

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

وَالْعَصْرِ <sup>(1)</sup> إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ <sup>(2)</sup> إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا

{الصَّالِحَاتِ وَتَوَاصَوْا بِالْحَقِّ وَتَوَاصَوْا بِالصَّبْرِ <sup>(3)</sup>

صدق الله العظيم

Dedication

This Research is dedicated to my parents and  
family.

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They are the most important people in my world and I dedicate this thesis to them.

## **Abstract**

This study examines and identifies the views of the undergraduate students at Garden City College for Science & Technology concerning their academic and linguistic needs, lacks, and aspirations. It also explores subject teachers' attitudes to the students' overall performance with English Language. The aim behind the Needs Analysis in this study is to collect information which when dealt with makes courses better suited to students' subjective and objective needs. Another objective is to reach a collective awareness on the part of students, subject teachers, and other stakeholders so as to set an ESP frame for all the English Language courses provided at the college. 213 undergraduate students, from five different departments, as well as 45 subject teachers (PhD, MSC, and BSC (TA)) were selected to constitute the main samples in this study. Further investigation included personal interviews with 6 still serving as department heads, in addition to 2 previous ones. A mixed methodology (Triangulation) was adopted in data collection, in addition to the personal interviews. The instruments used in this study were the questionnaires administered on both Teachers and Students, and the direct semi-structured personal interviews. The two instruments were designed in accordance with Hutchinson and Waters (1987) and Dawson .C (2009) respectively. The data obtained from the three types of instruments has been analyzed, tabulated, and finally interpreted. The study results reveal that there was a consensus among both students and teachers to adopt ESP as an effective mechanism for any English Language Program presented at GCCST .Moreover, teachers are convinced that students' ability in both English language skills and study skill is very weak .As far as the teachers at the college are concerned, the research revealed that a considerable number of them did not have any teachers training program. The research recommended that the solution for the students' lack of adaptability for the ready -made English Language courses can be achieved by establishing a well

structured ESP centre to undertake the responsibility of collaboratively preparing ESP teaching materials for the college in consultation with the departments at the college.

## مستخلص

تقوم هذه الدراسة باستقراء والتعرف على آراء الطلبة الجامعيين في كلية قاردن سيتي للعلوم والتقانة حول ما يفتقرون اليه من الاحتياجات الأكاديمية واللغوية وتطلعاتهم. كما ناقشت مواقف و آراء اساتذة المواد فيما يتعلق بالأداء العام للطلاب في استخدام اللغة الإنجليزية. الهدف من وراء تحليل الاحتياجات في هذه الدراسة هو جمع المعلومات التي عند الرجوع اليها تجعل كورسات اللغة الانجليزية أكثر ملائمة للاحتياجات الذاتية والموضوعية للطلاب. هدف آخر هو الوصول إلى وعي جماعي من جانب الطلاب والمعلمين وغيرهم من الجهات المعنية وذلك لوضع إطار خاص بالانجليزية للأغراض الخاصة لجميع دورات اللغة الإنجليزية المقدمة في الكلية. تم اختيار عدد 213 من الطلاب الجامعيين يمثلون خمسة أقسام مختلفة فضلا عن 45 من اساتذة المواد وهم من حملة الدكتوراة، و الماجستير و عدد من مساعدي التدريس ليمثلو العينات الرئيسية في هذه الدراسة. تعتبر المقابلات الشخصية مع 6 من رؤساء الأقسام العاملين بالكلية و اثنين سابقين بمثابة إضافة. اعتمدت الدراسة على المنهجية المختلطة (التثليث) في جمع البيانات، بالإضافة إلى المقابلات الشخصية. وان الأدوات المستخدمة في هذه الدراسة هي الاستبيانات المخصصة لكل من الطلاب و الاساتذة، والمقابلات الشخصية شبه المباشرة. وقد صممت هذه الأدوات وفقا لهاتشينسون وواتر (1987) وداوسون (2009). البيانات المتحصل عليها من خلال الاستبيانات و المقابلات الشخصية تم تحليلها، جدولتها، وتفسيرها في نهاية المطاف. كشفت نتائج الدراسة أن هناك توافق في الآراء بين كل من الطلاب والمعلمين على تبني الانجليزية للأغراض الخاصة كآلية فعالة لأي برنامج لغة إنجليزية يقدم في كلية قاردن سيتي. علاوة على ذلك، المعلمون مقتنعون بأن قدرة الطلاب في كل من مهارات اللغة الإنجليزية والمهارات الأكاديمية ضعيفة. و فيما يتعلق بالاساتذة في الكلية ، كشفت الدراسة بان عددا كبيرا منهم لم يتلق أي برنامج تدريبي للتدريس باللغة الانجليزية. أوصت الدراسة بأن الحل لعدم تكيف الطلاب مع كورسات اللغة الانجليزية الجاهزة يمكن تحقيقه من خلال إنشاء مركز منظم بشكل جيد للانجليزية للأغراض الخاصة للاضطلاع بالمسؤولية التعاونية في إعداد المواد التعليمية للكلية بالتشاور مع الإدارات المختلفة فيها.

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## List of Abbreviations

**GCCST:** Garden City College for Science & Technology

**NA:** Needs Analysis

**ESL:** English as Second Language

**EAP:** English for Academic Purposes

**ESP:** English for Specific Purposes

**CNP:** Communicative Needs Processor

**TSA:** Target Situation Analysis

**PSA:** Present Situation Analysis

## Definition of Terms

**English as a Second Language (ESL)** is the role of English in countries where English is used in schools or at work by speakers of other languages who are immigrants or other minority groups in English-speaking countries, e.g. America, England, Canada, Australia, and New Zealand. It is also used as a medium of instruction in education.

**English for General Purposes (EGP) or General English (GE)** is the role of English of which the content and aim of the course are in terms of the teaching of general language proficiency.

**English for Specific or Special Purposes (ESP)** is the role of English which is normally aimed at either occupational or educational roles, or both, on the basis of

the content and purposes or aims of the course that are fixed by the specific needs of a particular group of students, for example, English for Science and Technology (EST),

**English for Occupational Purposes (EOP)**, and English for Academic Purposes (EAP). English language proficiency is the degree of ability with which a person can use English in listening, speaking, reading and writing.

**English Language Teaching (ELT)** is the major role of English teaching that consists of two branches: the teaching of English as Mother Tongue (EMT) and the teaching of English as a Foreign Language (EFL) or English as a Second Language (ESL). For the latter role, ELT is used particularly in Britain. In the United States, this usage is referred to as TESOL, i.e. Teaching English to Speakers of Other Languages.

**Second language** is a language that is not a native language or mother tongue in a country, but it is widely used in the country as a language of communication (e.g. in schools, government, and business).

**Lacks** are the needs of a particular student as to which the necessities the student lacks for a target situation.

**Necessities** are the types of need as to what the student has to know in order to function effectively in the target situation.

**Speciality** is special or specific subject matter for a particular group of students (e.g. engineering, Multimedia, Business studies, electronics, etc.).

**Target situation** refers to what the student needs to do or to engage in their target English situation in terms of necessities, lacks, and wants for target needs.

**Wants** are the desires as to what the student needs are based on the data relating to him/herself and his/her environment. These desires may conflict with the perceptions of course designers, teachers and others concerned with the English program. Specialization is special or specific subject matter for a particular group of students (e.g. engineering, nursing, medical studies, economics, etc.). Target situation refers to what the student needs to do or to engage in their target English situation in terms of necessities, lacks, and wants for

target needs. Wants are the desires as to what the student needs are based on the data relating to him/herself and his/her environment. These desires may conflict with the perceptions of course designers, teachers and others concerned with the English program.

**Needs analysis or needs assessment** is the process of determining the needs for which a student or group of students requires English and arranging needs according to priorities.

**Perceived English-language needs** is the self-report of the academic needs of which a student or group of students requires English in specific areas of specialization.

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