Final Year Project Showcase for Batch-2016

<table>
<tr><td colspan="3">Department of Humanities
English Linguistics Programme</td></tr>
<tr><td>1</td><td>Project Idea</td><td>Needs Analysis of Establishing a Writing Centre at a Public Sector University</td></tr>
<tr><td>2</td><td>Process</td><td>Needs Analysis Survey was conducted, and the population included the Undergraduate Students of a Public Sector University and the Teachers of a Public Sector University. The respondents of the study included the Undergraduate students of final year of a Public Sector University and the Teachers of a Public Sector University – English Faculty (ELT Teachers) and FYP Supervisor of other Disciplines (Non-ELT Teachers). Questionnaire was used to collect data.</td></tr>
<tr><td>3</td><td>Outcome</td><td>The findings of this research study identified the needs of establishing a writing centre i.e the type, purpose, focus, pedagogy and function of establishing writing centre of a public sector university.

Following are the key findings of the study demonstrating the most important needs:

- The writing centre should be a learner oriented centre.
- The pedagogical method for the writing centre should be through a process were tutors should act as facilitators and peer tutors as consultants.
- The writing centre's purpose should be to focus on enhancing individualized academic reading, writing and multi literacy skills.
- The writing centre should also function as a provider of language proficiency classes particularly focusing on training for listening and speaking skills such as official discussions and negotiations etc.
- Writing workshops on multi literacy skills should also be a part of writing centre.
- The writing centre should also be technologically equipped with online facilities for supporting collaborative learning of academic writing, research writing and methods and multi literacy skills.</td></tr>
<tr><td>4</td><td>Evidences (Theoretical Basis)</td><td>To advance the professionalism of writing centres, composers of writing centre literature desired to familiarize writing centre work in research, in spite of the</td></tr>
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		steps taken towards professionalism with the evolution of academic publications. Alice Gillam's (2002) "The Call to Research: Early Representations of Writing Centre Research" in the research of writing centre: ranging the conversation, historicizes the call for more research-driven scholarship. Particularly, Gillam the book Writing Centres: Theory and Administration (1984) as "arguably the first collection of essays devoted to writing centre research and scholarship". Within this collection, Gary Olson explained the three main categories of the essays in the preface: writing centre theory, writing centre administration, and special concerns. Similarly, C. Jones (2001) concluded that "The research reviewed indicates that both tutor and tutee benefit from the non-hierarchical, complementary relationship that enables both partners to refine and expand their writing and communication skills" (p. 117). Succeeding the footprints of North (1984a, 1984b, 1985) and Neulieb (1984, 1986), C. Jones (2001) portrayed the problematic methodological problems of writing centre effectiveness research, asserting writing centre productiveness, along with the result of improved writing skills, is ambiguous based on the subjective aspect of assessing writing, students' irregular performance, and the different contexts of writing centres and writing classroom
5	**Competitive Advantage or Unique Selling Proposition** (Cost Reduction, Process improvement, Attainment of any SDG (Sustainable Development Goal), increase of market share or capturing new market or having superior performance over competitor. In summary, any striking aspect of the project which compels industry to invest in FYP or purchase it. Some detail description is required in terms of how, why when what. You can select one or more from following dropdown and delete rest of them)	
a	**Cost reduction of existing Product**	In Pakistan, English language is used as a medium of instruction as well as a medium of assessment at tertiary levels. But despite formally studying it from kindergarten till graduation level, massive problems persist regarding the English writing skills (Jamil, 2015; Dar, Ashraf & Bilal, 2016). After analyzing the writing problems of the individuals, researchers have suggested that a writing centre can improve writing skills of undergraduate students (Garcia, 2018). Keeping in mind the problems faced by the Pakistani L2 students at the undergraduate level and the researchers recommended solution of establishing a writing centre to improve writing skills of the students. (Garcia, 2018). Our study conducted a needs analysis of establishing a writing centre at a public sector university in Karachi, Pakistan.

		According to the literature, conducting a needs analysis is considered as the first step in formally establishing a writing centre that will identify, prioritize and highlight the multiliteracy needs of the learners which will be addressed through a writing centre.
b	**Process Improvement which leads to superior product or cost reduction, efficiency improvement of whole process** (e.g. What is issue is current process and what improvement you suggests)	This needs analysis would serve as the foundation in decision making in regard to the educational requirement of establishing the writing centre at a public sector university. The data collected through this project will have the potential to be used to raise awareness of the establishment of a writing centre – its type, purpose, focus, pedagogy and function at a public sector university to improve students' multiliteracy skills. The beneficiaries of this research are multiple stakeholders including students, teachers, institutional administration, higher education Institutions, Industries and businesses.
c	**Attainment of any SDG** (e.g. How it is achieved and why it is necessary for the region)	The study attains 4th goal which is quality education, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
d	**Expanding of Market share** (e.g. how it expand and what is problem with current market	The courses that are provided currently do not offer any specialized and individualized assistance with respect to multiliteracy skills, whatsoever, considering the diverse needs of students. Therefore, a writing centre has the ability to provide the required assistance and support to students.
e	**Capture new market** (e.g. Niche market or unaddressed segment)	Constant free consultations, workshops and feedbacks which will be provided in the writing centre will help the students in improving not only writing skills but also multiliteracy skills leading to better academic and professional career opportunities.
f	**Any Environmental Aspect** (e.g. carbon reduction, energy efficient etc.)	With the writing centre's support and assistance , student's potential to contribute effectively in research will increase which will not only help the social development sector but also all the businesses and environmental sectors that require effective writing and language skills to carry out and publish researches.
6	**Target Market** (Industries, Groups, Individuals, Families, Students, etc) Please provide some detail about user of the product, process or service	Stakeholders of this research study includes:- • Students of Tertiary Level • Teachers • Institutional administration • Higher educational institutions • Industries • Businesses

7	**Team Members** (Names & Roll No.)	Kalsoom Syed (EG-003), Muzaina Wasi (EG-010), Samia Farooq (EG-015), Filza Aman (EG-027)
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