

**A Survey of Learner-Teacher Needs for
Tomorrow's Pre-academic Reading Classrooms**

**Jayakaran Mukundan
Ting Su Hie**

Pre-academic reading has never really settled in at tertiary level ESL programmes. In some institutions of higher learning, entire pre-academic reading programmes with an ESP bias have been dismantled despite the fact that these programmes were initiated as a result of indepth Needs Analysis conducted on the target population. The tragedy of implementation after Needs Analysis is that in most cases the assumed needs of the learner are summarized in simplistic fashion. As a result, for some courses, the entire content for reading was from journals related to the specific area of study because students indicated this need in questionnaires. The myopic view that in every situation what a reader needs is what the reader wants did not hold. Boredom and fatigue set in and these journal-centred Academic Reading Courses were replaced as they were unpopular. While there is a need to keep materials within the ESP context, several important criteria connected to "user-friendliness" were not considered.

The present study evaluates the use of textbooks and materials in a pre-academic reading programme in a twinning institution (Malaysia-U.S.A.). The use of teaching-learning materials were evaluated by means of questionnaires. Learner and teacher responses were gathered and analysed to seek answers to the following:

- i) Which materials did learners and teachers show more interest in?;
- ii) Which materials contributed to the interest or lack of it in these programmes?; and
- iii) What type of academic reading materials would learners and teachers prefer if they had a hand in programme formulation for the future?

Jaya a@educ.upm.edu.my
itplowe@singnet.com.sg

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