

Chapter One

Introduction

1.0 Overview

The usefulness of Needs Analysis (NA) in ESP course design has been acknowledged in the field of English Language Teaching (ELT) by a number of ESP practitioners. Therefore, English Language needs analysis can be perceived as the process of determining the needs for which a learner or a group of learners requires a language, and arranging the needs in accordance with priorities. A needs analysis is thus part of syllabus development and it is normally needed before the development of teaching materials. With respect to teaching English for Specific Purposes, there has been a continuing demand for such courses, which are concerned with the needs of learners who need a special attention of their English competence in order to fit them better for a course of study, usually in a specific or technical discipline, or for an occupational purpose.

Another area of interest is English for Academic Purposes (EAP) which is related to the study of a discipline, e.g. English for Architecture and English for Electronic Engineering. The important steps typically in setting up an ESP course consist of the collection of initial information, an analysis of student needs, approaches to course design, a specification of syllabus and materials, the ESP classroom and the role of the teacher

(McDonough, 1984). These steps are also associated with the following theoretical and practical features of ESL teaching and learning proposed by Morley (1987):

- A. a focus on students as active creators in their learning process, not as passive recipients
- B. A focus on communicative language teaching and the components of Communicative competence
- C. A focus on language function as well as on language form;
- D. A focus on an interactive mode of communicative classroom instruction.
- E. A focus on the intellectual involvement of students in the learning process and in content.
- F. A focus on the special language needs of particular groups of language students.
- G. A focus on teachers as managers of language-learning experiences, not as drill leaders and presenters of materials.

In addition, ESP students' needs are not to learn the basic grammar, but rather to learn how to use the knowledge they already know in communication (Hutchinson & Waters (1987).

Finally, the students' perceived needs in learning should be investigated with the teacher's awareness in order to prepare the students better for their ESP/EAP course(s) in their fields of study. A needs

analysis seems to be an effective means for gathering factual information on the students' perceived English-language needs before launching an English language course. A survey by means of a questionnaire can also serve as a guide to tailor the teaching materials to the actual needs of the learners for specific-purpose.

1.1 **Research Problem**

The procedures followed in conducting and providing English language courses at Higher Education Institutions, in both public and private sectors in Sudan across all specialties do not satisfy the students' needs for English Language to qualify them neither for their academic life, nor for their future careers. At Garden City College for Science and Technology (hereinafter GCCST), the contents of English Language, courses taught are either ready-made syllabi (*Headway, Skills, Link up*) or a collection of materials related somehow to the discipline. In fact, that situation is yet to satisfy the students' need for the language to pursue their academic studies at the stated college, where English is the medium of instruction.

It seems clear to the researcher, who has been actively involved in teaching and coordinating the GCCST English Language Program that the objectives behind such courses have been far away from the real needs of the college students.

"Objectives translate the content identified in the skills selection Process into a statement of what the student is expected to be able to do at the end of a course of instruction".

(Richards, 1985:201)

There was, therefore, a genuine need for a clearly defined frame based on the learners' actual language needs.

1.2 **The Objectives of the Research**

The current research examines the following issues:

- I. Investigating the absence of suitability in ready-made courses.
- II. Identifying the students' actual needs for ESP courses.
- III. Exploring the opinions of subject teachers regarding students' academic- skills needs.

1.3 **The Research Questions**

This study aims at investigating the GCCST students' current and future English Language needs on the basis of both the subject teachers and the students' perceptions by addressing the following questions:

- I. To what extent do Garden City students prefer ESP courses?
- II. To what extent are GCCST subject teachers satisfied with the students' communication and study skills?
- III. To what extent are subject teachers satisfied with the students' level of reading and writing in English Language?

1.4 The Research Hypotheses

The following three hypotheses were set to form the base for conducting the current research.

- I. The students at GCCST prefer ESP courses.
- II. Subject teachers at GCCST are not satisfied with the students' communication and study skills.
- III. Subject teachers at GCCST are not satisfied with the students' English Language level in terms of reading and writing skills.

1.5 Research Significance

This research is of great significance to subject teachers hoping to benefit their students in terms of designing English Language courses in general, and

writing ESP materials in particular; and for subject teachers aiming to help their students who suffer from inadaptability to ready-made English Language syllabi.

This research is also of great significance for students who are studying English Language as a university requirement because they are exposed to the ESP courses relevant to their age and level. Hopefully, this research is of great significance To Whom It May Concern, specifically Garden City College's stakeholders, as well as the Ministry of Higher Education.

1.6 The Scope of the Research

This study is strictly limited to the second year undergraduate students, who are studying Business Administration, Multimedia, Communication Science, Electronic Engineering and Architectural Engineering at GCCST in the academic year 2013 - 2014, as well as the subject teachers at the same college.

1-7 Research Methodology

The present study will be exploratory in terms of investigating the teachers' views on the students' competence, performance, needs, necessities and lacks in English Language. The reason for that is to provide the college with a solid and thorough frame for ESP programs. The students are also investigated on their preferences,

perceptions and needs for being effective in learning and using English Language.

Triangulation (Mixed Method) and personal interviews will be adopted in carrying out this study. To achieve this, two questionnaires, one for students and another for subject teachers, were designed and administered (See Appendices A & B).

Chapter Summary

In this chapter, a detailed picture about the content of this chapter is given in terms of its components, such as identifying the study problem, questions, as well as the most suitable methods that can be used. The next chapter will provide relevant literature which is critically reviewed.

CHAPTER TWO

LITERATURE REVIEW ND PREVIOUS STUDIES

Part One: Theoretical Background

2.0 Introduction

This chapter reviews the relevant literature for conducting this research, in the first part, in addition to a summary of similar previous studies conducted in the field of English for Specific Purposes (ESP) and *Needs Analysis* (NA), in the second part.

2.1 The Definition of Needs Analysis

In the last few years, there has been a tremendous concern for English language teaching and learning in academic circles in general and among the ESP practitioners in particular. This concern is based on the awareness, perceived regarding the learners' needs and concerning what to do with the target language, rather than what with the linguistic elements the learner needs to master. In this respect, a number of linguists, such as Strevens (1977) and Coffey (1984), agree on the centrality of Needs Analysis as the starting point for any teaching material development and any future English Language program.

Chambers (1980) indicates that the value of *Needs Analysis* may go unrealized unless ambiguity and the lack of precision in the use of the term are cleared

away. Similarly, West (1994) describes the term Needs Analysis as having three distinct features that consist of deficiency analysis, strategy analysis, and mean analysis. To further clarify the Needs Analysis, Robinson (1991) quotes Brindly's statement in which the latter defines and distinguishes two types of needs which are referred to as the "objective" and "subjective" needs of learners:

"The first of these terms refers to the needs which are derivable from different kinds of Factual information about learners, their use of language in real life communication situations as well as their current language proficiency and language difficulties. The second term refers to the cognitive and affective needs of the learner in the learning situation, derivable from information about affective and cognitive factors such as personality, confidence, attitudes, learner's wants and expectations with regard to the learning of English and their individual cognitive style and learning strategies".

Brindley (1994: 70)

In the same context, Nunan (1988) defines the term Needs Analysis as a family of procedures for gathering information about learners and about communication tasks. Moreover, West (1994) describes Needs Analysis as "what learners will be required to do with the foreign language in the target situation. It constitutes one of the essential aspects of developing a program of study to determine the goals of the course in detail and in advance". Nunan (1999) states that learners' needs have gained momentum with the spread of the learner-centred approaches to language teaching and learning.

Brindley (1984) separates needs into two parts: a *narrow* aspect (product-oriented / objective) which refers to the target behaviour of the learners in a particular communicative situation, and a *broad* aspect (process-oriented / subjective) which refers to the learners' needs in terms of cognitive, affective, and social factors. Furthermore, Hutchinson and Waters (1987) classify learner' needs into necessities, lacks, and wants. According to them, the requirements of the target situation are referred to as the *necessities*, which are meant to include the language elements and structures that learners need to know and use in the target setting. Accordingly, the need for making target situation analysis arises. The next stage, then, involves clarifying what students already have at their disposal i.e. by identifying what the learners know about the English language, the necessities that they already lack. In this way, by investigating the gap between the necessities and lacks are determined, effective materials can be developed and appropriate methods can be adopted in order to save more time. Nonetheless, it should be noted that students have their own interests and *wants*. Thus, it is vital that the instructional course takes care of learners' wants. However, Kaewpet (2008:277) explains clearly that "... focusing on communication needs alone might not provide sufficient understanding of a learner's need."

Richards (2001) states that the teaching-learning success depends on a number of factors, such as background knowledge of learners and teachers, learners' learning styles and strategies, teachers' teaching methods, and the availability of resources. Furthermore, Dudley-Evans and St. John (2000) add that personal learner factors such as learning experiences, attitudes, culture and environmental factors (institutional setting). In the same context, Richards (2001) describes that the potential and unrecognized learner needs, and emphasizes that needs are subject to change because of learners' wishes and values.

Hyland (2006) maintains that NA fulfils learners' needs and prepares them for the various workplaces and academic settings. It is worth noting that all the foregoing definitions share one common element which is the learner's needs. However, Richards (1992) adds the following remarks on the Needs Analysis process:

"The process of determining the needs which a learner or a group of learners require a language... And arranging the needs according to priorities. It makes use of both subjective and objective information".

(Richards (1992: 66

In the early days of ESP, the term Needs Analysis mainly referred to the language of knowledge and the skills needed in the target situation. Later, Hutchinson and Waters (1987) indicate that the term

Needs Analysis has become a much broader concept, referring to the concepts of demands, lacks, wants, desires, expectations, motivations, constraints and requirements (which could be linguistic, affective, material and institutional).

The figure below shows the needs categorization proposed by Hutchinson and Water's (1987).



Figure 2.1 Hutchinson and Waters' categorization of needs.

Later on, Hutchinson and Waters (1992) show that the relation between necessities as perceived by the sponsor or an ESP teacher, and what the learners want can be at extreme ends, and therefore, dealing with the needs of the learners should be approached carefully on both objective and subjective basis. Similarly, Brown (1995)

indicates that *Needs Analysis* refers to the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes and satisfy the language learning requirements of students within the context of a particular institution that influences the learning and teaching situation. According to the above definitions, the *Needs Analysis* process could be used as the basis for not only developing academic and training programs that are responsive to the needs; but also as a tool that could help forecasting future decisions about a target group. Perhaps a more comprehensive definition is the one proposed by Brown in the year 2006, in which he explicates:

"Needs analysis is the process of identifying the language forms that students ultimately will need to use in the target language .However, since the needs of the teaching administrators, employees, institutions .etc also has some bearing on the language learning situationNeeds analysis, the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of the particular institutions that influence the learning and teaching situation".

Brown (2006:102)

However, Richterich (1983) states that the difficulty of reaching an agreed definition for *Needs Analysis* is in that: "the very concept of 'language needs' has never been clearly defined and remains at best

ambiguous". In this respect, Berwick (1989:52) provides a simplified definition for the term *Needs Analysis* as follows: "The discrepancy between a current state of affairs and a desired future state".

Similarly, Brindley (1994) makes a further distinction between needs which are *process-oriented* and those which are *product-oriented*, in which case the former are concerned with how the learning is carried out, while the latter are concerned with the final outcome of the English Language course. In addition to that, Ellis (2003: 345) illustrates a rather straightforward definition of needs analysis as "a procedure for establishing the specific needs of language learners".

However, Robinson (1991:1) argues that "what is specific and appropriate in one part of the globe may not be so elsewhere", thus the difficulty of producing a universally acceptable definition of ESP is always present. In arguing against having a universal definition for the term ESP, Yassin (1999: 52) points out that "It would not be possible to give an accurate and precise definition of ESP as it is by its very nature an interdisciplinary area of enquiry".

2-2 Types of Needs Analysis

2.2.1 Perceived Needs vs. Felt needs

Berwick (1989) differentiates between two types of needs; *perceived needs* and *felt needs*. The former refer to the needs that the educators make judgments about, according to other people's experiences, while the latter indicate what the learners have. The *felt needs*' definition by Berwick was on a par with that of Brookfield (1988:221) who defines them as "the learners' wants, desires, and wishes".

2.2.2 Objective Needs vs. Subjective Needs

Brindley (1989) and Robinson (1991) consider that all factual information about the learner (language proficiency, language difficulties and use of language in real life as a means to collect data about objective needs; whereas cognitive and affective needs of the learner in language learning (such as confidence, attitudes and expectations) are considered as data about subjective needs.

2.2.3 Target Needs vs. Learning Needs

Hutchinson and Waters (1994:54) define the *Target Needs* as "the ones that the learner needs to do in the target situation, these are necessities, lacks and wants ". Nevertheless, "what the learner needs to do in order to learn" is related to "learning needs".

2.2.4 Implicit vs. Explicit Needs

Richterich and Chancerel (1980) argues that in accordance with real life experience, the learners are generally less aware of their needs and even unable to specifically express them except in very vague terms. The importance of finding out both implicit and explicit needs lies in the fact that both complement each other in the process of conducting a successful "needs analysis".

2.3 Ways to Collect Information for Needs Analysis

In conducting Needs Analysis information, a number of ways could be applied, but the most important ones are as follows:

A. The Mixed Methodology Approach (Triangulation)

In this approach, the researcher uses a combination of quantitative and qualitative methods to collect data from / about target learners.

B. Observation

It is a straightforward method, which provides valuable and in-depth data; however, it takes time to explore the situation and data.

c. Interviews and Questionnaire

They are the most prominent tools of data collection. The researcher used both of them to gather information from the research population.

2-4 Needs Analysis Approaches

A number of needs analysis models have been applied in conducting needs analysis, among them are a systemic approach introduced by Richterich and Chancerel (1977), sociolinguistic model by Munby (1978), a learning-centred approach by Hutchinson and Waters (1987), learner-centred approaches by Berwick and Brindley (1989), and task-based approach of Long (2005).

2.4.1 The Sociolinguistic Approach (CNP)

Mumby (1978) proposes an influential sociolinguistic model for defining the content of purpose-specific language programmes. His model can be used to specify valid 'target situations'. Accordingly a profile of communication needs, which includes communicative events (such as daily discussion tasks and duties), domain of communication, medium, mode (dialogue), channel of communication (face-to-face), setting of communication, main communicator/s, a person/s with whom the communicator/s communicate, dialect language, attitudinal tone (e.g. Informal), subject content and level of English required for the communication are prepared. After a profile has been created, the communication needs are then developed into a syllabus.

The term Target Situation Analysis (TSA) was, in fact, first used by Chambers in his (1980) article in which he tried to clarify the confusion of terminology. For Chambers, TSA is "communication in the target situation" (p. 29). In his work Munby (1978) introduces

Communicative Needs Processor (CNP). As Hutchinson and Waters (1987: 54) state

"With the development of the CNP it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided: all the course designers had to do was to operate it".

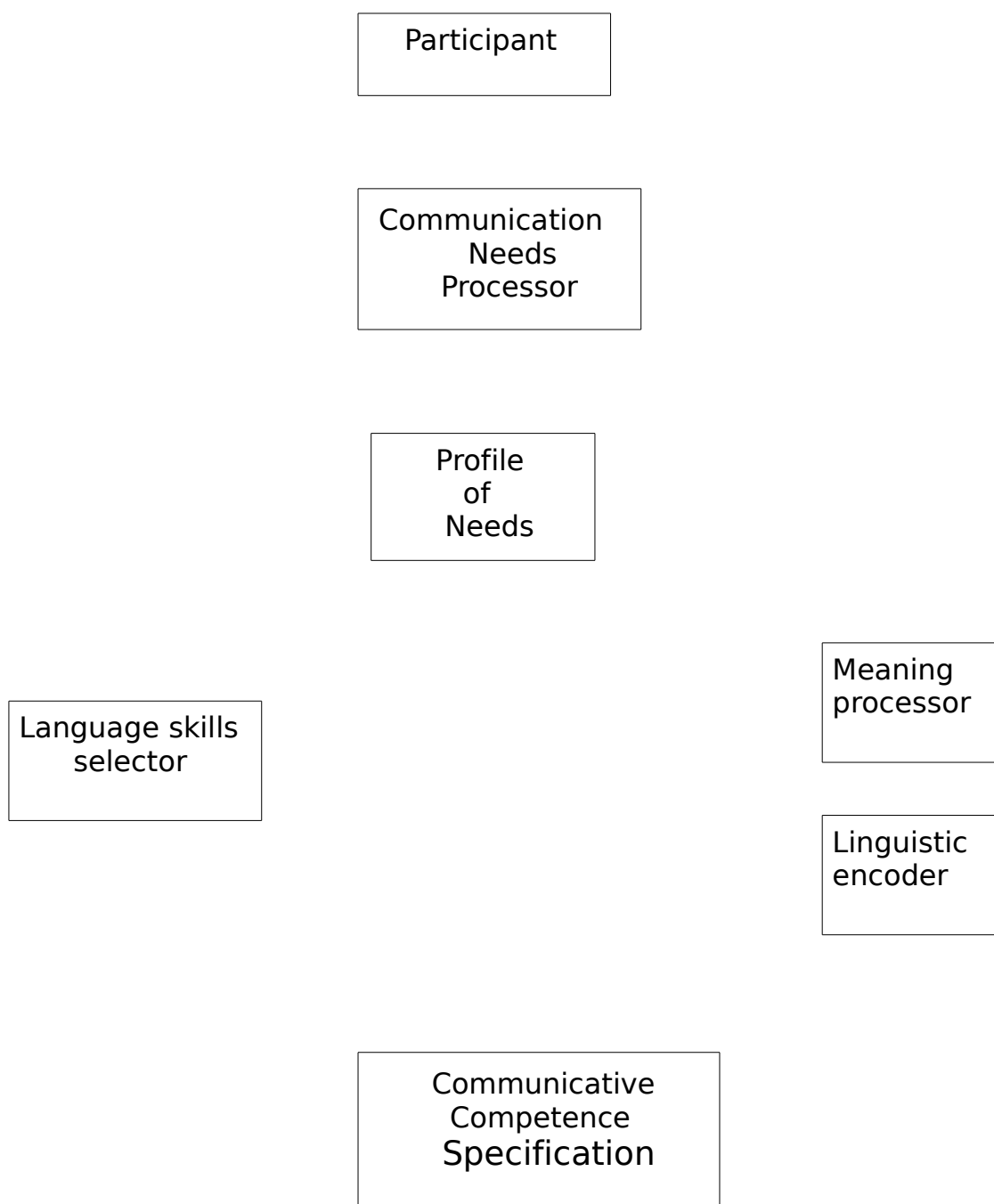


Figure 2-2 Needs analysis approach to course design proposed by Munby (1978:31).

In Munby's CNP, the target needs and target level performance are identified by investigating the target situation, and thus the entire model places the *needs analysis* as central to ESP. Munby's overall model is made up of the following elements:

A. Participants

Information about the identity and language of the learners: age, sex, nationality, present command of the target language, other languages known and extent of the command.

B. Communication Needs Processor

This investigates the particular communication needs according to socio-cultural.

C. Profile of Needs

It is made through the processing of data in the CNP.

D. Meaning Processor

(Munby, 1978: 42) describes it as the "parts of the socio-culturally determined profile of communication needs are converted into semantic subcategories of a predominantly pragmatic kind, and marked with attitudinal tone".

E. The Language Skills Selector

It is “the specific language skills that are required to realize the events or activities that have been identified in the CNP” (Munby, 1978: 40).

F. The Linguistic Encoder

Considers “the dimension of contextual appropriacy” (Munby, 1978: 49), one the encoding stage has been reached

G. The Communicative Competence Specification

Indicates the target communicative competence of the participant and is the translated profile of needs. In the Communication Needs Processor (CNP) which is the basis of Munby’s approach to needs analysis and establishes the profile of needs through the processing of eight parameters the processing of which gives a detailed description of particular communication needs (Munby, 1978). The parameters specified by Munby (1987) are:

1. Purposive domain

This category establishes the type of ESP, and then the purpose which the target language will be used for at the end of the course.

II. Setting

The physical setting specifying the spatial and temporal aspects of the situation where English will be used and the psychological setting specifying the

different environment in which English will be used.

III. Interaction

It identifies the learner's interlocutors and predicts the relationship between them.

IV. Instrumentality

It specifies the medium, i.e., whether the language to be used is written, spoken, or both; mode, i.e., whether the language to be used is in the form of monologue, dialogue or any other; and channel of Communication, i.e., whether it is face to face, radio, or any other.

V. Dialect

Dialects learners will have to understand or produce in terms of their spatial, temporal, or social aspect.

VI. Communicative event

It states what the participants will have to do productively or receptively.

VII. Communicative key

The manner in which the participants will have to do the activities comprising an event, e.g. Politely or impolitely.

VIII. Target level

It is the level of linguistic proficiency at the end of the ESP course, which might be different for different skills. The aim of Munby's CNP is to find as thoroughly as possible the linguistic form a prospective ESP learner is likely to use in various situations in their target working environment.

Indeed, Hutchinson and Waters (1987) provide a comprehensive target situation analysis framework, which consists of a list of questions the analyst should find answers to. For Hutchinson and Waters (1987:59) the analysis of the target situation needs is "in essence a matter of asking questions about the target situation and the attitudes towards that situation of various participants in the learning process". Nevertheless, most of these questions relate to the Munbian model. These relations can be summarized below:

1. Why is the language needed?

- For study
- For work
- For training
- For a combination of these
- For some other purposes,

e.g. status, examination,
promotion

2. How will the language be
used?

- Medium: speaking,
writing, reading, etc.

- Channel: e.g. telephone,
face to face.

- Types of text or discourse:
e.g., academic text,
Lectures, catalogues, etc.

3. What will the content
areas be?

- Subjects: e.g., medicine,
biology, commerce,
Shipping, etc.

- Level: technician,
craftsman, postgraduate,
etc.

4. Where will the language
be used?

- Physical setting: e.g.
office, lecture theatre, hotel,
Workshop, library;

- Human context: alone,
meetings, demonstrations,
On telephone;

- Linguistic context: e.g. in
own country, abroad.

5. When will the language

be used?

- Concurrently with the ESP course or subsequently;
- Frequently, seldom, in small amounts, in large Chunks.

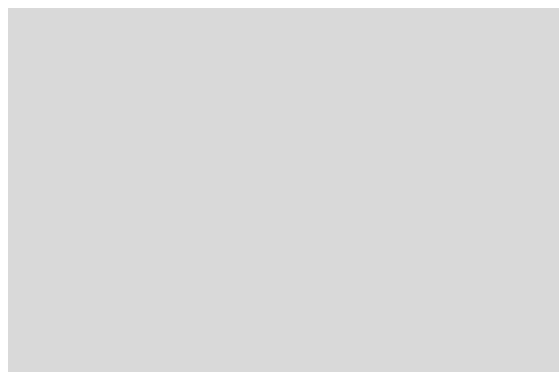


Figure 2.3 Hutchinson and Waters (1987:59) comprehensive target situation analysis framework.

Although the CNP provides much information on almost every aspect of communication, West (1994) criticizes that the notion of Communicative Needs Processor (CNP) as impractical, inflexible, complex and time-consuming. It does not include the needs that are dependent on human variables. For example, a learner's voice is not taken into account. West (1994:9) maintained that "It collects data about the learner rather than from the learner". Similarly, Jordan (1997) disapproves the model for considering implementation constraints such as the number of trained teachers available only after the completion of syllabus specifications.

On a par with the same criticism line, Hutchinson and Waters (1987) point out that the CNP is too time-consuming to write a target profile for each student based on Munby's model. This model only considers one viewpoint, i.e. that of the analyst, but

neglects others (those of the learners, user-institutions etc. Meanwhile, it does not take into account the learning needs nor it makes a distinction between necessities, wants, and lacks.

2.4.2 A Systemic Approach

Richterich and Chancerel (1977) propose that a systemic approach for identifying the needs of adults who are learning a foreign language. This approach bridges the gaps in the sociolinguistic model in terms of flexibility and shows a distinct concern for learners. According to this approach, the learners are the centre of attention, and their present situation needs, as proposed by (Jordan1997), are investigated in addition to the Context of communication.

Also Jordan (1997) argues that learners' needs are taken into account by examining information before the beginning of the program as well as during the course by the learners themselves, the academic institution or the sponsoring bodies.

Although this approach has not received much criticism, two concerns should be raised: the lack of attention to learners' real-world needs and the over-reliance on learners' awareness of their needs. In addition to that, Jordan (1997) suggests that course designers

approach real-world learners' needs both in terms of the target situation as recommended by Munby (1978) and in the systemic model put forth by Richterich and Chancerel (1977) as complementary approaches. Over-dependence on learners' perceptions becomes an issue because many learners are not clear minded about what they want (Long, 2005).

2.4.3 A learning-centred Approach

Hutchinson and Waters (1987) come out with the learning-centred approach to ESP. They argue that other approaches give too much attention to language needs, whereas more attention should be given to how learners finally learn. They suggest that a learning needs approach is the best way to take learners from the starting point to the target situation. Learners' needs are looked at from the two directions of target needs and learning needs:

"Target needs are defined as "what the learner needs to do in the target situation. They are broken down into three categories: necessities, lacks and wants. Necessities are considered to be "what the learner has to know in order to function effectively in the target situation. Lacks are defined as the gaps between what the learner knows and the necessities. Wants are described as "what the learners think they need. The second focus in this approach is on learning needs, referring to numerous factors, including who the learners are, their socio-cultural background, learning background, age, gender, background knowledge of specialized contents, background knowledge of English, attitudes towards English, attitudes towards cultures of the English speaking world and studying English".

(Hutchinson & Waters (1987: 54

Similar to the systemic approach, Hutchinson and Waters (1987) also recommend that needs analysis should be checked constantly. They also stress the use of multiple methods of data collection (such as interviews, observation, and informal consultations with sponsors and learners, as well as others involved so as to deal with the complexity of target needs.

2.4.4 Learner-centred Approach

Berwick (1989) and Brindley (1989) are thought to be prominent leaders in the field of ESP through their contribution to the learner-centred approach to needs analysis. According to them, three ways to look at learner needs are offered: perceived vs. Felt needs; product vs. Process oriented interpretations; and objective vs. Subjective needs. Berwick (1989) states that *Perceived Needs* are emphasized from the perspective of experts while 'felt needs' are stressed from the perspective of learners. In the product-oriented interpretation, learner needs are viewed as the language that learners require in target situations. In the process-oriented situation, affective and cognitive variables are involved.

Brindley (1989) states that objective needs can be derived from various kinds of factual information about learners, their real-life language use situations, and their current language proficiency and difficulties. Subjective needs, on the other hand, can be derived from information concerning their affective and cognitive

factors such as personality, confidence, and attitudes, learning wants, learning expectations, cognitive style and learning strategies.

2.4.5 The Task-based Approach

Long (2005) recommends taking a task-based approach to needs analysis as well as with teaching and learning

"Structures or other linguistic elements (notions, functions, lexical items, etc.) should not be a focal point of teaching and learning. "Learners are far more active and cognitive-independent participants in the acquisition process than is assumed by the erroneous belief that what you teach is what they learn, and when you teach it is when they learn it".

(Long (2005: 3

In this approach, tasks, which are the units of analysis and samples of the discourse typically involved in the performance of target tasks, are collected. The concept of tasks is similar to that of communicative events as defined by Munby (1978). The difference is that language variables, rather than sociolinguistic variables, are highlighted in the task-based approach.

2-5 The Needs Analysis Process

Needs analysis was established in 1970s; when the course designers considered the learners' purposes (instead of specialist language) as the basic factor behind ESP. Hutchinson and Waters (1987) divide needs into target needs (i.e. What the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn). The analysis of the target needs focuses on other considerations such as:

A .Necessities

B. Lacks

C. Wants

Dudley-Evans and St. John (1998) propose that another way to look at needs is to make a major division between present knowledge/required knowledge, objective/subjective needs, and perceived/felt needs. The difference between present and required knowledge goes back to the gap between present knowledge and how to function within the exigencies of the target situation. The latter difference between objective/subjective and perceived/felt needs lies in the nature of data based on the nature of the sources used to collect the data required for NA, using outsiders and/or insiders' views. For example, tests are used to elicit objective needs and interviews to subjective ones. Very roughly, lacks fit into present knowledge, necessities fit into required knowledge, and wants fit into subjective needs. From a different point of view, Brown (2009) explains that the stages of a comprehensive NA in a framework, which consists of three general stages with ten steps. His framework goes in this way:

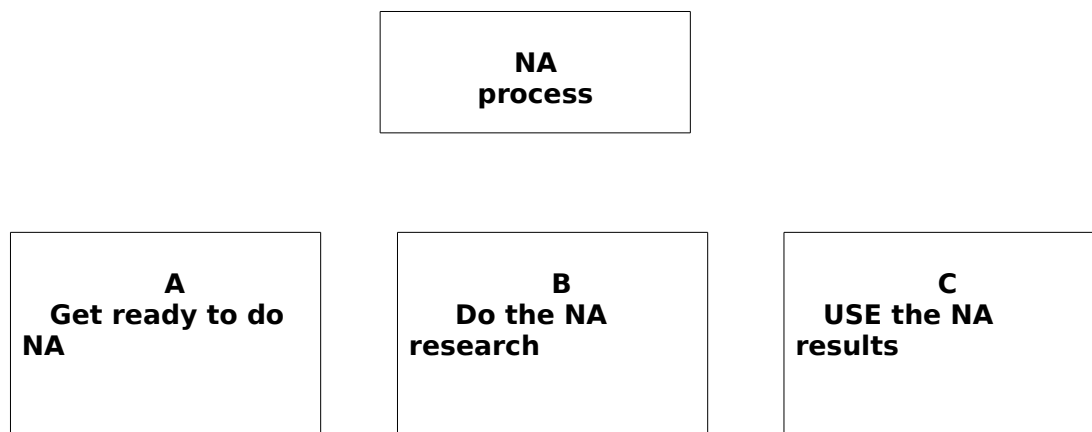


Figure 2-4 a framework for conducting NA (Brown, 2009:269).

In fact, Brown (2009:269) presents his framework in a linear fashion which can be explained in the following manner:

A. Get ready to do NA

- I. Define the purpose of the NA
- II. Delimit the student population
- III. Decide upon approach (es) and syllabus (es)
- IV. Recognize constraints
- V. Select data collection procedures

B. Do the NA research

- VI. Collect data
- VII. Analyse data

VIII. Interpret the results

C. Use the NA results

IX. Determine objectives

X. Evaluate the report on the NA project

2-6 The Role of Needs Analysis in ESP

A needs analysis process is needed in the ESP field for various reasons. Long (2005) mentions four reasons for performing needs analysis:

- I. To determine the relevance of the material to the learners' situation.
- II. To justify the materials in terms of relevance for all parties concerned (learners, teachers, administrators, parents).
- III. To account for differences in learner needs and styles.
- IV. To create a syllabus which is supposed to meet the needs of the learners as fully as possible within the context of limited time.

In this context, Jordan (1997) divides the needs analysis into *deficiency analysis* (concerned with the necessities the learner lacks), *Strategy Analysis* (seeks to establish the learners' preferences in terms of learning styles and strategies, or teaching methods) and

Means Analysis (examines the *constraints in the* local situation to find out the ways of language course implementation).

According to Dudley-Evans and St. John (1998), the needs analysis includes a detailed description of learners' needs: the tasks and activities the learners are/ will be using English for, personal information about learners, cultural information about the students, their current language skills, and their perceived language needs. Thus a clear understanding of goals and objectives will help the teacher to be sure of what materials to teach, at what time and the suitable methodology.

The course objectives, according to Ellis and Johnson (1994:221) "are the goals of a course in English Language as indicated by the needs analysis and expressed in terms of what the learner should be able to do". In the same respect, Harsono (2007) claims that learners' needs could be identified by the teachers from within the target learners. They can be formulated as teaching objectives of the institutions, where the learners study, turning them into syllabi. Introducing learners' needs into syllabus thus, makes the needs more specific.

There may be different ways of finding information about students' needs. Dudley-Evans and St. John (1998:132) express that: "The main data collection methods are questionnaires, interviews, observations, discussions, and assessment". The data received on the

basis of needs analysis allow the practitioner not only to set the objectives for an ESP course, but also to choose the best approach to language teaching.

Furthermore, the needs analyses and the evaluation of the course give the teacher the possibility to revise the course and to make necessary changes to make it suit students' interests and needs, to better adjust the present ESP course, to foresee the future goals, as well as to make the next ESP course more appropriate and relevant.

Moreover, Kennedy and Bolitho (1984) present a list of diverse roles undertaken by an ESP practitioner:

- I. Conducting needs analysis with or without support.*
- II. Based on the needs analysis, he is expected to design a syllabus.*
- III. The practitioner must be familiar with the wide range of ESP materials to select from.*
- IV. Writing and exploiting materials.*
- V. Writing course outlines and report to sponsors.*
- VI. Develop working knowledge of his students' subject and team-teach with subject teachers in an atmosphere of mutual trust and cooperation.*
- VII. The practitioner may be required to teach EOP to a company, and as a service provider, may need to visit the company".*

(Kennedy and Bolitho (1984: 138

However, Hutchinson and Waters (1993) find out that the roles of the teacher may not be plain sailing; as there would be a number of obstacles. For example, the interdisciplinary ESP context in which the teacher needs to be familiar with the students' subject knowledge. A second example is the transition from a General English teacher to an ESP teacher. And the last

problem faced by ESP practitioners is the infancy of the field that entails more effort to write the syllabus and to select the most appropriate teaching methodology for the delivery of the ESP program.

2.7 Characteristic Features of an ESP Course

Widdowson (1983) formulates a comprehensive definition for ESP course by maintaining that

"ESP is essentially a training operation which seeks to provide learners with a restricted competence to enable them to cope with certain clearly defined tasks... EGP, on the other hand, is essentially an educational operation which seeks to provide learners with a general capacity to enable them to cope with undefined eventualities in future".

(Widdowson (1983:6

Hutchinson and Waters (1992) believe that ESP is an approach to language teaching in which all decisions as to its content and method are based on learner's reason for learning. Similarly, Strevens (1980) has the view that ESP instruction is derived to meet learners' needs. Hence ESP has become a typical approach to English language teaching and learning in tertiary education. The reasons for this are that ESP learners are usually adults. They have already mastered some knowledge of English and are learning the language needed in a particular domain, occupation, or vocation; in order to acquire professional skills and to perform particular job-related functions.

According to Hutchinson and Waters (1992), learners know specifically why they are learning a language and it is the awareness of the needs that distinguishes ESP from English General Purposes. Therefore, they see students' needs analysis as a key point in the development of an ESP course, as this approach of language learning is student-centred. Thus ESP is widely considered to be a well-researched approach to the English language teaching and learning.

For Carter (1983:28), there are three common aspects of ESP courses:

- I. Authentic material;
- II. Purpose-related orientation;
- III. Self- direction.

Indeed, Strevens (1988) formulated a definition of ESP, which makes a distinction between four absolute characteristics and two variable characteristics.

A. **The Absolute Characteristics**

ESP consists of English Language Teaching, which is:

- I. Designed to meet specified needs of the learners.
- II. Related in content (that is, in its themes and topics) to particular disciplines, occupations and activities.
- III. Centred on language appropriate to those activities in syntax, Lexis, discourse, semantics and analysis of the discourse.
- IV. In contrast with 'General English'.

B. **The Variable Characteristics**

ESP consists of English Language Teaching, which

- I. May be restricted as to the learning skills to be learned (for example reading only).
- II. May not be taught according to any pre-ordained methodology.

On a par with the previous account, Dudley-Evans and St John (1998) provide their definition of ESP, which is clearly influenced by that of Strevens' (1988); and they have included more variable characteristics. They also use absolute and variable characteristics of ESP as Strevens (1988) did.

A. The Absolute Characteristics

- I. ESP is designed to meet specific needs of the learner;
- II. ESP makes use of the underlying methodology and activities of the disciplines it serves;
- III. ESP is centred on the language (grammar, Lexis, register), skills, discourse and genres appropriate to those activities.

B. Variable Characteristics

- I. ESP may be related to or designed for specific disciplines;
- II. ESP may use, in specific teaching situations, a different methodology from that of 'General English'.
- III. 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 used for learners at the secondary school level.

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

2.8 Notion of Needs Analysis in ESP Setting

The key factor in English for Specific Purposes (ESP) is needs analysis. Needs analysis is the cornerstone of ESP and leads to a well focused course. Robinson (1991: 7) reconfirms that by stating: “needs analysis is generally regarded as critical to ESP, although ESP is by no means the only educational enterprise which makes use of it”.

In other words, Strevens (1977) proposes that *needs analysis* is a necessary step for specific purposes language teaching; it is more concerned with the nature of scientific discourse. Hutchinson and Waters (1987:53) confirm Strevens' statement by saying that, "any language course should be based on a needs analysis. A needs analysis is fundamental to an ESP/EAP approach to course design".

Similarly, Dudley-Evans and St John (1998) also state later that NA is the process of establishing the '*what* and *how*' of a course.

Furthermore, West (1994) states that language needs analysis is essentially a pragmatic activity focused on specific situations, although grounded in general theories,

such as the nature of language and curriculum. Therefore, in the ESP/EAP context, NA is crucial in determining the aspects of language that are critical for a particular area of teaching.

In addition to that, Robinson (1991) suggests that needs analysis is not only for determining the *what and how of a language of teaching*, but also should be repeated so that it can be built into the formative process. This would lead to a very informative database of learners, sponsors, subject-specialists and above all ESP practitioners.

2.9 Components of Needs Analysis

Various types of analyses can be carried out under the needs analysis (NA) process. For example, target situation analysis, means analysis, present situation analysis, deficiency analysis, and strategy analysis. It is through these analyses that useful materials can be developed and appropriate methods would be adopted. Also, the information obtained can help improve the teaching-learning processes and focus learners' attention on their academic courses. Different elements of language needs analysis are employed to investigate different aspects and issues in language planning, language development, teaching and learning. Many ESP scholars suggest that Target Situation Analysis (TSA) and Present Situation Analysis (PSA) are the fundamental elements for assessing learners' language needs. The

theoretical part of the needs analysis is based on PSA and TSA components.

2.9.1 Target Situation Analysis (TSA)

The term *TSA* was introduced by Chambers in 1980s. It is a form of needs analysis, which focuses on identifying the learners' language requirements in the occupational or academic situation. Robinson (1991) argues that a needs analysis, which focuses on students' needs at the end of a language course, can be called a TSA. Munby (1978) formulates a well known TSA framework. He presents a communicative needs processor (CNP) (See Figure 2.2), comprising a set of parameters within which information about the students' target situation can be obtained. According to Dudley-Evans and St. John (1998: 124), "TSA refers to the task and activities, learners are/will be using English for target situation". Finally, they stated that TSA includes objective, perceived and product-oriented needs.

2.9.2 Present Situation Analysis (PSA)

Robinson (1991) indicates that the term (PSA) seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses.

Furthermore, Dudley-Evans and St. John (1998) state that PSA estimates strengths and weaknesses in

language, skills and learning experiences. Similarly, Richterich and Chancerel (1980) come out with the most extensive range of devices for establishing the PSA. They suggest that there are three basic sources of information: the students themselves, the language-teaching establishment, and the user-institution. ESP practitioners might also study the surrounding society and culture, the attitude held towards English language and towards the learning, and the use of a foreign language.

On the other hand, Munby (1978) argues that PSA represents constraints on the TSA; however, McDonough (1984) states that PSA involves fundamental variables which must be clearly considered before the TSA. Richterich and Chancerel (1980), who cited in Jordan (1997), state that PSA determines what the learners are like at the beginning of their language courses; and investigates their strengths and weaknesses. For Brindley's (1989), the term PSA refers to *means needs* and *ends needs*. *Means needs* help students to learn their language purposes as the course proceeds, but the *ends needs* are related to target needs. It seems that the approach called *deficiency analysis*, which is similar to the PSA described by West (1994) along with some others (Allwright, 1982; Robinson, 1991, West 1994) who regard *deficiency analysis* as a combination of TSA and PSA;

as an approach to needs analysis that considers both the learners' present situation and the demands of the target situation.

2.9.3 Means Analysis

To adjust language courses to local situations and to make them workable, another approach to needs analysis called Means Analysis was suggested by Holliday and Cooke (1982).

Means analysis, which can be done as an adjunct to needs analysis, studies the local situation and its components such as resources, teachers, and cultural attitudes. It is based on the idea that what works well in one context may not work in another and language courses should be adapted to situations in different educational, professional, and workplace environments rather than being imposed without understanding of local constraints and the exigencies (Jordan, 1997; Dudley-Evans & St. John, 1998).

2.9.4 Language Audit

Another approach to needs analysis is called a language audit. It considers needs analysis a matter of language planning as it takes into consideration some general issues of language policy that were initially considered outside the scope of needs analysis. Language audits are large-

scale surveys done in a company, an organization or a country (Jordan, 1997; West, 1994).

2.10 English for Academic Purposes

To help learners use the language effectively in classroom situations, English for Academic Purposes, hereinafter EAP, courses should be designed to provide students with the necessary skills. With regard to specific EAP skills, Jordan (1997) states that the type of language activities that students are expected to encounter are reading journal papers and books, listening to lectures and talks, participating in seminars, tutorials and discussions, writing essays, reports, projects, case studies, dissertations and theses. In addition, students are expected to perform the following tasks: doing laboratory or field work, conducting research, compiling reference materials, and taking oral or written examinations.

To be successful in the various academic situations, a range of study skills is required. Better understanding of learners' real needs and expectations helps teachers to determine course objectives, and to design tasks and teaching activities to be used in the class. West (1994) points out that NA helps identify what learners will be required to do with the foreign language in the target situation and how learners might best master the target language during the period of training.

Along with authentic materials, the design of authentic tasks that help learners transfer strategies and skills is also a critical element of ESP curriculum design. A commitment to authenticity also involves developing language skills and study skills that learners can transfer to their academic task and professional work. To achieve this, Johns (1988) states that practising authentic tasks in the language classroom is crucial. The purpose of using authentic tasks in ESP courses is to help learners become familiar with the tasks which they will encounter in the target situations. Therefore, tasks that are used as the basis for the practice should be authentic in the target situation so as to raise students' awareness of common linguistic patterns. Authentic activities in ESP courses may include brainstorming sessions, role-plays, oral presentations, and report writing.

2.11 ESP Course Design

2.11.1 Syllabus Definition

The word syllabus has been identified by a number of educationalists. For a more thorough definition of the term, Wilkins (1981) describes a syllable as specification of content of language teaching to make the teaching/learning process more effective. More specifically, Hutchinson and Waters (1987:80) define the syllabus "as a statement of what is to be learnt".

2.12 Approaches to ESP Syllabus Design

2.12.1 Language-centred Approach

It is simple in its structure as it starts with the identification of the learners' target situation and ends with the evaluation of the mastery of the syllabus items mastery.

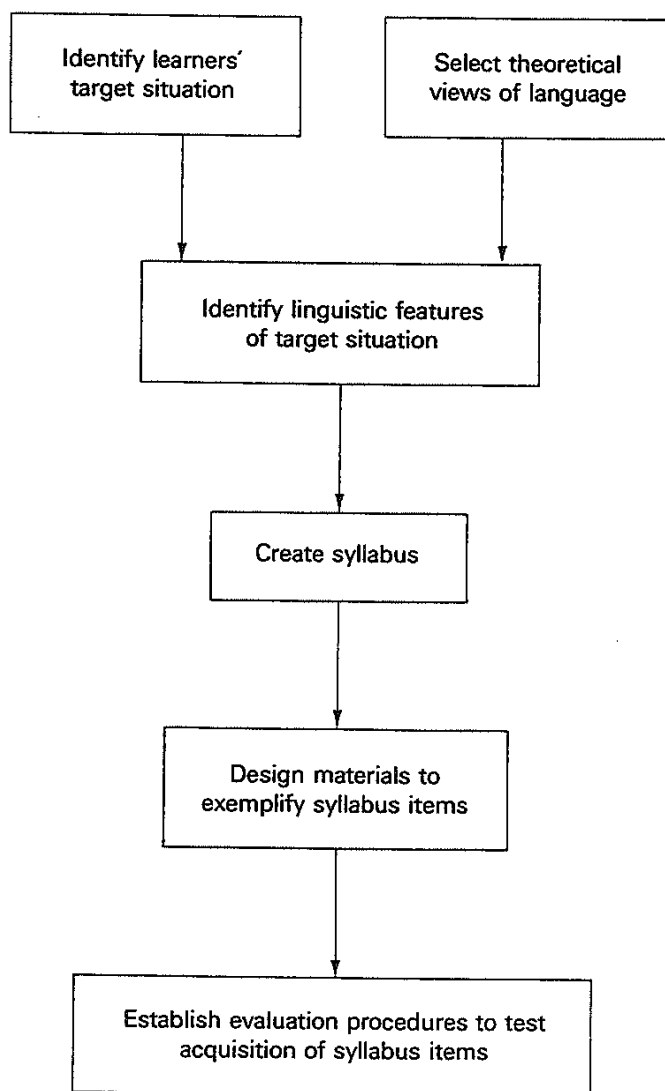


Figure 2.5 Language-Centred Approach to Course Design by Hutchinson and waters (1987:16)

2.12.2 Skill - centred Approach

Hutchinson and Waters (1987) show that this approach focuses on the students as English language users rather than as English language learners.

2.12.3 Learning- centred Approach

The notion behind this approach is that it is based on the complexity of language learning. In the same context, it is regarded as

"A process of negotiation between individuals and society. Society sets the target (in the case of ESP, performance in the target situation) and the individuals must do their best to get as close to the target as possible".

Hutchinson and Waters (1987:80)

The learner is thus the focal point at every stage of the learning process.

2.13 Types of Syllabi

I. Structural – grammatical syllabus

The focus of this kind of syllabi is the grammatical items that should be mastered and then to be added to the learners' knowledge throughout the syllabus units.

II. Situational syllabus

It is closely related to the topical or thematic syllabi.

III. Functional /Notional syllabus

It is a combination of functional and notional; the former is concerned with the communicative purposes, for which the language is used, whereas the latter refers to the themes such as time and space.

vi. Task -based syllabus

The basic idea of this type of syllabus is that it sets tasks and activities to be performed rather than in terms of grammar and vocabulary. Nunan (1988) states that it is the specification of the tasks and activities that will make learners engage in class.

vii. Topic -based syllabus

As indicated by its name, this syllabus is based on the content rather than grammar, functions, or situations. Towards this direction, Robinson (1991:37) states that "this syllabus has the advantage of deploying the content of the students' work or specialist study and thus, is of great significance for ESP".

viii. Skill-based syllabus

The focus is on some or all the language four skills to be mastered, and hence it provides a more practical base for designing and teaching materials writing.

2.14 ESP Course Design Steps

A. Needs analysis

The findings of the NA are not meant to put them in a frame for the sake of gaining general English language knowledge, but to know specific and discipline oriented English. The language items should be determined in accordance with the needs and nature of the discipline.

c. Setting the course goals and objectives

Graves (1996) distinguishes between *goals* and *objectives*; the former refer to the final destination of the issue (the competence level, which students need to achieve), whereas the latter refer to the ways of achieving the goals.

d. Conceptualizing the course content

Being aware of the students' needs, goals and objectives, ESP course designers and teaching materials' writers have to think about the course core contents concerning which language skill should be the main focus, and which one should be integrated. The idea is simply to achieve the students' goals through English language teaching.

e. ESP materials selection and development

In fact, teaching materials constitute the core of any ESP syllabus. These materials should be appropriately selected to fit the target group of students. Graves (1996:27) explains the issue of material selection as follows: "the tools that can be

figuratively cut up into component pieces and the rearrangement to suit the needs, abilities and interests of the students in the course".

F. ESP course planning

ESP programs are planned according to the roles played by the parties involved in the program. Each party feels some kind of need for the establishment of the program. Skills, language items and strategies are identified and integrated into specialized context.

G. Course assessment

To be sure of the course effectiveness, ESP courses should be evaluated in two ways:

I. An implicit assessment which takes place during the course of the semester.

II. Explicit assessment which is normally done at the end of the course through a number of methods such as questionnaire, interviews, general talks and surveys, in order to allow students to express their attitudes towards all or any component of the course.

2.15 The Need for Texts Analysis

The important course of action in ESP course design and materials development is a rational and an objective response to the needs analysis. The sequel stage is the one in which the teacher considers the texts, whether written or spoken that contribute to the needs of the learners and develops teaching material that will enable learners to use the texts effectively. In the process, the teacher should be able to perform all the roles identified by Dudley Evans and St. John (1998): teacher, course designer and materials provider, collaborator, researcher and evaluator, since the analysis of the text involves the integration of almost all the roles.

2.16 Trends in Needs Analysis and Course Design

In the 1970, the dominant approach in needs analysis was TSA, which initially focused on the language use. TSA was mainly used for investigating necessities. The peak point of needs analysis studies and TSA was Munby's approach (1978).

To have a syllabus specification, Munby used a Communicative Needs Processor (CNP) that consisted of a range of categories about key communication variables in order to gain a profile of the learners' language needs which, in turn, was developed into a communicative competence specification. While Munby's model paved the way for further developments and advances in needs analysis, it has been criticized for being complex and time-consuming, excluding learners' perceptions, neglecting socio-political, logistical and administrative

constraints and drawing skills specification from social English (Jordan, 1997; West, 1994).

Realizing the shortcomings of Munby's approach, several analysts broadened the scope of needs analysis to include some issues beyond syllabus specification. In fact, needs analysis was extended to include the *how* of language learning in addition to the *what* about language. Several pedagogic *needs analysis approaches such as deficiency analysis, strategy analysis and means analysis* were developed as complements to TSA (Jordan, 1997; West, 1994, 1998).

In the 1980s, the focus of needs analysis turned towards the learners' preferred learning styles and strategies to mark a big shift from *what to how of language learning*.

Part T: Previous Studies

Reviewing some previous research is of paramount importance to the current study since it gives an insightful framework. The sole aim of this part; therefore, is to give a detailed background about some previous studies, which were carried out in the field of English for Specific Purposes and Needs Analysis.

Study 1

Patama, K (2001)An Assessment of the English-Language Needs of Second-Year Thai Undergraduate Engineering Students at a Thai Public University in Thailand in Relation to the Second-Year EAP Program in Engineering - PhD.

Publisher: West Virginia University

This study was to investigate the English-language needs of 182 second-year Thai undergraduate engineering students in a Thai public university in Thailand for their study in their second-year English program in engineering. A two-part self-assessment questionnaire was constructed based upon the previous research on the English-language needs of English as a Second Language (ESL) / English as a Foreign Language (EFL students, particularly in Science and Technology in relation to English for Academic Purposes (EAP). The first part of the questionnaire asks for their demographic variables: gender, Specialty, years of studying English in the school(s), and self-reported English proficiency in Listening, Speaking, Reading and Writing skills. The second part deals

with 45 items of English-language needs in four major areas: Language Structures, Rhetorical Categories, Language Functions, and Language Skills (Listening, Speaking, Reading and Writing). The findings of this study determined by the descriptive statistical analyses indicate that the majority of these engineering students seem to

show similarity with their perceived English-language needs in those four major areas listed in the questionnaire as being moderately important or very important to learn in their second year English program in engineering. Generally speaking, their self-perceptions of the English-language needs in the questionnaire in association with these demographic variables: gender; Specialty: Chemical, Civil, Computer, Electrical, Industrial and Mechanical Engineering; and years of studying English in the school(s) did not differ Statistically significant at the 5% level of significance ($\alpha = .05$). Recommendations implications, and suggestions for applications and future research are also discussed.

Study 2

Authors: Hwang, Yanling and Siouzi

The Asian ESP Journal vol. 6 no. 1 (2010), page 35-58.

English plays an essential role in medical students' studies because almost all medical knowledge is in English. In addition, medical students have to learn to write patient charts, medication prescriptions and orders in English in their future medical career. Due to these reasons, English for Medical Purposes (EMP) seems to be paramount. Therefore, the English language that medical professionals need in their medical career is not only English for General Purposes (EGP), but also English for Medical Purposes. This study aims to provide a description of the linguistic needs and perceptions of medical students and faculty members in Taiwan. The following issues are discussed: (1) frequency of the use of English by medical students, (2) importance of using

English in the medical field, (3) evaluations of medical students' proficiency in English, (4) needs analysis of the English course for the School of Medicine, (5) suggestions for improving the English curriculum for the School of Medicine, and (6) other assistance or requirements for medical students' linguistic needs. Participants were 378 medical students selected from the Department of Medicine at Chung Shan Medical University, including 117 freshmen, 79 sophomores, 59 juniors, 79 seniors, 44 fifth graders and 24 faculty members. The quantitative analysis of the questionnaires was conducted through descriptive statistics. Chi-square and one-way ANOVA analysis were also conducted in order to determine the perceptions of linguistic needs of medical students and to compare the perceptions held by the three groups: faculty (F), lower class group (LC) and upper class group (UC).

Study 3

Author: MAJID ALHARBY

Thesis: A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial Fulfillment of the Requirements for the Degree

DOCTOR OF PHILOSOPHY

ATHENS, GEORGIA- 2005

Although the ESP approach is widely used in English language programs in Saudi Arabia, few applications have been conducted to customize ESP courses to suit the Saudi work environment. The medical field represents this challenge since English is used as the tool of communication in the Saudi medical field. The purpose of this study was to investigate the English language communicative needs of health professionals in the Riyadh area by investigating their language use in the workplace in order to provide empirical data serving Saudi ESP context.

The study used the framework of needs analysis to investigate the extent of English use in the careers of medical professionals, the required level of the reading, writing, listening and speaking skills in different activities, and the perception of health professionals towards their English language preparation during their previous college study.

A questionnaire was constructed and distributed to three different hospitals in the Riyadh area representing five different medical sites. The sample population consisted of health professionals representing physicians, dentists, pharmacists, and applied medical technicians. 787 questionnaires were distributed. Out of these 787 questionnaires, 259 came back representing a response rate of 32.9%. Out of the 259 received questionnaires, 34 were disregarded due to incomplete answers or non qualified respondents. This brought the total number of usable forms to 225 questionnaires. The questionnaire consisted of 22 items and 20 sub-items. For each item and sub-item, frequency and percentage were calculated using the SPSS Statistical package.

The findings of the study indicated that the English language is used extensively at the workplace and plays an important role in the careers of health professionals. However, physicians and dentists used English more often than pharmacists and applied medical specialists. The findings also indicated that the receptive skills (e.g. reading and listening) were perceived as more important than the productive skills (speaking and writing). However, the differences in percentages between receptive skills and productive skills were too close to make an affirmative judgment. Finally, the findings revealed that the English language courses that health professionals took at the college level were inadequate in relating the English language use to their medical needs.

Results:

The researcher can safely predict that students in medical professions will find themselves working in a multilingual environment where English is used extensively. This will require them to use the English language as their tool of communication in order to conduct their jobs. Thus, these data suggest that college English language courses for future medical professionals' need to focus more on fluency and understanding rather than accuracy and structure. Since this environment also represents many multicultural as well as multilingual situations with co-workers from all around the world, cultural interaction ought to be considered when designing a curriculum to prepare students for their future careers.

In conclusion, the results were consistent in pointing out heavy usage of the English language in Saudi medical professions. This implies that effective English language instruction is greatly needed to perform the

job effectively and therefore plays an important role in the careers of health professionals.

Study 4

Author: Jung Mi Nam

PERCEPTIONS OF KOREAN COLLEGE STUDENTS AND TEACHERS ABOUT COMMUNICATION-BASED ENGLISH INSTRUCTION: EVALUATION OF A COLLEGE EFL CURRICULUM IN SOUTH KOREA.

-PhD. DISSERTATION

Presented in Partial Fulfillment of the Requirements for
The Degree Doctor of Philosophy in the Graduate
School of the Ohio State University - 2005

This study focused on the perceptions of college students and their English teachers regarding the new communication-based English curriculum and instruction in a specific university-level English program in South Korea. The study also explored the needs for future college EFL curriculum design and instructional development in the general South Korean context. Specifically, the purpose of this study was to investigate the development of communication-based English language instruction in a Korean university context by (a) evaluating/critiquing a specific college English program at Pusan National University (PNU), (b) describing and exploring perceptions regarding English instruction at the collegiate level in Korea among Korean college students and their teachers in the EFL program, and (c) identifying the strengths and weaknesses of the college EFL curriculum of the university with respect to how closely it aligns with student and teacher perceptions of needs related to English.

The study employed a quantitative survey method complemented by qualitative interviews to examine what is taking place at PNU, as a representative sample of the changing English landscape in Korea, and

perceptions of the new curriculum. The survey data were analyzed by SPSS, thus producing descriptive statistics with a series of t-tests and one-way ANOVAs, followed by Tukey's HSD test. The information from the interviews was categorized and analyzed according to emerging themes or categories. The results revealed that, overall, while students generally seemed to have somewhat negative opinions, teachers seemed to have somewhat positive opinions about the effectiveness/quality of the new curriculum. Plausible explanations for this discrepancy are examined in the final chapter. Also, the analyses of the results revealed the possibility that the current communication-based EFL curriculum may be not aligned well with the students' desires, due to several weaknesses of the curriculum itself and constraints inherent in the institutional system behind the curriculum. Based on the findings of this research, several major issues are discussed, along with pedagogical implications arising from the study. The study also sheds some light on the importance of needs analysis for more effective implementation and evaluation of any new curriculum. Finally, limitations of the study, and several suggestions for further studies, are presented.

Results:

The study found that even though speaking skills were valued by many students, from the Korean English teachers' viewpoint, Korean college students still need to improve their grammatical knowledge to speak English with accuracy and sophistication, and to obtain a good score on the proficiency tests such as TOEIC, which are required for finding jobs or receiving promotions. Similarly, a lot of existing research has also suggested that grammar instruction is necessary for foreign language learners to achieve accuracy as well as fluency in their second or foreign language (L2) acquisition.

Study 5

Author: MOHAMMAD ABDULLAH QOTBAH

Title: Needs Analysis and the Design of Courses in English for Academic Purposes: A Study of the Use of English Language at the University of Qatar. A thesis submitted for the degree of Doctor of Philosophy
Durham University – United Kingdom - 1990

This thesis is concerned with the teaching of English at the University of Qatar. It describes the context in which the language is used and the problems faced by all those involved, both students and teachers, and proposes, by empirical research, some solutions to these problems based on English for Specific Purposes (ESP).

Chapter I outlines the main aims of the study, defines its scope and limitations, and explains why it is significant.

Chapter II provides a context for analysis of English at the University by exploring the educational background of secondary school students *vis-a-vis* the learning of English. It also assesses the current situation of English teaching at the University and provides a historical and evaluative view of the English Language Teaching Unit (ELTU), which is responsible for the instruction of English *as* a learning medium.

Chapter III deals with the needs analysis approach to English language teaching in the context of ESP. The nature and historical development of ESP are explored and the different approaches and methods of teaching ESP are identified.

Chapter IV is devoted to the needs analysis research study carried out at the University of Qatar. A full description is given of the aims, population and sample of the study, and the design and contents of the questionnaires are presented.

Chapter V analyses the results of the needs analysis study and discusses in detail the various language skills covered by the questionnaire.

Chapter VI is a summary of the main findings from the previous chapters. The most significant finding after a close examination of the data is that most of the informants are dissatisfied in some respects with the English language syllabus at the University. The study recommends that future syllabuses be constructed on the basis of a needs-analysis survey, and that the chosen courses be ESP-oriented.

Results:

- A serious needs analysis study on a large scale should be conducted at the English Language Unit in cooperation with other University departments
- Course objectives should be prepared and written beforehand by the English Language Unit with the cooperation of other faculties.

- Before implementing the new courses, they should be revised and accepted by a higher committee of specialists in the field who are also acquainted with the nature of the cultural, social, academic and future needs of the students.
- The new courses should be implemented as pilot courses for a specific period before being implemented on a large scale.
- The courses should then be divided into levels with strict assessment of the students' level and their eligibility for transference to a higher level.
- The decision to move students to higher levels should be taken by a committee after an oral interview with the students.
- The committee should take into consideration reports written by the teacher about the students' performance in classes and exams.
- ESP/EAP courses should be preceded by an advanced refresher course covering the different aspects of English language. The aim of this course would be to prepare the students for the ESP/EAP courses, and provide a bridge from schools.
- There should be an assessment of ESP/EAP courses after a specific period of time to pinpoint the shortcomings and defects and ways of overcoming them.
- The weight of English in the courses should vary from one faculty to another according to the need and use of English both now and in the future.
- Advanced ESP/EAP qualifications for language teachers should be gained from a reputable university at least. Also the language teachers should have taught in an Arab country and have reasonable teaching experience. It would be preferable to have some knowledge of Arabic.
- Language teachers should have an academic record of the students' improvement during the course and students should be notified about their level of performance from time to time.
- Subject teachers should try to help students build their language skills inside

Chapter Summary

The thorough review of needs analysis presents different aspects of this inevitable step in the language teaching domain, especially ESP. It shows how different procedures and approaches in *needs analysis* have gone through several steps since the 1970s to be established and

trusted today. The broad scope of *needs analysis* discussed in this chapter gives an idea about its significance for educational systems as West (1994) states that needs analysis is a key stage in the entire educational process from the determination of aims and objectives for the development and the writing of materials.

Since NA is essential in any English language program, the researcher was convinced that by conducting such a needs analysis survey among the students and the teaching staff, the teaching /learning situation would improve considerably. This was because of the solid base laid towards helping the educational process go scientifically.

CHAPTER THREE

Research Methodology

III.1 Introduction

This chapter discusses the population of the study, description of the sample, the instruments, reliability, the validity of the two questionnaires and the data analysis procedure.

The purpose of this study was to examine the significance of needs analysis for the ESP course design and the relation of that to English for Academic Purposes (EAP). The study adopted a number of research methods (quantitative and qualitative), for the conduct of this research.

It concentrated on finding out facts about the nature of students' English Language needs, lacks and deficiencies, as these exist at GCCST. The same methodology would also be applied on the subject teachers to explore their attitudes towards the Students' performance and ability in English Language.

And since it was also analytical research, this helped to test the hypotheses of the study based on analysis of data collected.

III.2 Population of the Study

The research population in this study covered two types of respondents: firstly, the 2nd year undergraduate students at GCCST enrolled for the academic year 2013 -

2014; and secondly, the subject teachers at the same college as well as department heads.

III.3 **Sample of the Study**

The Purposive Random Selection of Sampling procedure was adopted to select the sample of five departments out of six. A number of 213 male/ female students have been chosen from five academic departments which would represent the students' group. Another group of 45 university teachers, as well as 8 department heads from both sexes have been exclusively chosen to represent the teachers' group.

III.4 **The Tools and Instruments**

In this study, questionnaire surveys had been used to give feedback on the real linguistic and communicative needs and to what extent they enhance or hinder the learners' academic achievement. Two groups were involved in conducting the questionnaire: the students' group and the subject teachers' group.

The needs analysis was conducted to discover whether the determination of learners' needs could make a significant progress in the teaching/ learning process at

GCCST. It also aimed to find out whether the newly adopted variety of methods would be more effective in improving students' learning confidence and motivation than the Grammar Approach.

3.4 Teachers and Students' Questionnaires

The questionnaire was used exclusively to investigate the students' needs regarding ESP courses; as it was the most suitable tool for investigating the students' needs and preferences; whereas teachers' questionnaire and personal interviews were administered to explore the viewpoints of subject teachers regarding the students' performance in ESP courses.

3.5 Personal Interviews

Personal interviews were conducted to investigate the department heads' opinions to clarify some critical points in the subject teachers' responses. The most prominent questions were about writing and defending graduation projects, the students' level of presentation and their oral communicative competence(See Appendix E).

3.6 Reliability and Validity

Concerning the reliability of the research's questionnaires, it was proved to be reliable as the result of being reviewed by four prominent experts in the field of English

language and research statistics (See Appendix H). As far as the validity was concerned; the research tools and instruments had been specifically designed to measure what had been presupposed.

Chapter Summary

This chapter focused on the relevant methodology used in the accomplishment of this study. It was represented by the mixed methods, questionnaires, personal interviews, instruments, population, and samples of the study. The next chapter would be for the data analysis and discussion.

CHAPTER FOUR

DATA CLASSIFICATION, DESCRIPTION, ANALYSIS AND RESULTS

4.0 Introduction

The objective of this research is to provide a thorough and effective frame for EAP / ESP course design at GCCST by investigating the students' actual English language needs on the one hand; and by exploring the views of the subject teachers on the students' current linguistic deficiencies and lack in order to enhance the teaching and learning process at the college, on the other hand. The data collected from the subjects in both groups was tabulated; frequency and percentages of the students' and teachers' views were made.

In this chapter, the discussion and analysis of the students' and teachers' questionnaires will be presented, as well as the findings of the personal interviews.

4.1 Data Analysis Procedure

The researcher used the Statistical Package for Social Sciences (SPSS) programme for the analysis of data. The results of the questionnaire and personal interviews have been analysed, and the relevant statistical measures were applied to arrive at accurate results. This was also done with the teachers' questionnaire. As far as personal interviews are concerned, qualitative analysis has been

carried out by interviewing the department heads to support evidence gained from other sources.

4.2 Students' Questionnaires Analysis

Table 4.1

The English Language courses would be useful if they include materials and topics related to the students' field of study.

	Frequency	Percentage
Yes, very useful	116	54.46%
Yes	82	38.50%
Neutral	00	00%
Not very useful	9	4.23%
Not useful at all	6	2.82%
Total	213	100.00%

Table 4-1 justifies that the overwhelming majority of students, which was represented by (92.96%), need to be provided with English Language courses that include materials and topics related to their field of study.

To meet the students' needs, there should be a trend towards writing teaching materials which are directed towards the students' field of study. This would dramatically help them in understanding their subjects better; as one of the main roles played by ESP is to

facilitate the learning process for the learners. However, the subject teachers hold different views as the students' ability to read is not highly convincing for them (See Tables 4.11, 4.12, and 4.13).

Table 4.2

The ESP courses would improve their general English language skills.

	Frequency	Percentage
Yes, very useful	126	59.15%
Yes	68	31.92%
Neutral	00	00%
Not very useful	4	1.88%
Not useful at all	1	0.47%
Missing	14	6.57%
Total	213	100.00%

As it can be clearly seen from Table 4.2, a vast majority of students, which was represented by (91%), justified that students need to be provided with courses that improve their general English language skills. If their English language level raised, this would give them confidence and motivation to successfully pursue their academic life

at the college, and to function perfectly at work afterwards.

GCCST has had a trend of launching an intensive five-week pre-session course for the first year students to qualify them cope with their academic study. The course would be effective if it takes more time to foster the English language four skills, therefore, students would be qualified enough to start ESP courses, which in fact require a background knowledge of the English language four skills.

It is worth saying that students are desperate to find a way out of their critical language problems because of their English language present situation. Thus ESP seems appropriate to meet their needs as it is time limited, content focused, and most importantly learner-focused.

Table 4.3

The ESP courses would provide students with some professional terms in English regarding different fields of study.

	Frequency	Percentage
Yes, it's the most important	117	54.93%
Yes, it will be useful	86	40.38%
Neutral	00	00%
No, I already know all necessary	5	2.35%

terminology		
No, it will not be useful	5	2.35%
Total	213	100.00%

As shown in Table 4.3, an overwhelming majority of students, which is represented by (95%), need English language courses that provide them with professional and technical terms related to their fields of study in English Language.

Students are eager to know technical terms related to their field of study, therefore it would be difficult to meet their needs if the course is not focused in its contents. This is because of the fact that ESP courses are designed in consultation with the subject teachers to have a thorough image of the items required by the subject teachers which the students have to know. In this respect, the ESP teacher plays the roles of coordinator, materials collector, learning facilitator and English language teacher. All in all, the ESP process is a matter of gaps- filling

in the sense that both the students and the English Language teacher complement each other.

Table 4.4
ESP would
develop
students'
reading skill.

	Frequency	Percentage
Yes, it's the most important	115	53.99%
Yes, it will be useful	64	30.05%
Neutral	00	00%
No, my reading skills are already quite good	18	8.45%
Yes, it will be useful	1	0.47%
Missing	15	7.04%
Total	213	100.00%

Table 4.4 shows and justifies that a large majority of students, which is represented by (84%), need to be provided with English Language courses that enhance their reading skill.

Table 4.5 below shows and justifies that a considerable majority of students, which is represented by (80%), need to be provided with English courses that help develop their writing skill.

Table 4.5

ESP would develop students' writing skill.

	Frequency	Percentage
Yes, it's the most important	102	47.89%
Yes, it will be useful	69	32.39%
Neutral	00	00%
No, my writing skills are already quite good	25	11.74%
Yes, it will be useful	3	1.41%
Missing	14	6.57%
Total	213	100.00%

Table 4.6

ESP would develop students' listening skill.

	Frequency	Percentage
Yes, it's the most important	105	49.30%
Yes, it will be useful	74	34.74%
Neutral	00	00%
No, my listening skills are already quite good	18	8.45%
Yes, it will be useful	1	0.47%
Missing	15	7.04%
Total	213	100.00%

Table 4.6 above shows and justifies that a substantial majority of students, which is represented by (84%), need

to be provided with English language courses that develop their listening skill.

Improving listening skill requires well equipped classes (Language Lab) and a small number of students. At GCCST, the situation is yet to be clear despite the huge potentials. So a class of more than 40 students without the necessary listening equipment would make the situation even worse. For that reason, subject teachers view the students' ability in listening, not only in lectures, but also in communicating with them personally as weak. The solution is for the college stakeholders to tackle the matter seriously and urgently because according to the students' views in the questionnaire, their academic progress is bad and would be worse after graduating from the college and facing the real world work environment.

Table 4.7

ESP would develop students' speaking skill.

	Frequency	Percentage
Yes, it's the most important	118	55.40%
Yes, it will be useful	49	23.00%
Neutral	00	00%
No, my speaking skills are already quite good	10	4.69%
Yes, it will be useful	2	0.94%
Missing	34	15.96%
Total	213	100.00%

Table 4.7 shows and justifies that an absolute majority of students, which is represented by (84%), need to be provided with English courses that develop their oral communication skill. The strong desire of improving the speaking skill stems from the urgent need of the students to communicate with the skill. The language lab seems like a good idea.

4.3 Subject Teachers' Questionnaire Analysis

Table 4.8

Students' current command of English.		
	Frequency	Percentage
Very unsatisfactory	16	36%
Unsatisfactory	13	29%
Neutral	00	00%
Satisfactory	11	24%
Very satisfactory	5	11%
Total	45	100%

In Table 4.8, the percentage of 65% shows and justifies the assumption that current students' command of English Language is not pleasing for their subject teachers. However, the degree of satisfaction can be attributed to the fact that the nature and the context of some Multimedia and Communication Science's subjects (Sudanese Drama and Sudanese Journalism) require little knowledge of the English language. As many subjects, in

addition to the two previously mentioned ones were specifically taught in Arabic Language. Therefore, the students were only required to know the equivalent Arabic terms in English.

Table 4.9

Students' note-taking ability during your lecture.		
	Frequency	Percentage
Very unsatisfactory	17	38%
Unsatisfactory	14	31%
Neutral	00	00%
Satisfactory	7	16%
Very satisfactory	7	16%
Total	45	100%

Table 4.9 shows and justifies that a clear majority of teachers, which is represented by (69%), believe that the student's note-taking skill during their lectures is unsatisfactory. An absolute number of students was not interested in taking notes or even having a note-book, pencil, or anything to use in note-taking. This trend clearly explains the actual situation in the private colleges in general, and the situation at GCCST in particular. So

the teachers always complain that the students are not highly motivated to grasp what is being taught in class. This relaxing nature in classes, on the part of students, can be interpreted as a kind of despair because they are in the shock mode as they cannot cope with pursuing their studies in English due to poor standard in the English language four skills.

Table 4.10

Decoding information in charts		
	Frequency	Percentage
Unsatisfactory	10	22%
Satisfactory	17	38%
Very satisfactory	18	40%
Total	45	100%

Table 4.10 shows and justifies that a majority of teachers, which is represented by (78%), believe that decoding information in charts is satisfactory. Analyzing pictorial information is an art which involves productive skills, as well as visualizing perception. However, the findings on the above table revealed a positive trend.

Table 4.11

Skim specialized passages for general meaning		
	Frequency	Percentage
Very unsatisfactory	16	36%
Unsatisfactory	15	33%
Neutral	00	00%
Satisfactory	8	18%
Very satisfactory	6	13%
Total	45	100%

Table 4.11 shows and justifies that an outright majority of teachers, which is represented by (69%), believe that the students' ability in skimming reading passages for gist is not satisfactory.

Table 4.12

Reading intensively		
	Frequency	Percentage
Very unsatisfactory	17	38%
Unsatisfactory	11	24%
Neutral	00	00%
Satisfactory	15	33%
Very satisfactory	2	4%
Total	45	100%

Table 4.12 shows and justifies that a clear majority of teachers, which was represented by (62%), believe that students' ability in reading intensively for knowledge enrichment is not satisfactory.

Table 4.13

Scan for specific information.		
	Frequency	Percentage
Very unsatisfactory	22	49%
Unsatisfactory	9	20%
Neutral	00	00%
Satisfactory	11	24%
Very satisfactory	3	7%
Total	45	100%

Table 4.13 above shows and justifies that an overall majority of teachers, which is represented by (69%), believe that students' ability in scanning reading passages for specific information is unsatisfactory.

As clearly shown in Tables 4.11, 4.12, and 4.13 above, subject teachers views on the students' reading skill is proved to be weak; therefore the students at GCCST are in urgent need to raise their level in reading, nonetheless, students are highly optimistic in the sense that ESP will help them improve their reading skill.

In other words, the three elements of needs are present (the necessity, lack, and want). Students lack the required ability to read, which is so necessary to pursue their academic life at the college, and hence after joining the target work market, however, they have the desire to enhance their reading competence.

Table 4.14

Writing short essays and report
--

	Frequency	Percentage
Very unsatisfactory	16	36%
Unsatisfactory	11	24%
Neutral	00	00%
Satisfactory	15	33%
Very satisfactory	3	7%
Total	45	100%

Table 4.14 shows and justifies that a clear majority of teachers, which is represented by (60%), believe that students' ability in Writing short essays and reports in English Language is unsatisfactory. Therefore, they need to be trained on how to write essays and reports.

Table 4.15

Using punctuation marks in their writing.		
	Frequency	Percentage
Very unsatisfactory	15	33%
Unsatisfactory	9	20%
Neutral	00	00%
Satisfactory	19	42%
Very satisfactory	2	4%
Total	45	100%

Table 4.15 shows and justifies that more than half of the teachers, which is represented by (53%), believe that

the students' use of punctuation marks in their writing is unsatisfactory. For that reason they need to be trained on how to use punctuation marks appropriately.

Table 4.16

Their writing in exams and tests.		
	Frequency	Percentage
Very unsatisfactory	21	47%
Unsatisfactory	10	22%
Neutral	00	00%
Satisfactory	11	24%
Very satisfactory	3	7%
Total	45	100%

As far as writing in exams and tests is concerned, Table 4.16 above shows and justifies that a significant majority of teachers, which is represented by (69%), believe that students' writing in exams and tests is unsatisfactory.

Table 4.17

Writing graduation projects.		
	Frequency	Percentage
Very unsatisfactory	16	36%
Unsatisfactory	11	24%
Neutral	00	00%
Satisfactory	15	33%

Very satisfactory	3	7%
Total	45	100%

Table 4.17 shows and justifies that a considerable majority of teachers, which is represented by (60%), believe that the students' writing of graduation projects is unsatisfactory. It is true that graduation projects in four departments are written in English language, but in other two departments (Multimedia Department and Communication Science Department, they are written in Arabic. The researcher believes that the policy towards English language followed by the two previously mentioned departments contribute considerably to the deterioration of their students' English language level. The absence of teachers' training is another significant factor to mention.

It is also worth mentioning that a number of subject teachers (Technicians) are not qualified enough to teach in English, therefore, they use Arabic language to get their subject knowledge across. Students, as well as subject teachers, in these two departments have a kind of negative attitude towards English language as, according to the personal interviews with the department heads, the workplace and the nature of some fields just require Arabic language in Sudan.

Table 4.18

Listening to lectures in English.		
	Frequency	Percentage
Very unsatisfactory	14	31%
Unsatisfactory	12	27%
Neutral	00	00%
Satisfactory	16	36%
Very satisfactory	3	7%
Total	45	100%

Table 4.18 shows and justifies that a narrow majority of teachers, which is represented by (58%), believe that the students' rate of Listening attention and comprehension during lectures is unsatisfactory.

Table 4.19

Giving presentations in English.		
	Frequency	Percentage
Very unsatisfactory	22	49%
Unsatisfactory	9	20%
Neutral	00	00%
Satisfactory	13	29%
Very satisfactory	1	2%
Total	45	100%

Table 4.20 shows and justifies that a considerable majority of teachers, which is represented by (69%), believe that giving presentations in English Language is unsatisfactory. This can mainly be attributed to the poor standard of students' speaking skill. So urgent need for speaking skill is a must to complete the cycle of the

educational process, in which giving presentations is an essential part.

Table 4.20

Defending graduation projects in English.		
	Frequency	Percentage
Very unsatisfactory	19	42%
Unsatisfactory	11	24%
Satisfactory	12	27%
Very satisfactory	3	7%
Total	45	100%

Table 4.20 shows and justifies that a majority of teachers, which is represented by (66%), believe that defending graduation projects in English is unsatisfactory. In accordance with the interviews conducted with the department heads, there is a flexibility to use both English Language and Arabic language to defend the students' projects.

The researcher considers this trend as the major problem for students not to keep up to the English language level, which enables them to defend their graduation projects fluently. In fact, students study English language just for the first four semesters as part of the college requirements. Thus to finish college, there are still two or

three years without real exposure to the English language as there are no additional English language classes. This situation creates a sense of relaxation on the part of the students. Despite this uncertain situation, they are required to write and defend their graduation projects in English.

4.4 Hypotheses Probability Value (P-Value)

Table 4.21 Students' Perceptions

No	Statement	Mean	Std. Deviation	Chi-Square	Asymp. Sig. (P-value)
1	ESP will develop students' reading skill.	1.52	0.68	158.485	0.00
2	ESP will develop students' writing skill.	1.64	0.758	118.568	0.00
3	ESP will develop their listening skill	1.57	0.678	141.919	0.00
4	ESP will develop students' speaking skill	1.42	0.652	188.128	0.00

No	Statement	Mean	Std. Deviation	Chi-Square	Asymp. Sig. (P-value)
1	Reading intensively	2.05	1.09	15.953	0.003
2	Writing short essays and report	1.81	1.097	15.023	0.005
3	Listening to lectures in English	1.93	1.055	15.953	0.003
4	Giving presentations in English	1.84	0.974	30.837	0.00

Table 4.22: Teachers' views on students' performance

Hypothesis testing is an important activity of any theoretical- based or empirical-based research. Therefore, P-Value is considered to be one of the most important tools. (Daniel (2002)

A P-value is the probability of observing data as or more extreme as the actual outcome when the null hypothesis is true. A small P value means that data as extreme as these are unlikely under the null hypothesis. The P value is NOT the probability that the null hypothesis is true. A

small P value makes us reject the null hypothesis because a. It has been common practice to interpret a P-value by examining whether it is smaller than particular threshold value. In particular, P-values less than 0.05 are often reported as “statistically significant”, and interpreted as being small enough to justify rejection of the null hypothesis.

However, the 0.05 threshold is an arbitrary one that became commonly used in social sciences research largely because P-values were determined by comparing the statistics against tabulations of specific percentage points of statistical distributions.

As indicated by Table 4-21 and Table 4-22 above, the comparison of the significance values of the sub-hypotheses is (0.00), which is less than 0.05; this justifies and confirms that ESP courses will develop the Students English Language in terms of reading skill (0.00), writing skill (0.00), listening skill (0.00), and speaking skill (0.00). This also highlights the significance of NA in paving the way for high quality ESP course design.

For the subject teachers, the significance of the items varies considerably; but the rejection of the Null Hypothesis is evident from the P-value. As the items in question are less or equal to 0.05, this justifies the hypotheses that teachers' views on the students'

performance on the items explained in Table 4.23 are significant.

4.5 Personal Interviews Analysis

The personal interviews are made up of 8 respondents (Department Heads). These personal interviews were conducted by the researcher himself. The representation of respondents is proportional 2:6; the (2) represents the disagreement side; meanwhile the (6) represents the agreement side in terms of the interview components (Appendix E).

The above proportions are shown in the following table:

Table 4.23

Personal interviews' representation

Respondents	Disagree	Agree
Frequencies	2	6
Percentage	25%	75%

According to the above percentages, it is noticed that the higher percentage, which is estimated by (75%), indicate and confirm that the students at GCCST urgently need help with reading, writing, as well as with communication and study skills.

As far as the personal interviews go, it was very evident for the researcher that there is no set English language

policy towards improving the students' level across all departments, that is to say it is not completely ignored, but it is not a priority at least for the time being. They actually follow a flexible approach, where a combination of English and Arabic is used to deliver the knowledge subjects to the students. This approach is neither purely English nor purely Arabic. The researcher has the view that such a situation would distract students and ultimately leads to more deterioration in the students' English language level.

The most striking outcome of the personal interviews was the fact that a considerable number of subject teachers are not competent enough in the English language. This is due to the fact that they were taught in Arabic language and they did not have any training in how to teach in English.

The department heads believe that almost all the qualified teachers are outside the Sudan due to the hardship of nowadays' life. Therefore, they have no choice but to recruit linguistically less skilful teaching staff.

4.6 Report Discussion

In this part, after analysing the tables, the researcher is trying to test the hypotheses set at the beginning of the research.

Concerning the first hypothesis, *'The students at GCCST are not exposed to ESP courses.*

Statistics show that the students at GCCST prefer ESP courses that would improve their general language level (91%), with materials and topics related to their fields of study (92.96%), help them improve their speaking skill (84%), listening skill (84%), writing skill (80%), reading skill (84%), and provide them with technical terms (95%). After the calculation of the percentages of the above sub-hypotheses, which gives an average of (87%). This justifies that the students at GCST need to be exposed to ESP courses.

As far as the second hypothesis is concerned (*Garden City College subjects' teachers are not satisfied with the level of students' communication and study skills*), the subject teachers expressed dissatisfaction with the students' command of English (65%), note- taking skill (69%), writing in exams and tests (69%), writing graduation projects (60%), giving presentations in English (69%) and defending graduation projects (66%).

After calculating the average percentage of the total above sub- hypotheses, which is estimated to be (65%), this clearly justifies that the students at GCCST need to

be trained on the study skills, as well as written and oral communicative skills.

The third hypothesis (*Subject teachers at GCCST are not satisfied with the students' level in terms of listening, reading and writing*). Subject teachers are not satisfied with the students' current command of English (65%), skimming for general information (69%), scanning for specific information (69%), intensive reading to enrich knowledge (62%), writing short essays and reports (60%), using punctuation marks in writing (53%), and listening skill with (58%) rate of dissatisfaction. After the calculation of the above sub- hypotheses' percentages, which gives an average total of (62%), this justifies that the students at GCST need to be trained in listening, reading and writing skills.

Chapter Summary

In this chapter, the data resulting from both students' and teachers' questionnaires are electronically analysed, tabulated, and interpreted. The procedures of comparison and contrast are followed to test the hypotheses set at the beginning of the research so as to verify whether they are proved true or otherwise.

Moreover, the personal interviews with the department heads yielded useful information about the situation at GCCST.

The following chapter will consist of results' summary, recommendations and suggestions for further research and reforms.

CHAPTER FIVE

SUMMARY OF RESULTS, RECOMMENDATIONS AND CONCLUSIONS

5-0 Introduction

An overview of the relevant literature reveals the significance of needs analysis and teaching materials' evaluation as essential determining factors for adjusting an ESP course to students' needs.

5-1 Summary of Results

All data considered, the researcher has come out with the following results:

- I. Almost all of the teacher respondents are very convinced that the students' general command of English is very weak. Therefore, ESP courses are the most effective solution for GCCST students.
- II. Insufficiency of academic needs fulfilment on the part of departments, students, and the college stakeholders.
- III. A substantial number of teachers are not adapted to teaching in English confidently. As a number of them did not have any kind of training in English language (Appendix C: Table 6).

- iv. Teaching aids are not enough to teach English language effectively.
- v. Students are really poor in their study and communication skills. In spite of the poor standard in communicative skills, the students manage to write and defend their graduation projects.

5-2 Recommendations

Based on the research results, the following recommendations and future improvements could be made:

- i. The ESP courses should encourage the use and, consequently, the development of productive skills. Presently, the content of the highly specialized ESP course is directed more towards the development of receptive skills; therefore, the ESP courses should also include tasks with more general content to foster productive skills (Speaking and Writing).
- ii. The inclusion of supplementary grammar activities related to the Specialty into ESP teaching materials would be an advantage for the students.
- iii. Authentic materials and audiovisual teaching aid are urgently needed to boost the students' motivation to learn English.

- iv. ESP centre at GCCST should be established and equipped with the latest means of teaching, learning and qualified staff.
- v. Urgent an intensive program should be adopted to design new programs based on the learners ' needs and aspirations.

5-3 Suggestions for Further Research

Further study of the adjustment of the ESP courses to students' needs could be based on the analysis of the dynamics of students' needs during the course, conducting preliminary, formative and summative evaluations of the students' needs, wants, and lacks and comparing the results.

Another area of research would be to investigate the sub skills individually so as to produce well structured syllabi to meet the variations in students' English language skills.

5.4 Conclusion

According to the scholars, it has been stated that a number of linguists, such as Strevens (1977) and Coffey (1984), has agreed on the centrality of Needs Analysis as the starting point for any teaching material and English Language program. Chambers (1980) indicated that the value of 'Needs Analysis' may go unrealized unless ambiguity and lack of precision in the use of the term are

cleared away. Similarly, West (1994) describes the term Needs Analysis as having three distinct features: deficiency analysis, strategy analysis, and mean analysis. To further clarify the Needs Analysis, Robinson (1991) quoted Brindly's statement in which he defined and distinguished two types of needs referred to them as the "objective " and "subjective" needs of learners.

The researcher has seen that students are very weak in terms of their command in English language. He has also seen that relevant ESP courses can be designed to meet the academic needs of the students. He continues to say that teachers must be adapted to teach in English.

The researcher hopes that ESP courses should be more developed so as to meet the students' needs in terms of their receptive skills. Moreover, authentic materials and visual aids should be used in teaching so as to motivate students. Finally, experts should be consulted to design ESP courses to meet the students' relevant needs.

References

Allwright, R. L. (1981) 'What do we want teaching materials for?', *English Language Teaching Journal*, vol. 36, no. 1, pp. 5-18.

Berwick, R. 1994. "Needs Assessment in Language Programming: from Theory to Practice" in Johnson, R. K. (Ed.) The Second Language Curriculum. Cambridge: Cambridge University Press, 48-62.

Brindley, G. (1984). Needs Analysis and Objective Setting in the Adult Migrant Education Program. Sydney: Adult Migrant Education Service.

Brindley, G. (1989). The role of needs analysis in adult ESL program design. In R. K. Johnson (Ed.). The Second Language Curriculum.

Brindley, G. (1994). "The Role of Needs Analysis in Adult ESL Programme Design" in Johnson, R.K. (Ed.). The Second Language Curriculum. Cambridge: Cambridge University Press, 63-78.

Brindley, G. P. & Ross, S. (2001). EAP assessment: issues, models and outcomes. In J.

Brown JD. (1995). The elements of language curriculum: A systematic approach to program development. Boston: Heinle and Heinle.

Brown, J. D. (2001). Using surveys in language programs. Cambridge: CUP.

Brown, A. (2006). *The essentials of instructional design: Connecting fundamental principals with process and practice*. Upper Saddle River, NJ: Pearson Education, INC.

Brown, J.D. (2009). Foreign and Second language needs analysis. In M. H. Long & C. J. Doughty (Eds), *the handbook of language Teaching* (pp. 269 - 293). Oxford. Blackwell.

Brookfield, S. D. (1988). *Understanding and facilitating adults' learning*. Jossey-Brass Publishers.

Carter, D. (1983). Some propositions about ESP. *The ESP Journal*.

Chambers, F. (1980). A re-evaluation of needs analysis. *ESP Journal*, 1 (1), 25-33.

Coffey, B. (1984). "ESP-English for Specific Purposes", *Language Teaching* 17 (1).

Corder, S. P. (1977). "Language Teaching and Learning: A Social Encounter" in Brown, H. C.

Cowling, J. D. (2007). Needs analysis: Planning a syllabus for a series of intensive workplace courses at a leading Japanese company. *English for Specific Purposes*, 26, 426-442.

Daniel W. W.(2002). Biostatistics and Hypothesis testing. 7th ed. New York. John Wiley and Sons.

Dawson, C. (2009). Introduction to research methods. United Kingdom. How to Books.

Dudley-Evans, T. & St John, M. (1998). Developments in ESP: A multi-disciplinary approach. Cambridge: Cambridge University Press.

Dudley-Evans, T. & St John, M. J. (2000). Developments in English for specific purposes: A multidisciplinary approach. Cambridge: CUP.

Ellis, M, & Johnson, C. (1994). Teaching business English. Oxford: Oxford University Press.

Ellis, R. (2003). Task-based Language Learning and Teaching. Oxford.

Graves, K. (1996). *Teachers as course developers*. England: Cambridge University Press.

Harsono, Y. M. (2007). Developing Learning Materials for Specific Purposes. TEFLIN Journal [online]. Volume 18, Number 2, August, pp. 169-179.

Holliday A, Cooke T. 1982. An ecological approach to ESP. In A. Waters (Ed.), Issues in ESP, Lancaster Practical Papers in English.

Hutchinson & Waters. (1993). English for specific purposes: A learning-centred approach. Cambridge: Cambridge University Press.

Hutchinson, T, & Waters, A. (1987). English for specific purposes: A learning-centred approach. Cambridge: Cambridge University Press.

Hutchinson, T. and A. Waters. (1994). English for Specific Purposes. Glasgow: Cambridge University Press.

Hutchinson, T. And Waters, A. (1992). English for Specific Purposes: A Learning-centered Approach. Cambridge: Cambridge University Press.

Hutchinson, T, & Waters, A. (2002). English for specific purposes.

Hyland, K. (2006). English for academic purposes. London: Routledge.

Johns, A. M. (1988). The discourse communities' dilemma: Identifying transferable skills for the academic milieu. English for Specific Purposes, 7, 55-60.

Johns, Ann M. And Machado, D. (2001). "English for Specific Purposes: Tailoring Courses to Student Needs - and to Outside World", in: Celce-Murcia, Marianne (Ed.).

Jones, G. M. (1990). ESP textbooks: Do they really exist? *English for Specific Purposes*, 9 (1), 89-93.

Jordan, R. R. (1997) *English for Academic Purposes: A guide and resource book for Teachers*. Cambridge: Cambridge University Press.

Kaewpet, C. (2008). Communication needs of Thai civil engineering students. *English for Specific Purposes*, 28, 266-278.

Kennedy, C. & R. Bolitho. (1984). *English for Specific Purpose*. Hong Kong: Macmillan: Publisher LTD.

Long, M. H. (2005). *Second Language Needs Analysis*. Cambridge: Cambridge University Press.

Long, M. H. (2005). Methodological issues in learner needs analysis.

McDonough, J. (1984). *ESP in perspective: A practical guide*. London: Collins ELT.

Morley, J. (1987). Current Perspectives on Pronunciation, Preface (Ed) TESOL.

Munby, J. (1978). Communicative Syllabus Design. Cambridge: CUP.

Nunan, D (1989). Designing tasks for the communicative classroom. Cambridge: Cambridge University Press.

Nunan, D. & C. Lamb. (1996). The Self Directed Teacher: Managing the Learning Process. Cambridge: Cambridge University Press.

Nunan, D. (1988). Syllabus Design. Oxford: Oxford University Press.

Nunan, D. (1992). Research methods in language learning. Cambridge: Cambridge University Press.

Nunan, D. (1999). Second language teaching and learning. Boston: Heinle and Heinle Publishers.

Nunan, D. (1999b). The learner-centred curriculum. Tenth Ed. Cambridge: CUP.

Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific Region. TESOL Quarterly, 37(4), 589-613.

Nunan, D. (2004). Task-based language teaching. Cambridge: Cambridge University Press

Richards JC. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.

Richards, J. et al, (1985) Longman Dictionary of Applied Linguistics. London: Longman.

Richerich, R. and Chancerel J. L. (1980). Identifying the Needs of Adults Learning a Foreign Language. Oxford: Pergamon Press.

Richards, J. C & Platt, H. (1992). Dictionary of language teaching and applied linguistics. Malaysia: Longman.

Richerich, R. (ed.) 1983. Case studies in identifying language need. Oxford: Pergamon Press.

Richerich, R. and Chancerel, J. L. (1980). Identifying the Needs of Adults Learning a Foreign Language. Oxford: Pergamon Press.

Richerich, R. & Chancerel, J. L. (1977). Identifying the needs of adults learning a foreign language. Oxford: Pergamon Press.

Robinson, P. (1991). *ESP Today: A Practitioner's Guide*. London: Prentice Hall.

Robinson, P. (1980). *ESP today: A practitioner's guide*. Oxford: Oxford University Press.

Stevens, P. (1977). Special-purpose language learning: a perspective. *Language, teaching and linguistics: Abstracts*, 10 (3), 145-163.

Stevens, P. (1988). *ESP after twenty years: a re-appraisal*. In M.

Stevens, P. (1980). *Teaching English as an International Language: From Practice to Principle*. Oxford: Pergamon Press. *Teaching*, 27 (1), 1-19.

West, R. (1994). Needs analysis in language teaching. *Language teaching*, 27 (1), 1-19.

Widdowson, H. 1983. *Learning Purpose and Language Use*. Oxford: Oxford University Press.

Widdowson, H. G. (1998). *Communication and community: The pragmatics of ESP*. *English for Specific Purposes*, 17 (1), 3-14.

Wilkins, D. & Paulston, C. (1981) National Syllabuses revisited: A response, some comments, and a further reply. *Applied Linguistics*, 2/1, 83-90.

Yassin, A. (1999). The need for ESP/EAP Teacher Training in Sudanese Tertiary Institutions Post-Arabicization. Unpublished PhD thesis. Khartoum: Khartoum University. Sudan.

Appendix A

Subject Teachers' Questionnaire



Sudan University of Science & Technology
Faculty of Education
Department of English Language

Teachers' Questionnaire on:

The Significance of Needs Analysis for the Quality of ESP
(*English for Specific Purposes*) Course design and its
relation to EAP (*English for Academic purposes*)

(A Case Study of Garden City College for Science and
Technology)

Omer Hayban Omer Hajana
2015

Date: / /

Dear colleagues,

I am currently conducting research in the field of English for specific Purposes (ESP). This includes the students' needs analysis at Garden City College for Science & Technology.

Enclosed is a questionnaire to investigate the two areas of students' needs and ESP.

I look forward to receiving your invaluable insights, which will be dealt with as entirely confidential.

Part One

Personal Information

Name:.....(optional)

Nationality:.....

.....

Sex Male () Female ()

Department.....

.....

Academic qualifications:

.....

.....

What was the language of instruction at your tertiary education?

.....

.....

Did you have training sessions in English Language?

.....

.....

Please mention the course(s) you taught/ are teaching at GCST.

.....
.....
.....
Part Two

General Information

Tick the most appropriate option ()

• Your students' current command of English
very unsatisfactory () *unsatisfactory* () *no idea* ()
Satisfactory () *Very Satisfactory* ()

• What do you think of the importance of English in your field?
very unsatisfactory () *unsatisfactory* () *no idea* ()
Satisfactory () *Very Satisfactory* ()

• What is the degree of students' note-taking during your lectures?
very unsatisfactory () *unsatisfactory* () *no idea* ()
Satisfactory () *Very Satisfactory* ()

4. Reading: What is the degree of the students' command in reading skill?

	Very unsatisfactory	Neutral	Satisfactory	Very Satisfactory
--	---------------------	---------	--------------	-------------------

Decoding information in charts
Skim specialized passages for general meaning
Reading intensively
Scan for specific information

5. Writing: What is the degree of the students' command in writing skill?

	Very unsatisfactory	Unsatisfactory	Neutral	Satisfactory	Very Satisfactory
--	---------------------	----------------	---------	--------------	-------------------

Writing short essays and reports
 Using punctuation marks in their writing
 Their writing in exams and tests
 Writing graduation projects

6. Listening and Understanding

Indicate the degree of competence by ticking the most appropriate.

	Very unsatisfactory	Unsatisfactory	Neutral	Satisfactory	Very Satisfactory
--	---------------------	----------------	---------	--------------	-------------------

Listening to lectures in English
 Listening to instructions in English
 Lecturer - student interaction
 Listening and understanding
 Student - students' interaction in English

7. Speaking

Indicate the degree of competence by ticking the most appropriate

	Very		Neut	Satisfa	Very
	unsatis	Unsati	ral	ctory	Satisfacto
	factory	sfacto			ry
		ry			

Giving presentations in English
Asking and answering questions in English
Defending ideas in English
Defending graduation projects in English

Part Three: Subjective Information

In the following space, I wonder if you could possibly give your opinion on the items below, which are of considerable importance for the researcher.

- The students' command of English Language in general.

.....
.....

- The students' command of English Language in the subject(s) you teach.

.....
.....

- The students' motivation, aptitude and interest in using English Language both socially and academically.

.....
.....

- The causes and remedies of English Language deterioration (Garden City College as an example).

.....
.....
.....

- What do you do to improve your English?
Evening classes/ Discussion groups / College course / Nothing
- How did you find the study in English?
Easy / Very easy / Fair / Very difficult/ Difficult

4- What resources do you have for studying English?
(underline)

*Referenc Text Internet/ Handouts/CDs
es/ books /*

5- How often do you use the resources that are available to you for learning English?

*Daily A few times During Never
week exams*

6- Why do you need English?

*Exa Postgradu stu fut Other
ms ate dy ure work reasons
studies*

7- What is the language of instruction in the class?

English (%) Arabic (%) both English &
Arabic(%)

8- Are you interested in taking additional English Language courses?

9- How important do you think English Courses are in comparison with other subjects?

More	Equally	No idea	Less	Not
important	Important		Important	Important

10- Do you think the current English Courses will be useful for you?

Very	Useful	No	To	Waste
useful	but	idea	some	of time
	not		extent	
	now			

11- Do you think English Courses will be useful.....

- If they include materials and topics related to your field of study.

<i>Yes,</i>	<i>very</i>	<i>Yes</i>	<i>/</i>	<i>no</i>	<i>Not</i>	<i>very</i>	<i>Not useful at</i>
<i>useful/</i>		<i>idea/</i>			<i>useful/</i>		<i>all</i>

- For finding a better job?

<i>Yes,</i>	<i>very</i>	<i>Yes</i>		<i>no</i>	<i>Not</i>	<i>very</i>	<i>Not useful at</i>
<i>useful</i>		<i>idea</i>			<i>useful</i>		<i>all</i>

- For communicating with specialists from other countries?

<i>Yes,</i>	<i>very</i>	<i>Yes</i>		<i>no</i>	<i>Not</i>	<i>very</i>	<i>Not useful at</i>
<i>useful</i>		<i>idea</i>			<i>useful</i>		<i>all</i>

- For improving your general language skills?

Yes, very Yes no idea Not very Not useful at
 useful useful all

For any other reasons(explain):

.....

12) During your English course do you think you need.....

To study some professional terms in English.

Most important Will be useful No idea Less important

To study different topics related to your specialty.

Most important Will be useful No idea Less important

To revise English grammar?

Most important Will be useful No idea Less important

To develop your reading skills?

Most important Will be useful No idea Less important

To develop your writing skills.

Most important Will be useful No idea Less important

To develop your listening skills.

Most important Will be useful No idea Less important

To develop your speaking skills.

Most important Will be useful No idea Less Important

Others (explain)

.....
.....
.....

13- How will you be using the language?

Speaking / writing / reading / listening

14-what would you like the content of the course to be?

Business Architecture Electronics multimedia IT

15- Who will you use the language with?

Native speakers / Non native / students/ teachers/ customers laymen

16- Where will you be using the language?

.....
.....
.....

17) Please, write about anything you would like your teacher to take into account when planning your ESP course.

Appendix C
Subject Teachers' demographic Variables
(Tables and Figures)

Subject Teachers' demographic Variables
Table 1

Nationality		
	Frequency	Percent

Sudanese	44	98%
Other	1	2%
Total	45	100%

Figure 1

Table 2

Gender		
	Frequency	Percent
Male	33	73%
Female	12	27%
Total	45	100%

Figure 2

Table 3

Department		
	Frequency	Percent
IT	7	16%
Engineering	11	24%
Multimedia	6	13%
Business	9	20%
Architecture	7	16%
Communication	5	11%
Total	45	100%

Figure 3

Table 4

Academic qualifications		
	Frequency	Percent
Ph.D.	20	44%
M.Sc.	19	42%
B.Sc.	6	13%
Total	45	100%

Figure 4

Table 5

What was the language of instruction at your tertiary education		
	Frequency	Percent
Arabic	16	36%
English	20	44%
Arabic & English	9	20%
Total	45	100%

Figure 5

Table 6

Did you have training session in English language		
	Frequency	Percent
Yes	20	44%
No	25	56%
Total	45	100%

Figure 6

-

Table 7

What do you think of the importance of English in your field?		
	Frequency	Percent
Unsatisfactory	10	22%
Satisfactory	16	36%
Very satisfactory	17	38%
Total	43	96%

Figure 7

Table 8

Listening to instructions in English		
	Frequency	Percent
Very unsatisfactory	13	29%
Unsatisfactory	9	20%
Satisfactory	20	44%
Very satisfactory	3	7%
Total	45	100%

Figure 8

Table 9

Listening and understanding lecture-student's interaction in English		
	Frequency	Percent
Very unsatisfactory	10	22%
Unsatisfactory	13	29%
Satisfactory	21	47%
Very satisfactory	1	2%
Total	45	100%

Figure 9

Table 10

Listening and understanding student-student's interaction in English		
	Frequency	Percent
Very unsatisfactory	16	36%
Unsatisfactory	11	24%
Satisfactory	17	38%
Very satisfactory	1	2%
Total	45	100%

Figure 10

Table 11

Communicating with you as a lecture in English		
	Frequency	Percent
Very unsatisfactory	20	44%
Unsatisfactory	12	27%
Satisfactory	11	24%
Very satisfactory	2	4%
Total	45	100%

Figure 11

Table 12

Asking and answering questions in English		
	Frequency	Percent
Very unsatisfactory	15	33%
Unsatisfactory	9	20%
Satisfactory	19	42%
Very satisfactory	2	4%
Total	45	100%

Figure 12

Appendix D

Students' demographic Variables

Table 13
Specialty

	Frequency	Percentage
Electronic Engineering	39	18.31%
Multimedia	26	12.21%
Architecture Engineering	30	14.08%
Communication Science	38	17.84%
Business Administration	80	37.56%
Total	213	100.00%

Table 14
Age

	Frequency	Percentage
17-25	213	100.00%

Table 15
Sex

	Frequency	Percentage
Male	156	73.24%
Female	57	26.76%
Total	213	100.00%

Table 16**Nationality**

	Frequency	Percentage
Sudanese	157	73.71%
Somalia	45	21.13%
Southern Sudan	6	2.82%
Nigerian	4	1.88%
Egyptian	1	0.47%
Total	213	100.00%

Table 17**Major**

	Frequency	Percentage
Telecommunication	39	18.31%
M-Animation	10	4.69%
M-Production	16	7.51%
Architecture	30	14.08%
Communication Science	38	17.84%
Business	80	37.56%
Total	213	100.00%

Table 18**Semester:**

	Frequency	Percentage
Two	213	100.00%

Table 19**Native Language**

	Frequency	Percentage
Arabic	163	76.53%
English	2	0.94%
Somali	44	20.66%
Denka	1	0.47%
Hausa	3	1.41%
Total	213	100.00%

Table 20**Have you ever studied in an English-medium school**

	Frequency	Percentage
Yes	97	45.54%
No	116	54.46%
Total	213	100.00%

Table 21

Have you ever lived in a foreign country?

	Frequency	Percentage
Yes	109	51.17%
No	104	48.83%
Total	213	100.00%

Table 22

How could you grade yourself in English language?

	Frequency	Percentage
Excellent	10	4.69%
Very good	36	16.90%
Good	83	38.97%
Weak	84	39.44%
Total	213	100.00%

Table 23

What do you do to improve your English?

	Frequency	Percentage
--	-----------	------------

Evening classes	28	13.15%
Discussion groups	52	24.41%
College course	91	42.72%
Nothing	42	19.72%
Total	213	100.00%

Table 24
How did you find the study in English?

	Frequency	Percentage
Easy	63	29.58%
Very difficult	14	6.57%
Difficult	66	30.99%
Fair	70	32.86%
Total	213	100.00%

Table 25
What resources do you have for studying English?

	Frequency	Percentage
Reference	18	8.45%
Text book	81	38.03%
Internet	57	26.76%
Handouts	44	20.66%
CDs	13	6.10%
Total	213	100.00%

Table 26

How often do you use the English resources that are available to you for learning?

	Frequency	Percentage
Daily	37	17.37%
A few times a week	118	55.40%
During exams	40	18.78%
Never	18	8.45%
Total	213	100.00%

Table 27

Why do you need English

	Frequency	Percentage
Exam future & work	98	46.01%
Postgraduate studies	59	27.70%
Other reasons	56	26.29%
Total	213	100.00%

Table 28

What is language of instruction in the class?

	Englis h	Percenta ge	Arabi c	Percenta ge
High	55	25.82%	47	22.07%
Mediu m	111	52.11%	111	52.11%
Low	47	22.07%	55	25.82%
Total	213	100.00 %	213	100.00 %

Table 29

Are you interested in taking additional English language courses?

	Frequen cy	Percenta ge
Yes, very much	97	45.54%
Yes	87	40.85%
Not very much	20	9.39%
Not interested at all	9	4.23%
Total	213	100.00 %

Table 30

How important do you think English

courses are in comparison with other subject?

	Frequency	Percentage
More important than many other subjects	111	52.11%
As important than many other subjects	90	42.25%
Less important than many other subjects	12	5.63%
Total	213	100.00%

Table 31
For finding a better job.....

	Frequency	Percentage
Yes, very useful	127	59.62%
Yes	74	34.74%
Not very useful	8	3.76%
Not useful at all	4	1.88%
Total	213	100.00%

Table 32

**For communicating with specialists
from other country.....**

	Frequency	Percentage
Yes, very useful	114	53.52%
Yes	68	31.92%
Not very useful	7	3.29%
Not useful at all	1	0.47%
Missing	23	10.80%
Total	213	100.00%

Table 33

**For improving your general
language skills....**

	Frequency	Percentage
Yes, very	126	59.15%

useful		
Yes	68	31.92%
Not very useful	4	1.88%
Not useful at all	1	0.47%
Missing	14	6.57%
Total	213	100.00%

Table 34
To revise English grammar.....

	Frequency	Percentage
Yes, it's the most important	102	47.89%
Yes, it will be useful	95	44.60%
No, I already know all necessary grammar	14	6.57%
Yes, it will be useful	2	0.94%
Total	213	100%

		0. 00 %
--	--	---------------

Table 35
Who will you be using the language with?

	Frequency	Percentage
Native speakers	77	36.15%
Non-native student	18	8.45%
teachers	48	22.54%
customers	31	14.55%
laymen	11	5.16%
laymen	28	13.15%
Total	213	100.00%

Table 36
How will you be using the language?

	Frequency	Percentage
Speaking	96	45.07%
writing	20	9.39%

reading	20	9.39%
listenin g	23	10.80%
all	54	25.35%
Total	213	100.00%

Table 37

What would you like the contents of course to be?

	Frequen cy	Perc enta ge
Electronic Engineering	39	18.3 1%
Multimedia	26	12.2 1%
Architecture Engineering	30	14.0 8%
Communicatio n Science	38	17.8 4%
Business Administration	80	37.5 6%
Total	213	100. 00%

Table 38

Who will you be using the language with?

	Frequency	Percentage
Native speakers	77	36.15%
Non-native student	18	8.45%
teachers	48	22.54%
customers	31	14.55%
laymen	11	5.16%
	28	13.15%
Total	213	100.00%

Appendix E

Personal Interview

Interviewee:.....

Interview Date & Time:.....

Interview Place:.....

Interview Duration.....

- What is the adopted instruction language in your department?

.....

- To what extent is your staff competent in English Language?

.....

- Do you have any clear plans before any English language course in your department?

.....
.....

- In what language do your final year students conduct their graduation project?

.....
.....

- Do your final year students defend their graduation projects in pure English Language?

.....
.....

Appendix F

The respondents teach the following subjects at GCCST

Business statistics, Architectural Design, Accounting, Business mathematics, Calculus, Communication, Data base concept, Design Studio , Urban design, Digital communication, Discrete math, Electromagnetic field, ESP , Grammar,

Housing studies, Introduction to social, Mat lab software, Media Production, Multimedia applications, Press editing, programming methods, , Software engineering, SPSS, Data mining, Simulation and modeling, Public Relations, Scientific English, Signal system, Sudan Economy, Sudanese studies , Art of Drama, Total Quality management, Theory of Design.

Appendix G

Subject teachers' open-ended responses

Part Three of Subject teachers' questionnaire

3.1 The student's command in English language in general

Most of the respondents said that the students' command of the English language is very weak, and therefore they need more training in English language. The Little percentage of respondents answered not bad, but also they need more practice.

3.2 The students 'motivation' aptitude and interest in English Language both socially and academically.

The respondents' opinion on this question is that the students are not interested to improve their English language level.

3.3 The causes and remedies of English Language deterioration (Garden City College as an example):

The cause of deterioration of the English language is attributed to high Secondary school education.

The solution is for the academic authority to intensify the English language programs to be a full year English program. They gave Ahfad University for Women as an example.

Appendix H

List of Questionnaires' judges

Name	Academic Position	Place of work
Prof. Abdalla Kafeel	Dean of Business Administration	Alrazi University
Dr. Asia Sharief	College Dean of Business Administration	GCCST
Ustaza. Nada Ali	Department English Language Teacher	University of Khartoum- Faculty of Education
Dr.Noman Mohammed Alamin	English Language Department	University of Khartoum - Faculty of Arts