

**Sudan University of science & Technology**

**College of Graduate Studies**

**College of Languages**



**Needs Analysis of ESP Syllabus - A case Study  
of Khartoum State Vocational Training Centers.**

**تحليل احتياجات مقرر اللغة الإنجليزية للأغراض الخاصة- دراسة حالة  
مراكز ولاية الخرطوم للتدريب المهني**

**Thesis Submitted in Partial fulfillment of the  
requirements for the degree of Master in Linguistics.**

**By**

**Mohamed Abd-elsalam Osman Mohamed Ahmed Elamin**

**Supervisor:**

**Dr. Mahmoud Ali Ahmed**

**2014**

## **Dedication**

This study is dedicated to my family  
For their endless love ,support and encouragement  
There is no doubt in my mind that without their continued support I  
could not have completed this study.

## **ACKNOWLEDGEMENT**

First of all thanks be to Allah that He has helped me  
yet

I wish to thank my committee members who were more than generous with their expertise and precious time. A special thanks to Dr. Mahmoud Ali Ahmed, my supervisor for his countless hours of reflecting, reading, encouraging, and most of all patience throughout the entire process. I would like to acknowledge and thank my colleague teachers who helped me to conduct my study and providing any assistance requested. Special thanks go to my family.

## **Abstract**

The current syllabus of General English at Khartoum State vocational training centers does not meet the needs of trainees and is not working as a motivational factor during the preparatory and technical courses. This study examined the perception of the trainees and English language teachers at Khartoum State vocational training Centers to the role of the 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 in conducting this study. The results of the study were as follows:

- 1- The trainees and trainers preferred ESP syllabus to EGP one.
- 2- ESP based syllabus works as a motivational factor for trainees.
- 3- Trainees' well knowledge about technical vocabulary and vocational terminologies widening opportunities of getting a job.

The study showed the trainees' understanding of what fits them and want to be taught according to their needs.

## Table of Contents

|   |       |
|---|-------|
| Contents.....   | Page  |
| Dedication .....                                      | I     |
| Acknowledgment.....                                   | I     |
| I   |       |
| Abstract in English.....                              | III   |
| Abstract in Arabic.....                               | IV    |
| Table of Contents .....                               | V-VII |
| <b>Chapter 1: Introduction&amp; Research Proposal</b> |       |
| Introduction.....                                     | 1     |
| Statement of the problem.....                         | 1     |
| The research questions.....                           | 1     |
| The hypothesis.....                                   | 2     |
| The objective of the study.....                       | 2     |
| Significance.....                                     | 2     |
| Limitations.....                                      | 2     |
| Methodology.....                                      | 2     |
| <b>Chapter 2: Review of Related Literature</b>        |       |
| Introduction.....                                     | 3     |
| The origin of ESP.....                                | 3     |
| Types of ESP.....                                     | 4     |
| The relation between ESP & EGP.....                   | 4     |
| Definition and features.....                          | 4     |
| The most important EGP features.....                  | 5     |

|  |    |
|--|----|
| The most relevant ESP features.....                      | 6  |
| The learners and their purposes.....                     | 6  |
| English for Specific Purposes.....                       | 7  |
| ESP in relation to the goals of an “ESP” teacher.....    | 7  |
| Communicative Competence.....                            | 7  |
| Syllabus and curriculumAccording to (Autumn Rivers)..... | 9  |
| Syllabus types.....                                      | 10 |
| Product-Oriented Syllabuses.....                         | 10 |
| The Structural Approach.....                             | 10 |
| The Situational Approach.....                            | 11 |
| The Notional/Functional Approach.....                    | 11 |
| Process-Oriented Syllabuses.....                         | 12 |
| Procedural/Task-Based Approaches.....                    | 12 |
| Learner-Led Syllabuses.....                              | 12 |
| The Proportional Approach.....                           | 13 |
| The Role of Syllabus.....                                | 13 |
| The Stages in syllabus Development.....                  | 14 |
| Stage I: The Needs Survey.....                           | 14 |
| Stage II: The Description of the Purpose.....            | 14 |
| Stage III: Selection of syllabus type.....               | 15 |
| Stage IV: Production of a Proto-syllabus.....            | 15 |
| Stage V: Production of Pedagogical Syllabus.....         | 15 |

|  |    |
|--|----|
| Stage VI: Evaluation.....                                      | 15 |
| <b>Chapter 3: Research Methodology</b>                         |    |
| Introduction.....  | 17 |
| Research Method.....   | 17 |
| Population and Sample.....                                     | 17 |
| Socio- demographic profile of the first group respondents..... | 17 |
| Socio demographic profile of the second group respondents..... | 19 |
| Sampling Technique.....  | 20 |
| Research Instrument.....                                       | 20 |
| Validity and Reliability.....                                  | 20 |
| Procedures of Data Gathering.....                              | 21 |
| Statistical Treatment of Data.....                             | 21 |
| <b>Chapter4: Data Analysis and Discussion</b>                  |    |
| Introduction.....  | 22 |
| Trainers(teachers) questionnaire.....                          | 22 |
| Trainees' questionnaire.....                                   | 27 |
| <b>Chapter5: Conclusion, Recommendations and Suggestions</b>   |    |
| Introduction.....  | 30 |
| Conclusion.....  | 30 |
| Recommendations.....   | 30 |
| Suggestions for Further Studies.....                           | 30 |
| References.....  | 31 |

# **CHAPTER I**

## **Introduction and Research Proposal**

### **1.1. Introduction**

The introduction of this study is based on David Nunan's observations about the teacher as a curriculum developer. It seems fairly obvious that if teachers are to be the ones responsible for developing the curriculum, they need the time, the skills and the 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 (Nunan, 1987, p. 75).

### **1.2. Statement of the Problem**

General English at Khartoum vocational training centers or the current syllabus( The New English File-Beginners ) does not meet the needs of trainees and not working as a motivational factor as English for specific purposes (the proposed course), as the target group lacking technical vocabulary and vocational terminologies, and because the interest of those who come to such centers is completely different as they are seeking vocations and just vocations, but unfortunately the current curriculum does not focus on the language the trainees really need( the preparatory course) ,and is not prepared according to the mentioned goals. this study is trying to examine the effect of the ESP on this curriculum throughout trainers as well as trainees 'perception to this issue.

### **1.3. The Research questions**

This study addresses the following questions:

- 1-To what extent general English fits the trainees vocational purpose?
- 2-To what extent general English plays as a motivational factor on the trainees?



3-What the trainees prefer ESP based syllabus or EGP one?

#### **1.4. The Research hypotheses**

This study seeks to confirm the following hypotheses :

- 1- To some extent Implementation of the ESP meets the trainees vocational purpose.
- 2- To some extent Implementation of the ESP plays as a motivational factor on the trainees.
- 3- The trainees prefer ESP based syllabus to EGP one.

#### **1.5. The objective of the study**

The objective of this study is to show the importance of English for specific purposes for those whose scope and needs are not academic, and to encourage the decision maker to accept the replacement of EGP to ESP and technical English in their curriculum.

#### **1.6. Significance**

This study acquires its significance from that it helps to 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 a motivational factor that leads to competence.

#### **1.7. Limitations**

This study will be limited to the trainees and trainers of English at Khartoum State vocational training Centers, and also addresses the idea of replacing the current syllabus with an ESP based one, it is planned for this study to take three months.

#### **1.8. Methodology**

In order to conduct this study the descriptive analytical method is to be followed, a questionnaire for both trainers and trainees is used as a main instrument. The sample of this study is about 30 to 50 trainees from the four centers of Khartoum State vocational training centers as well as their English trainers.

## **CHAPTER II**

### **Review of Related Literature**

#### **2.1. Introduction**

This chapter is talking about the origins and types of ESP, relationship between the ESP and EGP and their features since they are both related to syllabus design issue also it glimpses to communicative approach and its elements, yet it defines the ESP as well as syllabus versus curriculum, and types of syllabuses in addition to the stages through which syllabus is made and finally the evaluation of that syllabus.

#### **2.2. The Origins of ESP**

Certainly, a great deal about the origins of ESP could be written. Notably, there are three reasons common to the emergence of all ESP: the demands of a Brave New World, a revolution in linguistics, and focus on the learner (Hutchinson & Waters, 1987). Hutchinson and 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 on an international scale · for various reasons, most notably the economic power of the United States in the post-war world, the role [of international language] fell to English" (p. 6). 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 became subject to the wishes, needs and demands of people other than language teachers (Hutchinson & Waters, 1987, p.7).

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. In other words, given the particular context in which

English is used, the variant of English will change. This idea was taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible. Hence, in the late 1960s and the early 1970s there were many attempts to describe English for Science and Technology (EST). Hutchinson and Waters (1987) identify Ewer and Latorre, Swales, Selinker and Trimble as a few of the prominent descriptive EST pioneers.

The final reason Hutchinson and Waters (1987) cite as having influenced the emergence of ESP has less to do with linguistics and everything to do with psychology. Rather than simply focus on the method of language delivery, more attention was given to the ways in which learners acquire language and the differences in the ways language is acquired. Learners were seen to employ different learning strategies, use different skills, enter with different learning schemata, and be motivated by different needs and interests. Therefore, focus on the learners' needs became equally paramount as the methods employed to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs was a natural extension of this thinking. To this day, the catchword in ESL circles is learner-centered or learning-centered.

### **2.3. Types of ESP**

David Carter (1983) identifies three types of ESP:

- English as a restricted language
- English for Academic and Occupational Purposes
- English with specific topics.

### **2.4. The Relationship Between ESP And EGP**

The following lines define the ESP and state its features.

#### **2.4.1. Definition and Features**

The definitions of English for Specific Purposes (ESP) as conceptual term appeared in the literature only in the 1960s. Hutchinson and Waters (cf. 1987, p.19) define ESP as an “approach” rather than a product, meaning that ESP does not involve a particular type of language, teaching materials or methodology.

Strevens (cf.1988, p.1-2) defines English for Specific Purposes (ESP) by making a distinction between its absolute and its variable characteristics.

He considers as absolute characteristics the following. ESP –the English language teaching is:

designed to meet specified needs of the learner.

- related in content (i.e. themes and topics) to particular disciplines, occupations and activities.
- centered on the language appropriate for those activities in syntax, lexis, discourse and semantics in contrast with General English.

According to Peter Strevens (cf.1988), the variable characteristics of ESP may be:

- restriction to the language skills to be learned (reading only);
- use of no teaching methodology.

Strevens' (cf.1988) definition with reference to the course content may confirm the impression held by many teachers that ESP is always and necessarily related to the subject content. Robinson's (cf. 1991) definition with reference to the homogenous classes may lead to the same conclusion. We have to admit that much of ESP is based on the idea of a common-core of language and skills belonging to all academic disciplines or cutting across the whole business activity.

Dudley-Evans, T. & St. John, M.J. (cf. 1998) offer a modified definition and express their revised view on the essence of ESP from two perspectives: absolute characteristics and variable characteristics. According to them ,the absolute characteristics are:

- ESP meets the learner's specific needs;
- ESP makes use of the underlying methodology and activities of the disciplines it serves.
- ESP is centered on the language (grammar, lexis, and register), skills, discourse, and genres appropriate for these activities

They consider as variable characteristics the following:

- ESP may be related or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology
- ESP is likely to be designed for adult learners;
- ESP is generally designed for intermediate and advanced learners.

In order to clarify their relation,Widdowson (1983) establishes distinctive features of ESP and EGP.

#### **2.4.2. The most important EGP features are:**

1. the focus is often on education.
2. as the learners' future needs are impossible to predict, the course content is more difficult to select.

3. due to the above point ,it is important for the content in the syllabus to have a high surrender value.

#### **2.4.3. The most relevant ESP features are:**

1. The focus is on training.
2. as English is intended to be used in specific vocational contexts, the selection of the appropriate content is easier.
3. it is important for the content in the syllabus to have a high surrender value, most relevant to the vocational context.
4. the aim may be to create a restricted English competence.

Surrender value stands for the overall utility (value) of the English taught by a specific course, the higher the surrender value, the greater the utility of the English taught. These distinctive features reveal the true nature of EGP and ESP.

#### **2.5. The Learners and Their Purposes**

The learners and their purposes for learning English constitute the major difference between ESP and EGP. ESP learners are usually adults, who are familiar with the English language. ESP learners are highly motivated because their needs are catered to. They are learning the language in order to communicate professional information and to perform some particular, job-related functions.

In ESP course, it is needs analysis that determines which language skills are useful for the learners to be able to accomplish certain professional tasks (e g. for a tourist guide, courses should be focused on the speaking skills).

ESP courses are centered on the context. The English language is taught as a subject related to the learners' real needs and wishes in a particular field of human activity. The English language is usable immediately in the employment context. The learners are highly motivated as they are aware of their specific purposes for learning English (cf. Wright, 1992)

The age of EGP learners varies from children to adults and learning the English language is the subject of the courses. EGP courses are mostly focused on grammar, language structure and general vocabulary. EGP courses are responsible to the general language acquisition and, for the vast majority of learners, they are extremely useful. EGP helps students to cope with any subject-matter course. It gives them the ability to generate more language. EGP learners, if well-taught, can use English to cope with the language in any undefined tasks. EGP courses deal with

many different topics and each of the four skills is equally treated. Due to the general nature of these courses no needs analysis is conducted.

## **2.6. English for Specific Purposes**

English for specific purposes (ESP) is a way of teaching/ learning English for specialized subjects with some specific vocational and educational purpose in mind. There are different needs for different purposes (and learners) of English language, e.g. English for Economics, English for Business, English for Secretaries, English for Technicians and others. Certainly a basic knowledge of general English language competence will be required too and developed further. English for vocational purposes is an application of ESP according to students' language needs for work and to their different jobs at vocational school.

## **2.7. ESP in Relation to The Goals of an ESP Teacher**

The primary goal in language learning activities is to get the students able to communicate, to understand what others wish and to interact freely with others. For those reasons, classroom activities should be planned in a way that the students do have a real natural purpose. It is better to present the language in a context to a purpose other than the English language itself. "Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning" ( Krashen, 1988). It is easier to describe the purposes a teacher has than the goals, which are in accordance actually. He has to create the presupposition for a good learning situation in an agreeable classroom atmosphere by keeping in mind the basic principles of language learning and language teaching.

## **2.8. Communicative Competence**

Language teaching is based on the idea that the goal of language acquisition is communicative competence: the ability to use the language correctly and appropriately to accomplish communication goals (Savignon, 1983). The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does.

Communicative competence is made up of four sub competences: linguistic, sociolinguistic, discourse, and strategic competence (Savignon, 1983):

**1-Linguistic** competencies knowing how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?

**2-Sociolinguistic** competencies knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing?

**3-Discourse** competencies knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?

**4-Strategic** competencies knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use?

In the early stages of language learning, instructors and students may want to keep in mind the goal of communicative efficiency: that learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message (due to faulty pronunciation, grammar, or vocabulary); to avoid offending communication partners (due to socially inappropriate style); and to use strategies for recognizing and managing communication breakdowns.

## **2.9. Syllabus and Curriculum According to (Autumn Rivers) [www.wisegeek.com](http://www.wisegeek.com).**

Both a curriculum and syllabus are typically important factors at any school, but the difference between them is not usually clear to everyone. A curriculum is typically a guideline set out for educators that prescribes what they need to teach their students. It tends to outline the subjects that need to be taught, as well as methods for ensuring that each student has indeed learned the necessary materials. On the other hand, a syllabus is a more descriptive list of the concepts that will be taught in a particular class. One of the major differences between a curriculum and syllabus is that the latter is often handed out on the first day of class, while the former is usually not seen by students unless by request.

The curriculum is usually developed by the school district, or college administration so that teachers are aware of what they are expected to teach throughout the year. It typically breaks down what needs to be taught, as well as ideas on how it should be presented to the students. In addition, the curriculum usually lets teachers know how to measure the effectiveness of their teachings, often through standardized testing. It can be used as a guideline for teachers, as many depend on it to develop their coursework.

By contrast, a syllabus is typically created by each individual teacher, so it focuses on a particular class. It usually offers an overview of the goals of the course so that students know what is expected of them by the end of the term. One of the most useful aspects of a syllabus is that it frequently gives students an idea of the course schedule, listing the dates and descriptions of assignments and tests. This allows them to plan accordingly, ensuring that vacations do not coincide with test days, or the start of new concepts. Of course, students should be aware that both the curriculum and syllabus can usually be altered throughout the year if necessary, so talking to the teacher before planning vacations may be a good idea. One of the most notable distinctions between the usual curriculum and syllabus is that most teachers make the latter widely available to students. In fact, many teachers hand out the syllabus on the first day of class, especially in college, where students are expected to take a particular interest in their education. On the other hand, the curriculum is not usually distributed among students unless it is specifically asked for. In classes that are taught in multiple sections by different teachers, the curriculum will be the same for all, but the syllabus may vary somewhat from one teacher to another.



A syllabus is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing some goals to be attained. Hutchinson and Waters (1987:80) define syllabus as follows: at its simplest level a syllabus can be described as a statement of what is to be learnt. It reflects language and linguistic performance.

This is a rather traditional interpretation of syllabus focusing as it does on outcomes rather than process. However, a syllabus can also be seen as a "summary of the content to which learners will be exposed" (Yalden.1987: 87). It is seen as an approximation of what will be taught and that it cannot accurately predict what will be learnt.

## **2.10. Syllabus types according to Brown (1995) and Richards (1990):**

### **2.10.1.Product-Oriented Syllabuses**

Also known as the synthetic approach, these kinds of syllabuses emphasize the product of language learning and are prone to intervention from an authority.

### **2.10.2. The Structural Approach**

Historically, the most prevalent of syllabus type is perhaps the grammatical syllabus in which the selection and grading of the content is based on the complexity and simplicity of grammatical items. The learner is expected to master each structural step and add it to her grammar collection. As such the focus is on the outcomes or the product.

One problem facing the syllabus designer pursuing a grammatical order to sequencing input is that the ties connecting the structural items maybe rather feeble. A more fundamental criticism is that the grammatical syllabus focuses on only one aspect of language, namely grammar, whereas in truth there exists many more aspects to language. Finally, recent corpus based research suggests there is a divergence between the grammar of the spoken and of the written language; raising implications for the grading of content in grammar based syllabuses.

### **2.10.3. The Situational Approach**

These limitations led to an alternative approach where the point of departure became situational needs rather than grammatical units. Here, the principal organizing characteristic is a list of situations which reflects the way language and behavior are used every day outside the classroom. Thus, by linking structural theory to situations the learner is able to induce the meaning from a relevant context.

One advantage of the situational approach is that motivation will be heightened since it is "learner- rather than subject-centered" (Wilkins.1976: 16). However, a situational syllabus will be limited for students whose needs were not encompassed by the situations in the syllabus. This dissatisfaction led Wilkins to describe notional and communicative categories which had a significant impact on syllabus design.

### **2.10.4. The Notional/Functional Approach**

Wilkins' criticism of structural and situational approaches lies in the fact that they answer only the 'how' or 'when' and 'where' of language (Brumfit and Johnson. 1979:84). Instead, he enquires "what it is they communicate through language" (Op.Cit.:18). Thus, the starting point for a syllabus is the communicative purpose and conceptual meaning of language, i.e. notions and functions, as opposed to grammatical items and situational elements which remain but are relegated to a subsidiary role.

In order to establish objectives, the needs of the learners will have to be analyzed by the various types of communication in which the learner has to confront. Consequently, needs analysis has an association with notional-functional syllabuses. Although needs analysis implies a focus on the learner, critics of this approach suggest that a new list has replaced the old one. Where once structural/situational items were used a new list consisting of notions and functions has become the main focus in a syllabus. White (1988:77) claims that "language functions do not usually occur in isolation" and there are also difficulties of selecting and grading function and form. Clearly, the task of deciding whether a given function (i.e. persuading), is easier or more difficult than another (i.e. approving), makes the task harder to approach.

The above approaches belong to the product-oriented category of syllabuses. An alternative path to curriculum design would be to adopt process oriented principles, which assume that language can be learnt experientially as opposed to the step-by-step procedure of the synthetic approach.

#### **2.10.5. Process-Oriented Syllabuses**

Process-Oriented Syllabuses, or the analytical approach, developed as a result of a sense of failure in product-oriented courses to enhance communicative language skills. It is a process rather than a product. That is, focus is not on what the student will have accomplished on completion of the program, but on the specification of learning tasks and activities that s/he will undertake during the course.

#### **2.10.6. Procedural/Task-Based Approaches**

According to Prabhu (1987) a task-based approach assumes that speaking a language is a skill best perfected through practice and interaction, and uses tasks and activities to encourage learners to use the language communicatively in order to achieve a purpose. Tasks must be relevant to the real world language needs of the student. That is, the underlying learning theory of task based and communicative language teaching seems to suggest that activities in which language is employed to complete meaningful task, enhances learning.

#### **2.10.7. Learner-Led Syllabuses**

The notion of basing an approach on how learners learn was proposed by Breen and Candlin (1984). Here the emphasis lays with the learner, who it is hoped will be involved in the implementation of the syllabus design as far as that is practically possible. By being fully aware of the course they are studying it is believed that their interest and motivation will increase, coupled with the positive effect of nurturing the skills required to learn.

However, as suggested earlier, a predetermined syllabus provides support and guidance for the teacher and should not be so easily dismissed. Critics have suggested that a learner-led syllabus seems radical and utopian in that it will be difficult to track as the direction of the syllabus

will be largely the responsibility of the learners. Moreover, without the mainstay of a course book, a lack of aims may come about. This leads to the final syllabus design to be examined; the proportional approach as propounded by Yalden (1987).

### **2.10.8. The Proportional Approach**

The proportional syllabus basically attempts to develop an overall competence. It consists of a number of elements with theme playing a linking role through the units. This theme is designated by the learners. It is expected initially that form will be of central value, but later, the focus will veer towards interactional components ; the syllabus is designed to be dynamic, not static, with ample opportunity for feedback and flexibility proposed by Yalden (1987).

The shift from form to interaction can occur at any time and is not limited to a particular stratum of learner ability., it is important for a syllabus to indicate explicitly what will be taught, "not what will be learned". (ibid:87)

This practical approach with its focus on flexibility and spiral method of language sequencing leading to the recycling of language seems relevant for learners who lack exposure to the target language beyond the classroom. But how can an EFL teacher pinpoint the salient features of the approaches discussed above?

### **2.11.The Role of Syllabus**

Some experts say that a syllabus is an instrument which can help the learners to arrive at the objective effectively. A syllabus also becomes a clear guideline for a teacher to make a lesson. It describes the progress of teaching and learning activity.

In addition, Hutchinson and Waters (1987) say that a syllabus does not only show the teachers and students their learning destination but also how they can reach their goal. Having a syllabus in fact, is something unavoidable for teachers.

Hutchinson and Waters (1987) state that there are eight reasons for the importance of having a syllabus. They state that language is very complex which cannot be learned by one go. Therefore, this complex

entity must be divided into several manageable units to give a practical basis for the division of assessment, textbook and learning time. A syllabus gives moral support for the teacher and the learner as it provides a set of criteria for material selections. It defines the kind of text books that may be used, the evaluation and the basis of making a test. Having a syllabus is one way in which standardization is achieved.

Richard (1996) proposes a number of syllabus options that give emphasis on speaking skill. They are:

1-Situational means that the syllabus will be organized around different situations and the oral skills needed in the oral working situation.

2-Topical means that the syllabus will be developed based on different topics and talk in different situation.

3-Functional means that the syllabus will be developed based on the language function commonly used in the real working situation.

4-Task-based means that the syllabus will be organized based on different tasks and activities that the students will perform in English.

## **2.12.The Stages in Syllabus Development**

Yalden (1987) proposes the following steps in developing a syllabus for the language program:

### **Stage I: The Needs Survey**

Needs Survey is the first step or stage that should be done in designing and developing a syllabus in Yalden's model. The intended purposes of doing this survey is to gather as much information as possible about the learners or people that are involved in the program.

### **Stage II: The Description of the Purpose**

Description of the purpose is prepared in terms of student characteristics and skills on entry to and exit from the program. All these data are derived from the need survey. To describe the purpose, the general category for the course should be defined first. The general category is very important because it differentiates between occupational-purposes and educational-purposes. The occupational purposes category has a narrow focus of learners who have been categorized as a highly homogenous in occupational setting. The educational purpose category is

for specific school program. Both of them belong to teaching language for specific purposes (Yalden (1987)).

### **Stage III: Selection of syllabus type**

Yalden (1987:110) says that there is no single syllabus that can cover all these needs therefore, she suggests the modification or various combination or more flexible approaches for syllabus construction. In line with Yalden's opinion, Krahne (1987:9) says that one type of syllabus is usually dominant and can be combined with other types of syllabus. So, the syllabus designer may feel free to choose the elements or components which are needed and demanded in teaching and learning situation.

### **Stage IV: Production of a Proto-syllabus**

In any communicative syllabus type, a large numbers of components need to be considered. The components may include general notions and specific topics. The work of selecting and combining general notions and specific topics are complicated especially for those who have been accustomed to dealing with a structural syllabus. Therefore it is useful to examine works, such as Threshold Level and Way stage (Yalden (1987:138) since they provide examples of the notional-functional proto syllabus.

### **Stage V: Production of Pedagogical Syllabus**

The component produced in Proto syllabus stages are to be viewed as guidelines. They are organizing strategies and giving further input about the learner's want, desires, and needs. The pedagogical syllabus also provides a repertoire of words and phrases, chosen as exponents of functions and suitable to the topics identified as important to learners (Yalden (1987:144). It is the teacher's role to make the repertoire of words and phrase come to life by choosing and carrying out communicative activities in a wide range.

### **Stage VI: Evaluation**

Evaluation as the final phase in the process of developing a syllabus has two broad aspects. First, the syllabus designer expects to evaluate or test the students in the program. Second, the teacher will apply the syllabus

into the real teaching. Then, the result of the evaluation is used to determine the gap between the goals and the final language performance of the learners. If there are some materials need to be revised, the evaluation result can also be used to re-examine and revise the overall design.

Re-examining and revising the whole cycle are labeled the Recycling Stage because the whole cycle begins again and there will be some adjustment. One important thing as this stage is retained, the model can be considered flexible and dynamic. Without it, the procedure is rigid and unresponsive to any kind of change or reassessment.

## **CHAPTER III**

### **Research Methodology**

#### **3.1. Introduction**

This chapter presents the discussion on the research method of the study, the subjects, sampling technique, research instruments, procedure of data gathering, and statistical treatment that will be used for accurate data analysis and interpretation.

#### **3.2. Research Method**

The researcher followed the descriptive analytical methodology in conducting this research which is a quantitative one.

#### **3.3. Population and Sample**

The subjects of this research were all the trainees of Khartoum State Vocational training Centers in addition to their English language trainers (teachers) while the actual respondents were twenty-two trainees from Halfaya Vocational Training center and entrepreneurship divided as following: twelve trainees from Hotel and Tourism department and the other ten trainees were from Welding department (Sheet metal welding, Arc welding) in addition to seven trainers (teachers). Five trainers were from Halfaya vocational training center and the other two trainers were from Khartoum though vocational training center and entrepreneurship.

##### **3.3.1. Socio-demographic profile of the first group respondents (trainers/teachers)**

The following tables illustrated the gender, age, qualification and years of experience for the first group respondents it was very clear that the females percentage which was 14.3% is lower compared to male respondents 85.7%, while their ages were between 30 years and 45 years of age. The first group respondents appeared enough qualified as five with BSC as 71.4% in addition to two with MA as 28.6% qualification, in relation to qualifications of first group respondents the data collected showed that three of the trainers their years of experience were more than



15 years as 42.8% and two of them were between (1-5 ) years as 28.6% while only one trainer between (5-10) years of experience as 14.3%.

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Female | 1         | 14.3%      |
| Male   | 6         | 85.7%      |
| Total  | 7         | 100%       |

| Age           | Frequency | Percentage |
|---------------|-----------|------------|
| (30-35) years | 2         | 28.6%      |
| (35-40) years | 1         | 14.2%      |
| (40-50) years | 2         | 28.6%      |
| Missing       | 2         | 28.6%      |
| Total         | 7         | 100%       |

| Qualification | Frequency | Percentage |
|---------------|-----------|------------|
| B.Sc.         | 5         | 71.4%      |
| MSc.          | 2         | 28.6%      |
| PhD           | 0         | 0          |
| Total         | 7         | 100%       |

| Experience    | Frequency | Percentage |
|---------------|-----------|------------|
| (1-5)years.   | 2         | 28.6%      |
| (5-10)years.  | 1         | 14.3%      |
| (10-15)years. | 0         | 0%         |
| >15 years.    | 3         | 42.8%      |
| Missing       | 1         | 14.3%      |
| Total         | 7         | 100%       |

### 3.3.2.

### Socio-

#### demographic profile of these second group respondents (trainees)

As we have mentioned above the tables below showed the gender, age level of education and specialization of the second group respondents (trainees). It was clear here that male respondents represented the highest percentage as 85.7%, according to admission regulations at Khartoum state vocational training centers the trainees must be between 15-25 years of age.

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Female | 4         | 14.3%      |
| Male   | 18        | 85.7%      |
| Total  | 22        | 100%       |

| Age           | Frequency | Percentage |
|---------------|-----------|------------|
| (15-20)years. | 14        | 63.6%      |
| (20-25)years. | 4         | 18.2%      |
| (25-30)years. | 0         | 0          |
| Missing       | 4         | 18.2%      |
| Total         | 22        | 100%       |

| Education level. | Frequency | Percentage |
|------------------|-----------|------------|
| Basic            | 2         | 9.1%       |
| Secondary        | 17        | 77.3%      |
| University       | 3         | 13.6       |
| Total            | 22        | 100%       |

| Specialization | Frequency | Percentage |
|----------------|-----------|------------|
| Welding        | 10        | 45.5%      |
| Hotels         | 12        | 54.5%      |
| Electronics    | 0         | 0          |
| Computer       | 0         | 0          |

|       |    |      |
|-------|----|------|
| Total | 22 | 100% |
|-------|----|------|

### **3.4. Sampling Technique**

Sampling of a population is used to simplify the research , It is easier to study a representative sample of a Population than to study the entire population. The researcher followed simple randomization technique selecting sample of this study.

### **3.5. Research Instrument**

The main instrument used conducting this study was closed ended questionnaire for both trainers(teachers) as well as trainees these questionnaires were not divided into sections rather they made to address syllabus design issue only.

It was distributed to the respondents both trainers(teachers) at Halfaya, Khartoum South vocational training centers, the teachers' questionnaire consists of ten statements focusing on the research questions and hypotheses, regarding the trainees' questionnaire which was five statements one ,we have to mention that it was written in Arabic language for many reasons firstly for the extreme youth of most of them secondly the weakness of their English language , and finally to ensure the easiness of the statements so as to get the information needed.

### **3.6.Validity and Reliability**

#### **Validity**

Content validity was ensured by consistency in administering the questionnaires. All questionnaires were distributed to subjects by the researcher personally. The questions were formulated in simple language for clarity and ease of understanding. Clear instructions were given to the subjects. external validity as the extent to which study findings can be generalized beyond the sample used. All the persons approached to participate in the study completed the questionnaires. No single person who was approached refused to participate. Generalizing the findings to all members of the population is therefore justified.

## **Reliability**

which is the degree of consistency with which an instrument measures what is set to measure. The two questionnaires which were filled in by both groups ,the trainees and trainers, revealed consistency in responses. Reliability can also be ensured by minimizing sources of measurement error like data collector bias. Data collector bias was minimized by the researcher's being the only one to administer the questionnaires.

## **3.7. Procedures of Data Gathering**

Data was collected using a closed- ended questionnaire for both trainers(teachers) and trainees after being well informed about the study and that they are part of the study and they have the right whether to participate or not implementing the informed consent. So the researcher used the questionnaire as a main tool conducting this study.

## **3.8. Statistical Treatment of Data**

It is necessary to interpret the data gathered to show what results and findings you have. In order to do this statistical treatment for the collected data SPSS program was used.

## CHAPTER IV

### Data Analysis, Results and Discussion

#### 4.1. Introduction

This chapter presents analysis ,results and discussion for data collected, firstly it deals with teachers questionnaire and secondly the trainees 'one. Discussion of findings concludes this chapter.

#### 4.2. Trainers(teachers) questionnaire:

The following tables shows the analysis of the data collected from teachers' questionnaire.

1-Syllabus based on ESP will be of more benefit on Khartoum vocational training centers trainees.

**4.2.1. Table ( 1): The findings of the first statement**

| Answer            | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree    | 4         | 57.1%      |
| Agree             | 2         | 28.6%      |
| Disagree          | 1         | 14.3%      |
| Strongly disagree | 0         | 0          |
| Neutral           | 0         | 0          |
| Total             | 7         | 100%       |

As can be seen in **table(1)** 85.7% of respondents strongly support the statement: *Syllabus based on ESP will be of more benefit on Khartoum vocational training centers trainees*, since they are trainers leading training process at these centers, so their opinion is highly valuable.

2-Vocational and technical vocabulary will fit the trainees' purpose.

#### 4.2.2. Table (2):The findings of the second statement

| Answer            | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree    | 3         | 42.9%      |
| Agree             | 3         | 42.9%      |
| Disagree          | 0         | 0          |
| Strongly disagree | 1         | 14.2%      |
| Neutral           | 0         | 0          |
| Total             | 7         | 100%       |

**As table(2)** shows that 85.8% of respondents strongly agree with the statement; *Vocational and technical vocabulary will fit the trainees' purpose*,. which means that the trainers support this idea and that the current syllabus should be provided with enough vocational and technical terms which supports the following hypothesis Implementation of the ESP meets the trainees vocational purpose.

**3-ESP** syllabus plays as a motivational factor on the trainees.

#### 4.2.3. Table (3):The findings of the third statement

| Answer            | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree    | 2         | 28.6%      |
| Agree             | 5         | 71.4%      |
| Disagree          | 0         | 0          |
| Strongly disagree | 0         | 0          |
| Neutral           | 0         | 0          |
| Total             | 7         | 100%       |

**Table(3)** shows that 100% of respondents strongly agree with the statement; *ESP syllabus plays as a motivational factor on the trainees*,. which ensure that *ESP syllabus will play as a motivational factor on the trainees*. which confirms the research hypothesis " To some extent

Implementation of the ESP plays as a motivational factor on the trainees".

4-Three months period is short to teach general English so it is better to concentrate on vocational one.

**4.2.4. Table (4)The findings of the fourth statement**

| Answer            | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree    | 4         | 57.1%      |
| Agree             | 0         | 0          |
| Disagree          | 3         | 42.9%      |
| Strongly disagree | 0         | 0          |
| Neutral           | 0         | 0          |
| Total             | 7         | 100%       |

**Table(4)** describes that 42.9% of respondents disagree with the statement; *Three months period is short to teach general English so it is better to concentrate on vocational one.* This may indicate that some teachers are in contrary to what is mentioned.

5-ESP based syllabus will positively affect trainees' competence (learning), and later their performance in labor market.

**4.2.5. Table (5):The findings of the fifth statement**

| Answer            | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree    | 4         | 57.1%      |
| Agree             | 3         | 42.9%      |
| Disagree          | 0         | 0          |
| Strongly disagree | 0         | 0          |
| Neutral           | 0         | 0          |
| Total             | 7         | 100%       |

**Table(5)** shows that 100% of respondents strongly agree with the statement; *ESP based syllabus will positively affect trainees' competence (learning), and later their performance in labor market.*

Based on this result the research hypothesis "The trainees prefer ESP based syllabus to EGP one" is confirmed

6-We should focus on trainees' lacks, necessities and needs when designing a syllabus.

#### 4.2.6. Table (6):The findings of the sixth statement

| Answer            | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree    | 5         | 71.4%      |
| Agree             | 2         | 28.6%      |
| Disagree          | 0         | 0          |
| Strongly disagree | 0         | 0          |
| Neutral           | 0         | 0          |
| Total             | 7         | 100%       |

**Table(6)** shows that 100% of respondents agree with the statement; *We should focus on trainees' lacks, necessities and needs when designing a syllabus* . This absolute agreement strongly support the objective of the study.

7-The current syllabus is not well equipped with what trainees need.

#### 4.2.7. Table (7):The findings of the seventh statement

| Answer            | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree    | 0         | 0          |
| Agree             | 6         | 85.7%      |
| Disagree          | 1         | 14.3%      |
| Strongly disagree | 0         | 0          |
| Neutral           | 0         | 0          |
| Total             | 7         | 100%       |

**Table(7)** describes that 85.7% of respondents agree with the statement; *The current syllabus is not well equipped with what trainees need*but only 14.3 % disagree. So the general direction for the above statement is



towards agree. Which ensures that *The current syllabus is not well equipped with what trainees need.*

8-The ESP course is designed to meet specified needs of the trainees.

**4.2.8. Table (8):The findings of the eighth statement**

| Answer            | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree    | 3         | 42.8%      |
| Agree             | 2         | 28.6%      |
| Disagree          | 2         | 28.6%      |
| Strongly disagree | 0         | 0          |
| Neutral           | 0         | 0          |
| Total             | 7         | 100%       |

**Table(8)** describes that 71.4% of respondents agree with the statement; *The ESP course is designed to meet specified needs of the trainees.* This findings support the study objective. Here also we have to mention that 28.6% disagree with the above statement .

9-The focus of ESP courses is always on training purposes.

**4.2.9. Table (9):The findings of the ninth statement**

| Answer            | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree    | 1         | 14.3%      |
| Agree             | 4         | 57.1%      |
| Disagree          | 2         | 28.6%      |
| Strongly disagree | 0         | 0          |
| Neutral           | 0         | 0          |
| Total             | 7         | 100%       |

**Table(9)** shows that 71.4% of respondents agree with the statement; *The focus of ESP courses is always on training purposes.* According to the teachers' choice and since what is going on at these centers is a training process so the ESP is better, in light of this findings the research hypothesis " To some extent Implementation of the ESP meets the trainees vocational purpose". Is confirmed.

10-The learners and their purposes for learning English constitute the major difference between ESP & EGP.

**4.2.10. Table (10):The findings of the tenth statement**

| Answer            | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree    | 2         | 28.6%      |
| Agree             | 5         | 71.4%      |
| Disagree          | 0         | 0          |
| Strongly disagree | 0         | 0          |
| Neutral           | 0         | 0          |
| Total             | 7         | 100%       |

**Referring to Table(10)** we can see that 100% of respondents strongly agree with the statement; *The learners and their purposes for learning English constitute the major difference between ESP & EGP*. Which ensures that teachers are aware about what fits the trainees, and they support the study objective which suggests replacing the current syllabus.

### **4.3.Trainees 'questionnaire**

The following tables shows the analysis of the data collected from trainees' questionnaire.

1-Teaching English for specific purpose is better than general English for Vocational trainee .

**4.3.1. Table(1): The findings of the first statement**

| Answer   | Frequency | Percentage |
|----------|-----------|------------|
| Agree    | 20        | 90.9%      |
| Neutral  | 2         | 9.1%       |
| Disagree | 0         | 0          |
| Total    | 22        | 100%       |

**Table(1)** shows that 90.9% of respondents agree with the statement: Teaching *English for specific purpose is better than general English for Vocational trainee*, Which indicates trainees perception for the different between ESP based syllabus and the current syllabus, and that they prefer to be taught according to their vocational direction, which goes the same way with the study question: What the trainees prefer ESP based syllabus or EGP one?

2-It is better to concentrate on technical vocabulary and vocational terms during the preparatory course.

#### 4.3.2. Table (2):The findings of the second statement

| Answer   | Frequency | Percentage |
|----------|-----------|------------|
| Agree    | 22        | 100%       |
| Neutral  | 0         | 0          |
| Disagree | 0         | 0          |
| Total    | 22        | 100%       |

**Table(2)** made clear that 100% of respondents agree with the idea of concentrating on technical vocabulary and vocational terms in the preparatory course this absolute agreement strongly support the theme of the researcher.

3-Teaching English for specific purposes represents a motivational factor for trainees during preparatory course and improves their performance in technical course.

#### 4.3.3. Table(3):The findings of the third statement

| Answer   | Frequency | Percentage |
|----------|-----------|------------|
| Agree    | 21        | 95.5%      |
| Neutral  | 1         | 4.5%       |
| Disagree | 0         | 0          |
| Total    | 22        | 100%       |

**Table(3)** shows that 95.5% of respondents understand that a course prepared according to the trainee's need represent a motivational factor

during the preparatory and technical courses which clearly support the theme of this study.

4-The current English syllabus lacks technical terms needed by trainees.

#### 4.3.4. Table(4): The findings of the fourth statement

| Answer   | Frequency | Percentage |
|----------|-----------|------------|
| Agree    | 18        | 81.8%      |
| Neutral  | 3         | 13.6%      |
| Disagree | 1         | 4.6%       |
| Total    | 22        | 100%       |

**Table(4 )** explains that 81.8% of respondents agree with the statement: *(The current English syllabus lacks technical terms needed by trainees)* which means that high percentage of the trainees strongly support the main theme of this study which concentrates on replacing the current syllabus with one that goes the same direction with the trainees' needs and purpose.

5-Trainees well knowledge about technical and vocational terms increase chances of getting a job locally and/or regionally.

#### 4.3.5. Table(5):The findings of the fifth statement.

| Answer   | Frequency | Percentage |
|----------|-----------|------------|
| Agree    | 21        | 95.5%      |
| Neutral  | 1         | 4.5%       |
| Disagree | 0         | 0          |
| Total    | 22        | 100%       |

**As Table (5)** explains that 95.5% agree with the statement: (Trainees well knowledge about technical and vocational terms increase chances of getting a job locally and/or regionally) This high perception and nearly absolute agreement with the above statement gives strong support to the research theme and objective.

## **CHAPTER V**

### **Conclusion, Recommendations and Suggestions**

#### **5.1. Introduction**

This chapter presents the conclusion of the study, recommendations and suggestions for further studies conclude this chapter.

#### **5.2. Conclusion**

Curriculum and syllabus design is one of the concerns of ESP, to design a vivid syllabus that interacts with the learners one should consider the specified needs of the learner provides related content (i.e. themes and topics) to particular disciplines, occupations and activities and concentrates on the language appropriate for those activities in syntax, lexis, discourse and semantics. The findings in this study indicate strong support to the idea of concentrating on technical vocabulary and vocational terminologies also the main two groups (trainees, trainers) participating in this study from Halfaya and Khartoum south vocational training centers reported that ESP based course leads to better competence and performance as well as will increase opportunities for the trainees to find a job in the future.

#### **5.3. Recommendations**

In light of the findings in chapter four it is recommended to:

- 1- Support and provide the current syllabus with a great deal of vocational terminology and technical vocabulary.
- 2- Design a completely new syllabus that fits the trainees needs.
- 3- Form a committee from selected English trainers (teachers) in coordination with General Administration of Vocational Training-Curricula Department to start design the proposed syllabus.

#### **5.4. Suggestions for Further Studies**

- 1- It would be important to conduct a study that examines this issue more closely and in more details.

## REFERENCES

- Brumfit, C.J. and Johnson, K. (1979) The Communicative Approach To Language Teaching.** Oxford University Press.
- Brown, J.D. (1995). The Elements of Language Curriculum.** Boston, MA. : Heinle&Heinle.
- Breen,M.P.(1984):Process Syllabuses for the Language Classroom. In Brumfit.C.J.(ed) General English Syllabus Design ,ELT Documents 118. London, Pergamon Press/ British Council.pp.47-60**
- Carter, D. (1983). Some propositions about ESP. The ESP Journal, 2, 131-137.**
- Candlin,C.N.(1984)Syllabus Design as A Critical Process. In Brumfit.C.J.(ed) General English Syllabus Design ,ELT Documents 118. London, Pergamon Press/ British Council.29-46**
- Chris W. 1992. The Benefits of ESP .[www.camlang.com.art 001.cfm](http://www.camlang.com/art_001.cfm)**
- Dudley-Evans, T., & St John, M. (1998). Developments in ESP: A multi-disciplinary approach.** Cambridge: Cambridge University Press.
- Hutchinson, T. and Waters, A. (1987) English For Specific Purposes: A Learning Centred Approach.** Cambridge University Press.
- Krahnke, K. 1987. Approaches to Syllabus Design forKrashen, Stephen D. Second Language Acquisition and Second Language Learning. Prentice-Hall International, 1988Foreign Language Teaching.New Jersey: Prentice-Hall.**
- Nunan, D. (1987). The teacher as curriculum developer: An investigation of curriculum processes within the Adult Migrant Education Program.** South Australia: National Curriculum Resource Centre.
- Prabhu, N.S. (1987) Second Language Pedagogy.** Oxford University Press.
- Richards, J.C.(1990). The Language Teaching Matrix.** Cambridge: Cambridge University Press.
- Robinson, P. (1991) ESP Today: a Practitioner's Guide.** Hemel Hempstead: Prentice Hall International.
- Rivers. A. [www.wisegeek.com](http://www.wisegeek.com).**

- Stevens, P. (1988). ESP after twenty years: A re-appraisal.** In M. Tickoo (Ed.), **ESP: State of the Art** (pp. 1-13). Singapore: SEAMEO Regional Centre.
- Savignon, Sandra (1997). Communicative competence: theory and classroom practice: texts and contexts in second language learning** (2nd ed.). New York: McGraw-Hill.
- WIDDOWSON, H.G. (1983) Learning Purpose and Language Use,** Oxford: Oxford University Press.
- White, R.V. (1988) The ELT Curriculum: Design, Innovation And Management.** Blackwell Publishers Ltd.
- Wilkins, D.A. (1976) Notional Syllabuses.** Oxford University Press.
- Yalden, J. (1987) Principles of Course Design for Language Teaching.** Cambridge University Press.

## APPENDICES

### 1- (Trainers' questionnaire)

Dear teacher/trainer,

The researcher would like to know some information about the current syllabus and the one proposed to help design what fits the trainees. It would be appreciated if you would take some time to answer the following questions on this questionnaire.

Name:.....(Optional)

Gender: Male ☐ Female ☐

Qualification: Bachelor ☐ MA ☐ PhD ☐

Years of Experience:.....

1-Syllabus based on ESP will be of more benefit on Khartoum state vocational training centers trainees.

Agree ☐ Strongly Agree ☐ Strongly Disagree ☐ Disagree ☐

Neutral ☐

2- Vocational and technical vocabulary will fit the trainees purpose.

Agree ☐ Strongly Agree ☐ Strongly Disagree ☐ Disagree ☐

Neutral ☐

3-ESP based syllabus will play as a motivational factor on the trainees.

Agree ☐ Strongly Agree ☐ Strongly Disagree ☐ Disagree ☐

Neutral ☐

4-Three months period is short to teach general English, so it is better to concentrate on vocational one.

Agree ☐ Strongly Agree ☐ Strongly Disagree ☐ Disagree ☐



Neutral ☐

5-ESP based syllabus will positively affect the trainees' competence (learning), and later their performance in labor market.

Agree ☐ Strongly Agree ☐ Strongly Disagree ☐ Disagree ☐  
Neutral ☐

6- We should focus on trainees' lacks, necessities, and needs when designing a syllabus.

Agree ☐ Strongly Agree ☐ Strongly Disagree ☐ Disagree ☐  
Neutral ☐

7- The current syllabus is not well equipped with what trainees need.

Agree ☐ Strongly Agree ☐ Strongly Disagree ☐ Disagree ☐  
Neutral ☐

8- The ESP course is designed to meet specified needs of the trainees.

Agree ☐ Strongly Agree ☐ Strongly Disagree ☐ Disagree ☐  
Neutral ☐

9- The focus of ESP courses is always on training purposes.

Agree ☐ Strongly Agree ☐ Strongly Disagree ☐ Disagree ☐  
Neutral ☐

10- The learners and their purposes for learning English constitute the major difference between ESP and EGP.

Agree ☐ Strongly Agree ☐ Strongly Disagree ☐ Disagree ☐  
Neutral ☐

## 2- (Trainees 'questionnaire)

عزيزي المتدرب،

يود الباحث الحصول علي معلومات حول منهج اللغة الإنجليزية الحالي والمقترح بغرض الاستفادة منها في تصميم منهج يناسب احتياجات المتدربين. ارجو شاكراً منحنا بعضاً من زمنك لملء هذه الاستبانة.

الإسم:.....(اختياري)

العمر:.....

التخصص: ☐ لحم ☐ فندقه ☐ إلكترونيات ☐ حاسوب ☐

النوع: ☐ ذكر ☐ أنثى

1. الإنجليزية للأغراض الخاصة أفضل لطلاب التدريب المهني من الإنجليزية العامة او للأغراض الأكاديمية.

موافق ☐ غير موافق ☐ غير متأكد ☐

2. كان من الأفضل التركيز علي دراسة المصطلحات الفنية والمفردات المهنية في الكورس التحضيري.

موافق ☐ غير موافق ☐ غير متأكد ☐

3. الإنجليزية للأغراض الخاصة تلعب كعامل تحفيز للمتدربين خلال فتره الكورس التحضيري ، وتحسن من مستوي اداءهم في الكورس الفني.

موافق ☐ غير موافق ☐ غير متأكد ☐

4. منهج اللغة الإنجليزية الحالي يفتقر إلي المصطلحات الفنية والمفردات المهنية التي احتاج اليها كمتدرب .

موافق ☐ غير موافق ☐ غير متأكد ☐

5. إلمام المتدرب بالمصطلحات الفنية والمفردات المهنية يزيد من فرص حصوله علي وظيفة في سوق العمل المحلي او الإقليمي.

موافق ☐ غير موافق ☐ غير متأكد ☐

### 3-(Trainees' questionnaire- English version )

**Dear Trainee,**

The researcher would like have some information about the current English syllabus and the proposed one in order to design a syllabus that fits the trainees' needs. Please give us some time to fill in this questionnaire.

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

**Age:** .....

**Gender:** Male ☐ Female ☐

**Specialization:** Welding ☐ Hotels ☐ Electronics ☐ ☐  
Computer

1- Teaching English for specific purpose is better than general English for Vocational trainee .

Agree ☐ Dis Agree ☐ Neutral ☐

2-It is better to concentrate on technical vocabulary and vocational terms during the preparatory course.

Agree ☐ Dis Agree ☐ Neutral ☐

3-Teaching English for specific purposes represents a motivational factor for trainees during preparatory course and improves their performance in technical course.

Agree ☐ Dis Agree ☐ Neutral ☐

4-The current English syllabus lacks technical terms needed by trainees.

Agree ☐ Dis Agree ☐ Neutral ☐

5-Trainees well knowledge about technical and vocational terms increase chances of getting a job locally and/or regionally.

Agree ☐ Dis Agree ☐ Neutral ☐