Chapter One

Introduction

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"Tell me what you need English for and I will tell you the English that you need"
(Fiorito, Anthony, 1997)

1-0   Overview :

It is important for a young person with speech, language and communication needs to develop independence in their everyday life .The development of social media and changes in the way young people communicate means that they have been increasing opportunities for developing their independence.

Language plays a major role in human communication, thoughts, feelings and wishes. Man generally cannot function without language. For this reason, the English language which is our official language should be presented in an authentic contexts to make the learners acquainted with the particular ways in which language is used to perform various functions. So, the emphasis is on the use of language for communication. However, language is normally learnt through a system of symbols which every fluent speaker of any language has thoroughly learnt. It is a code or system of forms according to the formalists. This is because they seek to replace real language with ideal language.

The view of formal approach to language teaching was to give way and this led to the emergence of functional approach to language teaching. Functionalism is seen as a dynamic, open system by means of which members of a community exchange information. The approach of functionalism came to be referred to as communicative approach or simply communicative language teaching, which helps the learner to turn his considerable dormant grammatical competence into a real practical mastery of the target language (Bell 1981).

In his book" *Teaching Language as Communication* " Widdowson (1978) notes that there is a different type of teaching syllabus built around a graded selection of rhetorical (or communicational) acts which the learner would have to perform in using English for his particular purpose. The scientist, for example, would necessarily make extensive use of such acts as definition, classification, deduction, and so on. Other learners would need to communicate in more ordinary everyday situation where greetings, making social arrangement, and exchanging information would be more important.

1-1 Significance of the study :

This study is considered to be significant for the following reasons : The study suggests ways of tackling the difficulty in order to the learners and trainees be able to use or to deal with computer easily and eager to have motivated and to cope with the computer jargon .The Computer Centers need language to carry out their training effectively.

1-2 Objectives of the study :

This study tries to realize the following objectives:-

1- Identify, describe and investigate the needs of a computer trainees in order to see whether the objectives of the ESP courses are in line with the subject matter learners' need.

2- To examine the objectives of the ESP courses specific to computer trainees .

3- Needs analysis is described as an act of finding out the necessity for which the trainees and learners desire language in order to study efficiently.

1-3 Statement of the problem :

The problem which the present study attempts to investigate , due to the fact that the English language is an official language in Sudan , the computer trainees and learners find it is difficult to use the English language for the Computer needs appropriately. The trainees and learners have not been trained properly in order to master the need to express different functions of speech acts such as : suggesting, requesting , describing or discuss. The learners need to be motivated and committed to the act of learning the computer jargon.

So, The trainees' needs are grouped into three categories: communicative needs, grammatical needs and lexical needs.

1-4 Research Questions :

The study attempts to provide answers for the following questions :-

1- To what extent are the communicative needs important for the trainee and learner ?

2- How the computer training increases verbal interaction between the learners ?

3- To what extent are the Grammatical needs necessary for the computer users

4- How computer jargon could be made easy in learning ?

1-5 Research Hypotheses :

The study has the following as its hypotheses:-

1- Learners should communicate not only through speaking the language but through reading as well .

2- The communicative needs are more beneficial in verbal interaction between the learners and in all facets of computer training . Interactions between computer learners are based on effective

communication in order to make the learners to participate and to perform in the interactive tasks.

3- The computer learners cannot acquire the writing skill without a basic knowledge of grammar i.e. the learners need to be conversant with the rules that apply in grammar.

4- The learners need to master the computer jargon which will enhance their speed in learning.

1-6   Methodology :

The purpose of the study is to investigate the importance of language needs for computer learners . The study is followed a descriptive analytical approach.

The Sample : The target population of the study will comprise trainees (females and males). Four computer centers are used as the study units for the research, Sudan University for Science and Technology –Computer Center, Sudacad , APTECH and Future University – Training Center . The target population consists of 50 trainees and learners (ICDL- English version, Network , Software program).

The Variables of the study :   The Independent variable : The treatment which consist of the proposed language needs on the learners and trainees of the four computer centers in Khartoum.

The Dependent variable :   The learners' English proficiency in the following computer centers components : reading comprehension, vocabulary, structure, listening, speaking and writing skills.(communication , grammatical and lexical needs).

The instrument : The questionnaire is structured in such a way that the respondents provide the information required for the study.

1- The questions seek information on the communicative needs of learners.

2- The questions on Grammatical Needs design to validate the respondents' information on the grammatical needs.

3- The questions on Lexical needs   design to crosscheck the respondents'

information on lexical needs.

The instrument was pilot-tested on a sample of those on whom it would be used in the main study. Six respondents are randomly selected to know if the items are clear enough and easily understood, whether there is the need to include more items in certain areas, or whether there are items to which they would not like to respond. or, From their responses, there is no need for further modification of the instrument. The information contained in the tables is used in the analysis and interpretation of data which follow each table.

The study presents and analyzes the data collected by the researcher in the course of the study. It shows the analysis of data, using tables, frequency scores and simple percentages, using SPSS . The study analyzes communicative, grammatical and lexical needs of computer learners. This is presented in such a manner that learner can easily and directly find the options for each of the questions in the questionnaire. It is rated using the four point scale as follows:

- to a very great extent   4

- to a great extent   3

- to a fairly great extent   2

- Not at all   1

The findings of the study is based on data obtained from questionnaires distributed to the computer learners.

1-7 Limits of the study :

The study limits on the language needs of the trainees and learners of computer . The trainees' needs are grouped into three categories: communicative needs, grammatical needs and lexical needs. Grammatical, communicative and lexical needs are important to the learners in order to attain proficiency in their training.

1-8 Key Words :

(Linguistic needs ; Needs Analysis ; Computer Learners ; Communicative Needs ; Grammatical Needs and Lexical Needs)

1-9   Organization of the study :

The study consists of five chapters .Chapter one , Introduction: is stating the problem of the study , Significance of the study , Objectives of the study , Research questions , Hypotheses of the study , Methodology of the study , Limits of the study ,Definitions of words and the outline of the study. In chapter two , Literature review : critically reviewing a wide spectrum of relevant and current literature for the purpose and rationalizing systematically the position of ESP in relation to EGP and by necessity the position of ESP learner in relation to EGP learner focuses on   definition of ESP : growth and development , objectives of the ESP courses m characteristics, language model ESP syllabus, types of communicative skills and needs analysis, definition , objective and subjective needs and classification of needs analysis . It is given a review of the previous studies and works carried out in the field in and outside Sudan. In chapter three about the Methodology& tools is used for gathering data and the procedures that is followed for collecting data and methods of data analysis. In Chapter Four is presented Data Analysis , findings and Discussion . Finally, the chapter five is given a conclusion of

the study and recommendations based on the pertiment findings of the study will be forwarded, besides, suggestions for further studies will be provided in this chapter.

Summary

The above chapter presents general view of the study. It works as plan for the whole study. In this sense it discusses the statement of the problem, the objectives of the study , significance of the study , hypotheses, the questions of the study , methodology and it gives an outline for the study and lastly definition of terms .

Chapter   Two

Literature Review & Previous Studies

Chapter Two
Literature Review

" It is difficult to draw a clear line where EGP courses stop and ESP courses start."
(Dudley – Evans T.,M..St. Johon, 1998)

2-0   Introduction

A great change has occurred in the learning and teaching of languages. More and more, learners are interested in using languages because of some oriented purposes. Primarily, when a foreign language has been learnt or taught, it has been considered as a part of general educational objectives. To this effect, Hutchinson and Waters (1987: 6) write: "Previously the reasons for learning English (or any other language) had not been well defined. A knowledge of a foreign language has been regarded as a sign of a well-rounded education, but few had really questioned- why it was necessary."

Strevens (1977: 145) states, learners want to use "Russian, specifically in order to read scientific papers on the aerodynamics of supersonic flight; German, specifically to act as an important agent for domestic electrical appliances; English, specifically to study textile engineering at Leeds University"; etc. There are so many examples of this specialization in content and for different purposes that one cannot list them all.

This new tendency of learning a language is so popular that it attracts a large audience in whom we find different categories of learners, those who are seeking an academic level of attainment within a general school education and others who are pursuing a profession or career with all its implications.

English For Specific Purposes (ESP) :

2-1   Origins and Developments :

ESP, or the acronym for "English for Specific Purposes" refers to an instinctive but strong movement which has spread over the world and is still continuing with more power and effects. It issued from the traditional current of TEFL/TESL and has progressively established itself as a separate new trend influencing the whole English Teaching/Learning process. The question that comes to mind as Robinson (1989: 399) states it is "How old is ESP?" Strevens (1977 cited in Robinson 1989: 399) suggests that "ESP goes back to the sixteenth century, with the production of specialized vocabularies and phrase books for diplomats, businessmen, and other travellers".

According to Strevens (ibid.), there were other cases of early SP-LT (special-purpose language teaching); SP-LT is commonly referred to as "specific purposes", not special, or LSP (Language for Specific Purposes), such as the example of language courses for science students and in which either German, Russian, French or English was chosen.

Those courses in reality had not any great influence on science students' assessment because they did not determine the success or failure in science subjects and the process of teaching/learning was mainly based on the principle of translation relying on the use of a dictionary.

The Second World War is the prelude of a radical change for the future of SP-LT.Particular historical events were the reason for creating a huge number of SP-LT programmes in the armed forces of the United States of America, Britain and some other nations. Those programmes were devised and adapted in order to fit a wide

range of restricted aims or purposes which, in fact, had a close relationship with the needs and the requirements of the war. The courses were achieved under the form of intensive learning and were applied to the use of other languages such as German, Russian, Arabic, Turkish, Burmese, Thai, and Chinese (Strevens 1977: 151).

To explain and justify this particular use of the language of that moment, Strevens (1977: 151) takes the example of the use of the Japanese language. Among the Royal Air Force personnel there was a specialized training for learning Japanese "for the purpose of (a) listening, in the Burmese jungle, to Japanese fighter aircraft talking to their ground control stations, (b) identifying their targets, and (c) using this information to alert RAF interceptor fighters." These very restricted aims, as Strevens shows, were put in practice during the war and were not taught in a general educational system. This example shows that this intensive training could not allow students of Japanese read and write the language. The requirements of that particular situation were met in listening and speaking only.

The end of the Second World War brought new perspectives of change and, consequently, new developments concerning trade and business at an international level. It seems that the Second World War with its consequences has greatly influenced all the political, economic, scientific and cultural relations and policies all over the world. The early sixties saw a considerable change in the international activities and exchanges where two major forces - technology and commerce -dominated. To make those exchanges successful, there was an increasing demand which became an urgent necessity for learning and mastering languages for different purposes. More and more, and even nowadays, the aims for

learning a language have been oriented towards necessity and efficiency.

For the practitioners of ESP, these perspectives are of greater importance and are extended at an international level. More precisely, they influence the national development of countries in Asia, in Africa and in Latin America. The need for learning English is mainly and closely related to the purposes of internal communication, especially in English-speaking countries such as India, Nigeria, Kenya, Singapore,; of the transfer of science and technology as in Brazil, Chile, China, Morocco, the Middle East; and of international communication. Gradually, English has emerged as being the first international language that is used for important and specific purposes of communication. The best example of international communication is illustrated by air traffic and particularly by the language of airways which is performed only in English. In reality, it must be acquired and used by pilots and air personnel without error. The language of the sea is also English and at international meetings and conferences, English is the necessary medium of communication if it is not the only one.

International publications favour English, too. As Hutchinson and Waters (1987: 6) put it: "But as English became the accepted language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language - businessman and - women who wanted to sell their products, mechanics who had to read instruction manuals, doctors who needed to keep up with developments in their field and a whole range of students whose course of study included textbooks and journals only available in English." In the early seventies, the Oil Crises were another cause of rapid expansion of the ESP

movement. Hutchinson and Waters (1987: 6) explain: "This development was accelerated by the Oil Crises of the early 1970's, which resulted in a massive flow of funds and Western expertise into the oil-rich countries. English suddenly became big business and commercial pressures began to exert an influence. Time and money constraints created a need for cost-effective courses with clearly defined goals."

2-1-1   Definition of ESP

When attempting to establish a suitable definition of ESP with its different constituents, Johns and Dudley-Evans (1993: 116) propose the general and revised definition provided by Strevens in 1988 and which they seem to agree on. First of all, and according to this definition, ESP can be considered as the basis for broad divisions of various EAP (English for Academic Purposes), EOP (English for Occupational Purposes "e.g. English for Business"), and EVP (English for Vocational Purposes). EAP includes also EST (English for Science and Technology) as an important part of ESP because there is a greater demand on science and technology for the purposes of transferring scientific knowledge and of mastering technology.

Secondly, Strevens attempts to describe ESP with its possible characteristics. He distinguishes "four absolute characteristics" from "two variable characteristics". The former correspond to the identified needs of the learner, the topics under study and the content to be taught, contrasting with "general English" and related to "syntax, lexis, discourse, semantics, etc., activities" (Johns and Dudley-Evans, 1993:116), and finally discourse analysis. In fact, they are the necessary features to identify such a process as being ESP. But the latter characteristics ("two variable characteristics")

are that they may or may not be part of the whole process in particular situations. They consist in, first, teaching ESP without following any existing methodology simply because it may not be appropriate in certain cases, and secondly, restricting teaching the skill or skills to be learned. Briefly saying, these characteristics can be considered as the necessary criteria for the fulfillment of ESP teaching which focuses on the learner's needs seeking for successful learning and without wasting time.

According to Johns and Dudley-Evans (1993: 117), among the characteristics enounced by Strevens, two important aspects (absolute features), namely needs assessment and discourse analysis, have particularly attracted the attention of the researchers because of their primary importance and to which they have given priorities. For example, Johns (1991), Robinson (1989, 1991), Jacobson (1986), just to name only them, have used needs assessments in order to identify and to understand the complexity of the ways learners acquire and use language for specific tasks. In discourse analysis, researchers have developed different approaches to know how syntax, semantics, lexis, etc. are introduced and used in scientific subjects (EST), in authentic texts either for academic or occupational purposes.

Among the first works that were achieved in the early sixties and concerning these absolute characteristics, in discourse analysis, there isan important contribution of Barber published for the first time in 1962. As Johns and Dudley-Evans (1993: 117) state, Barber's work is based on an analysis of important features of language met in authentic texts and that he calls "word or item counts". Widdowson (1983) and Swales (1990) have also worked with the same view in mind to understand how learners use these

features of English language in various situations.Another and second important approach based on "communicative notions" has inspired Kennedy (1987) for example, who contributed with his work to develop discourse analysis.The third approach based on text feature analysis and particularly on the principle of concordancing is used by Johns (1991) and Strevens(1988). This concept of concordancing has been applied in material design in classes of science and technology. Some other approaches have been developed concerning text analysis, but Swale's approach (1990) provides useful information of great insight in an original contribution which he calls "genre-analysis" and which is determining for reading texts in science and technology.

The precedingly mentioned approaches deal with written discourse, but a few researchers have thought about investigating both spoken and written discourse in one particular field, for instance Dubois (1987,1988) in bio-medicine, Bazerman (1989) in physics, and Dudley-Evans(1998) in economics. Nevertheless, whatever the kind of analysis which is undertaken, it is focused on the learner who is now the centre of interest of this ESP trend. Besides, wide perspectives are to be opened to the learner and new goals are to be pursued.

2-1-2   Research Issues and Controversies

Despite the fact that ESP has gained a particular status, specialists and researchers are aware of the considerable effort that must be made further for the future of ESP. First, when comparing between the theoretical work and the empirical development of ESP, it seems that there is a gap which separates them. The main reason is that more emphasis has been put on applied linguistics (Barber, 1962), on courses and materials design (Swales 1971;

Bates and Dudley-Evans 1976) then, consequently, theoretical work has lagged behind for a long time.

In addition, there are still controversies within ESP related to the content of ESP courses to be taught, the skills to be focused on, and finally, the kind of methodology to be developed. In the case of the ESP courses, the common-core approach or "wide angle approach" (Widdowson, 1983) is opposed to subject-specific or "narrow angle" which has its own advocates (Johns and Dudley-Evans 1980; Swales 1990) who consider that the common-core approach has shown its limits. Methodology remains a crucial preoccupation. The question, then, is how and to what extent this methodology can be developed when it is related to ESP. Various teaching situations impose ways of using not only one methodology but also specialized methodologies. Thus, Johns and Dudley-Evans (1993: 123) state: "We believe that ESP requires methodologies that are specialized or unique. An English for academic purposes (EAP) class taught collaboratively by a language teacher and a subject-area lecturer…, sheltered and adjunct EAP classes …, and special English classes for students in the work place … require considerably different approaches than those found in general English classes."

Therefore, as 'absolute' characteristics, "ESP is defined to meet specific needs of the learners" (Anthony, 1998:122), first; "ESP makes use of underlying methodology and activities it serves" (Anthony, 1998), secondly; and "ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre" (Anthony, 1998), finally. The absolute characteristic "ESP is 'in contrast with General English'" (Anthony, 1998), is removed for the simple reason that ESP is not

absolutely seen as being concerned with a 'specific discipline'. Concerning the variable characteristics, Dudley- Evans has increased their number, stating as such: first, 'ESP may be related to or designed for specific disciplines' (Anthony, 1998); second, 'ESP may use, in specific teaching situations, a different methodology from that of General English' (Anthony, ibid.); third, 'ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level' (Anthony, ibid.); fourth, 'ESP is likely to be designed for intermediate or advanced students' (Anthony, ibid.); finally, 'Most ESP courses assume some basic knowledge of the language systems' (Anthony, ibid.). In other words, this definition is seen as three 'absolute characteristics' and five 'variable characteristics' by comparison with the original version of Strevens as four 'absolute characteristics' and two 'variable characteristics'.

According to Dudley-Evans and St John (1998), four trends have shaped ESP growth: Register Analysis, Discourse Analysis, analysis of study skills, and analysis of learning needs.

2.1.3   Register Analysis

Register Analysis principally deals with the grammar and vocabulary of scientific and technical English. It concludes that English for Science and Technology (EST) uses certain grammatical and lexical forms more frequently than others (for example, scientific language uses present simple and passive voice forms more often than other grammatical forms). It also indicates the importance of sub-technical vocabulary in scientific and technical discourse.

The study focus was on the grammatical and lexical frequencies in scientific and technical writing. Jordan (1997: 288), in his attempt to trace the development of subject- specific language, states: In the 1960's, the focus was on *Register Analysis,* whereby statistical analysis were conducted into, for example, verb tense frequencies and vocabulary frequencies for different subjects (ESP) in order to provide grammar registers and lexicons for those subjects.

This type of analysis sets out the ground for the corpus for scientific and technical English. Certain grammatical items are highly stressed out like prefixes and suffixes, compound nouns, passive form, cause and effect structures.etc, in addition to sub-technical vocabulary study sections. The aim of Register Analysis is to focus on the language forms that learners would need to use and neglect other forms that are not highly needed. Hutchinson and Waters (1987: 10) state, "The aim was to produce a syllabus which gave high priority to the language forms students would meet in their science studies and in turn would give low priority to forms they wouldn't meet".

2.1.4 Discourse Analysis

Discourse Analysis refers conventionally to a number of approaches to analyzing written, spoken, or signed language use. The objects of Discourse Analysis are variously defined in terms of coherent sequences of sentences, prepositions, speech acts, or turns-at-talk. Jordan (1997: 229) defines it as follows: Discourse Analysis is concerned with describing the language and its structures that is used in speech or text that is longer than the sentence, e.g. conversations, paragraphs, complete texts. It examines the communicative context that affect language use...It

looks at how, for example, the choice of verb tenses or other grammatical features affect the structure of the discourse. The analysis also looks at the relationships between utterances, for example, aspects of cohesion, and the discourse markers or cohesive devices that are employed.

Register Analysis focused on language at sentence level, while Discourse Analysis shifted attention to the level above the sentence. It focused on how sentences are organized to form discourse, and the linguistic models used to determine the modes of organization.

Hutchinson and Waters (1987) regard this approach as a logical development of the functional/notional concept of language. Allen and Widdowson (1974) who are the leading figures of this approach declare that learners' difficulties are not a product of their "defective knowledge of the system" but a product of "unfamiliarity with English use". Hence, the syllabus they need should be beyond the sentence structure practice; they need to develop "knowledge of how sentences are used in the performance of different communicative acts" (Hutchinson and Waters (1987: 10-11). Discourse Analysis approach Discourse Analysis course still focuses on teaching language items based on functional/notional syllabus and neglects the development of specific study skills. Dudley-Evans and St John (1998: 23).they believe that Discourse Analysis course still focuses on teaching language items based on functional/notional syllabus and neglects the development of specific study skills. In addition, the course does not give specific attention to any of the four skills. These deficiencies led to the rise of another type of analysis, which is the Analysis of Study Skills.

2.1.5 Analysis of Study Skills

The notion of study skills refers to those abilities, techniques, and strategies that are used when reading, writing, or listening for study purposes. For example, study skills needed by university students studying from English textbooks including: adjusting reading speeds according to the type of material being read, using the dictionary, guessing word meanings from context, interpreting graphs, diagrams and symbols, note-taking and summarizing (Richards, Schmidt, Kendricks, & Kim, 2002: 521).

This approach stems its ideas from the so-called "functional/notional material" besides the development of NA. The fundamental principle of this approach is that the teaching of language forms alone is not sufficient for the development of the ability to perform the task; it should be accompanied with language use processes (Dudley-Evans and St John 1998). According to Hutchinson and Waters (1987), the main idea behind the skills-centered approach is that underlying all language use there are common reasoning and interpreting processes that enable learners to extract meaning from discourse. This means that teaching language just in its surface level (form) creates deficiency in performing different learning tasks. Each study situation or activity requires a particular study skills associated with it. Therefore, student's needs to deal with specific study skills may differ according to the learning environment, required task, and the learner's level as well. Dudley-Evans and St John (1998) give an example in which the medium of instruction was not English, as in Latin America where the focus is on reading skill. In other situation, business people conducting international negotiations

certainly need oral skills, international students writing a post-graduated thesis need writing skill, etc.

Jordan (1997) believes that Study Skills approach is designed not only for FL learners but also for native speakers. He suggests a list of study situations and activities and the related study skills. For instance, lectures and talks require listening and understanding, note taking and asking questions for repetition, clarification, and information. Laboratory and practice fieldwork need different skills mainly understanding instructions (written and spoken, formal and informal), asking questions, and recording results.

2-1-6   Benefits of ESP

On the basis of what has been said before, one is now in a position to state the benefits of ESP. Basically; these are threefold in that they help achieve speed, efficiency, and effectiveness in learning. As far as learning speed is concerned, ESP results in faster acquisition of required linguistic items. This is because it follows the pattern of the native speakers' acquisition of language for specific purposes, in which speakers learn what they need, when they need it, in authentic, content-based contexts. ESP does not only follow this pattern, but also improves upon it by providing an opportunity to learn in an accelerated, intensive context (Wright, 1992: 5).

As for learning efficiency, on an ESP course, the trainees make the maximal use of their learning resources, all of which are brought to bear on acquiring specific, pre-identified linguistic items and skills. Obviously, the needs analysis is of vital importance here since it enables trainers to determine the specific requirements of trainees (ibid.). Thirdly, there is learning effectiveness. On completion of an ESP course, the trainees are ready to use language appropriately and correctly in job related tasks, which have been identified prior to the course by means of a

needs analysis. Accordingly, English becomes usable immediately in the employment context. In addition, the trainees are prepared for further job-related training in English. Such preparation will result in greater academic performance since no time is wasted in acquiring the necessary language (ibid.).

The benefits of ESP can be brought out further by contrasting ESP courses with General English courses. Such courses deal with many different topics, necessarily at a superficial level. In addition, they deal with many different skills, usually attempting to give equal treatment to each. Due to the general nature of these courses, they can be extremely useful, which is why they comprise the vast majority of English courses. However, for students with specific learning needs, they are seriously lacking because their scope is too wide. The trainees learn many irrelevant things. Relevant material, if it is included at all, is treated in insufficient depth. These deficiencies cause the acquisition of the required linguistic items to be slow and minimal, and upon the completion of the course, the trainees are not prepared to function effectively in the required employment contexts.

2-2   Language Model ESP Syllabus

Richards and Rodgers (1986) describe three theoretical views of the *theory of language*: structural, functional and interactional use of language .

2-2-1   Structural language model

The structural view sees language as a system of phonological, grammatical and lexical elements for coding meaning. From the structuralist perspective, language learning is mastering these elements, is related to a structural syllabus is a collection of the forms and grammatical structures of the language being taught

such as nouns, verbs, adjectives, statements, questions, subordinate clauses, so on.

2-2-2   Functional language model

The functional, or communicative, view sees language as a vehicle for expressing functional meaning, emphasizing semantics and communication over the grammatical characteristics of language while not excluding that aspect. From the functionalist perspective, language learning is mastering communicative functions and meaning. This view gave rise to the Functional-Notional Syllabus , is a collection of the functions or of the notions such as informing, agreeing, apologizing, requesting, discussing and so on.

2-2-3   Interactional use of language

The Interactional view sees language as the means of creating and maintaining social relations. From the interactionalist perspective, language learning is achieving competence in initiating and maintaining conversations. This view gave rise to idea of language as a social process characteristic of Community Language Learning (CLL).

A *theory of language learning* attempts to describe the psycholinguistic and cognitive processes involved in language learning and the conditions required for those processes to take place. The learning processes include habit formation, induction, inferencing and generalization. Learning conditions refer to the human and physical context in which language is learned. Some theories are oriented more toward processes and others more toward conditions, while still others encompass both processes

and conditions. Counseling-Learning and Silent Way, for example, are condition oriented while Total Physical Response is both process and condition oriented.

Richards and Rodgers define approach as a theory about the nature of language and language learning that serves as the source of practices and principles in language teaching. The literature acknowledges that Natural Approach (NA) and Communicative Language Teaching(CLT) provide little information about the nature of language. Still, both share a functional, or communicative, view of language. Both see language as communicative with an important but not central structural component and see successful communication of messages or function as the primary objective. Although they may lack a specific theory of language, a requirement for definition as an approach, their common views on the purpose of language and language learning permit the use of the approach label and make these .approaches. at least complementary.

2-3   Types / Forms of Communication

Communication means transferring messages from one to another through any medium. There are various levels in communication like Intrapersonal communication, Interpersonal communication, Group communication and Mass communication.

2-3-1   Intrapersonal Communication

Intrapersonal communication is a communication which happens yourself (oneself). Here both Source (sender) and receiver is only one. so, the feedback works without any interruption. Example: A person can communicate himself through pain, thinking, feelings and emotion etc.

2-3-2   **Interpersonal Communication**

There are many definitions available, interpersonal communication is often defined as the communication that takes place between people who are interdependent and have some knowledge of each other. Interpersonal communication includes what takes place between a son and his father, an employer and an employee, two sisters, a teacher and a student, two lovers, two friends, and so on. Although largely dyadic in nature, interpersonal communication is often extended to include small intimate groups such as the family. Interpersonal communication can take place in face-to-face settings, as well as through media platforms, such as social media.(Trenhold 2000)

The study of interpersonal communication looks at a variety of elements that contribute to the interpersonal communication experience. Both quantitative/social scientific methods and qualitative methods are used to explore interpersonal communication. Additionally, a biological and physiological perspective on interpersonal communication is a growing field. Within the study of interpersonal communication, some of the concepts explored include the following: personality, knowledge structures and social interaction, language, nonverbal signals, emotion experience and expression, supportive communication, social networks and the life of relationships, influence, conflict, computer-mediated communication, interpersonal skills, interpersonal communication in the workplace, intercultural perspectives on interpersonal communication, escalation and de-escalation of romantic relationships, interpersonal communication and healthcare, family relationships, and communication across the life span.(Knapp1984)

Interpersonal communication can fail to serve its purpose if too many symbolic gestures are used, as there is a fair chance that no two individuals will attach the same meaning to a symbolic meaning, which is referred to as bypassing, and when there is a lack of language and listening skills. Emotional interference and physical distractions like faulty acoustics and noisy surroundings also act as barriers to interpersonal communication.

2-3-3   **Public Communication**

In public communication, Source or messages from a single person will reach or received by huge number of audience. But in this communication there is no mutual feedbacks between source and receiver like small group communication and it's only focused on Speaker.

- **Small Group Communication**

More than two members involved in communication process will become a group communication. If least number of persons is involved in the group communication is called as small group communication. In this communication process, everyone becomes a Source as well as receiver through sharing information and gives feedback to another.

2-3-4   Mass Communication

In mass communication, basically have a large number of audience and they are all can't grouped together in one place so we need certain tool or technology for communication process (medium). So, for that they need media like newspaper, radio, television and internet. Here the audience feedback is very less or delayed.

Mass communication plays the vital role because it reaches very large number of audience. Basically Mass communication has two forms one is Interpersonal communication and another one is media communication.

2-4   Munby's Communicative Needs Processor   (CNP)

Munby's (1978) CNP is considered the most popular procedure for the analysis of needs. The communicative language teaching is a learner-centered and experience-based teaching. In this method, the instructors along with the trainees are to be seen as managers of learning and the role of the instructor is to be an organizer, a helper and an enlightener in training so that the learners could be relaxed and confident. Nevertheless, the aim of adopting a communicative approach is likely to lead to a representation of the language to be learnt which is in accord with the learner's own linguistic experience. Communicative approach involves extending the learner's ability to realize discourse from his mother-tongue to the language he is learning. The functionalist is to expose learners to a large quantity and variety of contextualized language materials. On the other hand, the Communicative Needs Processor (CNP) (of Munby 1978) consists of a range of questions about key communication. The CNP set out under eight variables that 'affect communication needs by organizing them as parameters in a dynamic relationship to each other'. The CNP operates by looking at its input- the foreign language participant- and information concerning the participant's identity and language. Then it requires information on the eight variables: purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event, and communicative key.

What can be noticed from the above citation is that CNP mainly stresses the 'objective needs' of learners via identifying their real world communicative requirements. It aims at collecting data about the participant's identity (age, sex, nationality, place of residence, etc) as well as data related to language (mother tongue (L1), target language, present level of the target language, other languages known (L2), and extent of command of L2). Munby (1987: 54) states that collecting data about learner's language helps materials producers to design "pedagogically viable learning units" based on the information that resulted from the CNP model. The data about participants' identity and language constitute the reference point for the input to the CNP.

The notional syllabus of Wilkins (1976) stands as a bible for the practitioners of communicative language teaching and the aim of the syllabus is to conceptualize and plan the content of language in terms of the meanings we need to convey through language and the use we wish to put it to. A notional syllabus is more of organizing a language learning curriculum than a method or an approach to teaching. In the notional syllabus, instruction is organized not in terms of grammatical structure as had often been done with the lingual method. Functional/Notional Syllabus is used to teach English for Specific Purposes. Henceforth, ESP is seen as a cover term for teaching and learning English for several specific purposes: English for Academic Purposes (EAP), English for Occupational Purposes (EOP) and others.

2-5   **Needs and Needs Analysis**

This section   aims at defining and at emphasizing the importance of students' needs and needs analysis in an English language teaching learning case study.The researcher   have

attempted to summarize the most prominent contributions related with the theoretical aspects concerning needs and needs analysis.

2-5-1   Identifying the Learner's Needs

The concept of learners' needs is one of the essential criteria which is adopted and validated in ESP. Robinson (1991: 3), for instance, explains that 'an ESP course is based on a needs analysis, which aims to specify it is that students have to do through the medium of English.' Thus, the question is: what is meant by the word "needs"? When attempting to define what the term "need" means, first of all, most specialists agree that this word can convey different meanings, and it is understood in different ways with regard to the fact that many participants are involved in devising the ESP courses, namely the institution which organizes the language courses, the language teacher, the learner/student, and in some cases the sponsor, the needs' analyst and the linguistic expert even when they are outsiders. According to Chambers (1980: 26), there is a wide variety of definitions supplied by the dictionary. In fact, this word seems to carry both ambiguity and imprecision. It is also a term which is perceived as desires; it can cover a wide range of necessities, wants and lacks of something: 'It is fairly obvious that the term "need" is both ambiguous and imprecise.'…'This terminological inexactitude has permitted a profusion of related but not identical items being commonly referred to as "needs" (usually with some qualifying adjective), requirements, or objectives and being treated as if they were more or less identical.' (Chambers, 1980: 26) Nevertheless, the main question is how it should be possible both to fit and to match the different appreciations in order to carry out an analysis which normally implies scientific rigour. For that reason, Chambers (1980: 25) puts it: "The value of needs

analysis may go unrealized unless ambiguity and lack of precision in the use of the term are cleared away.

It is necessary first to remove superfluous terminology, and second to establish different levels of needs, allotting some kind of priority between them."

Then, in terms of analysis especially analysis related to needs, in EFL, it is not an easy task to determine the levels of needs. For example, Robinson (1991: 8) quotes Brindley's statement in which he defines and distinguishes the objective and subjective needs of the learner: The first of these terms…refers to needs which are derivable from different kinds of factual information about learners, their use of language in real-life communication situations as well as their current language proficiency and language difficulties. The second term refers to the cognitive and affective needs of the learner in the learning situation, derivable from information about affective and cognitive factors such as personality, confidence, attitudes, learner's wants and expectations with regard to the learning of English and their individual cognitive style and learning strategies.

Furthermore, Robinson provides her own definition of needs by distinguishing different categories of needs; the 'objective' versus the 'subjective' needs, the needs 'perceived' by the 'teachers/authorities' versus or opposed to the needs 'felt' by the 'students/learners', 'target' needs opposed to 'learning needs', this latter contrasting pair corresponding to 'goal-oriented of needs: what the learner wants to do with the language at the end of learning" versus " process- oriented of needs : what the learner needs to do actually acquire the language." (Robinson, ibid.)

Richards, Platt and Platt (1992) maintain that NA is the process of determining the needs for which a learner or group of learners requires

a language and how they arrange the needs according to priorities. They add that needs analysis gathers subjective and objective information about the learner in order to know the objectives for which the language will be used, with whom the language will be used, and the level of proficiency required. Similarly, Fatihi (2003) defines needs analysis as a device to know the learners' necessities, needs, and lacks in order to develop courses that have a reasonable content for exploitation in the classroom. He adds that needs analysis is a process for identification of and defining valid curriculum and instructional and management objectives in order to facilitate learning in an environment that is closely related to the real life situations of the student. It brings into sharp focus the settings and roles that the learner is likely to face when he finishes his formal education.

Computer Language is an artificial language that indicates commands to be performed on a computer. Similarly, computers can communicate with other computers through a series of connections and associated hardware called a network. Xie (2000) avers that using computers to teach is a universally agreed practice in multimedia language learning programmes which provide texts, sound, images and interactive drills.

He adds that the computer software and the Internet help the learners to study languages anywhere and anytime in classrooms, laboratory or at home. Computers also help instructors to update and create their teaching materials more easily. They can also exchange their products, thoughts and ideas with their colleagues using e-mail, mailing lists, web sites and other tools through the Internet.

It is also the case of Hutchinson and Waters (1987: 58) who see in needs three levels being defined as 'necessities', 'lacks' and 'wants' which are 'objective' or 'subjective'. Robinson (1991) as well as

Hutchinson and Waters (1987) get along with the same view in that they introduce new expressions, respectfully 'target situation' and 'target needs'. When these different terms are related together, they introduce new concepts and even define a method that is valuable in gathering information about students' needs. So, a 'target situation analysis' is, according to most specialists, an analysis which concentrates on the needs of the learner for achieving communicative requirements at the end of a language course; in other words, it is the competence of the learner for achieving real communicative activities. The 'target needs' are the 'product' of a target situation analysis. Consequently, as Robinson (1991: 8) puts it: "A needs analysis which focuses on students' needs at the end of a language course can be called a target situation analysis or TSA" while Chambers (1980: 29) writes: Thus needs analysis should be concerned primarily with the establishment of communicative needs and their realizations, resulting from an analysis of the communication in the target situation - what I will refer to from now on as target situation analysis (TSA) to identify this more restricted sense of needs analysis.

2-5-2 Classification of Needs Analysis

Deriving from Hutchinson and Waters' (1987) classification of needs analysis, West (1994) propounds the following delineation:

2-5-2-1 Target Situation Analysis

The term 'Target Situation Analysis' (TSA) was, in fact, first used by Chambers (1980) in which he tries to clarify the confusion of terminology. He points out that TSA means "communication in the target situation" which identifies the 'necessities', i.e. the demands of the target situation or, in other words, what the learners need to know in order to function effectively in the target situation.

2-5-2-2 Deficiency Analysis

This approach to needs analysis has been developed to consider learners' present needs or wants which may be called the analysis of learners' *deficiencies* or *lacks.* Therefore, deficiency analysis can form the basis of the language syllabus (Jordan,1997) because it provides data about both the gap between present and target extra-linguistic knowledge, mastery of general English, language skills, and learning strategies.

2-5-2- 3   Strategy Analysis

This type of needs analysis has to do with the strategies that learners use in order to learn another language. It tries to establish how the learners wish to learn rather than what they need to learn (West, 1998). Obviously, the focus here is on methodology, but there are other related areas such as: reading in and out of class, grouping size, doing homework, learning habits, correction preferences, etc.

2-5-2-4   Means Analysis

It is mainly concerned with the logistics, practicalities, and constraints of needs-based language courses. West (1994) points out that some analysts believe that instead of focusing on constraints, it might be better if course designers think about how to implement plans in the local situation.

2-5-2-5   Language Audits

This basically includes any large-scale exercise forming the basis of strategic decisions on language needs and training requirements carried out by or for: individual companies, professional sectors, countries or regions (West 1994). He indicates that language audits may simply be used to identify and describe the current state of language teaching. Nevertheless, they may also be used to help a certain country or organization to formulate a new strategy based on the clients' needs that may take months or even years to implement.

2-5-2-6   **Computer based needs analysis**

   This is a professional and sophisticated approach (West 1997) presented by Nelson (1994) in Finland. In this approach target situation needs analysis is carried out by delivering two questionnaires to the sponsor and learners. Deficiency needs analysis is carried by taking a placement test. Then the results are interpreted and fed into computers and needs are matched with the materials of course. Touching the strategy analysis the course material is negotiable between teachers and learners.

2-6   **Previous Studies**

1- Language Needs in a Bilingual Situation : A case study of Petroleum Sector in Sudan. By Abbas Mohomed Bakheit , M.A. in English Language (Applied Linguistic)

   The research is an attempt to asses English language needs among the staff of petroleum producing companies in Sudan. Such Companies abound in staff coming from a variety of national backgrounds. As such they constitute a multilingual speech community. English is assumed to function as lingua- franca , bridging the communicative gap stem up by the staff language backgrounds. Research data have been collected through a questionnaire particularly , subjects were asked to rank their needs of English vis-à-vis different jobs pertaining to petroleum producing companies in Sudan. They were also asked to rank the most needed language skills. Results   have indicated that subjects rank knowledge and use English language   as necessary requirements of success of business. It has also been found that the significantly desired areas of needs are to communicate with contracts. Finally, it has been found out that these has been no differences in the ranking of skills in order of difficulty.

Recommendations : -

1- The Impact of new technologies on language use is that the need for better communication skills increase,eciaspelly writing skills (particularly E-mail) and proficiency in English.

2- Companies were asked to asses separately language skills and communication skills. The results were perhaps surprising in that these with good language skills didn't necessarily make good communicators.

Conclusion

As a conclusion and with regard to the main points that have been previously mentioned, it is important to notice that ESP is a strong movement which has imposed its influence all over the world, but still there are many things to do for its future development. This perspective of expansion presupposes that there must be a constant improvement of better or suitable programmes and courses, of effective teaching, of serious analysis and of more consistent theoretical work in varied disciplines and, particularly, in human sciences.

While we find differences in Natural Approach (NA) and Communicative Language Teaching (CLT) at the level of approach, design and procedure, we also find many similarities. In the end, the differences are far less significant than the similarities. The essential differences are the point at which language production starts and the stage at which structural instruction begins. The primary focus of both is communicative competence, the use of language that is appropriate to the situation in all aspects. There is a danger in making comparisons such as this, as well as opportunity. The danger is in thinking that methodology requires an all-or-nothing approach to teaching a second language; that using a particular approach means using it to the

exclusion of all others. I view comparing approaches as an opportunity, an opportunity to add to our knowledge of how language is learned so we can use the best practices from each theory and methodology. We should displace either-or thinking with an in-addition-to attitude in our efforts to achieve what Nunan (1999) calls our ultimate goal, .to enable the learner to communicate with others in the world beyond the classroom..

Technology has provide the opportunity for quick worldwide access, but individuals who heavily depend on it as their primary method of communication are hindering their own development of interpersonal communication skills (Johnson). Only seven percent of communication is written or verbal, whereas ninety-three percent is nonverbal (Tardanico). Non-verbal communication skills cannot be learned, nor be further developed if there is too much interaction through electronics because there is no way to see facial expressions, body language, or hear tone or inflection in the voice (Johnson). According to psychologists and communication experts, listening and comprehending conversations play a huge role in effective interpersonal communication skills (Robinson, Segal, and Smith). Communication experts suggest handling conflict face to face only because it lessens the potential for miscommunication (Wimer). Research has shown that when children interact too often on electronic devices the proper stimulation and development of the neurotransmitter pathways do not occur and so neuropathways are forced to change in order to adapt. Potential risks consist of inability to have profoundly personal relationships, unable to concentrate accurately, causes issues with self-esteem, or they might not be able to develop the much needed empathetic and sympathetic skillset (Johnson). Worldwide employer surveys indicate one in every five companies have chosen to not fill positions because the candidates do not have the much desired

interpersonal communication skills, but most of them are very comfortable navigating social media websites (White). In a fight to keep interpersonal communication skills alive, people need to put down the technology down more and interact with others face to face when they are able.

A needs analysis is a useful tool to investigate learners' needs, but as Chambers (1980) attempts to show it in his successful article, it is not an easy task. The first step in such an analysis is the attitude to adopt towards the terminology which is implied when needs are associated to an analysis which should be, scientifically speaking, objective and accurate. The term "needs" is sometimes seen as necessities, wants, desires, and lacks. Therefore, to overcome this aspect of difficulty, Chambers proposes to see in needs "priorities" which are established by needs analysis as the first essential step. These priorities will determine in reality the ultimate objectives to be fulfilled and the form, the ways and the functions to which the English language will be put.

Chapter Three
Methodology   and   Procedures

Chapter Three
Methodology and Procedures

" All results were analyzed statistically, using the type of descriptive statistics " frequency" to indicate how often a phenomenon occurs , and they were based on counting the number of occurrences.
(Selinger& Shohamy, 1989)

3-0 Introduction

This chapter describes research methodology. It gives full description of the research tools , describes data collection, procedures and the designs for data analysis which was used to collect the data from the population and the procedures that are followed. A questionnaire is the tool that chosen to collect the data.

3-1 Population

The target population of the study is comprised 50 trainees and learners 43 males and 7 Females from four computer centers are used as the study units for the research , Future University - computer center , Sudan University for Science and Technology- computer center , Sudacad and APTECH , in the three sessions : morning , afternoon and evening sessions .

3-2 The Sample

The samples of the study are chosen randomly from ICDL- English version , Network and Software programs.

3-2-1 The Variables of the study

-**The Independent variable** : The treatment which consists of the proposed language needs on the learners or trainees of the three computer centers in Khartoum.

- **The Dependent variable** : The learners' English proficiency in the following computer centers components : reading comprehension, vocabulary, structure, listening, speaking and writing skills. (communication, grammatical and lexical needs.)

3-3 The Research Tools of Data Collection

3-3-1 Questionnaire

The questionnaire is structured in such a way that the respondents provided the information required for the study.

1- The questions seek information on the communicative needs of learners. This questionnaire has two major questions, the first question has 14 items, whereas , the second questions has six items with a four point scale

Not at all   1
To a fairly great extent   2
To a great extent   3
To a very great extent   4

2- The questions on Grammatical Needs comprises one major question with 13 graded items which also have four point scale . The selection is designed to validate the respondents' information on the grammatical needs.

3- The questions on Lexical needs is designed to crosscheck the respondent's information on lexical needs. These 10 graded items with alternatives.

The main sources for data collection are the learners themselves . However, relevant documentation and information received from colleagues are also important plus the learners wants .

3-3-2 **The Pilot-tested** was used on a sample of those on whom it would be used in the main study. Six respondents are randomly selected to know if the items are clear enough and easily understood, whether there is the need to include more items in certain areas , or whether there are items to which they would not like to respond . Or, from their responses , there is no need for further modification of the instrument.

The information contained in the tables is used in the analysis and interpretation of data which follow each table .

3-4 Validity and Reliability .

3-4-1 Validity of the Questionnaire

Since it is necessary to evaluate the questionnaire content, it was given to judges who asked to comment on the questionnaire. Using their suggestions , some of the questions were modified; the number of options increased from three to four . And the number of items was reduced from 25 to 20 in communication needs and divided into two tables . And the open-ended questions were deleted, so, the researcher used just the close-ended questions with four options.

3-4-2 Reliability of the Questionnaire

The grantee the validity and reliability of the questionnaire are followed by the supervisor and other three university staff members review the questionnaire . They are consulted about the items ,e.g the grammar, vocabulary , conversation . The questionnaire is modified in the light of remarks made by these experts such as reducing the number of items, reordering the items from general to specific . All of them said the questionnaire was clear.

3-5 The Procedures

The researcher distributes the questionnaire to the learners by herself and gave them enough time to do it , then the researcher collected the questionnaire for analysis.

The study presents and analyzes the data collected by the researcher in the course of the study . It shows the Chi-Square analysis of data using tables, frequency scores and simple percentages, using SPSS . The study analyzes communicative, grammatical and lexical needs of computer learners . This is presented in such a manner that readers can easily and directly find the options for each of the questions in the questionnaire. It is rated using the four point scale as follows :

- To a very great extent   4

- To a great extent   3

- To a fairly great extent   2

- Not at all   1

- The information contained in the tables is used in the analysis and interpretation of data which follow each table .

Summary

This chapter has provided description of the research tools and their procedures, the data will be statistically analyzed and discussed in chapter four .

Chapter Four

Data Analysis and Discussion of the Results

Chapter Four
Data Analysis and Discussions of the Results
4-0 Introduction

In this chapter , the questionnaire was conducted for the learners and trainees of " ICDL – English version , Network and software programs" of three centers of computer . The data is collected and will be introduced and analyzed statistically.   The chapter presents and analyzes the data collected by the researcher . It shows the analysis of data using tables, frequency scores and simple percentages by using SPSS program. The study analyzes communicative, grammatical and lexical needs of computer learners. This is presented in such a manner that others can easily and directly find the options for each of the questions in the questionnaire. It is rated using the four point scale as follows:

- to a very great extent   4

- to a great extent   3

- to a fairly great extent   2

- Not at all   1

4.1   Communicative Needs

Communication is mostly through the use of language. Therefore, communicative needs implies the language lacks which the learners are taught and it should specifically be what they will use in speech. Interactions between computer learners are based on effective communication in order to improve speaking skills. Engaging the learners in interpersonal communication activities like conversation, chatting, group communication activities and mass communication communication activities like, public speaking, delivering lectures will make the learners to participate and perform in the interactivetasks.

Table (4-1): The Importance of Communicative Needs

Frequencies and Percentage of the First Hypothesis

	Not at all	To a fairly great extent	To great extent	To a very great extent
Asking questions	6	14	18	12
	12.0%	28.0%	36.0%	24.0%
Interpreting data in Ms Excel	8	16	14	12
	16.0%	32.0%	28.0%	24.0%
Reporting events in MS. Power point	6	11	20	13
	12.0%	22.0%	40.0%	26.0%
Making requests	3	13	21	13
	6.0%	26.0%	42.0%	26.0%
Giving directions	6	15	11	18
	12.0%	30.0%	22.0%	36.0%
Explaining a process	2	13	20	15
	4.0%	26.0%	40.0%	30.0%
Sharing opinions	2	14	16	18
	4.0%	28.0%	32.0%	36.0%
Evaluating ideas	5	14	21	10
	10.0%	28.0%	42.0%	20.0%
Solving a problem	7	14	12	17
	14.0%	28.0%	24.0%	34.0%
Learning how to make a web page	3	11	12	24
	6.0%	22.0%	24.0%	48.0%
Suggesting an opinion	12	13	14	11
	24.0%	26.0%	28.0%	22.0%
Providing accessible	4	11	17	18

information	8.0%	22.0%	34.0%	36.0%
Translating into a scheme of work	7	13	16	14
	14.0%	26.0%	32.0%	28.0%
Learning communication or meaning	4	11	18	17
	8.0%	22.0%	36.0%	34.0%

After studying table (4-1) which represents the frequencies and percentages of the statements of the first hypothesis "Asking questions" the responses of the participants in the first statement are as follows: 6 participants with percentage 12% response with Not at all, 14 participants with percentage 28% response with 'To a fairy great extent', 18 participants with percentage 36% response with 'To great extent' while 12 participants with percentage 24% response with 'To a very great extent'.

The responses of the participants in the second statement " Interpreting data in MS. Excel" are as follows: 8 participants with percentage 16% response with Not at all, 16 participants with percentage 32% response with 'To a fairy great extent', 14 participants with percentage 28% response with 'To great extent' while 12 participants with percentage 24% response with 'To a very great extent'.

The responses of the participants in the third statement "Reporting events in MS. Power point " are as follows: 6 participants with percentage 12% response with Not at all, 11 participants with percentage 22% response with 'To a fairy great extent', 20 participants with percentage 40% response with 'To great extent' while 13 participants with percentage 26% response with 'To a very great extent'.

The responses of the participants in the fourth statement " Making requests " are as follows: 3 participants with percentage 6% response

with Not at all, 13 participants with percentage 26% response with 'To a fairy great extent', 21 participants with percentage 42% response with 'To great extent' while 13 participants with percentage 26% response with 'To a very great extent'.

The responses of the participants in the fifth statement " Giving directions " are as follows: 6 participants with percentage 12% response with Not at all, 15 participants with percentage 30% response with 'To a fairy great extent', 11 participants with percentage 22% response with 'To great extent' while 18 participants with percentage 36% response with 'To a very great extent'.

The responses of the participants in the sixth statement "Explaining a process" are as follows: 2 participants with percentage 4% response with Not at all, 13 participants with percentage 26% response with 'To a fairy great extent', 20 participants with percentage 40% response with 'To great extent' while 15 participants with percentage 30% response with 'To a very great extent'.

The responses of the participants in the seventh statement "Sharing opinions" are as follows: 2 participants with percentage 4% response with Not at all, 14 participants with percentage 28% response with 'To a fairy great extent', 16 participants with percentage 32% response with 'To great extent' while 18 participants with percentage 36% response with 'To a very great extent'.

The responses of the participants in the eighth statement "Evaluating ideas " are as follows: 2 participants with percentage 4% response with Not at all, 13 participants with percentage 26% response with 'To a fairy great extent', 20 participants with percentage 40% response with 'To great extent' while 15 participants with percentage 30% response with 'To a very great extent'.

The responses of the participants in the ninth statement "Solving a problem " are as follows: 2 participants with percentage 4% response with Not at all, 13 participants with percentage 26% response with 'To a fairy great extent', 20 participants with percentage 40% response with 'To great extent' while 15 participants with percentage 30% response with 'To a very great extent'.

The responses of the participants in the tenth statement "Learning how to make a web page " are as follows: 2 participants with percentage 4% response with Not at all, 13 participants with percentage 26% response with 'To a fairy great extent', 20 participants with percentage 40% response with 'To great extent' while 15 participants with percentage 30% response with 'To a very great extent'.

The responses of the participants in the eleventh statement "Suggesting an opinion" are as follows: 4 participants with percentage 8% response with Not at all, 13 participants with percentage 26% response with 'To a fairy great extent', 20 participants with percentage 40% response with 'To great extent' while 15 participants with percentage 30% response with 'To a very great extent'.

The responses of the participants in the twelfth statement " Providing accessible information " are as follows: 2 participants with percentage 4% response with Not at all, 13 participants with percentage 26% response with 'To a fairy great extent', 20 participants with percentage 40% response with 'To great extent' while 15 participants with percentage 30% response with 'To a very great extent'.

The responses of the participants in the thirteenth statement "Translating into scheme of work " are as follows: 2 participants with percentage 4% response with Not at all, 13 participants with percentage 26% response with 'To a fairy great extent', 20 participants with percentage 40%

response with 'To great extent' while 15 participants with percentage 30% response with 'To a very great extent'.

The responses of the participants in the fourteenth statement " Learning communication meaning " are as follows: 4 participants with percentage 8% response with Not at all, 11 participants with percentage 22% response with 'To a fairy great extent', 18 participants with percentage 36% response with 'To great extent' while 17 participants with percentage 34% response with 'To a very great extent'.

Table (4-1-1) Descriptive Statistics of the First hypothesis

The Importance of Communicative Needs

	Mean	Mode	Std. Deviation
Asking questions	2.7200	3.00	.96975
Interpreting data in Ms Excel	2.6000	2.00	1.03016
Reporting events in MS. Power point	2.8000	3.00	.96890
Making requests	2.8800	3.00	.87225
Giving directions	2.8200	4.00	1.06311
Explaining a process	2.9600	3.00	.85619
Sharing opinions	3.0000	4.00	.90351
Evaluating ideas	2.7200	3.00	.90441
Solving a problem	2.7800	4.00	1.07457
Learning how to make a web page	3.1400	4.00	.96911
Suggesting an opinion	2.4800	3.00	1.09246
Providingaccessible	2.9800	4.00	.95810

information			
Translating into a scheme of work	2.7400	3.00	1.02639
Learning communication or meaning	2.9600	3.00	.94675

The table(4-1-1) represents the descriptive statistical result of the first hypothesis "There is a great importance of Communicative needs for computer learners". The researcher notices that Mean (average) of the statements is (3) and the mode is (3,4) with total average (2) and the standard deviation 9638 for the statements with difference not more than (1).

Chi-Square Analysis Test of the First Hypothesis (4-1-2)

The Importance of Communicative Needs

	Chi-Square	Degree freedom	Asymp. Sig.
Asking questions	6.000	3	.112
Interpreting data in Ms Excel	2.800	3	.423
Reporting events in MS. Power point	8.080	3	.044
Making requests	13.040	3	.005
Giving directions	6.480	3	.090
Explaining a	13.840	3	.003

process			
Sharing opinions	12.400	3	.006
Evaluating ideas	10.960	3	.012
Solving a problem	4.240	3	.237
Learning how to make a web page	18.000	3	.000
Suggesting an opinion	.400	3	.940
Providing accessible information	10.000	3	.019
Translating into a scheme of work	3.600	3	.308
Learning communication or meaning	10.000	3	.019

The table(4-1-2) shows the Chi-squire value Test where the researcher uses to test the first hypothesis. The values of Chi-squire are: (6.000, 2.800, 8.080, 13.040, 6.480, 13.840, 12.400, 10.960, 4.240, 18.000, 400, 10.000, 3.600 and 10.000) with degree of freedom (3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3) where the significance value for all the statement are (0.112, 0.423, 0.044, 0.090, 0.003, 0.006, 0.012,

0.237, 0.00, 0.940, 0.019, 0.308, 0.019). when comparing the significance values with the sig. $\leq$ (0.05)

It is clear from table 1 that 48% of the learners state that the priority should be given to" Learning how to make a web page" .42%& 40% of the learners had the view that " Making requests", Evaluating ideas" ," Reporting events in MS. Power point" ,Explaining a process" in communication skills should be another important element to be covered in the English language course. They rate their performance in "Asking questions"," Learning communication or meaning " ,"Providing accessible information" etc. In the aforementioned, the learners should be able to use the phonological units like accent, stress, rhythm, style, pause, tone, degree of delivery and turn taking. They should be given sufficient practice to increase speaking skills. The learners are required to understand where they need to take a pause and when they need to take a turn in speech. They also need to understand the role of pragmatics in speaking , for efficient and oral communication.Learners should communicate not only through speaking the language but through reading as well, but it takes place at least between two people .

4-1-1 Table(4-2)**Frequencies and Percentage of the Second Hypothesis Computer Training increases verbal interaction between the learners in order to...**

	Not at all	To a fairy great extent	To great extent	To a very great extent
Read computer books	2	8	22	18
	4.0%	16.0%	44.0%	36.0%
read journals,	13	20	9	8

magazines or newspaper	26.0%	40.0%	18.0%	16.0%
Read through online..	4	7	17	22
	8.0%	14.0%	34.0%	44.0%
Learn through Microsoft Office	3	12	17	18
	6.0%	24.0%	34.0%	36.0%
Read comprehension using online dictionary	7	12	16	15
	14.0%	24.0%	32.0%	30.0%
Read picture books	11	14	15	10
	22.0%	28.0%	30.0%	20.0%

The table(4-2) shows the statistical of the second hypothesis "Computer training increases verbal interaction between the learners".

The responses of the participants in the first statement "Read computer books" are as follows: 2 participants with percentage 4% response with Not at all, 8 participants with percentage 16% response with 'To a fairy great extent', 22 participants with percentage 44% response with 'To great extent' while 18 participants with percentage 36 % response with 'To a very great extent'

The responses of the participants in the third statement " read through on line.." are as follows: 4 participants with percentage 8% response with Not at all, 7 participants with percentage 14% response with 'To a fairy

great extent', 17 participants with percentage 34% response with 'To great extent' while 22 participants with percentage 44% response with 'To a very great extent'.

The responses of the participants in the fourth statement" learn through Microsoft Office " are as follows: 3 participants with percentage 6% response with Not at all, 12 participants with percentage 24% response with 'To a fairy great extent', 17 participants with percentage 34% response with 'To great extent' while 18 participants with percentage 36% response with 'To a very great extent'.

The responses of the participants in the fifth statement " read comprehension using on line dictionary " are as follows: 7 participants with percentage 14% response with Not at all, 12 participants with percentage 24% response with 'To a fairy great extent', 16 participants with percentage 32% response with 'To great extent' while 15 participants with percentage 30% response with 'To a very great extent'.

The responses of the participants in the sixth statement " read picture books " are as follows: 11 participants with percentage 22% response with Not at all, 14 participants with percentage 28% response with 'To a fairy great extent', 15 participants with percentage 30% response with 'To great extent' while 10 participants with percentage 20% response with 'To a very great extent'.

Table (4-2-1) **Descriptive Statistics of the Second Hypothesis**

Computer Training increases verbal interaction between the learners in order to...

	Mean	**Mode**	**Std. Deviation**
Read computer books	3.1200	3.00	.82413
read journals, magazines or newspaper	2.2400	2.00	1.02140

Read through online..	3.1400	4.00	.94782
Learn through Microsoft Office	3.0000	4.00	.92582
Read comprehension using online dictionary	2.7800	3.00	1.03589
Read picture books	2.4800	3.00	1.05444

The table (4-2-1) represents the descriptive statistical result of the second hypothesis "Computer training increases verbal interaction between the learners". The researcher notices that Mean (average) of the statements is (3) and the mode is (3,4) with total average (3.4) and the standard deviation .9876 for the statements with difference not more than (.9).

Table(4-2-2) Chi-Square Analysis Test of the Second Hypothesis Computer Training increases verbal interaction between the learners in order to...

	Chi-Square	**Df**	**Asymp. Sig.**
Read computer books	20.080	3	.000
read journals, magazines or newspaper	7.120	3	.068
Read through online..	17.040	3	.001
Learn through Microsoft Office	11.280	3	.010

Read comprehension using online dictionary	3.920	3	.270
Read picture books	1.360	3	.715

The table(4-2-2) shows the Chi-squire value Test where the researcher uses to test the first hypothesis. The values of Chi-squire are: (20.080, 7.120, 17. 040, 11.280, 3.920 and 1.360) with decree of freedom: (3, 3, 3, 3, 3, 3) and the Sig. values are: (.000, 068, 001, .010, .270 and .715).

As it is noticed all (except 2nd fifth and sixth) all the significance values are $\leq$ (0.05) the standard Sig. which means that the second, fifth and sixth statements rejected.

The results in Table 2 reveal that (53.4%) of the learners responded that reading computer books increases verbal interaction between learners to a very great degree. 51% of the respondents claim that reading comprehension increases verbal interaction This was followed by picture books, journals/magazines, learning online and learning through Microsoft office. They need to practically understand how they need to convince the listener when using verbal interaction.

4-2   Lexical Needs

Lexical needs are the short sequence of utterance which learners need to master or be conversant with in training. Words like 'New', 'Open', 'Save' etc., express a unit of meaning respectively. The lexical needs are vital to the learners because they need to master the computer jargon which will enhance their speed in learning.

Table(4-3) Frequencies and Percentage of the Third Hypothesis

How Computer jargon could be made easy in learning the following:

	Not at all	To a fairy great extent	To great extent	To a very great extent	13.00
New Ctrl+ N	5	5	10	30	0
	10.0%	10.0%	20.0%	60.0%	.0%
Open Ctrl+ O	4	8	14	23	1
	8.0%	16.0%	28.0%	46.0%	2.0%
Save Ctrl+ S	5	4	10	31	0
	10.0%	8.0%	20.0%	62.0%	.0%
Print Ctrl+ P	5	6	13	26	0
	10.0%	12.0%	26.0%	52.0%	.0%
Cut Ctrl +X	4	7	8	31	0
	8.0%	14.0%	16.0%	62.0%	.0%
Paste Ctrl+ V	4	4	11	31	0
	8.0%	8.0%	22.0%	62.0%	.0%
Find Ctrl+ F	8	5	11	26	0
	16.0%	10.0%	22.0%	52.0%	.0%
Cells Ctrl+ L	13	11	8	18	0

	26.0%	22.0%	16.0%	36.0%	.0%
Spelling F7	7	20	7	16	0
	14.0%	40.0%	14.0%	32.0%	.0%
Thesaurus Shift+F7 (To check the correct spelling)	15	13	10	12	0
	30.0%	26.0%	20.0%	24.0%	.0%

Table (4-3) shows the frequencies of the third hypothesis " How Computer jargon could be made easy in learning ".

Table (4-3-1) Descriptive Statistics of the Third Hypothesis

How Computer jargon could be made easy in learning the following:

	Mean	Mode	Std. Deviation
New Ctrl +N	3.3000	4.00	1.01519
Open Ctrl +O	3.3400	4.00	1.69766
Save Ctrl +S	3.3400	4.00	1.00224
Print Ctrl +P	3.2000	4.00	1.01015
Cut Ctrl +X	3.3200	4.00	.99877
Paste Ctrl +V	3.3800	4.00	.94524
Find Ctrl +F	3.1000	4.00	1.12938
Cells Ctrl +L	2.6200	4.00	1.22708
Spelling F7	2.6400	2.00	1.08346
Thesaurus Shift+F7 (To check the correct spelling)	2.3800	1.00	1.15864

The table (4-3-1) represents the descriptive statistical result of the third hypothesis "How Computer jargon could be made easy in learning ". The researcher notices that Mean (average) of the statements is (3) and the mode is (3,4) with total average (3.1) and the standard deviation 1.200 for the statements with difference not more than (1).

Table(4-3-2)Chi-SquareAnalysisTestof the Third Hypothesis

How Computer jargon could be made easy in learning the following :

	Chi-Square	Df	Asymp. Sig.
New Ctrl +N	34.000	3	.000
Open Ctrl +O	30.600	4	.000
Save Ctrl +S	38.160	3	.000
Print Ctrl +P	22.480	3	.000
Cut Ctrl +X	37.200	3	.000
Paste Ctrl +V	39.120	3	.000
Find Ctrl +F	20.880	3	.000
Cells Ctrl +L	4.240	3	.237
Spelling F7	10.320	3	.016
Thesaurus Shift+F7 (To check the correct spelling)	1.040	3	.792

The table (4-3-2) shows Chi-squire test analysis used to test the third hypothesis. The values of Chi-square are: (34.000, 30.600, 38.160, 22.480, 37.200, 39.120, 20.880, 4.240, 10.320, 1.040) with decree of freedom: (3, 4, 3, 3, 3, 3, 3,3 , 3, 3) and the Sig. values are: (.000, 000, .000, .000, 000, .000, .000, .237, .016 and .792).

As it is noticed all (except eighth and tenth) all the significance values are ≤ (0.05) the standard Sig. which means that the second, fifth and sixth statements are accepted.

The overall percentage presented in Table 3indicated that 62%respondent reveal that 'Save' (Ctrl+ S), Cut (Ctrl +X), Paste (Ctrl +V) are to a very great degree. This is followed by 'New' (Ctrl+ N), with 60%.The next on the line were 'Open' (Ctrl+ O),'Print (Ctrl +P)', Find (Ctrl +F). Some Learners are at the average level in using Cells (Ctrl +L),Spelling F7 While 24% using Thesaurus Shift +F7. It could be argued that the trainees seem to be eager to learn terminology if they are entitled to one computer and if there is a relaxing atmosphere which will help them to improve their lexical needs.

4-3 Grammatical Needs

Grammar is the linguistic norm used in pronunciation, word formation and word combination into sentences. Grammatical needs can be seen as the learners' lack of knowledge to use the English language without errors. The computer learners cannot acquire the writing skill without a basic knowledge of grammar. The learners however need to be conversant with the rules that apply in grammar.

Table(4-4) Frequencies and Percentage of the Fourth Hypothesis

Grammatical Needs are necessary in the following

	Not at all	To a fairy great extent	To great extent	To a very great extent
Making vocabulary list	6	18	16	10
	12.0%	36.0%	32.0%	20.0%

Grammatical Experience	4	15	15	16
	8.0%	30.0%	30.0%	32.0%
Filling form	9	15	16	10
	18.0%	30.0%	32.0%	20.0%
Chatting	15	16	9	10
	30.0%	32.0%	18.0%	20.0%
Compasing messages	12	17	13	8
	24.0%	34.0%	26.0%	16.0%
Editing	5	7	21	17
	10.0%	14.0%	42.0%	34.0%
Face book typing	17	11	12	10
	34.0%	22.0%	24.0%	20.0%
Typing a business letter	7	12	9	22
	14.0%	24.0%	18.0%	44.0%
Letter homophones such as: (d=the/u=you/c=see/y=why)	19	14	9	8
	38.0%	28.0%	18.0%	16.0%
Shortening such as: (abt=about/qt=question/ur=your/progra	17	17	13	3
	34.0%	34.0%	26.0%	6.0%

m=programme)				
Letter number homophones such as: (b4=before/4 u= for you/ 9 ce=nice/ 9 t=night)	23	14	7	6
	46.0%	28.0%	14.0%	12.0%
Non-conventional spelling such as: (der=there/ takia= take care/ dat=that)	28	9	11	2
	56.0%	18.0%	22.0%	4.0%
Acronyms such as (fb=facebook/ tb=textbook/ LOL= lots of love)	23	14	11	2
	46.0%	28.0%	22.0%	4.0%

The table (4-4) shows the frequencies and percentage of the fourth hypothesis " Grammatical Needs are necessary ".

Table (4-4-1)Descriptive Statistics of the Fourth Hypothesis

Grammatical Needs are necessary in the following

	Mean	Mode	Std. Deviation
Making vocabulary list	2.6000	2.0	.94761
Grammatical Experience	2.8600	4.0	.96911
Filling form	2.5400	3.0	1.01439
Chatting	2.2800	2.0	1.10730
Compasing messages	2.3400	2.0	1.02240
Editing	3.0000	3.0	.94761
Facebook typing	2.3000	1.0	1.14731
Typing a business letter	2.9200	4.0	1.12195
Letter homophones such as: (d=the/u=you/ c=see/y=why)	2.1200	1.0	1.09991
Shortening such as: (abt=about/qt=question/ur=your/program=programme)	2.0400	1.0	.92494
Letter number homophones such as: (b4=before/4 u= for you/ 9 ce=nice/ 9 t=night)	1.9200	1.0	1.04667
Non-conventional spelling such as: (der=there/takia= take care/ dat=that)	1.7400	1.0	.94351
Acronyms such as (fb=facebook/ tb=textbook/ LOL= lots of love)	1.8400	1.0	.91160

The table (4-4-1) represents the descriptive statistical result of the fourth hypothesis "*Grammatical Needs are neceessary*". The researcher can notice that Mean (average) of the statements is (2) and the mode is (1,2) with total average (2.1) and the standard deviation .9376 for the statements with difference not more than (.821).

Table(4-4-2)Chi-SquareAnalysisTestoftheFourth Hypothesis

Grammatical Needs are necessary in the following

	Chi-Square	Df	Asymp. Sig.
Making vocabulary list	7.280	3	.063
Grammatical Experience	7.760	3	.051
Filling form	2.960	3	.398
Chatting	2.960	3	.398
Compasing messages	3.280	3	.350
Editing	14.320	3	.003
Facebook typing	2.320	3	.509
Typing a business letter	10.640	3	.014
Letter homophones such as:(d=the/u=you/ c=see/y=why)	6.160	3	.104
Shortening such as: (abt=about/qt=question/ ur=your/program=progr amme)	10.480	3	.015
Letter number homophones such as: (b4=before/4 u= for you/ 9 ce=nice/ 9 t=night)	**14.800**	**3**	**.002**

Non-conventional spelling such as: (der=there/takia= take care/ dat=that)	**29.200**	**3**	**.000**
Acronyms such as (fb=facebook/ tb=textbook/ LOL= lots of love)	**18.000**	**3**	**.000**

The table (4-4-2) shows Chi-square test analysis used to test the fourth hypothesis. The values of Chi-squire are: (7.280, 7.760, 2.960, 2.960, 3.280, 14.320, 2.320, 10.640, 14.320, 6.160, 10.480, 14.800, 29.200, 18.000) with decree of freedom: (3, 3, 3, 3, 3, 3, 3,3 , 3, 3,3 ,3 ,3) and the Sig. values are: (.063, , .051, .398, .398, .350, .509, 002, .000, .000).

As it is noticed all (first, 3rd, 4th , fifth and the seventh) all the significance values are $\leq$ (0.05) the standard Sig. which means that the second, fifth and seventh statements are accepted.

In the process of needs analysis, as also revealed in Oputa (2011), grammar is useful in order to ensure that the trainees use the correct form of words or phrases. She affirms that grammatical needs are ranked by the respondents as follows: shortening, typing a business letter, making vocabulary list, editing, etc. The respondents claim that many of them use the above items in order to make their typing faster. For example, "*Ask ur 6ta 2 send d money 2 me b4 I arrive 2morw*", instead of " *Ask your sister to send the money to me before I arrive tomorrow*". The grammatical needs of the trainees are 'to a great extent' because they need the correct forms of tenses, spellings and simple sentences in learning effectively.

Conclusion

The above chapter is analyzed the participants respondents of the four questionnaires and the researcher made a discussion of the results.

Chapter Five

Summary, Conclusion, Recommendations , Findings and

Suggestions for Further Studies

Chapter Five

Summary, Conclusion, Recommendations , Findings and

Suggestions for Further Studies

5-1   **Summary**

The main aim of the study was to investigate "The importance of language needs for computer learners". The researcher has adopted the descriptive analytical approach where data have been collected from different resources, and literature review and previous studies were also discussed.

The researcher has designed the research into five chapters; the first chapter was an introduction, the second chapter was literature review and theoretical background, while in the third chapter, the methodology was discussed and the fourth chapter data have been analyzed and discussed through SPSS program. In the last chapter findings are provided along with recommendations and suggestion.

According to what have been collected through analysis and literature review, the study has reached some findings which can be summed up in the following points:

1- There are communicative needs for computer learners.

2- The computer training is proved to be a great factor in increasing verbal inter action between learners as it has been proved by the third hypothesis.

3- Grammatical needs are much necessary in dealing with computer, so learners have to master them.

5-2 Conclusion

This study has tried to ascertain the English and Computer language needs of computer trainees. It reveals that communicative needs are more beneficial in verbal interaction between the learners and in all facets of computer training. It is clear that computer centers need language to carry out their training effectively. This is because a lot of attention has been given to verbal communication at the expense of other forms of communication, e.g., writing and other related sub-skills. Learning and practicing language to perform both speaking and

writing activities will enrich the learners to be really productive and more communicative in any given situation. The grammatical needs of the trainees are useful in typing correct form of sentences. This can be corrected when we use a dictionary such as the thesaurus to check the correct spellings. The learners need to understand verb conjugations and they need to discriminate grammatical categories with their functions. The learners also need to acquire word power and should be able to distinctly use homonyms, homophones, scientific and technical terminology. The study also reveals that using the computer as a medium for studying grammar is much more motivating for a learner as opposed to writing with a pencil. The lexical needs are important in learning the computer terminology or jargon for the study. These lexical needs are the icon which the trainees need to master specifically when typing a text. It was also discovered that most computer trainees are not proficient in their use of computer terminology or jargon. High cost of computer and lack of access to a system are the possible challenges encountered by the learners which hinder them from mastering the code efficiently as was further revealed by the study.

5-3 **Findings**

The findings of this study are reliable on what the Singapore syllabus identifies as the grammatical items needed to master different types of text such as adjectives, adjectival phrases and clauses, adverbs and adverbials, connectors to do with time and sequence , direct and indirect speech, nouns, noun phrases and clauses, prepositions and prepositional phrases, pronouns, tenses to express past time, verbs and verb phrases. It is worth mentioning that the young generations of today use shortenings, acronyms, number homophones, non conventional spellings etc., in making sentences.

The computer learners also use direct translation from mother tongue to the English language. For instance, the speaker can say, "the instructor ate our money'', instead of "the instructor spent or embezzled our money". The ability to know these grammatical rules stipulated in Table 4 will improve the speaking and writing skill of the computer learners.

5-4   Recommendations

Based on what has been obtained from the findings, the researcher can recommend the following:

1- Communication is the use of language in speech . Interactions between computer learners are based on effective communication in order to improve speaking skill. Interpersonal communication activities like conversation, chatting , group communication activities , mass communication activities like public speaking , delivery lectures will make the learners to participate and perform in the interactive tasks. So The computer Learners should pay communicative needs more attention when it comes to computer learning, because more of its languages are extracted from communicative basics.

2- Grammar is the linguistic norm used in pronunciation , word formation and word combination into sentences. Grammatical needs can be seen as the learners' lack of knowledge to use the English language without errors. So the computer learners cannot acquire the writing skill without a basic knowledge of grammar and when he need to be conversant with the rules that apply in grammar . I think the learners need the correct forms of tenses , spelling and simple sentences in learning effectively .

3- Lexical needs are vital to the computer learners. They need to master the computer jargon which will enhance their speed in

learning . So Jargon should be learned in order to cope with the lexical needs in computer learning.

5-5 **Suggestion for Further Studies:**

1- The current study investigates the importance of language needs for computer learning but doesn't include and external factors that may affect computer learning, so conducting study with this regards would be important and helpful.

2- "Face time vs. screen time: The technological impact on communication."

3- "Effective Communication: Improving Communication Skills in Your Work and Personal Relationships."

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Web site :

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Appendixes

بسم الله الرحمن الرحيم

Appendixes No.1

Learners or Trainees questionnaire

Dear   Sister / Brother

      The researcher takes great pleasure in putting her trust in your scientific and research abilities , so she is pleased for your co-operation in this research and she wishes to make any chances , you see are necessary, and if you have any suggestions .

      This questionnaire constitutes a part of a study for a M.sc. degree currently conducted at the faculty of languages , University of Sudan for Science and Technology . The study intends to investigating   the Importance of language needs for computer learners .

Thank you very much
Najlaa Salah Eldin Mohammed Saeed
College of graduate studies
Sudan University for Science and Technology

Appendixes No. 2

Target users needs :   1- job   2- academic   3- general
Type of course :   --------------------------
Table (1) : The Importance of Communicative Needs

Item	Not at all	To a fairly great extent	To a great extent	To a very great extent
a .Asking questions				
b. Tnterpreting data in Ms. Excel				
c. Reporting events in Ms. Power Point				
d. Making requests				
e. Giving directions				
f. Explaining a process				
g. Sharing opinions				
h. Evaluating ideas				
i. Solving a problem				
j. Learning how to make a web page				
k. Suggesting an opinion				
l. Providing accessible information				
m. Translating into a scheme of work				
n. Learning communication or meaning				

Appendixes No. 3

Table（2）: **Computer Training increases verbal interaction between the learners in order to**

Item	Not at all	To a fairly great extent	To a great extent	To a very great extent
a. read computer books				
b. read journals, magazines or newspaper				
c. Learn through on line ..				
d. Learn through Microsoft office.				
e. read comprehension using on line dictionary.				
f. read picture books .				

Appendixes No. 4

Table (3) : How Computer jargon could be made easy in learning the following :

Item	Not at all	To a fairly great extent	To a great extent	To a very great extent
a. New Ctrl + N				
b. Open Ctrl +O				
c. Save Ctrl + S				
d. Print Ctrl + P				
e. Cut Ctrl + X				
f. Paste Ctrl +				
g. Find Ctrl + F				
h. Cells Ctrl + L				
i. Spelling F 7				
j.Thesaurus Shift + F 7 (to check the correct spelling)				

Appendixes No.5

Table (4) :   Grammatical Needs are necessary in the following :

Item	Not at all	To a fairly great extent	To a great extent	To a very great extent
a.Makingvocabulary list				
b. Grammatical exercises .				
c. Filling a form				
d. Chatting				
e. Compasing messages .				
f. Editing .				
g. Facebook typing .				
h. Typing a business letter				
i.Letter homophones such as : (d = the/ u = you / c = see / y = why)				
j. Shortening such as : (abt = about / qt = question / ur = your / program = programme)				
k. Letter number homophones such as : (b4 = before / 4 u = for you / 9 ce = nice / 9 t = night)				
l. Non- Convential spellings such as : (der = there / takia = take care / dat = that)				
m. Acronyms such as :(fb = facebook / tb = textbook / LoL = lots of love)				