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An Evaluation of the English Language Requirements for Undergraduate Students of a Private University of Karachi, Pakistan



Mehak Jawed*

PhD Scholar (Linguistics) Department of English,
Faculty of Social Sciences and Humanities, Hamdard
University, Karachi
Email: mehak.jawed2805@gmail.com

Dr. Nazra Zahid

Senior Lecturer & HoD. Department of English,
Faculty of Social Sciences and Humanities,
Hamdard University Karachi
Email: nazra.zahid@hamdard.edu.pk

Ali Asgher Chandio

Assistant Professor (English) Quaid-e-Awam
University of Engineering, Science & Technology,
Nawabshah
Email: chandio_ali@quest.edu.pk

**Corresponding Author*

Abstract

Needs analysis is a systematic process of analyzing what learners need in terms of their academic and professional language skills, including what they struggle with what they prefer, and what they expect. This process is integral for creating relevant and effective English for Specific Purposes (ESP) curriculum. In this study, we're focusing on the English language needs of Mass Communication students who are learning English as a Second Language (ESL). By using mixed-methods approach, the study aims to combine both qualitative and quantitative data gathered from students and subject specialists. For the qualitative data, we applied thematic analysis, while we turned to SPSS for crunching the numbers on the quantitative results. The findings shed light on students' preferences, gaps in their skills, and what they expect needing in the future, with a strong focus on the importance of being able to communicate effectively. The study suggests that incorporating practical language training into ESP courses could help bridge the gap between what's taught in the classroom and the real-world communication challenges faced in the media industry.

Key Words

Need Analysis, English as a Second Language (ESL), English for Specific Purposes (ESP) Global Communication, English For Academic Purposes (EAP)

Introduction

English has become the dominant medium of global communication, deeply embedded in all facets of modern life including education, media, and professional development. In developing countries like Pakistan, English proficiency is often regarded as a symbol of socio-economic mobility and access to elite institutions (Tollefson, as cited in Pennycook, 1994). Following Pakistan's independence, English gradually replaced Urdu in many domains of power, particularly in academia and the professional sector. Today, individuals with strong written and spoken English skills possess a competitive edge, whether applying for higher education, entering the job market, or asserting a more influential presence in social and professional interactions. Despite English being taught extensively in Pakistan, the current instructional practices are heavily grammar-focused and often lack real-world communicative relevance. As a result, many students acquire theoretical knowledge of the language but fall short in applying it effectively in professional contexts. This distinction between instruction and application stems from the absence of a systematic approach to Needs Analysis (NA) in language education a fundamental tool in English for Specific Purposes (ESP).

ESP, particularly English for Academic Purposes (EAP), centers on tailoring language instruction to meet learners' specific goals and communicative needs in their fields of study (Hutchinson & Waters, 1987). Needs Analysis, is a core component of ESP serves as a diagnostic process to identify the linguistic demands faced by learners and to develop customized curricula (Songhori, 2007). It incorporates insights from a variety of stakeholders including students, teachers, and employers and uses instruments such as surveys, interviews, and test results to guide curriculum design (Munby, 1987; Berwick, 1989; Brindley, 1989; Jordan, 1997; Dudley-Evans & St.

John, 1998; Iwai et al., 1999). In the field of Mass Communication, where effective and context-sensitive communication is paramount, the need for specialized English instruction becomes even more critical. Mass Communication students must be equipped with field-specific language skills such as journalistic writing, content creation, media interviewing, and public speaking. Scholars have recognised the importance of English language competence as a cornerstone for academic achievement and professional readiness, particularly in globalised, multicultural environments (Jaramillo et al., 2020; Rivera & Villanueva, 2023; Chan & Lo, 2024).

The global prominence of English has transformed it into a gateway to international media and cross-cultural dialogue, making it essential for communicators to develop strong interpersonal and cross-disciplinary communication skills (Yuzar, 2020; Chen, 2021). Moreover, modern pedagogical frameworks such as the 21st-century skills model emphasize communication, collaboration, critical thinking, and creativity ("4Cs") as essential tools for navigating complex global challenges (Ningrum et al., 2020). However, in many Pakistani educational settings, ESP courses remain underdeveloped or absent, particularly in specialized disciplines like Mass Communication. This gap highlights the need for a structured evaluation of the English language requirements specific to Mass Communication students in ESL contexts. Addressing this gap, the present study seeks to assess the English language needs of Mass Communication students enrolled in a private university in Pakistan. Using a mixed-methods research design, the study will collect data from both students and subject experts to determine the linguistic skills necessary for success in academic and professional media contexts. Ultimately, this research aims to inform the development of effective ESP curricula that align with the real-world communication demands of the media industry, thereby enhancing the academic success and career readiness of ESL learners in Mass Communication programmes.

Research Objectives

The study aims to :

- To investigate the specific English language challenges faced by Mass Communication ESL students at the selected private university in Karachi.
- To evaluate the relevance and adequacy of the existing English language courses in preparing students for academic and professional media communication.
- To identify the perceptions of both students and faculty regarding the gap between current English instruction and field-specific communication demands.
- To recommend ESP-based improvements that could better align English teaching with the linguistic needs of Mass Communication students.

Research Questions

- What are the most common English language difficulties experienced by Mass Communication ESL students in their academic coursework and media-related tasks?
- To what extent do current English language courses address the communicative needs of students majoring in Mass Communication?

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- How do students and faculty perceive the effectiveness and limitations of existing English language instruction for Mass Communication purposes?
- What changes can be proposed to improve the English curriculum through an ESP framework for Mass Communication students?

Theoretical framework

This research is based on seminal theories in applied linguistics, second language acquisition (SLA), and communication studies. At the heart of this is communicative competence which involves not just knowing the rules but also being able to deploy the language appropriately in various social and professional situations (Okeke, 2020). In Mass Communication, this can be interpreted in terms of specialized communication skills related to media. The model also has its roots in constructivist theory where learners are seen as active participants in their learning and knowledge is constructed through social interaction and situated experiences. Language learning, in this perspective, is most efficient when it is meaningful, learner based, and linked to “real use”.

Vygotsky’s sociocultural theory and the scaffolding metaphor are also relevant to this current study. The term “scaffolding” is used to describe the support provided for learners to complete tasks that are beyond the level of their current proficiency. This scaffolding diminishes as learners gain independence and confidence (Walqui, 2006). Last but not least, intercultural communication theory is by all means relevant for media, which has to be seen in a globalised context. Its relevance is in raising the issues of being culturally aware and flexible in mass communication students because they deal with various cultures (Hossain, 2023).

Review of the Literature

Needs analysis is an essential tool for investigating learners' weaknesses, helping to tailor materials and instructional design in language education. The pioneering work of Richterich, 1971 for the Council of Europe set the stage for extensive analysis of students' needs. As our understanding of language and communicative competence has evolved, so have the methods of needs analysis. Wilkins (1976) brought forth the idea that language is made up of functions and meanings that come to life in real-world contexts, which shifted the focus to the situations where learners would need language skills and the specific linguistic challenges they would face.

Stuart and Lee (1972) were trailblazers in this field, exploring the target situational needs of ten different occupational groups, which sparked a growing interest in English for Academic Purposes (EAP). Jordan and Mackay (1973) took a closer look at academic settings to identify students' linguistic requirements. The rise of communicative language teaching further honed the frameworks for needs analysis. Munby’s (1978) Communicative Syllabus Design merged situations and functions into the needs analysis process. Chambers (1980) built on this by introducing the term “Target Situation Analysis,” which shifted the emphasis to observable, outcome-oriented needs. Hutchinson and Waters (1987) stressed the importance of needs analysis in EGP as much as in ESP, with an advocate of learner-centered instruction. Jordan (1997) expanded the view and suggested target situation analysis, present situation analysis, strategy analysis, and means analysis. These higher-dimensional models not only include end targets, but also incorporate learners’ current competences and their preferred learning strategy.

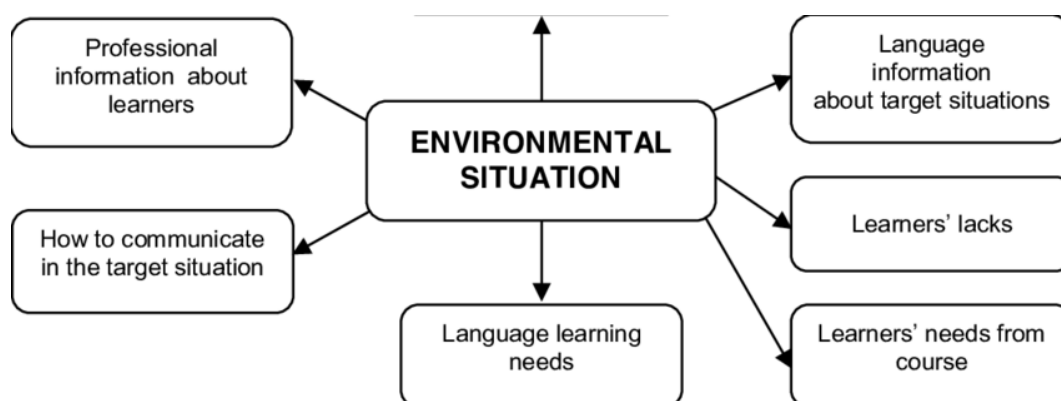
A number of investigations have broadened the use of needs analysis in various work and educational contexts. Dudley-Evans (2001) segmented the needs analysis into target situation analysis (language of a specific field), present situation analysis (the current level of a student), and learning needs analysis (students' perceptions and attitudes). Casper (2003) also discussed the value of both formal and informal data collection techniques/interviews, questionnaires, observations in helping to formulate instructional goals and requirements. Sanghori (2007) advocated for need analysis in general English and English for academic studies, further verifying its applicability in second language learning in general. Kosimov and Gulomova (2022) argued that the ultimate success of language programs all depends upon linking language instruction and learners' needs, interests and goals; however, higher education frequently overlooks this perception. The fit between learners' attitudes, expectations, and language course design has been proposed to powerfully shape achievement and satisfaction (Setyowati et al. al 2023).

ESP is basically focus upon the learner, who is no longer the receiver of a ready-made package of materials, but someone whose needs the teacher is responsible for and to whom the teacher adapts materials. Firstly, Kuzembayeva and Zhakanova (2021) with 52 undergraduate medical students in Kazakhstan, quantitative methods were used to determine students' language needs, strengths, and weaknesses and focused on the role of discipline-specific English instruction. Likewise, Spanoudis et.al (2020) investigated LAL (language assessment literacy) needs of English teachers in Germany and Greece, exposing different training needs and the usefulness of localised teacher training.

Studies on ESL learners in higher education are paying cumulative attention to their linguistic as well as academic difficulties across domains, for example in the field of engineering, business, and even humanities. Some researchers suggest that lessons in generic English may be inadequate, and recommend teaching the language of the discipline (Labarrete, 2019). Previous researches show that while ESL students in journalism and media programs struggle especially in news writing, interviewing, and speaking tasks that require linguistic as well as cultural competence. Mass communication is communication with multiple publics across media, which requires intercultural communicative competence. Juliastuti.et.al and other researchers (2023) have highlighted the need for developing cultural sensitivity in language learning. Mora (2015) as well as Liu (2019) additionally highlighted the importance of intercultural competence in helping students develop their ability to communicate professionally. Mohamed et al. (2020) recommended interdisciplinary curricula which enable graduates to have appropriate language and communication tools to their studies. In addition, media literacy incorporated in English language classrooms has also affected increased critical thinking of learners through analysis of television and other mass media (Dvorghets & Shaturnaya, 2015).Furthermore, ESL learners commonly experience the dual challenge of enhancing their language proficiency and studying academic courses in their own major (Alshumaimeri & Alhumud, 2021). For mass communication majors, mastering English is essential to enter their profession of choice. Nevertheless, there has been little focus on the particular linguistic and communicative requirements of these students, which represent a significant gap in the literature and a pressing area of research that needs addressing.

The study aim at the evaluation and the analysis of the English language needs of the 3rd and 4th year BS students studying in the Mass Communication Department.

Although there is ample literature in the area of language needs in genres like engineering, business, or medicine as to ESL learners, a visible gap exists in the research in response to the language needs of Mass Communication students in Pakistani ESL context. This under representation is concerning due to the distinct communication needs of media (e.g. journalistic writing, interviewing, content production, public engagement). The current study aims to filling this gap, provides useful empirical inputs in planning English for Specific Purposes (ESP) programs suitable for the communication context of Mass Communication. The results will be useful for ESP teachers in the area of curriculum design, materials development and teaching practices. In addition, the findings of this study will be useful for other researchers who may be engaged in ESP needs analysis in associated disciplines in varied linguistic and cultural contexts. Overall, this study provides valuable insights into the use of English in Mass Communication and serves as a basis for future studies in the national and international ESP arenas.



What needs analysis establishes (Dudley-Evans & St. John 1998: 125)

Methodology

The study supports pragmatic approach which reflects practical considerations rather than theoretical ones. This study employed a mixed-methods research design, integrating both quantitative and qualitative approaches to comprehensively assess the English language needs of Mass Communication students. The methodological framework was guided by the theoretical models of Needs Analysis as proposed by Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998), focusing on three core dimensions: Target Situation Analysis (TSA), Present Situation Analysis (PSA), and Learning Situation Analysis (LSA).

Participants and Sampling

The participants were 100 students enrolled in the 3rd and 4th years of the BS Mass Communication programme at a private university. A systematic sampling technique was employed to ensure impartiality and eliminate selection bias. Additionally, three faculty members teaching English or communicative courses were selected for interviews based on their teaching experiences and direct engagement with the students.

In this research, a pilot test was carried out with a group of 30 students. These participants were chosen from the target population but were not part of the main data collection. The reason of the pilot test was to verify the effectiveness and efficiency of

the research instruments within the cultural and linguistic context of Pakistani ESL learners

Instruments and Procedures of Data Collection

Three data collection tools were used in this study:

A structured questionnaire consisting of three sections was administered to the students. Section I (7 items) focused on Target Situation Analysis, Section II (5 items) assessed Present Situation Analysis, and Section III (4 items + 6 open-ended questions) explored Learning Situation Analysis. The questionnaire included a mix of Likert-scale and multiple-choice items, and was piloted with five students to ensure clarity and face validity. Revisions were made based on their feedback. Content validity was also established through expert review by two ESP lecturers.

Semi-structured interviews were conducted with three faculty members to gather qualitative insights into the instructional challenges and observed language needs of the students. Each interview lasted approximately 20–30 minutes and followed a pre-defined protocol aligned with the research questions.

Classroom observations were conducted during regular lecture sessions using a structured observation checklist. These observations helped to verify the data collected through questionnaires and interviews. Each observation session lasted approximately 40 minutes and focused on student interaction, language use, and teaching methodology.

Data Analysis

The data analysis process was conducted in two phases corresponding to the quantitative and qualitative datasets. Quantitative data collected through the student questionnaires were entered and analysed using SPSS (Statistical Package for the Social Sciences). Descriptive statistical methods including frequencies, percentages, and mean scores were used to summarise student responses related to language skills, usage preferences, and perceived needs. Each section of the questionnaire was analysed independently in accordance with its alignment to TSA, PSA, or LSA frameworks.

Qualitative data from open-ended questionnaire responses, structured interviews, and classroom observations were analysed thematically. Thematic analysis was conducted manually by coding data into recurring categories such as teaching methodology, language difficulties, student motivation, and teacher expectations. Emerging themes were reviewed and verified by a second researcher to ensure consistency and minimize bias. To strengthen the validity of the findings, data triangulation was applied. This involved cross-verifying themes and patterns identified from the three data sources (questionnaires, interviews, and observations). Informed consent was obtained from all participants prior to data collection. Participants were assured of anonymity and confidentiality, and participation was entirely voluntary. Ethical approval was granted by the institutional research ethics committee. All data were handled responsibly, and no identifying information was disclosed in any part of the analysis or reporting.

Timeline and Setting

Data collection was carried out over a four-week period during the fall 2024 semester at private university. Observations and interviews were scheduled during regular

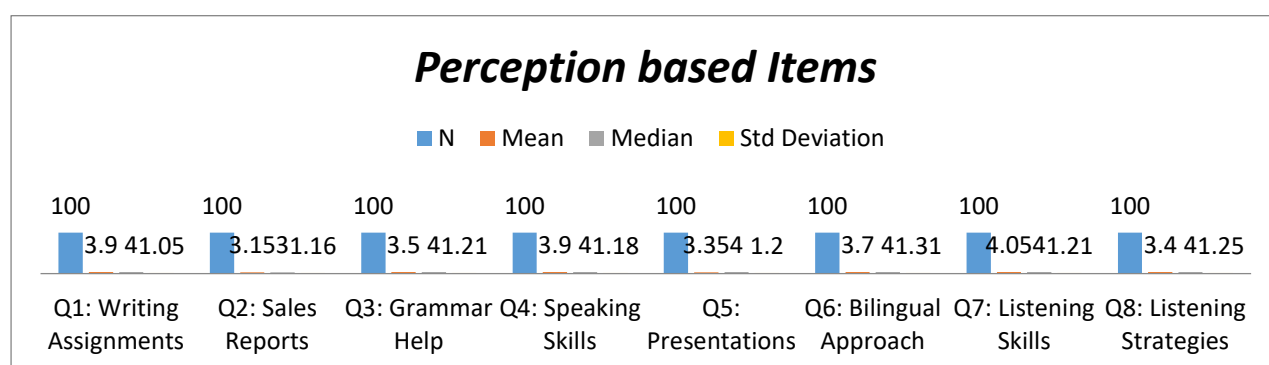
academic hours to minimize disturbance to the teaching and learning environment. This rigorous methodological approach ensured a holistic understanding of the learners' linguistic needs and informed recommendations for developing a more effective ESP course tailored to Mass Communication students.

Analysis of Questionnaire

The questionnaire was contained three sections; part 1: 8 questions, part 2: 2 questions and part 3: 6 open ended questions. Part 1 was developed to analyze the Target Situation; part 2 was developed to analyze the Present Situation and part 3 to analyze the Context Situation. The participants chose their answers from multiple options each question set. However, in a few questions the respondents could pick more than one option if they liked. The data of questionnaire analyzed through SPSS and the graphical description is represented through MS Excel.

Table 1 Descriptive Analysis of Perception based Items

Question	N	Mean	Median	Std Deviation
Q1: Writing Assignments	100	3.90	4	1.05
Q2: Sales Reports	100	3.15	3	1.16
Q3: Grammar Help	100	3.50	4	1.21
Q4: Speaking Skills	100	3.90	4	1.18
Q5: Presentations	100	3.35	4	1.20
Q6: Bilingual Approach	100	3.70	4	1.31
Q7: Listening Skills	100	4.05	4	1.21
Q8: Listening Strategies	100	3.40	4	1.25



The descriptive statistical analysis of the survey responses, containing a sample size of 100 participants for each item, provides clear insights into learners' perceptions of various pedagogical components. Among all the items, *Listening Skills* (Q7) emerged as the most favorably viewed, attaining the highest mean score of **4.05**, with a median of **4**, indicating strong consensus and positive agreement among respondents. This is followed closely by *Writing Assignments* (Q1) and *Speaking Skills* (Q4), each with a mean of **3.90** and a consistent median of **4**, demonstrating that these skills are also perceived as highly valuable. Importantly, the standard deviations for these items **1.05** for Writing Assignments and **1.18** for Speaking Skills reflect a relatively low degree

of variability, suggesting a stable agreement across respondents.

on the other hand, *Sales Reports* (Q2) yielded the lowest mean value of **3.15** and a median of **3**, which implies a more neutral stance among participants, with responses distributed moderately ($SD = 1.16$), indicating varied perceptions about its relevance or effectiveness. Items such as *Grammar Help* (Q3), *Presentations* (Q5), and *Listening Strategies* (Q8) scored moderate means of **3.50**, **3.35**, and **3.40** respectively, all with medians of **4**, suggesting a generally positive orientation, albeit not as strong or consistent as for the higher-ranked items. Notably, *Bilingual Approach* (Q6) received a mean of **3.70**, with the highest standard deviation of **1.31**, indicating that while a sizable portion of the cohort appreciates the approach, the responses were widely spread, reflecting divergent viewpoints likely rooted in differing linguistic backgrounds or learning preferences.

In a nut shell, the data clearly demonstrate that core communicative competencies particularly listening and speaking are prioritized and consistently valued among learners. Meanwhile, tasks perceived as more specific or technical, such as sales reporting, elicit less uniform appreciation. The patterns of central tendency and dispersion observed here are statistically sound and collectively establish a defensible representation of learner preferences within the surveyed cohort.

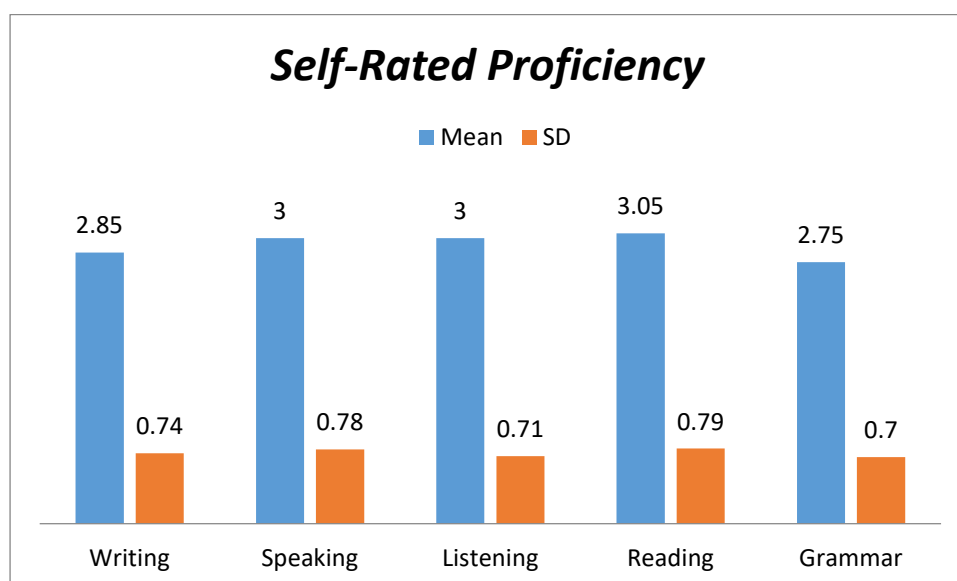
Part 2

Q9: Self-Rated Proficiency (Scale: 4=Excellent, 3=Good, 2=Satisfactory, 1=Unsatisfactory)

Table 2

Self-Rated Proficiency

Skill	Excellent (4)	Good (3)	Satisfactory (2)	Unsatisfactory (1)	Mean	Std. Deviation
Writing	20	50	25	5	2.85	0.74
Speaking	30	45	20	5	3.00	0.78
Listening	25	55	15	5	3.00	0.71
Reading	35	40	20	5	3.05	0.79
Grammar	15	50	30	5	2.75	0.70



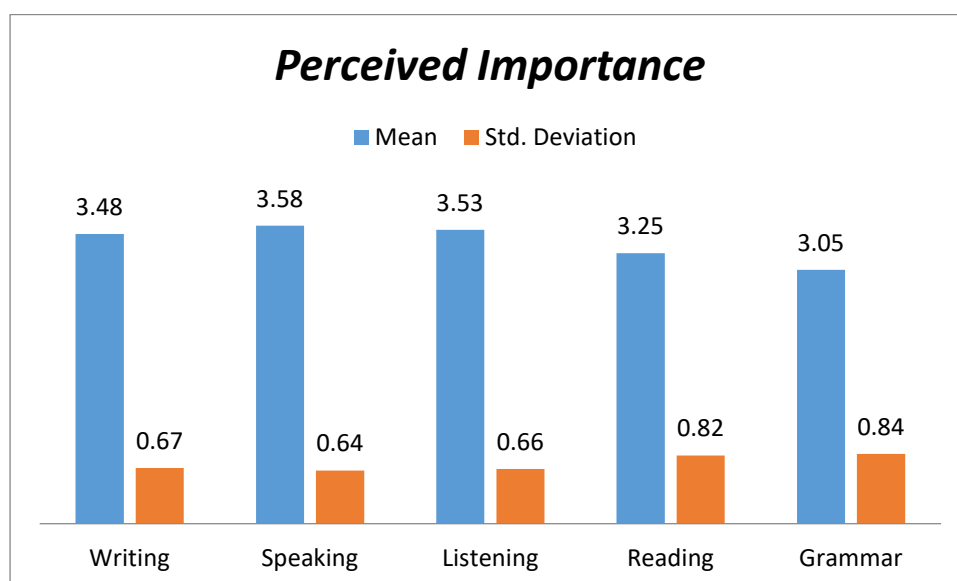
Overall, students appear most confident in **reading, speaking, and listening**, while **writing** and particularly **grammar** lag slightly behind. The standard deviations (~0.7–0.8) indicate moderate variation in self-assessment, meaning not all students rate themselves similarly, but there’s no extreme spread.

Q10: Perceived Importance (Scale: 4=Very Important, 3=Fairly Important, 2=Important, 1=Not Necessary)

Table 3

Perceived Importance

Skill	Very Important (4)	Fairly Important (3)	Important (2)	Not Necessary (1)	Mean	Std. Deviation
Writing	60	30	8	2	3.48	0.67
Speaking	70	20	8	2	3.58	0.64
Listening	65	25	8	2	3.53	0.66
Reading	50	30	15	5	3.25	0.82
Grammar	40	35	20	5	3.05	0.84



There is a clear recognition amongst students' oral and receptive communication skills (speaking, listening) as being most essential in media. Writing also ranks highly, reinforcing its importance in scripting, reporting, and editing. Grammar, though not dismissed, is perceived as less vital possibly due to informal language use in some media contexts.

Thematic Analysis of open-ended questionnaire, Facilitator's Interview and Classroom Observation

A thorough analysis of student responses, teacher interviews, and classroom observations reveals consistent patterns regarding English language instruction within the Mass Communication department. One dominant theme is the common use of code-switching as a pedagogical tool. Teachers frequently switch between English and Urdu to accommodate the linguistic diversity of their students. One teacher asserted, *"We prefer to conduct lectures in English, but because of the students' deficiencies in speaking and listening, we have to use Urdu to make them understand better."* Another teacher highlighted this pedagogical choice by stating, *"I give priority to Urdu because many students cannot comprehend lectures delivered only in English."* This reveals that code-switching is not a result of instructional laziness, but a conscious strategy aimed at maximizing student comprehension.

Despite this bilingual approach, teachers recognised the critical role of English in academic and professional contexts. As one teacher explained, *"English plays a vital role in professional life, especially in Mass Communication, where students are expected to engage with English-language media, write reports, and conduct interviews."* However, they also admitted that *"most students are not efficient in English,"* which often results in confusion and disengagement when lectures are conducted exclusively in English. This aligns with classroom observations where students *"seemed attentive in the class, but the moment the teacher switched to English, they became visibly uncomfortable."*

Another theme that emerged is the teacher's prioritization of conceptual clarity over grammatical accuracy in assessments. As a teacher noted, *"We consider only spelling mistakes and ignore grammar if the student's concept is clear."* This focus was also evident in grading practices, as teachers reported that *"we only target the students'*

concepts; grammatical errors are not penalized.” Such decisions are driven by the recognition that fluency and confidence are foundational in developing communication skills before refining linguistic accuracy.

Furthermore, the issue of student reluctance to engage in English-speaking tasks was repeatedly mentioned. Teachers stated, *“Students are reluctant to give presentations because they feel nervous,”* especially in English. The observed hesitation is linked to limited speaking and listening skills, which are essential for Mass Communication students. Teachers noted that these weaknesses must be transformed into strengths to ensure students’ professional readiness: *“As Mass Media students, listening and speaking are the main requirements.”*

The importance of all four language skills listening, speaking, reading, and writing was universally acknowledged by the teachers. One emphasised, *“All four skills are critical and students must know the value of each,”* while another added, *“It is important for Mass Media students to read books and write reports in a proper way along with listening and speaking.”*

In addition to classroom-level solutions, teachers suggested institution-wide initiatives to strengthen English language skills. They proposed that the English department should *“organise sessions, group discussions, and invite students from other departments,”* believing that such practices would not only improve linguistic competency but also build students’ confidence. Another long-term recommendation focused on systemic change: *“The basic education of students should be better and primary-level courses should be restricted to English, so students become comfortable with it by higher education.”* Despite the strong emphasis on English, linguistic identity was not entirely neglected. A minority perspective emerged where a teacher remarked, *“Urdu is our national language and should be prioritised,”* which indicates the presence of a parallel ideological debate between the demands of globalisation and the preservation of local identity.

Finally, observation of teaching practices confirmed a traditional classroom environment where teachers were generally supportive and friendly. However, instruction was predominantly in Urdu, and peer interaction among students also occurred mostly in Urdu. The statement from one teacher encapsulates a widely held stance: *“We are here to teach techniques related to the subject, not the language,”* reinforcing the idea that language acquisition is often seen as secondary to disciplinary knowledge, even in a language-intensive field like Mass Communication.

Discussion

From the results of the study, there is a striking incompatibility between the existing English language curriculum and the pragmatic language needs shared by Mass Communication students in the work community. Participants pointed to a lack of focus on real-world communicative abilities specifically speaking English, news delivery, scriptwriting, and conducting interviews. These results are strongly convergent with the extensive body of research which criticizes traditional ESP (English for Specific Purposes) courses for their grammar orientation and lack of discipline specific relevance (Basturkmen, 2010; Hutchinson & Waters, 1987).

The general opinion among most participants was that their academic English training was inadequate for the tasks that they needed to engage in, such as interviews, reporting from the scene, and writing for the media. These findings support Belcher’s (2006) argument that ESP instruction should be based on the real-world discourse

practices of the target profession. In the Mass Communication category, this includes genre specific to the field such as press releases, investigative reports, and video scripts, which were insufficiently covered in the existing syllabi as reported by students and faculty.

Fascinatingly, students' struggle with subject specific terms and media base jargons highlights the emphasis placed on the 'lexical approach' to ESP writing instruction as advocated by Dudley-Evans and St John (1998), who claim that teaching ESP vocabulary should be drawn from corpus-driven, real texts. The lack of these words in their instruction makes it more difficult for these students to contribute effectively in newsroom conversations or the production of digital media content an observation made by Flowerdew and Peacock (2001) in relation to the ESP and workplace literacy gap.

In addition, the study found that both students and teachers believed assessment (e.g. grammar-based quizzes and the theoretical exams) did not reflect learners' communicative competence accurately. This is a topic which has been widely debated in the field of ESP. As Hamp-Lyons (2001) points out, traditional assessments tend to ignore communicative effectiveness and favor the tradition of rote learning. Consistent with this, the seminar attendees proposed that how students should write and talk in a media project presentation or live interview. Thus; it also corresponded to the real world practices of ESP testing.

Also, there was a discrepancy between the students' learning objectives and the course objectives according to the teachers. The students look for industry-readiness, whereas the instructors are still shackled to the old syllabus. This instructional mismatch is consistent with the observations of Long (2005) regarding the significance of a needs analysis for the design of learner-centred curriculum. Your study therefore lends further support to the case that ESP teaching needs to follow industry requirements as well as academic precedent.

In addition, the research revealed a universal demand for real world experience, such as internships, fieldwork and working on joint projects with professional journalists. This is in alignment with Hyland's (2007) model of genre-based instruction, where social-situated writing tasks should be integrated in ESP courses. Learners' recommendation for real-time broadcast practice, mock news simulations, and self-and-peer critique of stories is also consistent with Hyland's (2009) claim that students learn most effectively when they are participating in authentic communicative practices.

In sum, the study narrows the theory-practice chasm by illustrating how an ESP programme of study surrounded in the concrete, practical discursive realities of Mass Communication can serve as an instrument for equipping students to operate effectively in the world outside of the classroom. The study also buttresses the need to reform ESP through a need analysis of the learners, authentic materials, genre-based pedagogy and performance-based assessment.

Conclusion

Our research is focused on the English language needs of ESL students studying in a Mass Communication department of a private sector university in Karachi, Pakistan. Findings also demonstrated a discrepancy between what the students needed regarding academic as well as professional English and the available EMI (English Medium Instruction) at the university. Certainly, while students seem to be aware of

the relevance of consolidating their language skills base that is, speaking, listening and writing and their existing level of language proficiency does not match the communicative needs of their own subject. There were deep differences held in common between teachers as well and they often used code-switching to strike a balance between understanding and exposing children to English. The study supports the implementation of authentic communicative activities in the English for Specific Purposes (ESP) course. It is informed by the literature which promotes learner-centered instruction, authentic material, and the instruction within the specialized language based on actual language use within professional spheres such as journalism, media writing, and public communication.

The study has some limitations, however. It was limited to only one private university, and data were collected only from students in the 3rd and 4th year of their programme. This limits the generalizability of the results to wider populations like students from public universities, early year students, or non-science subjects. In addition, only three instructors were interviewed, interviews that although rich may not capture the full range of instructional practices within the department or across institutions. The research was also examined over a short 4-week period and did not permit a longitudinal analysis of student learning or curriculum enactment. Moreover, the research was limited to English language needs, and did not consider the impact of bilingual or multilingual dimensions on the educational 'formation' of learners through its local Pakistani educational context.

The findings of the study have implications for language teachers, course designers, and institutional decision-makers. There is an urgent needs of re-orientation in ESP advertising curricular contents for Mass Communication students in order to more closely meet the communication realities of the media environment. This covers the incorporation of real tasks, covering - but not limited to - live interviews, news reporting, scriptwriting and digital media production. Teacher training of ESP pedagogy should also include instruction in media-specific language ESP pedagogy emphasizing communicative competence, scaffolding strategies, and intercultural communication awareness. Evaluation needs to change from predominantly grammar-based written tests to performance assessments that test out learners' practical communication skills. From the Institutional Lens collaboration between departments (e.g. English and Mass Communication) can lead to the formation of specific language workshop, discussion group, and hands-on immersion-learning experiences. Lastly, this study could be replicated in other regions and institutions and longitudinal designs should be adopted to examine the effect of the change of ESP instruction in the long run. By addressing these domains, the discipline can develop a more appropriate, useful, and learner- centered method of English language education for Mass Communication students in an ESL environment.

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