted nature of communication barriers and the diverse contexts in which individuals encounter difficulties.

Question 5: How do you think improving your English communication skills can help you better serve your constituents and achieve your political goals?

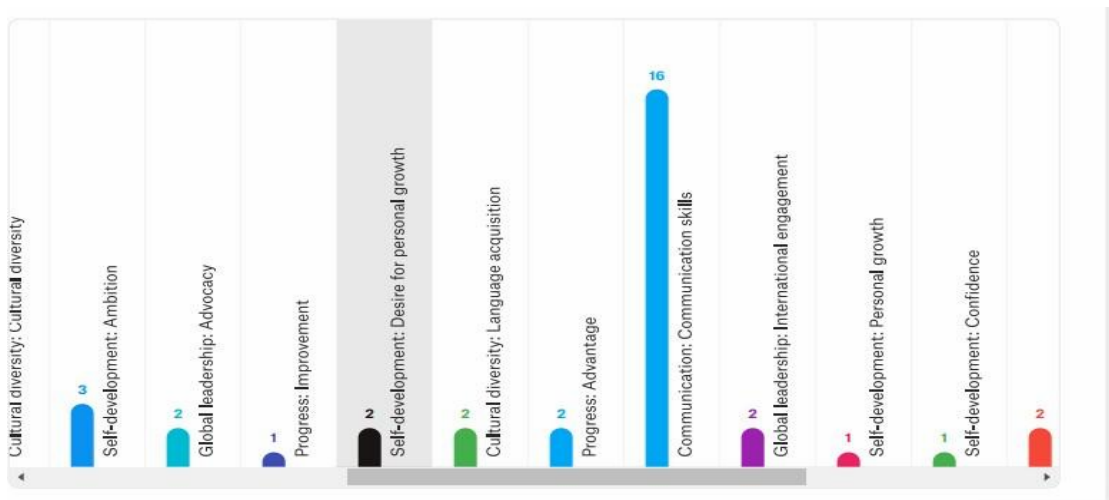
The participant showed variant responses to this question. But the majority of them were of the view that by improving English communication skills, their political career could flourish and it would be easier to accomplish their political goals. As it is evident in the answer given by a participant that; "I feel when my English communication skills are made better, I will feel more confident in presenting solutions to the problems of my constituency". A response submitted by a participant suggested a very well rounded answer, that; "Politicians represent their constituents not only in the parliament, but they also represent them on various international forums where English is the only means of communication. Therefore, having sufficient knowledge of English language and associated communication skills enables politicians to make voices of their constituents heard around the globe and play their roles in resolving various different issues". In view of a participant, "being a multilingual is appreciative however, learning English language provides us the understanding of various issues clearly raised at many different international forums and platforms and these can then be communicated well to our constituents".

The answers submitted to this question, when analysed reflected the code 'communication skills', and was quoted sixteen (16) times by the participants, which reflects its importance. The analysis demonstrates that the participants strongly believe that being fluent in the English language will enable them to communicate their ideas better at national and international forums. The responses to the question

about how improving English communication skills can help politicians better serve their constituents and achieve their political goals reveal several important insights. The participants' answers highlight the critical role that language proficiency plays in political effectiveness and representation.

Figure 5

Bar chart displaying data of question number 5



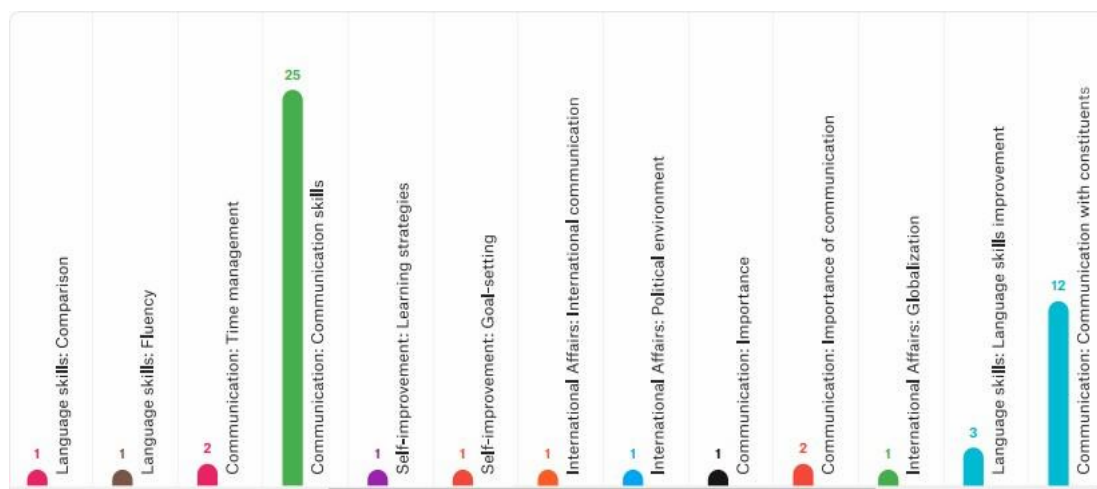
Question 6: What are some specific English language skills or areas of communication that you would like to improve upon?

When the responses submitted to the above question were analysed, twenty-five (25) codes were generated. The most quoted ones are "communication skills" and "communication with constituents." It means that the majority of the participants want to learn different communication skills, mostly because of the need to communicate matters and issues related to their political constituencies. It is clear from the answer given by a participant that he would like to learn "English vocabulary, sentence structure, written and verbal English." Yet another participant replied that "It is a diverse language in terms of pronunciation, vocabulary, and meanings; hence, a painstaking effort is required to get well-versed in it. If perfection cannot be achieved, then at least it can be desired so that it can be pursued and worked upon." Many of the participants stressed the importance of sentence structure in the English language. One of the participants was of the view that "In all languages, it is the structure of the sentence that matters a lot... politicians often feel difficulties in how to make an effective and correct sentence, how to start it, what next, and how to round it off." Most of the participants are in favour of learning sentence structure, vocabulary,

writing, and speaking skills, and they want to improve upon the above-discussed areas of communication. English is not a first language in Pakistan; rather, it enjoys the status of a second or third language. Therefore, it becomes difficult for many language speakers to perfectly learn three languages at the same time. The analysis of the responses shows that the participants feel the need to learn English vocabulary, grammar, and sentence structure to become fluent and accurate in communication. They believe that learning these skills will aid their communication skills to a greater extent, and they will feel confident in expressing their views and opinions. The responses to the question about how improving English communication skills can help politicians better serve their constituents and achieve their political goals reveal several important insights. The participants' answers highlight the critical role that language proficiency plays in political effectiveness and representation.

Figure 6

Bar chart displaying data of question number 6

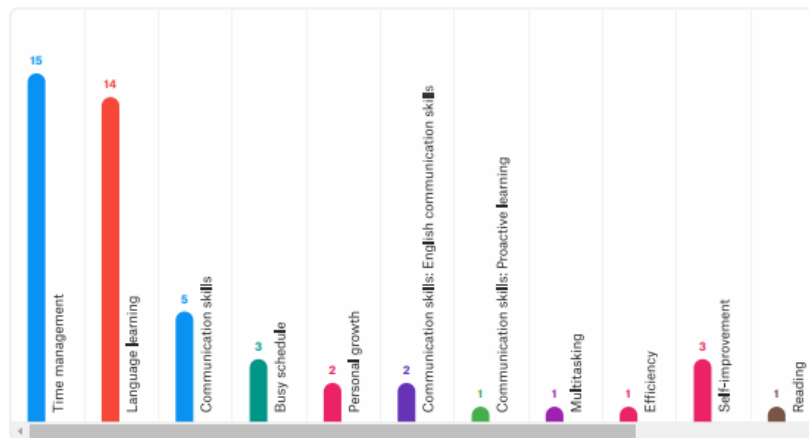


Question 7: In what ways do you manage to learn language and enhance your English communication skills amidst your busy schedule?

The responses that came as a result of the above question asked in the interview reflected two most quoted codes, which revolved around "Time management" and "Language Learning." The participants were asked about their time management skills and how they are able to take out time for language learning. The researcher asked this question in order to design and base the syllabus most suited to the busy schedule of the parliamentarians. Multiple responses were submitted to this question. A participant stated that most politicians desire to learn English to express themselves impressively. They need to read English grammar and other books written in English in order to improve their English language skills. Yet another participant was of the view that reading is an effective way to improve one's skills in any language. He stated that the more one reads, the better the person can write, and the more one listens, the better his or her speaking skills get. Some of the participants showed interest in using the latest gadgets of technology in order to increase their knowledge of English language, speaking, and comprehension skills. A participant responded, "I like to use my tablet in my free time, and I install different books." Another participant said that he likes to improve his skills and likes to read newspapers. "When I was a student, my prime concern was studying. Since I have switched to professional life, other endeavours are practically not possible for me, but capacity building is part and parcel of professional life whereby one can steal a march over others, so I also try my best to enhance my language skills by reading newspapers and listening to various talk shows." To sum up, the researcher found that different participants reflected different ways and methods to incorporate language learning and communication skills development into their hectic and busy schedules. Most of the participants responded that they try to find some time to improve their English language through various means such as reading newspapers, using tablets and cell phones, and reading books, etc. The responses to the question about managing language learning amidst a busy schedule reveal several effective strategies and insights. These strategies highlight the importance of time management and the use of various resources to enhance English communication skills.

Figure 7

Bar chart displaying data of question number 7



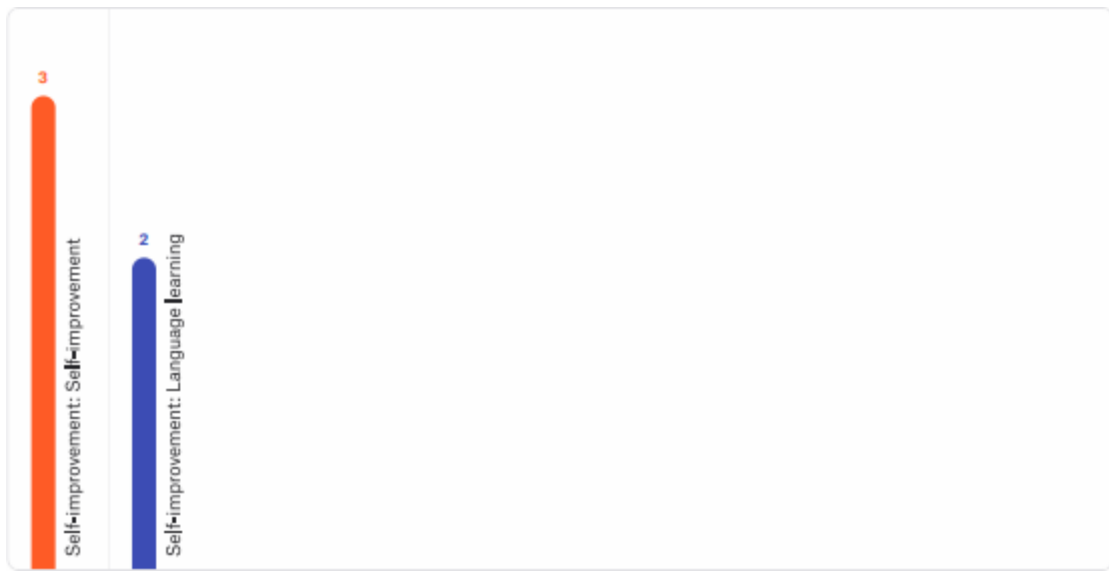
Question 8: What resources or support do you feel would be helpful in improving your English communication skills?

The participants' responses, when analysed, showed two different themes: "self-improvement" and "language learning." Although the responses submitted were diverse in opinion, one point was common among all the participants, and that was their willingness to acquire and learn English communication skills. One participant stated that "It cannot be learnt or mastered overnight; rather, in order to have command of it, unfaltering efforts are required, which include reading English books, newspapers, and listening to various talk shows, particularly those talk shows wherein the interlocutors are well-versed in English." Many of the participants showed a mutual agreement that by reading newspapers and watching English news channels, English can be improved. As suggested by a participant, "reading books, newspapers, magazines, and journals can be helpful in this regard. Moreover, watching television channels in the English language is an essential source for improving a language." Some of the participants were of the view that talking in English also enhances the speaking abilities of a person: "More and more interaction with fellows also improves the speaking ability of a person," and that "the best support would be English speaking classes and practical work under the supervision of experienced teachers." Some of the participants were not sure what type of resources would prove helpful in increasing their communication skills in English, yet the majority of the participants showed interest in learning English in a proper classroom setup along with additional resource support in the form of "books," "magazines," and "journals." This highlights the need for more material, both in print and verbal recorded form, specifically meant

for politicians in Pakistan. It can be said that providing material support in the form of classes, reading, and listening activities might prove helpful in increasing the English language proficiency of the politicians.

Figure 8

Bar chart displaying data of question number 8



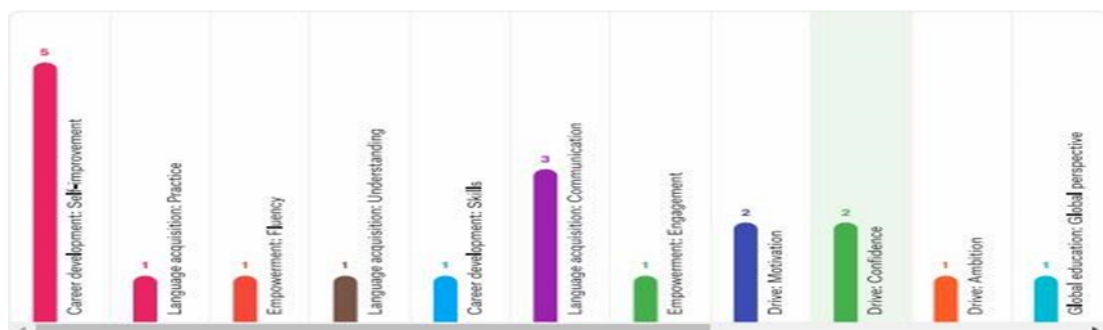
Question 9: How do you plan to use your improved English communication skills to engage with international audiences and stakeholders?

A variety of codes were generated by the software used to check the responses of the participants. The most quoted response was that of self-improvement. Almost all of the participants wanted to learn English communication skills and use them for the benefit of their political careers. The various responses reflected that they need English skills for the benefit of their constituents, as by learning English skills, they can solve the problems of their constituents more effectively and be in a better position to communicate with other stakeholders. A participant responded that better and improved vocabulary would enable him to communicate better, and better communication would lead him to represent his people effectively at national and international forums. Another participant responded that he engages the audience by "writing letters, emails, and messages" and through "open debates and discussions." Most of the participants felt that when their English skills are improved, they would feel more confident: "When I am able to communicate in English, all by myself, without any second person, I would feel more confident." A participant shared his

view in these words, "Once the politicians are able to speak good English, they would clearly explain the reality on the ground to inform others so that they may understand well." A readiness and willingness to learn the English language was expressed by the politicians during the interviews conducted. One of the participants stated that "I will be using English much more often than any other language." The researcher also noted a surge of confidence in the participants, believing that learning English communication skills can improve their confidence and enable them to participate in international conferences, political programs, workshops on different topics, and also give interviews in English to international media without hesitation. This is evident from the words spoken by a participant in his interview: "I will try to engage with various international organisations so that I can very frequently interact with them and various other stakeholders, whereby I will have maximum possible exposure and will be able to interact with international audiences. By doing this, sophistication will pervade in me, and in the future, it will be easier for me to appear on international forums." The analysis shows that better communication skills and improved language would make the politicians more confident and make it easier for them to participate in media talks more often. The ability to communicate effectively in English is increasingly recognized as a crucial skill for politicians, especially in a globalized world where international engagement is essential. This discussion explores the perspectives of politicians on how improved English communication skills can enhance their professional capabilities and engagement with international audiences and stakeholders.

Figure 9

Bar chart displaying data of question number 9



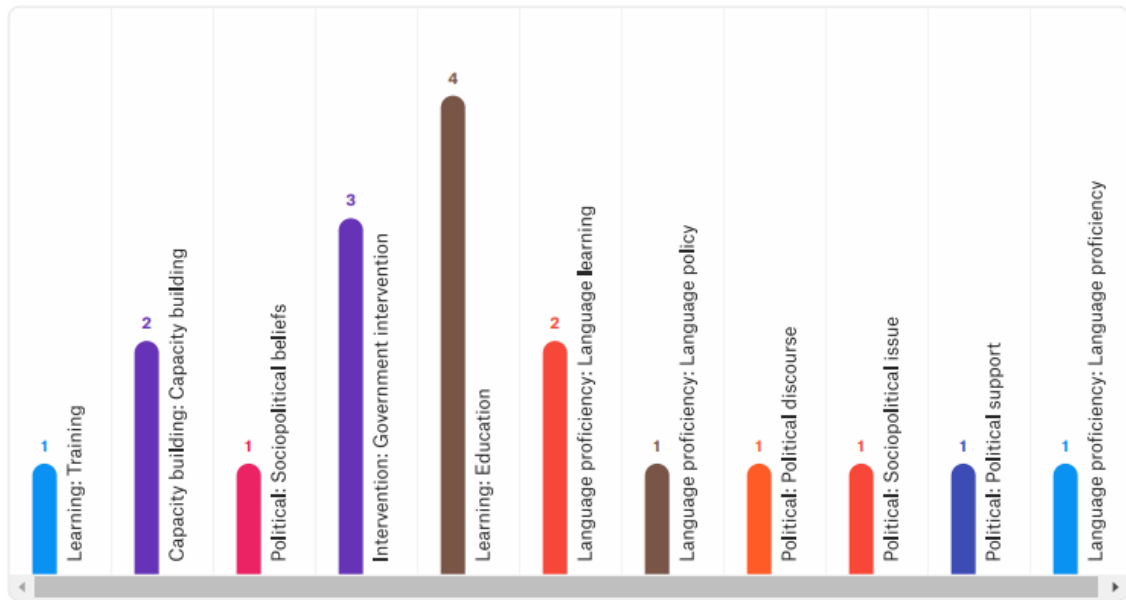
Question 10: What steps do you think the government and other organisations

should take to support politicians in Pakistan in improving their English communication skills and enhancing their ability to effectively engage with global communities?

This question was formulated by the researcher to understand the viewpoint of politicians about the role of government organisations in supporting politicians in their capacity building and skills improvement, and also to learn about the participants' expectations from these organisations in their role-playing. Different sets of responses were received from the participants, with the majority sharing some excellent suggestions. A few of these are shared here by the researcher. In the words of one participant, "Communication is determined by external forces like status, social values, social distance, social prestige, age, wealth, and power, and by internal factors like the intensity of issues, so these should be discussed and shared widely at international forums for better understanding and to have just democratic systems. English will connect us globally at many platforms using IT and social media, for a better political environment. Governments can also link politicians at educational hubs, have mentoring programs, introduce short certification courses involving universities, and hold panel discussions, which will enhance the skills and confidence of politicians." Few among the participants were well aware of the role and functions of different organisations working for private as well as government offices. One such participant shared with the researcher that, "The partner organisations, such as PIPS, can arrange workshops and trainings for politicians about English language skills." Some of the participants had no idea about what the government could do to enhance their English communication skills. However, most of them expressed their expectations from the government, and other stakeholders to arrange different workshops, trainings, and seminars and showed their willingness to attend workshops or trainings arranged by the government in this regard. A participant responded that the government should provide them opportunities to attend international conferences, involve them in short language courses, give them language learning tasks, and make them feel comfortable while attending English language courses. Another participant gave his opinion, stating that the government and NGOs should arrange productive workshops on English language improvement methods. Conclusively, it can be said that the politicians felt a need for rigorous training and workshops to improve their English language communicative competence.

Figure 10

Bar chart displaying data of question number 10

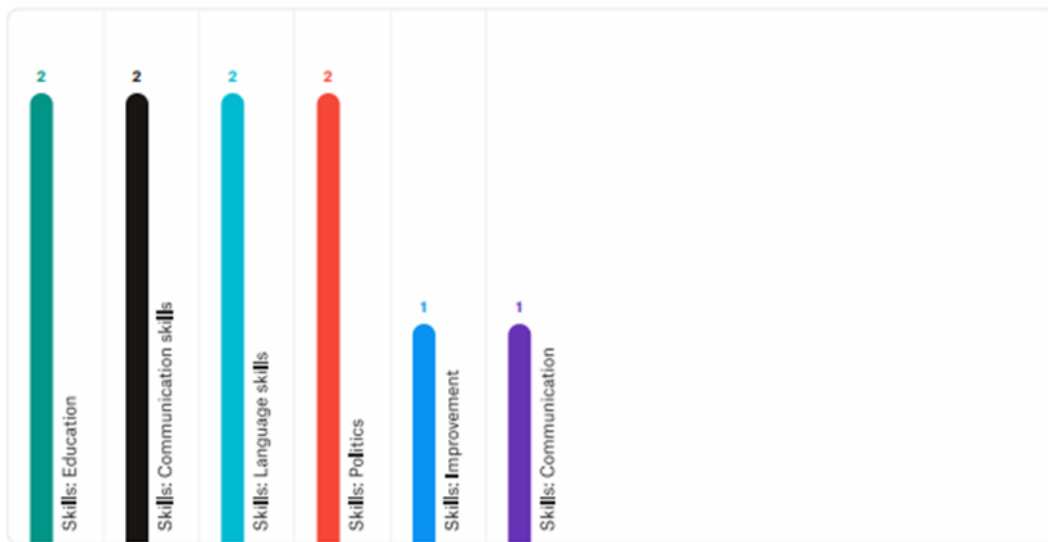


Question 11: How do you perceive the importance of effective communication skills in today's political environment?

The different kinds of responses were submitted in response to this question. The participants showed interest in learning English language skills. Nearly all of them responded positively and were keen to learn English language communication skills. It is clear through the data analysis that two (2) codes are quoted again and again. One is "Communication skills" and the other is "Politics." It reflects that these two ideas are interlinked and demonstrate great dependence upon each other. One of the participants shared that, "English language learning is very important as it is our official language and it is used in the Parliament and in drafting the bills relating to legislation." Another participant stated, "English is very important in political environment." One of the participants emphasized the importance of English in these words, "Definitely it is important." The participants expressed their thoughts regarding the importance and significance of the English language in the present political scenario and were of the view that learning the English language should be considered a challenge. The responses to Question 11 highlight a strong consensus on the importance of effective communication skills, particularly in English, within today's political environment.

Figure 11

Bar chart displaying data of question number 11

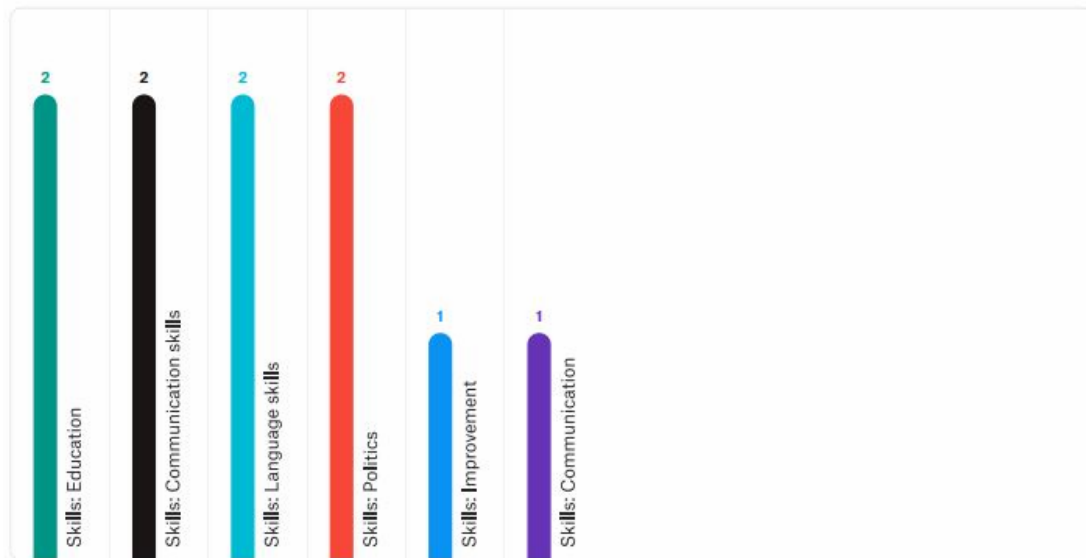


Question 12: What specific English language communicative needs do you as a Pakistani politician identify as areas of improvement, such as vocabulary, grammar, jargon, and sentence structure, to better communicate with your constituents and engage with international stakeholders?

In response to this question, the majority of the answers submitted reflected that the participants are interested in learning different language skills and communication skills, including vocabulary, grammar, sentence structure, and speaking and listening skills. However, most of the answers showed the participants' interest in learning "jargon" because they felt it was really difficult to understand the technical language used in the legislation process. Some of the participants wanted to learn all of them, "I would like to learn English from a very basic level. I need to learn grammar skills, vocabulary, jargon, and sentence structure." To sum up, different participants expressed different needs related to the English language as their needs to communicate are varied. The most common areas of the language are grammar, vocabulary, listening, and speaking skills. The responses to Question 12 reveal a diverse range of English language communicative needs among Pakistani politicians. The key areas identified by the participants: vocabulary, grammar, jargon, sentence structure and speaking and listening skills, needs to focus on and impart them training in the above discussed areas.

Figure 12

Bar chart displaying data of question number 12



4.3 Findings of the Study

The survey results reveal that 70% of participants feel they lack sufficient knowledge in English grammar, vocabulary, pronunciation, and fluency. Only 23.3% feel confident in their abilities. The majority (93.4%) are interested in learning effective communication methods, while only 3.3% are not interested. There is a general lack of confidence in English usage, but a strong desire to improve. There is a need for enhanced English language education and training programs, with tailored interventions focusing on grammar, vocabulary, pronunciation, and fluency. Future research should explore specific areas of deficiency and develop targeted educational programs.

The survey results show a high agreement among participants that they need to enhance their English communication skills to perform better in their political roles. 60% agreed and 26.7% strongly agreed that they often face difficulties in expressing their views in English. A significant portion of participants lack confidence and comfort in using English, with 46.7% disagreeing and 10% strongly disagreeing. A majority of participants (21 out of 30) either disagreed or strongly disagreed with the statement that they possess adequate knowledge and skills in English grammar, vocabulary, pronunciation, and fluency. Only 6.7% of participants were uncertain about their English proficiency, possibly due to mixed experiences or varying levels of exposure to the language. However, 23.3% of participants agreed or strongly

agreed that they have sufficient knowledge and skills in English, reflecting a segment of the population that feels confident in their language abilities. The survey results reveal a strong interest among participants in learning new and effective ways of communicating in English for various purposes and contexts.

This study found that majority of politicians' face communication challenges due to not having good command over the English language. Sometimes they face challenges due to cultural differences, and they feel the need that someone else performs the interpretation to avoid any sort of miscommunication. This study has also found that politicians face obstacles while communicating with native speakers of the English language and face difficulty due to different English dialects. It results that they need to improve their English communication skills, and by doing so, their political career also flourishes. It is also crucial for their confidence in voicing their opinions and raising their voice to address different issues on both national and international forums. The study has found that all the participants agreed on a crucial and significant role to support and benefit their political career by using the English language. This study has also found that there is a necessity to design a syllabus to meet their professional needs. Almost 60% of the participants have faced immense difficulty in expressing their thoughts appropriately in English. The percentage indicates the need for a proper syllabus of English language verbal skills. This study has also found that the majority of the participants do not have adequate knowledge of pronunciation, vocabulary, grammar, and fluency. The percentages indicate that the participants do not possess sufficient skills in the English language to communicate their ideas. However, the participants do have a strong willingness to learn and improve English language skills. The majority of them are interested in learning new and effective ways of communicating in English for various purposes and socio-political contexts. The data analysis of the study found that special attention is required to learn grammar, sentence structure vocabulary, jargon, and speaking and comprehension skills.

This study shows that the parliamentarians are in dire need to learn proficient English language skills, as English is being utilized as an official language in Pakistan. The members of the Khyber Pakhtunkhwa Assembly required proficient use of the English at every step of their official business. It is important for not only interacting with the domestic but also international media and personnel.

Additionally, the present study found that the primary job of an MPA is to create laws and policies that require attending seminars, conferences, and official meetings and interacting with the public and the stakeholders. The politicians need to be able to understand, interpret, and analyze the demands of the public stakeholders and communicate their views and efforts on the matter. The data analysis of the study reported that parliamentarians have faced issues in lawmaking due to the difficulty in understanding the various jargons of the issues in politics, economics, and business presented before them for lawmaking. This has led to not only flaws in the laws being passed but also in delaying the lawmaking process. The study confirms that the members of the Khyber Pakhtunkhwa require proficiency in reading, writing, speaking, and listening skills in English to carry out their duties properly. Furthermore, this study found that there is a need to develop the English language for specialized purposes for parliamentarians. This study has also designed a syllabus to improve the English language of the parliamentarians to deal with domestic, international, and legislative affairs effectively. This study found that the needs of the politicians can be accommodated to develop their interpersonal and English language skills and competence in a number of ways. The research has gathered ways that are most suitable for and accepted by the politicians. These include: English language training programs tailored to meet the everyday needs of the politicians; opportunities through regular workshops and conferences on uses of English language in specific fields related to current issues; mentorship and coaching for interested politicians to keep improving on a day-to-day basis; regular assessments of the progress of politicians in English skills; and at policy level, a certain level of proficiency in English language can be incorporated as a criterion for holding the august office.

4.4 Discussion

This section of the study discusses the results and the findings of the study by comparing with the already established literature review section. The present research study has investigated the English language for specific purposes of communicative needs to develop the interpersonal skills of the politicians of the Khyber Pakhtunkhwa to enhance their linguistic capabilities and competence in English. The study underscores the critical role of English communication skills in the professional lives of politicians. By improving these skills, politicians can enhance their confidence, engage more effectively with international audiences, and represent their constituents

more competently. The commitment to continuous learning and the adoption of practical strategies for improvement are essential for achieving these goals. As the global political landscape continues to evolve, the ability to communicate effectively in English will remain a valuable asset for politicians worldwide. Addressing these needs through targeted educational initiatives can significantly enhance their ability to communicate effectively with constituents and international stakeholders. By improving their vocabulary, grammar, jargon, sentence structure, and speaking and listening skills, politicians can better navigate the complexities of the political environment and achieve their communication goals. The politicians have to interact with a variety of people and good communication skills are crucial for them. They voiced their opinions related to the importance of English proficiency in the domain of politics. The results of these twelve (12) questions showed that parliamentarians face communication challenges due to not having good command over the English language, and they face multiple barriers due to language issue. Their political career will also flourish, if proper training is imparted to them. They also stated that they will feel more confident in voicing their problems and would be able to make competent decisions in the political domain with colleagues, as well as the opponents, who have different ideas and backgrounds. Politicians that possess strong communication skills are better able to express their viewpoints, listen intently to others, and create harmony through fruitful debates. The assembly members share that the politician's capacity for excellent communication can be a major asset in the fiercely competitive realm of politics, helping them win over supporters and propel their political career. The assembly members of Khyber Pakhtunkhwa agreed that the politicians who possess strong communication skills stand to gain influence as leaders, effectively advance their policies, and cultivate a favourable public perception. English is frequently utilized in cross-cultural and international political contexts like international conferences, diplomatic encounters, or working with foreign counterparts. English language proficiency can help politicians engage in these international discussions and build alliances and partnerships that will benefit their voters. The Khyber Pakhtunkhwa assembly members shared their willingness to improve their English communication skills so that their political careers can flourish and they can also interact confidently and effectively in all sorts of settings.

Belcher (2009) categorizes English for special purposes into seven different categories: EAP, EVP, EMP, EOP, EBP, ELP, and ESCP. These mentioned categories have equal importance in their special categories. The present research study has added one new field to the existing ESP categories, which is known as English for politicians or English for parliamentarians. This study identifies that the development of the English for politicians or parliamentarians contributes to the existing domains of English language learning domains, which may help the politicians to effectively communicate on domestic and international meetings. Furthermore, it helps the politicians in the legislation or documentation of the drafts. Zeleke, Arficho, and Mulatu (2023) have also identified the crucial importance of the development of the English variety of language, which serves for any kind of special purpose. But this study investigates the ESP on the macro language structures of the language trainers, which have given greater importance to the listening skills of the English language. The present research study has also inquired the ESP on the macrostructures by recording interviews and filling out questionnaires. This study has concluded that for the politicians, each type of language structure (listening, speaking, reading, and writing) holds significance. Zeleke, Arficho, and Mulatu (2023) have inquired about language use on a general note, but the current research study has investigated it from a broader perspective, both formal and informal. Politicians mainly deal with the formal situations in the legislative assemblies and also with the international delegations.

Similarly, Hutchinson and Waters (1987) argued about the need for using English for specific purposes. The Needs Analysis of the selected data resulted in terms of need assessment such as want, need, and lack, which was particularly associated with the foreign language learning. Hutchinson and Waters (1987) have analyzed the needs of the language learners under the theoretical paradigm of Munby's Model (1978) to subjectively examine the psychological communicative competence and requirement to learn the target language. The present research study objectively highlights the needs of using English for specific purposes for the parliamentarians to utilize the linguistic competence while getting engaged in formal and informal situations. This study primarily focuses on the needs of the communicative situation of the English language according to the settings of legislative assemblies. The analysis of the present study concludes that there is a high need to address grammar, sentence

structure vocabulary, jargon, and speaking and comprehension skills of the politicians who have been elected to the legislative assemblies for legislation. The study highlights the need for targeted English language training programs for Pakistani politicians, focusing on specific communicative needs like public speaking and media interactions. Improving English communication skills can enhance political effectiveness, engage with constituents, and participate in international dialogues. Customized learning resources, such as workshops and seminars, can address vocabulary, grammar, sentence structure, and political jargon. A supportive learning environment, including peer interactions and mentorship programs, can build confidence in politicians' English communication skills. This study used the adapted theoretical framework of Miles and Huberman (1994) to analyze the data, and a mixed-methods approach has been used to collect data. The findings of the study showed the need for designing an ESP-based curriculum especially tailored to cater to the professional needs of politicians. The current study analyzed the interviews and the questionnaire under the theoretical framework of a model of Needs Analysis, which helped the researcher compile the need-based communicative questionnaire and interview questions to meet the research objectives of the study. The respondents of the study were politicians of the Khyber Pakhtunkhwa assembly who are interested in utilizing the English language in their communicative situations.

Tehseem et al. (2022) assert that politicians negotiate, compromise, and make decisions in the political arena with colleagues who have different ideas and backgrounds. Politicians that possess strong communication skills are better able to express their viewpoints, listen intently to others, and create harmony through fruitful debates. Similarly, Tamim (2014) asserts that the assembly members share that the politician's capacity for excellent communication can be a major asset in the fiercely competitive realm of politics, helping them win over supporters and propel their political career. The current research study also concludes that the assembly members of Khyber Pakhtunkhwa agreed that the politicians who possess strong communication skills stand to gain influence as leaders, effectively advance their policies, and cultivate a favorable public perception. English is frequently utilized in cross-cultural and international political contexts like international conferences, diplomatic encounters, or working with foreign counterparts. English language proficiency can help politicians engage in these international discussions and build

alliances and partnerships that benefit their voters. The Khyber Pakhtunkhwa assembly members shared their willingness to improve their English communication skills so that their political careers can flourish and they can also interact confidently and effectively in all sorts of settings.

Shamim (2011) has also inquired about the dominance of English-language discourse in legislative assemblies. He argued that countries that were once colonized are still under the influence of the English languages. Pakistan is among those countries and has given a rank of an official language in the country. The present research study has inquired about the need for an English language, why it is mandatory to learn the language for the parliamentarian, and how it can be fruitful for them. This study found that the English language is an official language in Pakistan; the ability to comprehend legislative documents written in English, such as bills and policies, as well as the specific legal and political terminology employed within them, is one of the primary English language communication demand for politicians in Khyber Pakhtunkhwa, Pakistan. Politicians must be proficient in the language of legislative discourse in order to participate effectively in talks and negotiations in provincial assemblies. This means they must be able to express their ideas, pose queries, and refute arguments in English. In addition to speaking formal, diplomatic English at the federal government level and at diplomatic meetings, Khyber Pakhtunkhwa politicians must convey their views in English to foreign organizations and governments. Good English language communicative skills and knowledge of English language are compulsory to interact effectively and put forward a point in a discourse, which have also been supported by Talat (2002).

Nunan and Lamb (1996) have examined the need for analysis to develop the syllabus for English for specific purposes. They primarily focused on the curriculum design for the English language learners for some special purposes. The present research study also analyzed the data collected from the parliamentarians or political leaders from the Khyber Pakhtunkhwa legislative assembly to investigate the need to develop a curriculum and syllabus for the parliamentarians to learn English for legislative and official meetings. The findings of the study showed that the politicians faced difficulty in sharing their viewpoints due to not having good command over the English language. In this research, the researcher asked the provincial assembly members whether they would be interested in improving their English skills required

for communicating effectively, to which majority had agreed to. The researcher tailored a syllabus based on the English language needs of the assembly members. To improve and develop their English language skills, workshops can be arranged. The provincial assembly members should be taught English that is directly aligned with their real-world communication needs. They should be taught the jargon in the ESP syllabus, which would help them understand legislative documents, engage in political discussions, interact with diplomats from around the world, and even communicate effectively at press conferences. The findings reflected that the designed ESP syllabus should target improving the reading, writing, listening, and speaking skills of the politicians so that they can communicate confidently in both formal and informal settings.

The curriculum and syllabus design for English for parliamentary purposes have been influenced by the Basturkmen (2014), who have provided five ideas to develop English for specific purposes. These five ideas are based on the goal orientation to meet the purpose of developing an ESP. The proposed syllabus is a skill-based syllabus. The present research study has also followed these objective-oriented research goals to the researcher's objective to develop English for the Parliamentarians. A comprehensive Needs Analysis has been done on the very first stage to develop the target-based special language for legislative and official international meetings that includes understanding the discourse patterns, genres, and language activities required for the learners' field of work or study. Secondly, the researcher met the need-based requirements as per the observations of the conducted semi-structured interviews and questionnaires. The need for the macrolanguage structures as per culture is also examined. On the third stage, the researcher has identified the appropriate teaching processes and course materials to design the curriculum and syllabus for ESP. On the fourth stage, the researcher has identified the skills to be specifically focused on. This study has found that political leaders are required to be engaged with four types of language skills: listening, speaking, reading, and writing. Although these four skills are essential in the English language learning process, as per the fifth stage, the continual assessment process, monitoring the efficacy of the designated syllabus, and the need to alter the course content, is given due importance. Basturkmen (2004) has developed the goal-based language requirements with an academic perspective, but the present research study is not only

based on academic purposes but also for official purposes to increase the English language fluency of the parliamentarians who could understand the legislation, documentation, and international debates and meetings. According to the Needs Analysis of Evans and John (1998), the present research study has firstly investigated the needs of the parliamentarians and the nature of types of needs that arise while using English. On the basis of the examination and observation of the interviews and questionnaire, the researcher has designed an English syllabus for parliamentarians and political leaders. This curriculum design is not only limited to the academic contribution, but it offers a wide range of benefits to the parliamentarians. This development of English for parliamentarians efficiently covers the need for the language for specific purposes: policy making, legislative documentation, enhancing the fluency of language, improving national and international communicative competence, reducing the linguistic barriers, and the development of English in terms of legislative language.

CHAPTER 5

CONCLUSION

Based on this study's results, the study had found that nearly all the participants agree that English language has a crucial and significant role to support and benefit their political career. They express the necessity to have a syllabus designed to meet their professional needs. Almost 60% of the participants have the opinion that they face immense difficulty in expressing their thoughts appropriately in English. The percentage suggests the need for a proper syllabus of English language verbal skills. The study also highlighted that the majority of the participants do not have adequate knowledge of pronunciation, vocabulary, grammar, and fluency. From the percentage of the results, it is known that the participants do not possess sufficient skills in the English language to communicate their ideas. However, the participants do have a strong willingness to learn and improve English language skills. Majority of them are interested in learning new and effective ways of communicating in English for various purposes and socio-political contexts. The interview data analysis showed the interest of the participants in learning grammar, sentence structure vocabulary, jargon, and speaking and comprehension skills.

According to the findings, the English language communicative needs of the politicians in Khyber Pakhtunkhwa, Pakistan finds out that the Members of the KP Assembly required proficient use of the English at every step of their official business. It is important for not only interacting with the domestic but also international media and personnel. The primary job of an MPA is to create laws and policies which require attending seminars, conferences, and official meetings and interacting with the public and the stakeholders. The politicians need to be able to understand, interpret and analyze the demands of the public stakeholders and communicate their views and efforts on the matter. The Politicians interviewed for the research reported to have faced issues in law making due to the difficulty in understanding the various jargons of the issues in politics, economics and business presented before them for law making. This has led to not only flaws in the laws being passed but also in delaying the law-making process. The study confirms that the Members of the Khyber Pakhtunkhwa require proficiency in reading, writing, speaking and listening skills in English to carry out their duties properly.

The needs of the politicians can be accommodated to develop their interpersonal and English language skills and competence in a number of ways. The research has gathered ways that are most suitable for and accepted by the politicians. These include: English language training programs tailored to meet the everyday needs of the politicians; opportunities through regular workshops and conferences on uses of English language in specific field related to on-going issues; mentorship and coaching for interested politicians to keep improving on a day-to-day basis; regular assessments of the progress of politicians in English skills; and at policy level, a certain level of proficiency in English language can be incorporated as a criterion for holding the said political office. This study used the adapted theoretical framework of Miles and Huberman to analyse the data and mixed method approach has been used to collect data. The findings of the study showed the need for designing an ESP-based curriculum especially tailored to cater to the professional needs of the politicians based.

- 1) What are English language communicative needs of the politicians in Khyber Pakhtunkhwa, Pakistan?

As English language is an official language in Pakistan, the ability to comprehend legislative documents written in English, such as bills and policies, as well as the specific legal and political terminology employed within them, is one of the primary English language communication demands for politicians in Khyber Pakhtunkhwa, Pakistan. Politicians must be proficient in the language of legislative discourse in order to participate effectively in talks and negotiations in provincial assemblies. This means they must be able to express their ideas, pose queries, and refute arguments in English. In addition to speaking formal, diplomatic English at the federal government level and at diplomatic meetings, Khyber Pakhtunkhwa politicians must convey their views in English language to foreign organizations and governments. Good English language communicative skills and knowledge of English language is compulsory to interact effectively and put forward a point in a discourse.

- 2) How should the needs of the Politicians be accommodated to develop their interpersonal and English language skills and competence?

The findings of the study showed that the politicians faced difficulty in sharing their view-points due to not having good command over English language. In this

research, the researcher asked the provincial assembly members whether they would be interested in improving their English skills required for communicating effectively and they agreed to it. The researcher tailored a syllabus based on the English language needs of the assembly members. To improve and develop their English language skills workshops can be arranged. The provincial assembly members should be taught English that is directly aligned with their real world communication needs. They should be taught the jargon in ESP syllabus which helps them understand legislative documents, engage in political discussions, interact with diplomats from around the world and even communicate effectively at press conferences. The findings showed that the designed ESP syllabus should target to improve the reading, writing, listening and speaking skills of the politicians so that they can communicate confidently in both formal and informal settings. On the basis of data analysis and findings, the study draws conclusions related to English language needs of the politicians of KP provincial assembly, Pakistan. From the Needs Analysis, it is identified that English has a significant role to support the political career of the parliamentarians. The Parliamentarians require some specific skills of English language for communication purposes. This research has explored the English language requirements, challenges, and potential solutions for the Members of the Provincial Assembly of Khyber Pakhtunkhwa, Pakistan. The study also concludes that the participants find it difficult to communicate their ideas in various situations such as seminars, conferences, official meetings etc. The politicians not only have to interact with the public but also they have to meet foreign delegations, and attend official meetings to discuss topics of public interest. Moreover, the study concludes and suggests a syllabus designed to meet English language communicative needs of the politicians in Pakistan.

This research employed a mixed- method approach, including interviews and questionnaires designed and conducted to assess the English language needs of politicians, focusing on reading, writing, speaking, and listening skills. Interviews were conducted with the participants to gain insight into their specific English language needs and challenges.

The research findings provide a comprehensive understanding of the English communicative needs of the participants in Khyber Pakhtunkhwa provincial assembly, Pakistan. The results highlight the current level of English proficiency of the members, and identify the specific areas where improvement is required. The

politicians face many challenges regarding improving their English language skills such as limited access to quality language training and less chances to enhance their language proficiency. Additionally, there is unavailability related to potential solutions, including training programs, language support services, and policy recommendations.

This research will contribute to the existing knowledge on the English communicative needs of politicians in Pakistan. By identifying the specific challenges and proposing a syllabus to meet the English language needs of the politicians, this study aimed to facilitate MP's in improving their English language proficiency. Enhanced communication skills enable politicians to effectively represent their constituents, engage in international forums, and contribute to the development and progress of Pakistan.

The politicians in Khyber Pakhtunkhwa have various English language communicative needs. They lack proficiency in each of the key areas: listening, speaking, reading and writing. 86.7% of the respondents agreed that they needed to improve their English to perform better in their political role. During the interviews, 76.7% agreed to have issues expressing their views (a speaking skill), 56.7% did not feel confident in using English as a means of communication, 70% of did not agree to having sufficient knowledge of English language, and 93.4% participants wanted to improve their English in order to perform better. These needs of the politicians can be accommodated to develop their interpersonal and English language skills and competence by creating courses and conducting training programs based on syllabuses tailored specifically to meet their needs. One such syllabus has been provided in this research which can be implemented by the necessary authorities to ascertain its credibility and impact.

This study covers the Needs Analysis of the English language requirements of the members of the provincial assembly of Khyber Pakhtunkhwa, Pakistan. The number of the participants in this study is still limited; however, this study significantly attempts to focus on the language needs of the politicians and recommends a syllabus also. The study suggests a curriculum to facilitate and accommodate the parliamentarian's needs in ESP. The interaction with the politicians is also expected to guide them to be aware and vigilant of their needs in English language. The study recommends that English language needs of the politicians in

Pakistan should be carefully examined so that proper syllabi could be prepared for them. It is evident that if the politicians are fluent in English, they can communicate their ideas better locally and internationally. The study focused on the English language needs of the politicians of one province of Pakistan. It recommends policy makers to conduct Needs Analysis of the politicians in other provinces and capital territory so that specific syllabi could be prepared for them. Significant improvement regarding English language proficiency can be achieved through Needs Analysis and syllabus designing.

5.2 Recommendations

The current research focuses on applying ESP and Needs Analysis modules to understanding the English Communicative needs of the members of the Khyber Pakhtunkhwa Assembly. The research opens doors for future researchers who can use different samples, models and techniques to conduct similar research that can help understand the English Language needs of politicians in Pakistan and devise ways for improvements. Future research can focus on the following:

- Application of the techniques of this research to conduct an experimental study in the legislative assembly to check its validity and usefulness for the members of the Assembly.
- Investigating the English language communicative needs the members of other legislative assemblies in Pakistan using the ESP and Needs Analysis models.
- Conducting comparative studies of the English language communicative needs of different assemblies in Pakistan. For example, the Sindh and Punjab Assemblies.
- Understanding the English language needs of the non-political staff working in the Provincial and Federal Legislative assemblies.
- Analyzing the effects of the measures (if and when) adopted by the legislative assemblies for improvement of the English language proficiency of the members.

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ANNEXURE A

Questionnaire to gather information regarding needs in English language as perceived by the members of the provincial assembly of Khyber Pakhtunkhwa.

DEMOGRAPHIC INFORMATION

Please fill in the following.

1. Gender:
 - a. Male
 - b. Female
2. Age-----
3. Education-----
4. Political Tenure-----
5. Name-----

The following is a questionnaire to assess English language needs of politicians of Pakistan in KP province.

Please rate each statement on a scale of 1 to 5, where 1 mean strongly disagree and 5 means strongly agree.

1. I need to improve my English communication skills to perform better in my political role.

1. Strongly disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. strongly agree
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2. I often face difficulties in expressing my views and opinions in English to the media, public or other.

1. Strongly disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Strongly agree
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3. I feel confident and comfortable in using English for formal and informal interactions with different audiences.

1. Strongly disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Strongly agree
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4. I have adequate knowledge and skills in English vocabulary, pronunciation and fluency.

1. Strongly disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Strongly agree
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5. I am interested in learning new and effective ways of communicating in English for various purposes and contexts.

1. Strongly disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Strongly agree
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ANNEXURE B

Questionnaire for Interview

- 1). What is your current level of English proficiency and how would you rate your ability to communicate effectively in English?
- 2). What are some of the major English language communication challenges you face as a politician in Pakistan?
- 3). In what ways do you evaluate your own abilities and skills in the English language and communication?
- 4). In what situations do you feel most challenged in terms of communicating in English?
- 5). How do you think improving your English communication skills can help you better serve your constituents and achieve your political goals?
- 6). What are some of the specific English language skills or areas of communication that you would like to improve upon?
- 7). In what ways do you manage to include language learning and enhance your English communication skills amidst your busy schedule?
- 8). What resources or support do you feel would be helpful in improving your English communication skills?
- 9). How do you plan to use your improved English communication skills to engage with international audiences and stakeholders?
- 10). What steps do you think the government and other organisations can take to support politicians in Pakistan in improving their English communication skills and enhancing their ability to effectively engage with global communities?
- 11). How do you perceive the importance of effective communication skills in today's political environment?
- 12). What specific English language communicative needs do you as a Pakistani politician identify as areas of improvement, such as vocabulary, grammar, jargon, and sentence structure, to better communicate with your constituents and engage with international stakeholders?

ANNEXURE C

Syllabus for Politicians Based On Needs Analysis

Language in the field of English for Specific Purposes (ESP) is learnt to equip the learners to enter into a more specific linguistic environment. Therefore, the most prominent feature in ESP course design is that the syllabus is based on an analysis of the students' needs (Basturkmen 2006).

The Needs Analysis obtained data through interviews, and questionnaires given to the members of the provincial assembly of Khyber Pakhtunkhwa, Pakistan. The purpose of Needs Analysis was to learn about the specific English communication skills needed by the politicians and to design a suitable syllabus to fulfil their language needs. The observation results, such as the interviews, were presented in descriptive categories supplemented by qualitative narratives. The Needs Analysis, also known as needs assessment, is at the core of the process of designing and implementing an ESP course. It is a data collection instrument that is used to establish a useful and effective language course (Ulfah et al, 2021). ESP is a method focused on the needs of the learners. A formulation of the problem encompasses all ESPs: "Why does this student need to learn another language? A similar number of questions are often asked, such as about the students' individual needs, the nature of the language, and the learning context (Hutchinson & Waters, 1989). As a function, the ESP is a language learning method based on the student's learning reasoning for both material and method decisions. The entire analysis, however, is focused on the student's initial language learning needs. After the Needs Analysis has been completed and analysed, the next step is to design a course syllabus. The course design could be proposed as a progression and application of the analysis, as the needs were studied. According to Hutchinson & waters (1989), course design is the process of interpreting raw data on learning needs to create an interconnected series of instructional experiences that will potentially lead students to a relevant experience. In practice, this involves selecting, adapting, and creating materials following the curriculum, designing a framework for teaching those materials, and implementing assessment methods that measure progress toward the objectives set using the theory and empirical information available for a syllabus.

The most important aspect is the schedule of the learners. Since most of the members themselves mentioned that the major obstacle that might come up in the running of the class is the schedule, therefore, it is important to make the schedule of the class, and it should be implemented in their busy schedule.

The total duration of the proposed course is 12 weeks (3 months). This course is designed to help Pakistani politicians enhance their English language skills and develop a better understanding of political jargon commonly used in the political field. The syllabus focuses on improving communication skills, expanding vocabulary, and mastering political terminologies to enable politicians, specifically the members of the provincial assembly of Khyber Pakhtunkhwa, Pakistan, to effectively engage with local and international audiences and stakeholders.

Table 1: Learning needs

Mode Practice-based learning

Technology-based learning

Pair/Group Discussion

Video watching

Practice Exercise: Conversation practice – role play

Vocabulary training

Media: Computer-LCD

Approach: Personal Approach

Schedule: After session hour (break)

1 ½ hour/meeting

Week 1: Introduction to English Language Skills

Proposed Course Design Rationale

This course is based on English for Specific Purposes and designed to inculcate some basic English skills in the members of provincial assembly of Khyber Pakhtunkhwa, Pakistan. This course focuses on conversation and vocabulary building for the politicians. This course is specifically designed for the members of the provincial assembly of Khyber Pakhtunkhwa, Pakistan, based on their Needs Analysis. Since some participants mentioned that they also need a modest practice related to reading and writing even though it is not as necessary as speaking and listening, therefore, the syllabus also consists of some material related to reading and writing skills enhancement.

Course Goals and Objectives

This part mentions the goals and objectives of the course. Goals are broad general statements of the course intent which are expressed in terms of what learners will be able to do whereas objectives are the statements of what the learners will be expected to accomplish when they have completed a specified course of instruction, stated in terms of observable performances. In general, it is expected that this course will help them to expand their knowledge and point of view and to fulfil their job demand related to English use. At the end of the course, the participants are expected to be able to;

1. Improve and polish their fluency in English language through regular practice of speaking and listening activities.
2. Expand specific vocabulary through discussions, role-plays, pair works, and group works on various topics.
3. Understand English grammar and be able to implement it in the practical situation of conversation.
4. Inculcate a solid understanding of oral English communication, as well as to understand and comprehend some basic structures, taught through non-explicit conceptual structure teachings.
5. Develop the reading skill in order to be able to comprehend reading materials in

the scope of government issues.

6. Identify and write daily the documents that are in demand in the workplace, and to be able to use formal and informal language, and use correct spelling, punctuations, and grammar about business.

The objectives of the course are:

- Asking and giving personal information. Asking about and expressing likes and dislikes
- Asking for and giving personal information about people
- Asking if something is true or false
- Saying whether things are true or not
- Asking about and expressing personal preferences, likes and dislikes
- Offering alternatives
- Asking questions
- Commenting on a photograph
- Showing a polite interest in what somebody tells you
- Description of places - towns/holiday resorts/foreign countries
- Asking and answering questions
- Giving details
- Giving and following directions
- Talking about places in town
- Explaining what certain things mean and refer to
- Asking a variety of questions to find out further information
- Ranking items in order of importance
- Making and listening for orders
- Asking for missing information
- Giving details about an item
- Understanding newspaper advertisements

- Describing an object
- Saying what something is for
- Speculating
- Describing a person - physical features
- Describing clothes
- Asking about somebody's appearance
- Talking about an incident
- Giving and understanding information
- Problem-solving
- Making guesses and suppositions
- Giving and processing information
- Drawing conclusions
- Giving and following instructions
- Asking for repetition and clarification
- Expressing your own opinion
- Asking another opinion
- Making comparisons
- Discussing human relationships
- Making choices and explaining them
- Planning an event with others

Listening:

To enable the politicians to comprehend short and long conversations based on everyday social & routine job-related themes. For instance, introduction and greetings, names, personal information, opinion, comparisons, human relationship, scene description, countries and continents, agreement, and disagreement, speculation, information, conclusion, direction, discussion, instructions, repetitions, clarification, procedure, thoughts, and reactions.

Vocabulary:

1. To enable the politicians to use vocabulary related to government issues: Office Object, Works, Sports, Education, Law, Crime, people, approval and disapproval, and actions.
2. To enable the politicians to form correct sentences and utilize them in different situations.

Grammar:

To enable the politicians to develop a solid understanding of basic grammar structures:

- Where's the ...?, it's a place prepositions, would
- Simple present tense
- Simple past tense
- Passive form – simple present and past
- Time clauses with as, when, and while, could/couldn't have
- Compound adjective
- Question tag
- Present continuous tense

Reading:

1. The politicians can identify the main idea of the passage and paragraphs.
2. The politicians can find explicit and implicit details in the passage with the help of scanning and skimming.

Writing:

1. To enable the politicians to identify and write:
 - Leaflet
 - Handbill
 - Pamphlet
 - Simple message

- Correspondence
 - E-mails
 - Notes for guests
 - Memos
2. The politicians can use formal and informal English based on the situation.
 3. The politicians can use correct spelling, punctuation, and grammar about business.

Teaching Method

As a result of the interview, the politicians described that the implementation of the language is much more important than just the theory. The result of the questionnaire also proved that the best option chosen by the politicians is conversation practice; therefore, that is the reason behind using the role-play technique in every weekly class. The second highest preference based on the results is vocabulary and political jargon. Therefore, the other important method in the course focuses on teaching vocabulary. Different games such as memorizing, personalizing, and communicating are also a part of the course. The use of technology is also considered to be important; therefore, the teacher can use the internet, laptop, and projector as the media for improving listening skills. Assessment is also an important part of the whole process. At the end of weekly classes, there would be an assessment based on multiple choice questions, role-playing, essay writing, and presentations, which will assess the speaking ability of the students. Meanwhile, multiple choice, gap filling, and essay will be used to assess the listening, vocabulary, structure, reading, and writing of the participants. In the last assessment, also known as the summative test, the comparison is established between the pre-test and post-test results.

Table 2: Course design syllabus

1. Pre-test

WEEK 1: INTRODUCTION TO ENGLISH LANGUAGE SKILLS

- Basic English grammar and sentence structure
- Speaking and pronunciation practice
- Building vocabulary related to politics and governance

DAY 1

- Oral Communication
- Asking and giving personal information
- Spelling your name
- Asking about and expressing likes and dislikes

DAY 2

- Vocabulary & Pronunciation
- Basic personal information
- Various nouns to talk about likes and dislikes

DAY 3

- Structure
- Asking questions, using the verb to be and the auxiliary do with the present tense
- Using questions
- Using the present simple first person to talk about oneself
- Using the present simple third person to talk about another person

DAY 4

- Oral Communication
- Asking for and giving personal information about people
- Asking if something is true
- Saying whether things are true or not

DAY 5

- Vocabulary & Pronunciation
- Office Object
- Family relationship
- Occupations

DAY 6

- Structures
- Present simple + question word + to be/have got

DAY 7

- Practice/test

Understanding political terms and concepts

- Analyzing speeches and political debates
- Role-play exercises for using political terminology effectively

DAY 1**Oral Communication**

- Asking about and expressing personal preferences
- Offering alternatives

DAY 2**Vocabulary and Pronunciation**

- Overview of political terminology and its importance
- Basic idea of vocabulary on several topic areas
- Understanding the different branches of government
- Key political concepts and ideologies

DAY 3**Structures**

- Asking questions with what and the verb to be

DAY 4**Oral Communication**

- Giving information about a third person
- Asking questions
- Talking about any issue of concern or importance
- Showing a polite interest in what somebody tells you

DAY 5**Vocabulary and Pronunciation**

- Personal information
- Vocabulary related to legislative processes
- Vocabulary related to governance and public policy
- Vocabulary related to current political issues
- Analyzing speeches and debates on contemporary topics
- Applying acquired terminology to discuss and debate current events

DAY 6**Structures**

- Present tense third person
- Asking questions (present tense third person)
- Use of would to be polite

DAY 7**Practice/test****WEEK 3: PUBLIC SPEAKING AND PRESENTATION SKILLS**

- Techniques for delivering impactful speeches
- Body language, voice modulation, and eye contact
- Preparing and delivering persuasive speeches

DAY 1**Oral Communication**

- Description of places - towns/holiday resorts/foreign countries
- Asking and answering questions
- Giving details

DAY 2**Vocabulary and Pronunciation**

- Vocabulary related to political parties and their roles
- Exploring different political ideologies (for example, liberalism, conservatism, socialism)
- Analyzing party manifestos and political platforms

DAY 3**Structures**

- Simple present tense
- Questions using a variety of question words

DAY 4**Reading**

- Identifying the main idea of the passage and paragraphs
- Finding explicit and implicit details in the passage through scanning and skimming

DAY 5**Writing**

- Identifying and writing: Leaflet, handbill, pamphlet
- Knowing when to use formal and informal language
- Using correct spelling, punctuation, and grammar about business

DAY 6**Oral Communication**

- Giving and following directions
- Speech practice and body language

DAY 7**Practice/test****WEEK 4: POLITICAL INTERVIEWS AND PRESS CONFERENCES**

- Strategies for handling media interviews
- Responding to challenging questions effectively
- Mock interviews and feedback sessions

DAY 1**Vocabulary and Pronunciation**

- Understanding the role of media in politics
- Techniques for delivering impactful interviews
- Maintaining composure and confidence
- Crafting clear and concise public statements

DAY 2**Structure**

- Asking Questions
- Preposition of place
- Ordinal Numbers

DAY 3**Oral Communication**

- Explaining what certain things mean and refer to
- Asking a variety of questions to find out further information
- Techniques for bridging, deflecting, or reframing questions

DAY 4

- Planning and organizing press conferences
- Simulated press conference exercises

DAY 5**Structure**

- Understanding a variety of questions, times, numbers, days, and dates
- Present tense of various verbs

DAY 6**Oral Communication**

- Ranking items in order of importance
- Making and listening for orders

DAY 7**Practice/test****WEEK 5: POLITICAL WRITING AND SPEECHWRITING**

- Writing speeches, press releases, and policy statements
- Crafting persuasive arguments and engaging narratives
- Editing and proofreading techniques for political documents

DAY 1**Vocabulary & Pronunciation**

- Basics of speech writing

- Analyzing the importance of speeches, press releases, and policy statements

DAY 2

Structure

- Should
- Comparisons

DAY 3

Oral Communication

- Asking for missing information
- Giving details about an item
- Understanding newspaper reading, articles, books, and advertisements

DAY 4

Vocabulary and Pronunciation

- Relevant vocabulary practice

DAY 5

Structure

- Question words
- Asking questions (present tense)
- Adjectives
- Numbers

DAY 6

Oral Communication

- Describing an object
- Saying what something is for
- Speculating

DAY 7

Practice/test

WEEK 6: NEGOTIATION AND DIPLOMACY

- Language and tactics for successful negotiations
- Diplomatic language and etiquette
- Simulated negotiation exercises

DAY 1**Vocabulary and Pronunciation**

- Introduction to negotiation
- Key principles and strategies for successful negotiations

DAY 2**Effective Communication in Negotiations**

- Developing active listening skills
- Non-verbal communication and body language
- Building rapport and trust in negotiations

Structure

- Various constructions in the present to describe objects
- Future with
- Can
- Enough
- Could and might use to

DAY 3**Diplomatic Language and Etiquette**

- Understanding diplomatic language and protocols
- Cross-cultural communication in diplomatic settings
- Role-playing diplomatic scenarios

DAY 4**Advanced Negotiation Techniques**

- Dealing with difficult negotiators
- Simulated negotiation exercises and feedback sessions

DAY 5**Structure**

- Past tense in affirmatives, interrogative, and negative
- Past simple
- Past continuous

DAY 6**Reading**

- Identifying the main idea of the passage and paragraphs
- Finding explicit and implicit details in the passage through scanning and skimming

DAY 7**Practice/test****WEEK 7: INTERNATIONAL RELATIONS AND DIPLOMATIC LANGUAGE**

- Understanding international relations terminology
- Analyzing diplomatic speeches and statements
- Role-playing diplomatic scenarios

DAY 1**Vocabulary and Pronunciation**

- Understanding relevant concepts and jargons

Writing

- Identifying and writing: simple message, correspondence, e-mails
- Knowing when to use formal and informal language
- Using correct spelling, punctuation, and grammar about business

DAY 2**Oral Communication**

- Giving and understanding information
- Problem-solving
- Making guesses and suppositions

DAY 3**Vocabulary and Pronunciation**

- Ways of describing something - appearance and function

DAY 4**Structure**

- Auxiliary
- Adverb of frequency

DAY 5**Oral Communication**

- Giving and processing information
- Drawing conclusions

DAY 6**Vocabulary and Pronunciation**

- Simulation exercises

DAY 7**Practice/test****WEEK 8: POLITICAL DEBATES AND DISCUSSIONS**

- Participating in political debates
- Structuring arguments and counter-arguments
- Debating current political issues

DAY 1**Lectures by guest speakers****Structure**

- Comparatives of adjectives
- Superlatives of adjectives

DAY 2**Oral Communication**

- Giving and following instructions
- Asking for repetition and clarification

DAY 3**Vocabulary and Pronunciation**

- Basic directions, verbs (go, draw, write), and objects

DAY 4**Structure**

- Imperative

- Adverbs of direction

DAY 5

Oral Communication

- Expressing your own opinion
- Asking other opinions
- Making comparisons

DAY 6

Vocabulary and Pronunciation

- Basic verbs

DAY 7

Practice/test

WEEK 9: MEDIA RELATIONS AND SOCIAL MEDIA

- Building positive relationships with media
- Effective use of social media platforms for political communication
- Developing a media strategy

DAY 1

Structure

- Asking questions about opinion
- Comparatives-superlatives

DAY 2

Oral Communication

- Making choices and explaining them
- Planning an event with others
- Planning strategies

DAY 3

Vocabulary and Pronunciation

- Relevant vocabulary usage

DAY 4**Structure**

- Asking questions
- Prepositions of time and location

DAY 5

- Giving reasons

DAY 6**Reading**

- Identifying the main idea of the passage and paragraphs
- Finding explicit and implicit details in the passage through scanning and skimming

DAY 7**Practice/test****WEEK 10: CROSS-CULTURAL COMMUNICATION**

- Understanding cultural nuances in communication
- Adapting language and behaviour for international audiences
- Case studies of successful cross-cultural communication

DAY 1**Writing**

- Identifying and writing: Notes for guests, Memos, Facsimile, and Receipt message
- Knowing when to use formal and informal language
- Using correct spelling, punctuation, and grammar about business

DAY 2**Communication Skills**

- Enhancing public speaking
- Effective communication strategies

DAY 3**Stakeholder Engagement**

- Learning effective strategies to engage and collaborate with various audiences and stakeholders, including citizens, interest groups, and other political actors

DAY 4

Networking and Collaboration

- Collaborating and building relationships with peers from different political backgrounds

DAY 5

Reflection and Action Planning

- Reflecting on previous learning and identifying action plans for continued growth and development as effective political leaders

DAY 6

Guest Speaker Sessions

- Inviting experienced politicians, experts, and thought leaders to share their insights and experiences

DAY 7

Practice/test

WEEK 11: SPEECH ANALYSIS AND CRITIQUE

- Analyzing famous political speeches
- Identifying effective rhetorical devices and techniques
- Delivering self-critiques and peer evaluations

DAY 1

Guest Lectures by Language Experts

DAY 2

Guest Lectures by Media Professionals

DAY 3

Guest Lectures by International Speakers

DAY 4

Basics of Speech and Rhetorical Devices

DAY 5

Different Techniques of Self-Evaluation

DAY 6

Practice

DAY 7

Test and Discussion

WEEK 12: FINAL PROJECT AND PRESENTATION

- Applying acquired skills to deliver a final presentation
- Incorporating political jargon and terminology effectively
- Feedback and evaluation of the final presentations

DAY 1

Assigning Topics for Presentations and Briefing Them

DAY 2

A Demonstration on PPT Application

DAY 3

Presentations

DAY 4

Presentations

DAY 5

Presentations

DAY 6

Discussion

DAY 7

Post-Test Remarks and Suggestions