



**Sudan University of Science and Technology**  
**College of Graduate Studies**



**College of Languages**

**Identifying the Role of Student Teachers' Needs in  
Improving a Designed Curriculum**

**تحديد دور احتياجات المعلمين المتدربين لتحسين منهج مصمم**

**A case study of SELTI Student Teachers**

**دراسة حالة: المعلمين المتدربين بمركز السودان القومي للغات (سلتي)**

**A thesis submitted in partial fulfillment of the requirements  
for MA Degree in English Language (Applied Linguistics)**

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# Dedication

This work is dedicated to the soul of my father who dreams for me to be a well known professional in foreign languages.

To the soul of my mother who exerted every possible effort to educate me, may mercy of Allah be upon their souls.

To my brothers and sisters who never left me aside, and they are very special.

To my great husband, and lovely children for their endless love and encouragement.

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## **Abstract**

This study aimed at identifying TEFL diploma learners' needs at Sudan National Centre for languages, SNCL formerly SELTI, batch 39 the academic year 2015/2016, to develop the current curriculum content. This is to help the trainees to improve their skills in teaching English as a foreign language. Through observation, the researcher noticed that the current designed courses do not usually meet the learner's needs. The study raised three questions: What is SELT student teachers' English language Proficiency level in English? What are SELTI student teachers' needs to perform well in TEFL diploma? What is the gap between what the student teachers are able to do and what they need to be able to do? To test the hypotheses and answer the questions the researcher adopted the descriptive and analytical method. The data was collected using a questionnaire with a sample of (60) student teachers, the population of the study is (115) trainees. The collected data was analyzed and discussed using SPSS. The researcher also used the trainees' entry test result which is designed by TEFL diploma department at SNCL. The study results revealed that; the student teachers have positive impression about the current syllabus that involves the objectives, content and teaching method, but they argue about the sufficiency of the courses, the practice activities, and the teacher centered style. The study recommended that; to support and provide the current syllabus with more practice activities, to form a committee from selected experts to assess the problematic areas in the diploma such as (teacher centered style- practice activities- sufficient of the courses.

## مستخلص البحث

تهدف هذه الدراسة الي تحديد احتياجات دراسي دبلوم تدريس الانجليزية لغة أجنبية (تقل) بمركز السودان القومي للغات (سنسل/سلي) سابقا) الدفعة 39 , للعام الدراسي 2015/2016 من اجل تطوير محتوى المنهج الدراسي الحالي حتي يتناسب مع اهدافه في تحسين مهارات الدارسين في تدريس اللغة الانجليزية لغة اجنبية.وقد لاحظ الباحث من خلال البحث والمتابعة أن الدورات الدراسية الحالية لا تقي دائما باحتياجات الدارسين. وقد أثارت الدراسة ثلاثة اسئلة: ما هو مستوي الكفاءة اللغوية لدي المعلمين الدارسين في دبلوم تدريس اللغة الانجليزية (تقل)؟ ما هي احتياجات المعلمين المتدربين لتحسين ادائهم في دبلوم (تقل) بمركز- سنسل للغات ؟ وماهو الفارق بين امكانيات المعلمين المتدربين وبين ما يريدون الوصول اليه؟ من اجل بحث واختبار الفرضيات والاجابة علي الاسئلة , تم جمع المعلومات من خلال استبيان للمعلمين الدارسين باخذ عينة 60 دارس من الدارسين البالغ عددهم(115). ثم تم تحليل ومناقشة البيانات المتحصل عليها باستخدام اسلوب التحليل الاحصائي (SPSS), كما استفاد الباحث من نتائج المتدربين في امتحان الاستيعاب بالدبلوم الذي يتم اعداده بواسطة شعبة تدريب المعلمين بمركز سنسل. وخلصت الدراسة الي النتائج الاتية: أن الدارسون بالدبلوم لديهم انطباع ايجابي عن المنهج الحالي بما يختص بالأهداف والمحتوي وطريقة التدريس ولكن لديهم بعض التحفظات حول كفاية الكورسات والأنشطة العملية واسلوب مركزية المعلم. واوصت الدراسة بتزويد المنهج الحالي بالمزيد من الانشطة العملية،تشكيل لجنة من عدد من الخبراء لتقويم المشاكل في الدبلوم مثل ( اسلوب مركزية المعلم – قلة الأنشطة العملية – و كفاية الكورسات)

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# **CHAPTER ONE**

## **Introduction**

# CHAPTER ONE

## Introduction

### 1.0 Overview

English for specific purposes (ESP) can be defined as teaching and learning English as a second or a foreign language for purposes of using it in a particular domain .Since the 1960s ESP has become a distinctive part of teaching English as a Foreign Language (TEFL) its importance begin due to the fact that English has become the contemporary Lingua Franca. The growing demand for English as a medium of communication and the introduction of mass governmental educational programs in which English was the first or even the only language contributed to the rapid expansion in English for Academic Purposes (EAP) to which ESP belongs (Minodora,2015).

Needs analysis is considered to be the cornerstone of ESP. The concept of Needs analysis has been different along the decades. At the initial stages of ESP, needs analysis involved in assessing the communicative needs of the learners and the techniques of achieving specific needs. The idea of finding out what learners need to learn to do well in any field or profession is a new one, and that courses and material designers have long taken learners' need into account when designing curriculums. The term needs analysis first appeared in Bengals, when Michael West initiated the concept to cover what learners would be required to do with a foreign language in the target situation and how learners might best master the target language during the period of training” (Dicknson,1991).

### 1.1 The Statement of the Problem

The premise of this study was based on David Nunan’s observation about the teacher as curriculum developer,

*“if teachers are to be the ones responsible for developing the curriculum they need time, skills and support to do so. Support may include curriculum models and guidelines and may include support from individuals acting in a curriculum advisory position, the provision of such support cannot be removed and must not be seen in isolation, from the curriculum” (Nonans 1987p.57)*

From this observation it is obvious that time, skills and support are crucial keys for curriculum developer. Therefore, the researcher attempts to provide course designer and curriculum provider with support. It has been noticed through observation that teachers face some obstacles in designing ESP courses; the courses which are already designed may not meet the learners’ needs .Therefore, the present study attempts to discover why these courses do not meet learners’ needs. Needs analysis is the foundation on which we can develop curriculum content, teaching material and method that can lead to increasing the learners’ motivation and success. The study investigates TEFL learners’ needs in an attempt to examine the effect of analyzing these needs in identifying the objectives of the language course. And to develop material that meets the needs of the learners.

The researcher observes that SELT student teachers at TEFL diploma have different needs, and different problems. Some of them have limited knowledge of grammatical structures while others have limited skills in speaking and other problems, thus the study is attempting to describe the perception that TEFL student teachers have of their problematic areas according to their levels in English Language.

## **1.2 The Objectives of the Study**

The objectives of this study include the following points:

- 1/ To show the role of learners' needs analysis as a basic element in course designing and course improvement in ESP.
- 2/ To find more effective techniques of achieving specific learning and teaching purposes.
- 3/ To help teachers identify the learners' prospective professional needs and deficiencies, in terms of language skills.
- 4/ To insure that collecting information about the learners will serve as basis for developing and improving a curriculum that will meet the needs of a particular group of learners.
- 5/ To create base information for the syllables designers to use when designing or improving courses.

### **1.3 The Questions of the Study**

The study aims to find answers to the following questions:

- 1/ What are SNCL student teachers' English language Proficiency level?
- 2/ What are the student teachers' needs to perform well in TEFL diploma.
- 3/ What is the gap between what the student teachers are able to do and what they need to be able to do?

### **1.4 The Study Hypotheses**

- 1/ TEFL student teachers have different proficiency levels in English.
- 2/ TEFL student teachers have different needs.
- 3/ There is a gap between what the student teachers are able to do and what they need to be able to do?

## **1.5 The Study Methodology**

In order to conduct this study the descriptive analytical method will be adopted. A questionnaire and a test for the student teachers are used as instruments. The population of the study is (115) trainees. The sample of the target group is (60) trainees.

## **1.6 The Significant of the Study**

The study is significant because it investigates the language skills needed by learners in achieving Specific purposes, and identifies the role of needs analysis in designing ESP syllabus. The study gets its significant from that it helps put the target group (the trainees) in their right track, and that will be achieved through syllabus design process that focuses on technical vocabulary and practical terminologies which play as motivational factor that leads to linguistic competence. The findings of this study will be of great values for designing an effective syllabus for SNCL /TEFL trainees in the future.

## **1.7 Limitations of the Study**

The study will be limited to the student teachers of Sudan National centre for Languages in TEFL Diploma, batch39 the academic year 2015 -2016.

**CHAPTER TWO**

**Conceptual Framework, Literature Review**

**&**

**Previous Studies**

## **CHAPTER TWO**

### **Part (A) Conceptual Framework and Literature Review**

#### **2.0 Introduction**

This chapter presents general views of the role of needs analysis in designing appropriate English course for specific purposes (ESP) for Sudanese student teachers of English Language at Sudan National Centre for Languages (SELTI). The first part describes the origins, characteristics, and types as well as key notions of needs analysis for ESP. The theoretical basis of needs analysis, different approaches to needs analysis, features and characteristics, issues in ESP curriculum and syllabus design. Review of the TEFL Diploma at Sudan National Centre for Languages is also among these issues. The second part consists of review of previous studies, relevant to the current study, which have been done in relation to needs analysis.

#### **2.1 Historical Background of Needs Analysis**

Arguably, in the past, language teaching was based on just formal unyielding types of syllabuses that claim very much for themselves. However, in reality these syllabuses do not give a space to learners' interests,(Ali, 2011). If the learner's interest is not included in the syllabus, he/she may become uninterested in learning the language properly, and just study to pass the exams.

Around the 1970s, a new movement prioritized the rhetorical functions of language over its form, since where discourse analysis focused on the communicative values of discourse rather than on the lexical and grammatical properties of register reinforcing the area's emphasis on research, and analysis of texts, (Maleki, 2008).The shift of emphasis of ESP during this period, moving from statistical grammar accounts to a deeper interest in the relation between grammar and rhetoric. However, the discourse analysis of ESP was primarily concerned with



language, and gave no attention to the development of study skills. This, then, became the focus of English for Academic Purposes (EAP) during the late 1970's. Skill-based courses at the end of the 70s intended to address the learners' specific foreign language needs; to do so, needs analysis had to be carried out. The movement processes involved should be addressed as well so that learners would transfer these study skills to their real life tasks. Consequently, the learners' purpose for learning the target language became of the most importance and so did needs analyses (Maleki, 2008).

In the modern history of teaching English, there is growing concern about the establishment of English courses for outstanding use. New concepts of language learning can flourish and develop into more complex and distinct forms that meet the specific needs of learners. This trend seeks to deconstruct the English language of the user as it now shows a gradual shift from the formal components that form the language towards a more practical approach to enhance student performance in daily communication( Widdowson, 1978 and Jeczelewski 2016) . As a result of this sense, the promotion of English for specific purposes has contributed significantly to its rise.

## **2.2 English for Specific Purposes (ESP)**

For a broader definition of ESP, Hutchinson and Waters (1987) theorize, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p. 19).

Anthony (1997) notes that, it is not clear where ESP courses end and general English courses begin; numerous non-specialist ESL instructors use an ESP approach in that their syllabi are based on analysis of learner needs and their own personal specialist knowledge of using English for real communication. Strevens (1988) supported the same idea, he states "the ESP is particular case of general category of special –purpose language training." Evans et al, (1998) give a similar

definition of ESP, and they cooperate to bring out absolute and variable characteristics. Most researchers seem to agree on two characteristics: ESP based is on a particular context and ESP is based on the learner' specific needs.

### **2.2.1 Origins of English for Specific Purpose (ESP)**

There are three common reasons to the emergence of ESP, the demands of a Brave New World, a revolution in linguistics, and focus on the learner. (Hutchinson & Waters, 1987) note that: “two key historical periods breathed life into ESP. First, the end of the Second World War brought with it an age of enormous and unprecedented expansion in scientific, technical and economic activity, the role of international language fell to English. Second, the Oil Crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries. The language of this knowledge became English”.

The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods. Whereas English had previously decided its own destiny, it now become subject to the wishes, needs and demands of people other than language teachers. (Hutchinson & Waters, 1987).

The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters (1987) point out that one significant discovery was in the ways that spoken and written English vary.

The last reason Hutchinson and Waters (1987) cited as influenced the appearance of ESP has less to do with linguistics and everything that has to do with psychology. Instead of simply focusing on the way language is delivered, more attention has been paid to the ways in which learners acquire language and differences in language acquisition methods. It was felt that learners used different

learning strategies, used different skills, entered different educational schemes, and were motivated by different needs and interests. Therefore, focusing on the needs of learners has become as important as the methods used to disseminate language knowledge. The design of specific courses to meet these individual needs was a better natural extension of this thinking. To this day, the accompanying word for English language, as second language (ESL), circles is learner-centered of learning-centered.

### **2.2.2 Types of ESP**

David Carter (1983) identifies three types of ESP which include English as a restricted language, English for Academic and Occupational Purposes and English with specific topics. For (Hutchinson & Waters (1987) ESP is broken down into three branches: a) English for Science and Technology (EST), (b) English for Business and economics (c) and English for Sciences and Technology. Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'.

### **2.2.3 Characteristics of ESP Courses**

Carter (1983) states that there are three features common to ESP courses:

a) Authentic material, b) Purpose-related orientation, and c) Self-direction.

Dudley-Evans' (1997) claims that ESP should be offered at an intermediate or advanced level, use of authentic learning materials is entirely feasible. Closer examination of ESP materials will follow; suffice it to say at this juncture that the use of authentic content materials, modified or unmodified in form, are indeed a feature of ESP, particularly in self-directed study and research tasks. For Language Preparation for Employment in the Health Sciences, a large component of the student evaluation was based on an independent study assignment in which the

learners were required to investigate and present an area of interest. The students were encouraged to conduct research using a variety of different resources, including the Internet.

Purpose-related orientation refers to the simulation of communicative tasks required of the target setting. Carter (1983) cites student simulation of a conference, involving the preparation of papers, reading, note taking, and writing. At Algonquin College, English for business courses have involved students in the design and presentation of a unique business venture, including market research, pamphlets and logo creation. The students have presented all final products to invited ESL classes during a poster presentation session. Finally, self-direction is a characteristic of ESP courses in which, the ESP concerned with turning learners into users (Carter, 1983). In order for self-direction to occur, learners must have a certain degree of freedom to decide when, what, and how they will study. Carter (1983) also adds that there must be a systematic attempt by teachers to teach the learners how to learn by teaching them about learning strategies. Is it necessary, though, to teach high-ability learners such as those enrolled in the health science program about learning strategies? He argues that it is not. Rather, what is essential for these learners is learning how to access information in a new culture.

Dully –Evans and St, Jonh(1998), distinguished Two characteristic of ESP:

### **I. Absolute Characteristics**

- ESP is defined to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves;

### **II. Variable Characteristics**

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;

- 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;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

### **2.3 Needs Analysis**

Lawson, (1979, p.37) defines “need” as something that is recognized but it is not in any sense is discovered. This implies that in order to recognize needs one should have to carry out some kind of assessment or evaluation of the existing situation and the diagnosis of the assessment result would reveal some deficiency.

Widdowson (1981, p.20) differentiates “goal-oriented” definition from “process-oriented” definition of needs. The former refers to what the learner needs to do with the language once he or she has learned it, while the latter refers to what the learner needs to do to actually acquire the language. The goal-orientated has to do with the program aims, while the process- oriented relates to pedagogic objectives. Needs analysis (also known as needs assessment) has a vital role in the process of designing and carrying out any language course, whether it is English for Specific Purposes (ESP) or a general English course, and its centrality has been acknowledged by several scholars and authors.

According to Iwai *et al.* (1999), the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

Brindley and Berwick (1989) offer definitions of different types of needs and accounts of various problems and limitations in making use of this concept, including ways in which we might usefully distinguish between needs identified by analysts and those expressed or experienced by learners.

One of the main purposes of needs analysis is to understand the necessary changes which should be taken in order to improve the curriculum by means of content specification in the field of English language learning. English language, needs analysis for students is mainly carried out in order to obtain deep insights and greater inputs about the current and future needs of language learners from multiple perspectives, including subject teachers as well as present and former students to assist in making well-advised decisions on the objectives and the goals that a new curriculum should address and to ensure that the curriculum content matches the students' needs as closely as possible (Cowling, 2007).

Communicative competence is a center of the needs analysis. The main purpose of each language learning strategy is to be able to communicate with others using a language. Needs Analysis is related to the notional functional approach with the purpose to achieve the following goals; to understand the main notions while communicating and to be able to use language as a functional issue while requesting, telling, describing, enumerating, explaining, etc.(Yalden, 2012). The main idea of the possession of the communicative competence is the ability to express personal thoughts and ideas with the use of foreign languages being an international language for communication in many countries. According to Johns (1991), needs analysis is the first step in course design and it provides validity and relevancy for all subsequent course design activities.

Needs analysis, as we know it today, has gone through many stages. With the publication of Munby's "Communicative Syllabus Design" in 1978, needs analysis moved towards placing the learners purposes in the central position with the framework of needs analysis situations and functions which are also fundamental. Munby introduced 'communication needs processor' in 1978, which is the basis of Munby's approach to needs analysis.

Based on Munby's work, Chambers (1980) introduced the term Target Situation Analysis. From that time several other terms have also been introduced: Present Situation Analysis, Pedagogic Needs Analysis, Deficiency Analysis, Strategy Analysis, Learning Needs Analysis, Means Analysis, Register analysis, Discourse analysis, and Genre Analysis.

### **2.3.1: Types of Needs Analysis**

Types of needs are differentiated with reference to the purpose of learning the language, individual differences or the social roles of language in a wider context. Alderson (1980) differentiates four types of needs:

First, formal needs which refer to the needs to meet the institution requirements such as to pass an exam. Second, actual or obligation needs which refers to what a student has to do with the language once he has learned it. Third, hypothetical future needs which refers to the need to become a better professional in the future and forth, want, which refers to what a student feels, wants to do or to learn.

The first and the fourth are types of needs during the process of learning or "process-oriented" type, while the second and the third are types of needs that are "future-oriented".

Altman (1980) explains types of learner needs based on individual differences within the framework of learner-centered language teaching. According to Altman (1980), learners should be placed properly based on their age, level of language proficiency, maturity and time available. This requires the institution to make flexible educational arrangements to allow all learners' access to learning that is appropriate to the types of needs they have. In this way, the content and mode of learning will be influenced by the options available at their disposal. The types of modifications of learning resources are made accordingly to meet the kinds of individual differences with regard to time, goals, mode, or expectations of learning.

Berwick (1989) makes a distinction between felt needs or expressed needs, needs that learners have, and perceived needs; judgment about the educational gaps in other people's experience.

Brindley (1989) identifies two types of needs. First objective needs, which is derivable from factual information about the learner, use of language in daily communication, current language proficiency and language difficulties. Second, subjective needs referring to cognitive and affective needs in learning such as personality, confidence, attitude, wants and expectations in learning. Brindley states that while objective needs are accessible through data collection such as tests and identifying subjective needs is difficult because of the "elusive nature of the variables.

Kharna (1980) discusses societal needs and educational needs. The societal need refers to the needs of the community as a whole to acquire and use English for international communication, for trade, technology, cultural purposes etc.

### **2.3.2: Theoretical, Basis and Approaches:**

There are many approaches to the needs analysis and the most important ones are:

#### **1/ Sociolinguistic Model:**

The main idea of this model is the development of a special program aimed at analyzing students' profiles with particular information. Filling in a profile, each student should mention the communicative events one has experienced during the day, for example, one should do well upon his duties. Furthermore, the purpose of the results should be mentioned. In the case under analysis students should mention educational objectives. The medium field may be spoken, written, visual, etc. Also, students have to mention the desired mode, for example, a story, a dialogue, etc. The channel of communication needs analysis as well as the setting, the partners in communication, the level of English possession, the subject, the dialect and even



the tone are to be mentioned in the profile. After the profile is created, students' needs are transferred to the syllabus (Munby, 1978).

Even though the model involves numerous parameters and specifications, it has a lot of shortcomings. First of all, this model is directed more at the learner rather than at his/her needs. Having developed everything in theoretical issue, the model can hardly be used in practice. The sociolinguistic approach is a complicated tool for students, which does not involve any flexibility. Also, the program is very time-consuming and inconvenient for a group use

## **2/ A Systemic Approach**

A systematic approach is aimed at covering the shortcomings of the sociolinguistic approach having filled the gap of flexibility of the model and paying more attention to the learner itself. The present situation and a position of a learner in this situation is a center for the analysis. Also, the further concerns of a learner are considered in detail. Richterich and Chancerel (1977) have developed this approach with the desire to understand students' needs. The authors of the model plan to understand learners' needs, making assessments before, during, and after the learning processes. Since the model has a number of advantages, and the number of the criticism in turn of this approach is small, it has a very serious disadvantage. Being focused on the learner and on the situation, the assessment of the real-world needs is absent. Also, students trust too much under their perceptions on what should be focused on, that they forget about the primary purpose of the analysis. Therefore, many students come preoccupied with the very process of testing having forgotten about the real issue of it (Long, 2005a). Overall, the systematic approach is effective and can be referred to as one of the models for assessing students' needs. Having a needs analysis as one of the components, a systematic analysis is still not very helpful as learners in most cases cannot say for sure what exactly they want.

### **3/ A Learning-Centered Approach**

One of the main problems of the models mentioned above is the failure to meet the issues of how students learn, while they focus greatly on the language needs students have. The solution to this problem has been developed by a learning-centered approach. Hutchinson and Waters (1987) have developed a learning-centered approach with the purpose to create a model, which can easily analyze students' needs from the very beginning up to the target situation. The peculiarity of this systematic approach is that students pay more attention to the learning process as a focus of the analysis rather than the knowledge they want to possess at the end of the classes. According to Hutchinson and Waters (1987), target needs explain "what the learner needs to do in the target situation" (p. 54).

Students' target needs involve the necessities, lacks and wants. Being the categories of the target needs, each of these notions has a strict definition. Thus, students' necessities focus on what students have to know in order to be able to perform their responsibilities. Lacks explain what people do not know "the gaps between what the learner knows and the necessities" (Hutchinson & Waters, 1987, p. 56). Wants are focused as "what the learners think they need".

The learning needs of students pay attention to a great number of factors including their demographic information and background knowledge and practical skills. According to Hutchinson and Waters (1987), learning needs involved the following aspects. Assessing students learning needs, the attention should be paid to the familiar teaching and learning styles. Students have to define the convenient time and the status of the classes. To assess the students' needs in accordance with the approach mentioned above, one should define the teaching methods he considered appropriate and inappropriate. The information about the minimum requirement to the teachers' knowledge should be stated. Students also have to

define a convenient location, desired instructional material, their expectation about the outcomes of the classes, and the level the necessity of the classes to students.

One of the most important features of this approach is a constant systematic assessment of students' needs with the help of interviews, surveys, questionnaires, observations, etc. The advantages of these particular students' needs approach has a lot of supporters, who point to the following as substantial confirmations. Thus, Nation (2000) stresses a good support of this approach. Richterich and Chancerel (1977) insist on the presence of students' background knowledge as one factor of the analysis. Grellet (1981) supports the strength of this approach by means to application of authentic materials as the way to encourage students work on the original texts.

Supporting this approach Eggly (2002) has presented the differences in learning needs and expectations of students who are forced to study and of those who have enrolled on their own desire.

#### **4 /Task-Based Approach**

Long (2005a) describes a task-based approach in needs analysis as a desire to get to know the particular situations in which learners would like to participate. Long (2005a) also states that modern students are interested in participating in various tasks, which support their independence in decisions. The concept of cognitive independent approach is based on the real-world or target tasks situations. The students are encouraged to use the target language in different imagined situations, like visiting a doctor, doing shopping, going to the museum, etc.

Mudraya (2006) states that one of the examples of the task-based approach is reading a text book on the language of an original. Munby (1978) has created a parallel between a task-based approach and communicative events; however, the variables are different.

## 5/ Empirical Research

Having analyzed much literature sources devoted to the teaching process, it has been confirmed that students' expectations are important. Meeting the students' needs is an essential part in the teaching process and the failure to meet students' expectations reduces the effectiveness of the educational process to minimum. All the teaching material, curriculum, courses, plans, etc. must be directed at meeting students' needs. Trying to meet students' academic purposes, specific purposes, and general purposes, a teacher must be aware of the students' needs. Much research confirms that students' needs analysis has become a very serious issue for consideration (Cowling, 2007).

Dudley-Evans and St. John (1998) state that not a single approach to needs analysis can be a reliable indicator of what is needed to enhance learning. A modern and comprehensive concept of needs analysis is proposed by) which encompasses all the above-mentioned approaches. Their current concept of needs analysis includes the following:

- **Environmental situation** - information about the situation in which the course will be run (means analysis);
- **Personal information about learners** - factors which may affect the way they learn (wants, means, subjective needs);
- **Language information about learners** - what their current skills and language use are (present situation analysis);
- **Learner's lacks** (the gap between the present situation and professional information about learners);
- **Learner's needs from course** - what is wanted from the course (short-term needs);
- **Language learning needs** - effective ways of learning the skills and language determined by lacks;

- **Professional information about learners** - the tasks and activities

English learners are/will be using English for (target situation analysis and objective needs)

- **How to communicate in the target situation** – knowledge of how language and skills are used in the target situation (register analysis, discourse analysis, genre analysis).

Today, there is an awareness of the fact that different types of needs analyses are not exclusive but complementary and that each of them provides a piece to complete the jigsaw of needs analysis. All the works done in ESP have sought to promote the communicative nature of language teaching, because starting with register analysis; ESP teachers have been very concerned with the needs of students as they used the language, rather than language per se. For this reason, today needs analysis should not be (and is not) of concern only within the field of ESP, but also that of General English because the needs of the learners is of paramount importance in any language process (Haseli 2008).

## **2.4 Key Issues in ESP Curriculum Design**

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, curriculum is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher's curriculum, for example, would be the

specific learning standards, lessons, assignments, and materials used to organize and teach a particular course (Cummins1979).

The learning process involves the consideration of such basic notions as syllabus and curriculum. The importance in differentiating between these two notions is based on the fact that different scholars present various viewpoints on this issue and in some cases these viewpoints are absolutely different (Nunan, 1993, p. 35). According to Candlin (1984 .p. 31), “curriculum is concerned with making general statements about language learning, learning purpose, experience, evaluation, and the role and relationships of teachers and learners”. Syllabus, on the contrary, is a notion, used for the smaller unit analysis, which is used for explaining the documents and records occurred at the classroom level. Syllabus is one of the ways to applying the already existing curriculum to the personal needs of teachers and learners. Nunan (1993) and Candlin (1984) refer curriculum to such particular processes as planning, plan implementation, evaluation, management, and administration. Thus, curriculum is abroad term, contrary to syllabus. Syllabus is a notion devoted to teaching methodology, mainly aimed at selecting and grading content (Nunan, 1993, p. 8).

Cummins (1979) theorized a dichotomy between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). The former refers to the language skills used in the everyday informal language used with friends, family and co-workers. The latter refers to a language proficiency required to make sense of and use academic language. Situations in which individuals use BICS are characterized by contexts that provide relatively easy access to meaning. However, CALP use occurs in contexts that offer fewer contextual clues (cummins1979).

Curriculum design is a process in which the basic principle of the education plan is conveyed, supervised and applied. Needs analysis is the hypothesis of other stages.

The design of the established curriculum must first be a comprehensive investigation of the needs of learners, the organization of education and society. As one of the most important branch of English for special purposes, business English develops at an unprecedented speed. More than 1000 universities and colleges have business English courses to help English specialties or English business disciplines to meet future career competition. In order to cultivate multi-discipline English business skills and provide the best business English courses, it is necessary to take the theory of need analysis as a guideline the needs of different stakeholders have been taken into consideration when designing the business English curriculum. Need analysis is undoubtedly an effective way to design an English business curriculum. According to Cummins' theory there are three abilities necessary for successful communication in a professional target setting in order to complete the ESP picture. The first ability required in order to successfully communicate in an occupational setting is the ability to use the particular jargon characteristic of that specific occupational context. The second is the ability to use a more generalized set of academic skills, such as conducting research and responding to memoranda. . The third is the ability to use the language of everyday informal talk to communicate effectively, regardless of occupational context. Examples of this include chatting over coffee with a colleague or responding to an informal email message. (Nunans1979). The task for the ESP developer is to ensure that all three of these abilities are integrated into and integrated in the curriculum. This is a difficult task due to the incredible amount of research required (Nunan, 1993).

## **2.5 Review of TEFL Diploma at Sudan National Centre for Languages:**

The TEFL Diploma was established at SELTI as a centre of excellence, and is still accepted as a high-level teaching qualification in a number of African, Near East

and Middle East countries (citation). The programme was originally designed by UK experts and benchmarked against UK standards at a time when TEFL Diplomas were common in UK universities. Candidates were selected and sent by the Ministry of Education, with intake numbers (termed ‘Batches’)

Traditionally, the TEFL Diploma was taught over one academic year (11-12 months), in two distinct parts, beginning with a three-month language development course from elementary to pre-intermediate/intermediate level and based on the New Headway series of course books. Trainees then were proceeded to the content section of the course, consisting of a number of modules spread over two semesters. Typically, these were:

<b>Semester 1</b>	<b>Semester 2</b>
Teaching Reading	Theories of Language Learning
Teaching Writing	Testing
Teaching Oral Skills	Trends in ELT
Practical Studies	Teaching Practice and Evaluation

The TEFL Diploma was reviewed by a UK consultant (Stephen Bax) in 2005, with the course programme and materials remaining relatively unchanged but a proposed shift in methodology towards a task-based approach and a reduction in total course hours from approximately 1200 to 900. Further changes were implemented in 2010, reducing the course duration to 9 months and 720 hours and simplifying and redefining the content section thus:

<b>1<sup>st</sup> Semester</b>	<b>Duration (hrs)</b>	<b>2<sup>nd</sup> Semester</b>	<b>Duration (hrs)</b>
Language Study	240	Teaching Grammar	20



Developing Skills	120	Young Learners, Literature, Learning Styles	60
Phonetics	80	Aspects/Trends in ELT	40
Testing and Assessment	80	Teaching Practice (including lesson planning, classroom management, visual aids)	80-100
Total	520		200

Another changes were done by a UK consultants (Simon Bax & Steve Darn) in 2015 reducing the course duration from 9to6 months divided into two semesters and 720 hours to 480 hours

<b>1<sup>st</sup> Semester</b>	<b>Duration (hrs)</b>	<b>2<sup>nd</sup> Semester</b>	<b>Duration (hrs)</b>
Language Development	120	Language Development	80
ELT Methodology	20	Teaching Language	30
Pronunciation	20	Testing and Assessment	20
Receptive Skills	40	Managing Learning	40
Productive Skills	40	Teaching Practice	70
Total	240		240

### **2.5.1 Trainee's Profile**

Trainees are selected by local, regional and national Ministries of education, but their profile has changed significantly. Originally, the intake consisted entirely of teachers who had received some pre-service training in state training institutes. However, these training institutes were gradually shut down, while teaching was made an all-graduate profession with SELTI the only body responsible for training.

## **2.5.2 Approach**

The approach which has evolved is dual focused, in the manner of Content and Language Integrated Learning where the content (subject) is teaching itself and where language and content are taught simultaneously. Given that many of the trainees have a low level of language competence and no teaching experience, and there is little evidence of the task-based approach recommended by Stephen Bax in 2005. (report)

Lessons/input sessions tend to be teacher-centered, with a high proportion of teacher-talking-time. Teacher questions tend to be of the display rather than referential type, and all lessons observed demonstrated a reliance on PowerPoint presentations which inevitably lead to a predominant focus on the presenter.

Deductive teaching/learning predominates. The volume of input necessitates speed of delivery, and information which is not covered during class sessions is covered by worksheets and booklets which accompany the modules. Discussions take place in response to teachers' questions, and there is some eliciting, but conclusions tend to be presented on PowerPoint slides rather than arrived at inductively.(report)

## **2.5.3 : Objectives:**

By the end of the course, trainees should:

- Be able to identify and correctly state lesson objectives.
- Be able to plan and deliver lessons which develop receptive and productive skills.
- Achieve a level of language competence equivalent to CEF A2/B1 (good pre-intermediate).
- Achieved an acceptable level of accuracy in their own pronunciation and be able to teach the basic aspects of the phonological system.

- Have an awareness of a range of language skills, strategies and techniques.
- Be familiar with a range of teaching aids and resources and be able to utilize them effectively
- Be able to research and analyze language for teaching purpose
- Be able to manage the classroom, students, activities and the learning process.
- Have an awareness of learner styles, strategies, needs and abilities and be able to respond to them.
- Be aware of and able to implement a range of assessment and evaluation techniques

#### **2.5.4 Assessment**

The TEFL Diploma is currently assessed by examinations at the end of each component, together with a test of language proficiency and assessment of teaching practice. Only the language examination and teaching practice components have consistent pass marks, grades for other courses being norm-referenced. Standards may therefore not be uniform, and this system may also contribute to the unusually high pass rate. The majority of assessment is summative, with examinations designed to test trainees' accumulation of knowledge and understanding of terminologies and definitions, in some cases similar to the Cambridge Teaching Knowledge Test (TKT). A reasonably high proportion of marks are allocated to attendance and class work/homework tasks, but grades are not criterion-referenced and tasks are not pre-defined.

Criteria clearly need to be written for both formative and summative assessment types, but since overall grades are limited to A,B,C,D and F, it might be possible to assign similar bands to individual assessments, with only the bands requiring

### **2.5.6 Overall:**

TEFL diploma is a high-level teaching qualification; the content was designed by British experts. TEFL Diploma was taught over one academic year, beginning with a three-month language development course. Then trainees had the content section of the course, over two semesters. In semester (1) they had teaching reading, teaching writing, teaching oral skills and practical studies. In semester (2) they had theories of language learning, testing, trends in ELT and teaching practice.

In 2005 The TEFL Diploma was reviewed by a British consultant (Stephen Bax), with the course programme and materials remaining relatively unchanged but a proposed shift in methodology towards a task-based approach and a reduction in total course hours from 1200 to 900. Further changes were implemented in 2010, reducing the course duration to 9 months and 720 hours and simplifying and redefining the content section thus. Semester (1) language study developing skills, phonetics, testing and assessment. Semester (2) teaching grammar, teaching young learners, learning styles, aspects and trends in ELT, teaching practice (including lesson planning, classroom management, visual aids)

Other changes were done by British consultants (Simon Borg & Steve Darn) in 2015 reducing the course duration from 9 to 6 month period divided into two semesters with 840 hours.

### **2.6 (Part B) Previous Studies**

In this section the researcher will review previous studies conducted in the field of needs analysis. The researcher will discuss these studied in terms of how they were conducted and their findings.

**Tarig Awad Eltahir (2005)** investigated the role of needs analysis in ESP syllabus design at faculty of law university of Khartoum. The programme was initiated

principally to meet the students' needs at the faculty of law in dealing with some of their legal subject, which are continued to be taught in English after the decision of Arabicization, Two questionnaires and an interview were used to collect information about the students needs. The study answered the following questions: what distinguished ESP programme from general English programme?, how is needs analysis defined in context of ESP?, how does ESP affected ESP learners motivation?, to what extent do ESP materials used in Faculty of Law ,university of Khartoum?. The study confirmed the failure of the existing ESP programme in meeting the needs of the students. Also it confirmed the programmer's inability to conduct a Needs Analysis as a case behind this failure. The findings reveled the importance of Needs Analysis in identifying students' difficulties, and it recommended the most important guidelines of the syllabus which can best addressed the needs of students.

**Dafa Allah (2007)** investigated ESP learners' needs of Sudanese learners' at some Sudanese Universities targeting the students of medicine through the medium of English language. Three universities were chosen to examine the hypotheses of the study; the study has raised three questions: What is the most urgent English of the Sudanese medicine students? Do learners regardless of their academic level have the same English needs? Do medicine students need English for further communicative, on-academic purposes? The data was collected using Al-Busairi's (1991) questionnaire. The findings of the study have revealed that: the most needed Subject is listening skills not academic reading, the students in different levels do not have the same needs, and they need English for Professionals Purposes. The study has provided some recommendations in regard to ESP learners' needs, which might guide to determine the linguistic needs for the target learners

**Mohammed Abdelsalam Othman (2014)**examined the perception of trainees and English language teachers at Khartoum state vocational training centers to the role

of English for Specific Purposes based syllabus ( the proposed course), which fits the trainees vocational purpose and provides them with technical vocabulary and vocational terminologies they need. The descriptive analytical method was followed. The study answered the following questions: to what extent does General English fits the trainees' vocational purposes? To what extent does General English plays a motivational factor on trainees? What do the trainees prefer ESP based syllabus or EGP syllabus? The findings were: both teachers and trainees preferred ESP syllabus to EGP one, because they work as a motivational factor for trainees. The study showed the trainees understanding for what fit them and what they want to be taught according to their needs.

**Suad Abdulaziz Al-Hamlan (2015)** studied the needs of the second grade students in the secondary schools related to learning English in the Kingdom of Saudi Arabia. The research focused on the learners' professional needs, their language skills and tasks, preferred learning styles and teaching methods, difficulties learners face while studying language, and the suggestions for better ESL learning strategies. A descriptive analytical approach was referred to in order to meet the research goals. Two data collection tools were used, a questionnaire and semi-structured interviews. The study answered the following questions: What are the nearest perspectives of the second grade students in the secondary schools in Saudi Arabia in relation to the professional needs? What are the nearest perspectives of the second grade students in the secondary schools in Saudi Arabia in relation to language skills and knowledge? What difficulties do second grade students in secondary schools of Saudi Arabia face in learning English? What are the visions on learning styles and teaching methods in secondary schools of Saudi Arabia?.5. What can students suggest to have better English learning strategies? .The research findings revealed that students need to learn English primarily with the purpose to speak fluently, communicate with other, and to get a job. Their speaking and

listening skills were also at the lower level than their writing, reading, grammar, and vocabulary skills. Furthermore, students preferred additional resources to the school book, to get a chance to select exercises, to perform activities in pairs, for a teacher to translate unknown words for them, and to learn grammar through examples. Furthermore, the research results indicated that teachers did not consider learners' differences and the students feel frustrated in class as they could not match with their classmates. Moreover, students have demonstrated a need to insert technology and short stories in the curriculum. The study recommended that teachers and schools should conduct a needs analysis regularly and to update the curriculum with such insightful needs.

The above mentioned studies reflect the importance of conducting needs analysis, in directing ESP courses to meet the students' real needs and made them more fruitful and materialistic and that matching the current study objectives.

**CHAPTER THREE**

**The Research Methodology**



## **CHAPTER THREE**

### **The Research Methodology**

#### **3.0 Introduction:**

**This chapter focuses on the methodology of the study, describing all the steps followed in collecting the data about the target population, describing their learning needs, and learning problems experienced while being enrolled in CNCL/TEFL. It provides a description of the population and the study sample, on which the analysis is based, and –the data collection instrument and the procedures.**

#### **3.1 The Research Methodology:–**

**The current study uses ~~quantitative~~–descriptive and ~~qualitative~~–analytical methods ~~that~~–to describe and analyze TEFL student teachers’ needs in English Language; to improve and–develop the current designed curriculum.**

#### **3.2 Population and Sample Size:**

**This research comprised a population of 115 and a sample of 60 student teachers. They are both male and female regular students enrolled in the classes for TEFL diploma at SNCL /SELT I batch 39 the academic year 2015/2016. Arabic is the native language of the sample of the research with English being their foreign /second language. The language levels of the sample according to their results in the entry test varies considering. See appendix (2–3)**

#### **3.3 Instrument of Data Collection:**

**In order to achieve the goals of this study, a questionnaire and a test are used as data collection instruments.**

##### **3.3.1 The Questionnaire**

**The questionnaire is based on assessing the learners’ needs of study related to the language learning process. It composed of .....(32statements) statements,**

divided into seven sections. Assessment comprises educational background, objectives of the syllabus, content of the syllabus, teaching method/style, practical problems, and the proficiency level of the sample. **The questionnaire was designed by the researcher based on the light of questionnaires operated for similar Issues of relevant literature and previous studies that tackled the students' needs** in English language learning. They were formed in a simple language for clarity and understanding. The data was tabulated in order to present the responses visually, in a more understandable way.

**The questionnaire is based on the- point Likertchi square test, scale with 'yes' 'no' and not' sure' ratingsure' rating of to assessment the statements, 60 copies were distributed for both genders to write their responses. (see appendix (+1), then**It is worthwhile mentioning that the questionnaire was translated into Arabic to make sure that learners understand all items and to assure the reliability and validity of the findings (Appendix collected and put for analysis. The frequencies and percentages of the participants' responses were recorded for each statement in the questionnaire.

### **3.3.2 The Test**

The test **was designed by** TEFL diploma department at Sudan National centre for Languages **SNCL** /SELTl as an entry test to find out the student teachers' proficiency level at English language. It **composed of** five main questions (grammar and vocabulary, reading, writing, listening and speaking). The test measures the four skills besides grammar and the vocabulary. **(see appendix (+2).**

### **3.3.3 Pilot Study:**

The researcher examined ten copies of the questionnaire by distributing them to be answered by other ten student teachers a part from the sample then, (60) copies were distributed to subjects by the researcher personally.

### **3.3.3 Validity and Reliability**

Reliability was calculated using Cranach's alpha equation shown below:

$$\text{Reliability coefficient} = \frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}$$

Cranach's alpha coefficient = (0.93), a(n) reliability coefficient is high and it indicates the stability of the scale and the validity of the study

Validity coefficient is the square of the islands, so reliability coefficient is (0.96), and this shows that there is a high sincerity of the scale and that the benefit of the study.

~~2. The data was tabulated and represented in figures in order to present the responses visually, in a more understandable way.~~

~~3. All the responses were manually coded. The coding process is essential to structure the data and facilitate working with and building knowledge about it. The data was analyzed using SPSS (Statistical Package for Social Studies)–~~

~~4. Then, findings were discussed and analyzed in the light of the previously conducted literature review.~~

### 3.3.3 Questionnaire Validity and Reliability

~~Cranach's alpha method:–~~

~~Where reliability was calculated using Cranach's alpha equation shown below:~~

$$\text{Reliability coefficient} = \frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}$$

~~Cronbach alpha coefficient = (0.93), a(n) reliability coefficient is high and it indicates the stability of the scale and the validity of the study~~

~~Validity coefficient is the square of the reliability coefficient (0.96), and this shows that there is a high sincerity of the scale and that the benefit of the study.~~

~~Validity refers to the degree of a study accurate reflection or assessment of the specific concept that the researcher is attempting to measure (Robson, 1993).~~

**The researcher ensured the face validity of the questionnaire by submitting it to a number of specialist, three experts how many/? Who are they? How are they chosen? They requested their opinions on the suitability of the questionnaire to the research objectives. The experts confirmed that the questionnaire is suitable for measuring the designed objectives. A final copy of the questionnaire can be seen in appendix (1).**

### **3.4 Procedures of implementing the questionnaire:**

#### ~~3.3.2: PROCEDURES OF THE STUDY:~~

**The procedures are:**

**1. The sample of the student teachers was aware of the purpose of the study -and their approval in participating in the study was confirmed.**

**2. The questionnaires were distributed to the participants and collected with their responses at the workplace.**

~~3. The data collection procedure by means of the questionnaire took seven days.~~

**3.4. All data were collected and transcribed for analysis.**

**4. Data was analyzed using SPSS (Statistical Package for Social Studies)**

**5. Then, findings were discussed and analyzed in the light of the previously conducted literature review.**

**CHAPTER FOUR**  
**Data Analysis and Discussion**

## CHAPTER FOUR

### Data Analysis and Discussion

#### 4.0 Data Analysis

This chapter presents the analysis of data collected from the student teachers and their responses towards the questionnaire statements reflecting their attitudes towards TEFL Syllabus. Assessment comprises educational background, objectives of the syllabus, content of the syllabus, teaching method/style, practical problems, and the proficiency level of the sample. (60) Student teachers answered the questions of the questionnaire. The results are as follows:

#### Section 1: Personal information:

##### 1/Gender:

Table (4.1) Distribution of the sample by gender (male/ female)

Value	Frequencies	Percent
Male	23	38.3%
Female	37	61.7%
Total	60	100.0%

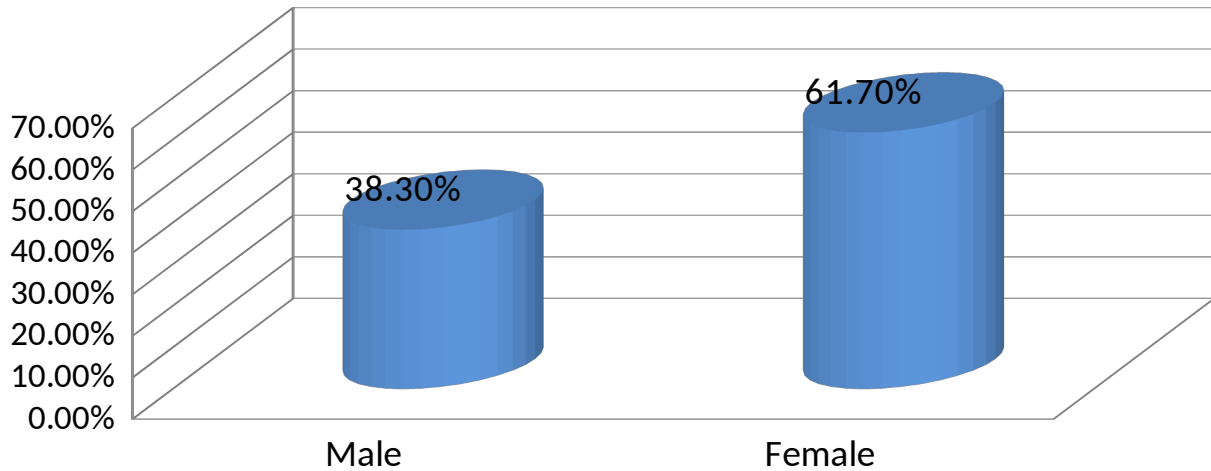


Figure (4.1) Distribution of the sample by gender ( male/ female)

Table (4.1) and figure (4.1) above show the distribution of the sample by Gender as follows: male by (%38.3) and female by (%61.7)

## 2: Years of experience

Table (4.2) years of experience:

Value	Frequencies	Percent
1-5 years	21	35.0%
6-10 years	17	28.3%
11-15 years	12	20.0%
More	10	16.7%
Total	60	100.0%

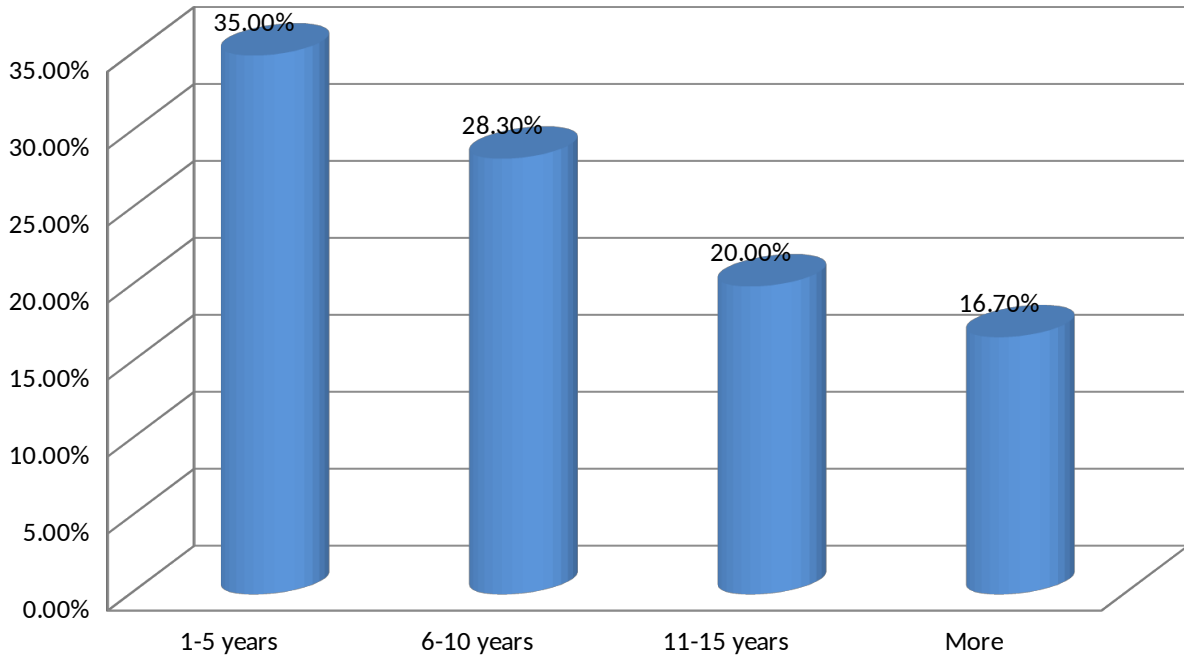


Figure (4.2) years of experience

Table (4.2) and figure (4.2) above show the distribution of the sample for the statement (How long have you been teaching English?) as follows :1-5 years by (%35.0) , 6-10 years by (%28.3) , 11-15 years by (%20.0) and more by (%16.7)

## Section Two: Educational Background

Table (4-3) Educational background

No	Value	Yes%	No %	Not sure %
1	If learners had previous TEFL courses	46.7	46.7	6.7
2	If the courses were enough	36.7	56.7	6.7
3	If the course was useful	90.0	3.3	6.7



4	Are you familiar with language such as that of TEFL	73.3	23.4	3.3
5	If the educational style of TEFL is practical	85.0	6.7	8.3
6	If you find TEFL difficult	18.3	66.7	15.0

Table 4.3 above shows the results of chi square test for ‘Educational background’

**The participants’ responses for the values in table 4.3 are:**

For question (1) 46.7% response by answering yes, 46.7% response by answering no, and 6.7% answer not sure. For question (2) 36.7% response by answering yes, 56.7%, response by answering no, and 6.7%answer not sure. For question (3)90.0% response by answering yes, 3.3%, response by answering no, and 6.7%answer not sure and. For question (4) 73.3% response by answering yes, 23.4%, response by answering no, and 3.3%answer not sure. For question (5) 85.3% response by answering yes, 6.7%, response by answering no, and 8.3%answer not sure and for question (6)18.3% response by answering yes, 66.7%, response by answering no, and 15.0%answer not sure .

**Section Three: Objectives of TEFL syllabus**

Table (4.4) Objective of TEFL syllabus

No	Value	Yes%	No%	Not sure%
1	If the objective of the course are clear and practical	90.0	6.7	3.3
2	If the objectives meet your needs as TEFL learners	81.7	6.7	11.7
3	If the objectives are world-wide	61.7	23.3	15.0

Table (4.4) above shows the results of chi square test for ‘objectives of TEFL syllabus.

**The participants’ responses for the values in table 4.4 are:**

For question (1)90.0% response by answering yes, 6.7% response by answering no, and 3.3% answer not sure. For question (2)81.7% response by answering yes, 6.7% response by answering no, and 11.7% answer not sure, and for question (3) 61.7% response by answering yes, 23.3% response by answering no, and 15.0% answer not sure.

**Section Four: Content of TEFL syllabus**

Table (4.5) Content of TEFL syllabus

No	Value	Yes%	No	Not sure%
1	If you find the content of TEFL interesting	86.7	6.7	6.7
2	If the content meets real life needs	91.7	3.3	5.0
3	If the content meets academic needs	93.3	3.3	3.3
4	If the content is practical	86.7	11.7	1.7
5	If the content is comprehensive and authentic	80.0	15.0	5.0
6	If the content is difficult to grasp	51.7	36.7	11.7
7	If the content achieves your specific goals	68.3	18.3	13.3
8	If the content develops the basic skills of English	88.3	6.7	5.0

9	If practice activities are authentic	85.0	6.7	8.3
10	If the course relates to future academic needs	76.7	8.3	15.0

(Table 4.5) above shows the results of chi square test for ‘objectives of TEFL syllabus.’

**The participants’ responses for the values in table 4.5 are:**

For question (1)86.7% response by answering yes, 6.7% response by answering no, and 6.7% answer not sure. For question (2) 91.7% response by answering yes, and 3.3% response by answering no, and 5.0 % answer not sure. For question (3)93.3% response by answering yes, 3.3 %response by answering no, and 3.3% answer not sure. For question (4)86.6% response by answering yes, 11.7% response by answering no, and 1.7 % answer not sure. For question (5)80.0% response by answering yes, 15.0% response by answering no, and 5.0 % answer not sure. For question (6)51.7 % response by answering yes, 36.7% response by answering no, and 11.7% answer not sure. For question (7)68.3% response by answering yes, 18.3% response by answering no, and 13.3% answer not sure. For question (8)88.3% response by answering yes, %6.7 response by answering no, and %5.0 answer not sure. For question (9)85.0 % response by answering yes, %6.7 response by answering no, and 8.3 % answer not sure, and for question (10)76.7% response by answering yes, 8.3% response by answering no, and %15.0 answer not sure.

**Section Five: Teaching methods/ style**

Table (4.6) Teaching methods / style

No	Value	Yes %	No %	Not sure %
1	If you find teaching methods attractive	86.7	10.0	3.3
2	If teaching methods consider learners level	86.7	10.0	3.3

3	If practice activities are sufficient	46.7	40.0	13.3
4	If practice activities are effective	90.0	6.7	3.3
5	Any learning difficulties observed due to teaching methods of TEFL	51.7	28.3	20.0
6	If need analysis is essential in designing syllabus	56.7	20.0	23.3

Table (4.6) above shows the results of chi square test for ‘the teaching method/style.’

**The participants’ responses for the values in table 4.6 are:**

For question (1)86.7% response by answering yes, 10.0% response by answering no, and 3.3% answer not sure. For question (2)86.7% response by answering yes, 10.0% response by answering no, and 3.3% answer not sure. For question (3)46.7% response by answering yes, 40.0% response by answering no, and 13.3% answer not sure. For question (4) 90.0% responses by answering yes, 6.7% response by answering no, and 3.3% answer not sure. For question (5)51.7% response by answering yes, 28.3% response by answering no, and 20.0% answer not sure, and for question (6)56.7% response by answering yes, 20.0% response by answering no, and 23% answer not sure.

**Section Six: Practical problems**

Table (4.7) The Practical problems

No	Value	Yes %	No %	Not sure %
1	If different learners assigned for the same level	46.7	43.3	10.0
2	If there is a gap between learners needs and goals	40.0	48.3	11.7

3	If TEFL neglects learners needs	36.7	46.7	16.7
4	If the course teachers centered	55.0	40.0	5.0

Table (4.7) above shows the results of chi square test for ‘the teaching method/style’

**The participants’ responses for the values in table 4.7 are:**

For question (1)46.7% responses by answering yes, 43.3% response by answering no, and 10.0 % answer not sure. For question (2)40.0% response by answering yes, 48.3% response by answering no, and 11.7% answer not sure. For question (3)36.7% response by answering yes, 46.7% response by answering no, and 16.7% answer not sure. For question (4)55.0% response by answering yes, 40.0 % response by answering no, and 5.0% answer not sure.

**Section Seven: Proficiency levels**

Table (4.8) The Proficiency levels

No	Value	Weak %	Good %	V.good %	Excellent %
1	How do you assess your proficiency level before taking TEFL courses?	11.7	48.3	36.7	3.3
2	How do you assess your proficiency level after taking TEFL courses	0.0	10.0	55.0	35.0

Table (4.8) above shows the results of chi square test for The Proficiency levels

**The participants’ responses for the values in table 4.8 are:**

For question (1)11.7 % response by answering weak, %48.3 response by answering good, %36.7 response by answering v.good, and%3.3 response by answering excellent, and for question (2) 00 % response by answering weak,

10.0% response by answering good, 55.0% response by answering v.good, and 35.0% response by answering excellent.

#### **4.1 Discussions:**

Interpreting the responses for the questionnaire the researcher comes to the following:

As the results show most student teachers have a considerable experience span that ranges between 6 to 10 years time. This suggests that teacher's impressions about this study can be reliable because they have good teaching experience.

The participants' responses for educational background revealed that a slight number of the student teachers have had previous TEFL courses. Most of them are familiar to these types of TEFL courses. The majority agrees on saying that the courses were useful but not enough and they are not so difficult. As for the educational style the student teachers have agreed on its practicality.

The objectives of the TEFL syllabus are clear, practical and they meet and address most of the learners' needs which means that they are optimistic and satisfied with the objectives of the syllabus, its practicality and authenticity.

The content is interesting, practical and it contributes to improve the student teachers' skills in English, it meets their real life needs, academic needs, future needs and their specific goals. The practice activities are authentic and effective, but they are not always comprehensive, the student teachers have found some difficulties in grasping some areas whereas these practice activities have considered learners level though.

The student teachers have positive impressions towards the attractiveness of the teaching method, and the effectiveness of the practice activates, however, they have negative feelings towards their sufficiency. Some of the student teachers claim that there are some learning difficulties which are mainly due to their low language level in language (Borg, 2015). It is an essential goal for needs analysis to tackle crucial points in designing syllabuses such as dealing with student teachers levels in English.

There were not many practical problems during the diploma. The courses addressed and fulfilled most of their needs. The only practical problem they claimed that the course is teacher- centered

Assessing their proficiency levels the student teachers revealed that there is some progress in their levels after taking TEFL courses which reflects the contribution of the courses in improving their levels.

These results clearly suggest that our trainees have good impressions about the courses and they are optimistic and satisfied with the TEFL diploma current syllabus in some aspects; including content, objectives and teaching methods, this is probably due to their interest in the courses, however, the trainees showed dissatisfaction to a few areas, these include insufficient practice activities, which might have happened as a result of reducing the total course hours in 2005 from 1200 to 900, and reducing the course duration from 12 months to 9 months in 2010 to 720 hours, and simplifying and redefining the content. The student teachers are also not happy with the teacher –centered approach which has appeared in the lessons input sessions , besides that they find some learning difficulties which might be due to their low level of the language (Borg, 2015).



## **CHAPTER FIVE**

### **Conclusions, Recommendations and Suggestions for further Studies**

# CHAPTER FIVE

## Conclusions, Recommendations and Suggestion for further Studies

### 5.0 Conclusions

A number of findings were obtained. They can be summarized as follow:

1. The student teachers are aware of the importance of needs analysis for good performance.
2. The majority have positive impressions about the current curriculum in general.
3. Most of them show tendency to TEFL diploma, when the issue concerns, the objectives, content and teaching methods of TEFL curriculum.
4. The study indicates strong support to practice activities of the syllabus.
5. The majority show some kind of hesitation towards the teacher centered style.
6. Student teachers feel that more courses should be added to TEFL diploma, the courses they had; seemed to be not enough.
7. The study reflect the existence of some practical problem

### 5.1 Recommendations

In light of the findings of the study and the conclusions presented in this chapter, the researcher recommends a number of points:

1. It is crucial to converge the students' views and design a syllabus which addressed the specific needs of the learners, to contribute in developing their skills and achieving their goals.
2. TEFL diploma should consider more practice activities boosting the learners' performance.

3. The content of TEFL diploma should be updated from time to time putting into consideration learners' needs.(e.g. every five years).
4. Progressive assessment for TEFL diploma courses should take place on the light of the teachers' feedback about the course practicality.
5. To form a committee from selected experts to assess the problematic areas in the diploma such as (teacher centered- style- practice activities- sufficient of the courses)

### **5.3 Suggestions for further studies**

Further studies about the assessment of TEFL diploma adequacy in meeting the learner's needs:

- 1) A study about learning and teaching problems using the current courses.
- 2) A study about adding more courses to the content of TEFL diploma.
- 3) Examining, assessing and evaluating the subject contents of the diploma.

# Appendixes

## Appendix (1)

### Student Teachers' Questionnaire

**Dear trainees,**

I would like to ask for your help in my research aiming to explore learners' needs concerning TEFL diploma curriculum at Sudan National centre for Languages, in order to design one that fit the Student teachers' needs. I will keep the personal data confidential.

*Thank for your cooperation*

*Howida Mohammed Ahmed*

**Personal information:**

**Name:**..... (optional)

**Gender:**

**Male:**

**Female:**

**How long have you been teaching English?**

<input type="checkbox"/>	1- 5	<input type="checkbox"/>	6-10	<input type="checkbox"/>	11-15	<input type="checkbox"/>	more
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## Student Teachers' Questionnaire

<b>A</b>	<b>Educational Background</b>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
1	If learners had previous TEFL courses			
2	If the courses were enough			
3	If the courses were useful			
4	Are you familiar with languages such as that of TEFL?			
5	If the educational style of TEFL practical			
6	If you find TEFL difficult			
<b>B</b>	<b>Objectives of TEFL syllabus</b>			
1	If the objectives of the course are clear and practical			
2	If the objectives meet your needs as TEFL learners			
3	If the objectives are world-wide			
<b>C</b>	<b>Content of TEFL syllabus</b>			
1	If you find the content of TEFL interesting			
2	If the content meets real life needs			
3	If the content meets academic needs			
4	If the content is practical			
5	If the content is comprehensive and authentic			
6	If the content is difficult to grasp			
7	If the content achieves your specific goals			
8	If the content develops the basic skills of English			
9	If practice activities are authentic			
10	If the course relates to future academic needs			
<b>E</b>	<b>Teaching methods/ style</b>			
1	If you find teaching methods attractive			
2	If teaching methods consider learners' level			
3	If practice activities are sufficient			
4	If practice activities are effective			
5	Any learning difficulties observed due to teaching methods of TEFL			
6	If needs analysis is essential in designing syllabus.			
<b>F</b>	<b>Practical problems</b>			
1	If different learners assigned for the same level			
2	If there is a gap between learners needs and goals.			
3	If TEFL neglects learners' needs			
4	If the courses teacher-centered			

<b>G</b>	<b>Proficiency levels</b>	<b>Weak</b>	<b>Good</b>	<b>V. Good</b>	<b>Excellent</b>
<b>1</b>	How do you assess your proficiency level before taking TEFL courses?				
<b>2</b>	How do you assess your proficiency level After				

	taking TEFL courses?				
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## Appendix (2)

### Sudan National Centre for Languages (SNCL/SELTl) TEFL Department Entry Test

#### Part 1: Grammar and Vocabulary [40 marks]

Read the questions below and write the correct answers (a, b, c or d) on your answer paper.

1. I ..... from Sudan.

- a) am
- b) are
- c) is
- d) be

2. My teacher ..... from Britain.

- a) am
- b) are
- c) be
- d) is

3. My brother ..... football.

- a) play
- b) plays
- c) playing
- d) is play

4. .... you go to Omdurman yesterday?

- a) are
- b) have
- c) did
- d) do

5. He ..... to Saudi Arabia five years ago.

- a) was
- b) went
- c) has gone
- d) goes

6. I'm ..... meet my friend after work.

7. Your cousins ..... here soon.

- a) going to
- b) going to be
- c) will
- d) will be

8. Sorry, you can't ..... here.

- a) smoking
- b) smoke
- c) smoked
- d) to smoke

9. We haven't got ..... tomatoes.

- a) any
- b) some
- c) little
- d) much

10. She was born ..... September.

- a) on
- b) in
- c) at
- d) for

11. .... a shop next to my house.

- a) is there
- b) are there
- c) there's
- d) there are

12. Please pass me ..... books.



- a) will
- b) will be
- c) going
- d) going to

13. I help sick people. I'm .....

- a) a teacher
- b) a singer
- c) an engineer
- d) a doctor

14. I like vegetables, especially .....

- a) bread
- b) chicken
- c) onions
- d) bananas

15. .... comes after Sunday.

- a) Monday
- b) Tuesday
- c) Friday
- d) Saturday

16. I listen to ..... every day.

- a) music
- b) television
- c) books
- d) telephone

17. Kassala is ..... Khartoum.

- a) small than
- b) smaller than
- c) smallest
- d) the smallest

18. He's a good person. Everyone likes .....

- a) he
- b) his
- c) him
- d) it

19. My mother ..... at the moment.

- a) cook

- a) that
- b) those
- c) they
- d) this

20. .... new shirt is blue.

- a) Ahmed
- b) Ahmeds
- c) Ahmed's
- d) Ahmeds'

21. It isn't mine. It's .....

- a) she
- b) hers
- c) her
- d) your

22. Al-Hilal is ..... football team in Sudan.

- a) good
- b) better
- c) the better
- d) the best

23. My neighbour's house is ..... my house.

- a) on
- b) under
- c) next to
- d) above

24. Don't forget your umbrella. It's .....

- a) raining
- b) sunny
- c) windy
- d) cold

25. If you ..... hard, you will succeed.

- a) will work
- b) work
- c) are working
- d) worked

26. I ..... here since 2014.

- a) have studied

- b) cooks
- c) cooking
- d) is cooking

27. He enjoys ..... his parents on Fridays.

- a) visit
- b) to visit
- c) visiting
- d) visits

28. You're working tomorrow, .....?

- a) aren't you
- b) don't you
- c) will you
- d) won't you

29. I ..... outside when I was a child.

- a) use to playing
- b) use to play
- c) used to playing
- d) used to play

30. My cousin lives in .....

- a) Egypt
- b) the Egypt
- c) a Egypt
- d) an Egypt

31. I don't like this film. It's .....

- a) bored
- b) boring
- c) excited
- d) exciting

32. I ..... eating fast food two weeks ago.

- a) gave back
- b) gave in
- c) gave up
- d) gave over

33. While I was walking home from work, I ..... a rainbow.

- a) saw
- b) have seen

- b) studied
- c) studying
- d) study

34. This book was ..... by Tayeb Salih.

- a) writes
- b) write
- c) wrote
- d) written

35. I'd buy that chair if it ..... so expensive.

- a) didn't
- b) isn't
- c) wasn't
- d) wouldn't be

36. He said he ..... me tomorrow.

- a) calls
- b) will call
- c) called
- d) would call

37. I ..... for him since nine o'clock!

- a) wait
- b) am waiting
- c) have been waiting
- d) was waiting

38. We wouldn't have been late if we .....

- a) hadn't got lost
- b) haven't got lost
- c) didn't get lost
- d) don't get lost

39. I don't trust that man. He's .....

- a) dishonest
- b) dishonest
- c) inhonest
- d) imhonest

40. I had a bad maths teacher at school. He didn't ..... me anything.

- a) learn
- b) study

- c) was seeing
- d) had seen

- c) revise
- d) teach

Part 2: Reading [10 marks]

Read the following two texts and the questions. Write the correct answers to the questions (a, b, c or d) on your answer paper.

Text A:

When you purchase cut flowers from your local florist, do you think about where they came from? Common sense might tell you that they were grown close by, because cut flowers can't survive a very long trip. The reality, though, is that your cut flowers come from places like the Netherlands, Ecuador or Kenya!

Flowers can now travel long distances thanks to air freight and high-tech cooling systems. Even the most delicate orchid can be shipped to arrive fresh in most places on earth. This allows America, for example, to import some 70 percent of its cut flowers.

The country that exports the most cut flowers is the Netherlands, which dominates the world's cut flower trade. There, seven auction houses handle about 60 percent of the world's cut flower export. Some auction houses are very large indeed: Aalsmeer, near Amsterdam, is an auction house in the sense that Tokyo is a city or Everest a mountain. Its scale is daunting. About 120 soccer fields would fill its main hanger, which holds five auction halls. Nineteen million cut flowers are sold here on an average day.

The Netherlands is also a world leader in developing new flower varieties. Dutch companies and the Dutch government invest a considerable amount of money in flower research. Their scientists try to find ways to lengthen a flower's vase life. They also try to make flowers stronger to prevent them from being damaged while travelling on rough roads and strengthen their natural fragrance.

*Text adapted from 'Reading Explorer 2', National Geographic.*

41. What is text A mainly about?

- a) the most commonly traded flowers
- b) the history of the flower trade
- c) recent developments in the flower trade
- d) the importance of climate in the production of flowers

42. Which country exports the most cut flowers?

- a) The Netherlands
- b) Kenya
- c) Ecuador
- d) The USA

43. The Dutch auction houses are .....

44. How many of the cut flowers in the USA come from other countries?

- a) fifty percent
- b) sixty percent
- c) seventy percent
- d) eighty percent

45. What does the text not say researchers are working on?

- a) changing the colour of flowers
- b) lengthening a flower's vase life
- c) preventing flowers from being damaged during transportation
- d) strengthening a flower's fragrance

- a) small
- b) big
- c) cheap
- d) expensive

Text B:

You probably know that vegetarians don't eat certain animal products, but did you know that there are five different types of vegetarians?

- ***Semi-vegetarians* do not eat red or white meat, but they eat fish and other seafood.**
- ***Ovo-lacto vegetarians* do not eat any meat or fish. Ovo-vegetarians eat eggs and lacto-vegetarians eat dairy products, but not eggs. Does such a diet have enough protein? Yes: this is provided by eggs, cheese, milk and yoghurt.**
- ***Raw/living-foodists* eat only raw food, like fruit, vegetables, nuts, sea vegetables and other organic foods.**
- ***Fruitarianse* eat only fruit, fruit-like vegetables (such as tomatoes and cucumbers) and sometimes seeds and nuts.**
- ***Vegans* do not eat any meat and they do not eat any animal products either: no eggs, no dairy products and no honey! But is this a healthy enough diet? Yes: many vegan foods are high in protein. These include cereals, seaweed, seeds and hazelnuts.**

*Text adapted from information on Wikipedia.*

46. What is the best title for text B?

- a) Are all vegetarians the same?
- b) What is a vegetarian?
- c) Are vegetarians healthy?
- d) Do vegetarians eat fish?

47. How many types of vegetarian are there?

- a) two
- b) three
- c) four
- d) five

49. The text says raw-foodists eat .....

- a) fruit and fish
- b) fruit and vegetables
- c) fruit and red meat
- d) fruit and dairy products

50. .... do not eat any animal products.

- a) fruitarians
- b) vegans
- c) raw/living-foodists
- d) all of the above

48. The text says semi-vegetarians eat .....

- a) red and white meat
- b) white meat only
- c) fish and seafood
- d) eggs

Part 3: Listening [10 marks]

Read the following questions and listen to the two recordings. Write the correct answers to the questions (a, b, c or d) on your answer paper.

*Recording 1*

51. Where is Tony from?

- a) Britain
- b) India
- c) Australia
- d) China

52. What is Marianne's job?

- a) lawyer
- b) businesswoman
- c) doctor
- d) engineer

53. The speaker from Germany wants .....

- a) to meet new people
- b) to find new suppliers
- c) to learn about changes in her industry
- d) to learn about the oil and gas business

54. The speakers are .....

- a) talking about education
- b) celebrating a special occasion
- c) introducing themselves
- d) talking about travel

55. Where are the speakers?

- a) at an airport
- b) at a conference
- c) at a university
- d) at a party

*Recording 2*

56. Recording 2 is from .....

- a) a radio interview
- b) a news programme
- c) a story
- d) a documentary

57. Who escaped from prison?

- a) Adam Jones
- b) Jeffrey Smith
- c) Charles Watkins
- d) Desmond Lewis

58. Two Spanish ..... won the Nobel Prize.

- a) writers
- b) scientists
- c) politicians
- d) economists

59. .... factory workers in ..... lost their jobs.

- a) two hundred, Britain
- b) two thousand, Britain
- c) two thousand, America
- d) three thousand, America

60. The boxing match took place in .....

- a) New York
- b) London
- c) Puerto Rico
- d) Las Vegas

Recording 1 adapted from 'Key Business Skills', Collins.  
Recording 2 adapted from 'New Headway Intermediate', Oxford.

Part 4: Writing [10 marks]: On your answer paper, write a short paragraph about your home.

Part 5: Speaking [10 marks]: Listen to the teacher's questions and answer them.

## Appendix (3)

### Sudan National Centre for Languages SNCL/SELTI

#### Entry Test Result (Bach 39)

الدرجة	الاسم	م
63	محمد الصادق عبد المحمود	1
62	خضر محمد عبد الله أحمد	2
60	وجدان جعفر حمد عبد العزيز	3
57	فاطمة موسى صالح الإمام	4
56	عائدة حسن علي عدلان	5
53	علي محمد رحمة اسحق	6
52	عماد عمر حسن	7
51	سمية ادم محمد علي	8
51	منال أبو العلا محمد أبو العلا	9
51	عبد الوهاب صالح علي موسى	10
51	فريدة الفاضل أبكر	11
49	أمانى محمد الياس أحمد	12
49	خليفة جاد الله سالم خميس	13
49	إخلاص عبد الله علي عثمان	14
47	أمانى حسين جلال الدين جبريل	15
46	صفاء عثمان طه محمد أحمد	16
46	ابتهاج صلاح علي	17
46	داليا محمد عثمان العوض	18
44	اسماعيل النور حسن يعقوب	19
44	أسامة السماني محمد عثمان	20
44	فتحية عبد الرحمن ابراهيم علي	21
44	جهاد محمد الحسين احمد	22
43	عبير صالح عبد الرحمن صالح	23
43	فاطمة حسن إينعوف الفكي	24
42	انتصار عمر علي	25
42	عبد الرحمن عمر محمد نكر	26
41	بله محمد أحمد ادم	27

41	صديق محمد سليمان	28
41	سيف الدين ابراهيم عمر موسى	29
41	محمد عباس محمد قرشي	30
41	صفاء محمد أحمد مصطفى	31
41	إيناس بابكر التوم إدريس	32
40	أفراح علي سعيد محمود عمر	33
39	عاطف الطاهر مصطفى علي	34
39	راوية فضل عبد الحميد	35
38	نجاه جابر عبد الله عثمان	36
38	تقوى محمد عبد الله الريح	37
38	اعتدال سالم الزاكي محمد	38
38	امنتان حسب الرسول	39
38	حنان جد المية عبد الكريم الشيخ	40
36	أبو علامة بشير جودة حامد	41
36	عبد الباقي عبد الله من الله الأمين	42
35	عثمان عبد الله فضل المولى أحمد	43
35	هيثم الجبارة الشريف عوض الكريم	44
35	عاجبة ضحاي محمد ضحاي	45
35	حنان رفاي العاقب حاج حمد	46
35	عدوية عبد العظيم الحاج محمد	47
34	الضو أبو عوة الضو	48
34	شذى ناصر عبد الله	49
34	ليلي ابراهيم حسن موسى	50
33	رحاب محمد بشير الجبلاي	51
33	جويرية محيي الدين خالد محمد نور	52
33	ندى الزبير محمد أحمد محمد	53
33	مصطفى ادم مؤمن محمد	54
32	ادم ابراهيم علي أحمد	55
32	عوض الجيد الطيب حامد	56
31	وجدان محمد فضل السيد فضل الله	57
30	هویدا محمد عثمان	58
30	عرفة عبد القادر عبد النبي سعد الله	59
29	عمر محمد عمر ادم	60
29	عفاف ادم ابراهيم	61
28	ايمان عيسى محمد عيسى	62
28	سعاد البشير محمد	63
28	منى مير غني شيخ محمد	64
27	سميرة حسن توفيق	65
27	ماجدة عبد الرحيم يوسف	66
27	نضال الحاج اسحق محمد	67
27	حليمة العوض مردس ادم	68
27	أم الحسين عثمان جعفر حسن	69
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