



Sudan University of science and Technology

College of Graduate Studies

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**The Necessity of Designing ESP Courses Based on
Learners' Needs for Business Administration
in Jazan University**

ضرورة تصميم كورسات في اللغة الانجليزية لأهداف خاصة

لطلاب إدارة الأعمال في جامعة جازان

**A Thesis Submitted in Fulfillment of the Requirements for the
Degree of Ph.D in Education (ELT)**

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DEDICATION

Dedicated to my parents, brothers, sisters, My husband, sons and daughter.

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List of Abbreviations

ESP	English for Specific Purpose
ELT	English Language Teaching
GE	General English
KSA	Kingdom of Saudi Arabia
CC	Community College
JU	Jazan University
LNA	Learner's Needs Analysis
EFL	English as a Foreign Language
EAP	English for Academic Purpose
EOP	English for Occupational Purpose
EVP	English for Vocational Purpose
EST	English for Science and Technology
TEFL	Teaching English as a First Language
TESL	Teaching English as a Second Language
SPLT	Special Purpose Language Teaching
LSP	Language for Specific Purposes
LCA	Learner's Center Approach
TSA	Target Situation Analysis
PSA	Present Situation Analysis
TGA	Target Group Analysis
CNP	Communication Needs Processor
GPE	General Purpose English
EFL	English as a Foreign Language
BA	Business Administration
ELP	English Language Program
L	Level
BA	Bachelor of Arts
MA	Master of Arts
PhD	Doctor of Philosophy

ABSTRACT

This study aimed at investigating the area of ESP and to provide solutions to students with problems in *English for Academic Purposes*, namely business English and improve the teaching atmosphere by providing a new learning context depending on students real needs. It is hypothesized that needs analysis can provide the necessary platform required for delineating the demarcations of the desired business course and offering information on both the content and form that the course is expected to exhibit. Three experimental methods were utilized for data collection: One questionnaire administered for (56) instructors, two interviews employed for (4) recent CC graduates and (22) CC students and a students' test. The gathered data were analyzed and interpreted through descriptive statistical analysis that confirmed the research hypothesis. The most important findings are: 1) adopting needs analysis can provide the necessary platform required for the delineations of the desired ESP course 2) teaching and learning ESP courses that are matching with the students' needs will certainly produce reasonable outcomes 3) the current ESP course in the English curriculum for teaching students at JCC namely at BA Department, is insufficient and it does not meet the students' needs in their different levels and subjects. This study might lay the foundations for designing ESP syllabi based on learners' needs at CC and other colleges at JU. The researcher concluded by recommending some recommendations and suggesting some suggestions for further studies.

Key words: *ESP, Learners' needs analysis, medium of instruction, ESP syllabus design, curriculum, platform, JU, Community College.*

ABSTRACT (ARABIC VERSION)

مستخلص البحث

هدفت هذه الدراسة للبحث في مجال اللغة الانجليزية لأهداف خاصة لإيجاد حلول للطلاب الذين يعانون من مشاكل في اللغة الإنجليزية لاهداف اكااديمية خاصة، وتحديد اللغة الإنجليزية المتخصصة في ادارة الاعمال، وتحسين جو التدريس من خلال توفير منهج جديد للتعلم استناداً على احتياجات الطلاب الحقيقية وتفترض الدراسة أن تحليل الاحتياجات يمكن أن يوفر القاعدة الاساسية للمنهج المطلوب في اللغة الانجليزية المتخصصة في ادارة الأعمال بكلية المجتمع ، ويمكن أيضا ان تقدم معلومات عن كل منمحتوى وسياسة ذلك النهج. استخدمت ثلاث طرق بحثية لجمع البيانات. استبانة واحدة لعدد (56) معلما، ومقابلتين تم توظيفهما لعدد(4) طالبات حديثي التخرج من كلية المجتمع و (22) طالبة، واختبار مهارات اللغة الانجليزية لعدد (30) من الطالبات. وحلت البيانات التي تم جمعها من خلال التحليل الإحصائي الوصفي الذي أكد فرضية البحث. وتشير أهم النتائج إلى أن (1) الاعتماد على تحليل الاحتياجات في اللغة الانجليزية يمكن أن توفر القاعدة الاساسية لتصميم المنهج المتخصص في اللغة الانجليزية لاهداف اكااديمية خاصة (2) تدريس وتعلم اللغة الانجليزية لاغراض خاصة والتي تتناسب مع احتياجات الطلاب سوف ينتج عنه ض مخرجات بمستويات معقولة (3) المناهج الإنجليزية لتدريس الطلاب بكلية المجتمع تحديدا في قسم ادارة الاعمال، غير كاف ولا يتناسب مع احتياجات الطلاب في مختلف مستوياتهم وتخصصاتهم. لذلك اهم ما اوصت به الباحثة انه يجب على كل القائمين على الامر بجامعة جازان من اعضاء الهيئة الادارية والتدريسية ومصممي المناهج ان يدركوا اهمية التحقق من احتياجات واهداف الطلاب من تعلم اللغة الانجليزية لتصميم مناهج ذات محتوى و طرق تعليمية تتناسب مع مواد التخصص و قد تتمثل في هذه الدراسة الأسس لتصميم مناهج دراسية للغة الانجليزية لاهداف خاصة استناداً على احتياجات الطلاب بقسم ادارة الاعمال بكلية المجتمع وقد تسهم هذه الدراسة في ان تكون هي الاساس في تصميم مناهج في اللغة الانجليزية لاهداف خاصة حسب احتياجات الطلاب في تخصصاتهم المختلفة بكلية المجتمع والكليات الأخرى في جامعة جازان. ختمت الباحثة هذا البحث بعدد من التوصيات والمقترحات التي قد تسهم في اعداد دراسات مستقبلية مماثلة لهذه الدراسة.

Chapter One

INTRODUCTION

CHAPTER ONE

INTRODUCTION

OVERVIEW

This introductory chapter will provide a description of the theoretical framework of the study with special focus on the statement of the problem, study questions, hypotheses, objectives, significance and the methodology of the study.

1.1 Context of the study

Designing ESP courses is certainly a drastic and demanding process. The whole issue owes its origin to the Second World War when the exceptional rapid expansion of science, business and technology called for an international language for specialists. Hence, ESP (English for Specific Purposes) has witnessed a speedy and firm development, becoming nowadays one of the most important branches of English Language Teaching (ELT). Being two dissimilar off shoots of the same tree, ESP and GE (General English) share the same principles of language teaching, having effective and well-organized learning as a main objective.

According to Hutchinson and Waters, the chief divergence between ESP and GE lies in the *awareness of a need*. ESP learners are current students doing somewhat empirical sciences or future specialists who need English for their specific area and who are well acquainted of their need; they know exactly what they need English for; they know what the ESP course should offer them.

Down, here, in Kingdom of Saudi Arabia(KSA), there is an ever rising interest and a real need for English language in the Saudi communities in general and the educational institutions and

businesses in particular. This can be clearly observed from the diverse countless foreign companies working in the Gulf Area(GA) and the widespread of institutes for teaching English Language in KSA. In this connection, the Saudi government, education policy-makers and course designers are all working collaboratively to come up with new insights in the area in question and to exploit the favourable economic situation of the Kingdom.

One such targeted area is the business field which is looked upon as an enormous option for all Saudis who are unemployed to start a good career. Recent studies show that the majority of the employees, who are non-Saudis, use English as their tool of communication. Moreover, English has become the world dominant language for business (Crystal, 2003). The significance of this study is derived from the high demand of English language all over the world, for its globalization. *'English is an international auxiliary language. It is yours (no matter who you are) as much as it is mine (no matter who I am). We may use it for different purposes and for different lengths of time on different occasions but nonetheless it belongs to all of us.'* (Smith L. 1976 :3-42)(3). For the same reason English is very demanded in all educational institutions, especially the universities, where English is the medium of instruction, and it is also the language of scientific research. English Language is the greatest challenge, facing the JCC students, it is the medium of instruction and communication in the college. More than 60% of the teaching staff are non-Saudis and the majority of them are non-Arabic speakers. They use English to communicate with students like Indians, Pakistanis, Hungarians, Bengalis, and other nationalities.

So, to make a successful start in business as important as the capital to be invested is, to have a good command of English Language.

Mastering English language requires a huge number of studies to be conducted by researchers to determine the actual needs on the side of learners. Needs analysis is an approach that can help in diagnosing the learning situation, the learners' wants, attitude, perception and goals.

Needs Analysis (also known as needs assessment) plays a central role in course designing and teaching methodology. It is imperative to take into account of needs analysis irrespective of the nature of the syllabus to be designed whether in English for Specific Purposes (ESP) courses or for general English (GE) courses. *According to Iwai et al. (1999), the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.* The notion of needs analysis (NA) appeared in 1920 in India by Michael West when he introduced the idea of "needs", in consideration of the learners' needs that are requisite to master the foreign language in the target situation. Also it helps in forming the necessary basic characteristics of designing a course. In this regards Hutchinson and Waters (1987, p.53) argue that *"any language course should be based on needs analysis"*. Dudley-Evans & St John (1998, p.121) state that *"needs analysis is the process of establishing what and how of a course"*. The two variables addressed here of what and how can be elaborated more as a content of a course and the methodology to deliver this course. What variable depends holistically on learners' needs analysis but how variable is a common ground shared by the learner and others (teachers, administrators, education policy-makers and governmental circles).

So this study is unveiling the learners and teachers' views about the necessity of designing ESP courses on the bases of learners' needs in the CC and other colleges having the same problem at Jazan University and other universities all over the kingdom.

1.2. Statement of the Problem

Despite the fact that these students have scored significantly high marks in the admission exam to college, they still have very disturbing problems with reading and writing and they can hardly communicate orally. What is more upsetting is that they show a distinct lack of interest for learning. They are not motivated. Again, so many of the students have a very scanty opportunity to study English at the university as they have majored in science subjects. Moreover, they are not well placed to receive knowledge in the area of their scientific majors as long as English is used in these departments as the medium of instruction.

At public schools, the use of instruction aids is noticeably ignored by most of the teachers who rely heavily on the text-books and the chalkboard. Moreover, the objectives of teaching English are not clear to most teachers particularly the aspect of developing the students' "communicative competence". So, it is at the secondary level the problem is largely rooted, the thing which does not augur well for any future intervention to stop the ongoing deterioration as this is the stage in which the potential skills for learning are expected to be sown.

Despite the great amount of teaching time given for English classes the students' feedback is still lagging behind, far away from reaching the objective of the CC English Unit which is aiming to achieve proficiency in English that support students during their academic studies and professional lives. Therefore the problem in English Language program

at JCC is noticeably existing and the researcher believes that the current ESP in JCC needs to be redesigned according to the learners' needs, regarding different learning levels . The ESP teaching time(ESPTT) is too short for the students to learn the required target language. This language has been designed in one course which is inappropriate with the students' needs in their respective level. So this creates a gap between what the students currently learn and what they actually need to learn in relevance to the subjects in their fields of study. In classrooms and labs, students struggle hard to understand English words or terminologies they need to use. Also both teachers and students find it difficult to communicate during teaching and learning process in different levels. This study proposes that there is a deficiency in the ESP syllabus. In other words the target language such as vocabulary, expressions and structures are not matching with the students' levels and subjects of specializations. Furthermore a very limited time is determined for ESP learning, that has been presented in only one course. The researcher believes that learning one course at a certain level means a very little knowledge in ESP that causes the most tremendous challenge in the learning process for the students in the JCC and in this way it does never reach its main purpose that is to support students in comprehending the subjects in their departments .

The students are in need of more ESP courses than what is currently given to them that couple with other subjects. The extensive Learning of ESP, designed in relevant ongoing courses to satisfy the learners' needs in almost all levels is strongly requested in order to improve the students' English and learning acquisition process. The students jump from preparatory levels 1 and 2, where they study intensive general English(GE), to learn the ESP course in level 3, special items of

language that should be delivered by creative skillful teachers . In this level, English becomes very confusing and complex for both the learners and teachers, because they are not prepared by any kind of prerequisite orientation or seminars or debates about the methodology and syllabus design of ESP in order to share in selecting the most suitable texts, teaching methods and techniques to motivate their students to understand the target language.

1.3. Objectives of the Study

The first step in designing a language course is deciding on its general and specific teaching objectives. As stated by Ellis and Johnson, the course objectives are “the goals of a course in English, as indicated by the needs analysis, and expressed in terms of what the learner should be able to do”. In other words, the course objectives are set in relation to the learners’ own objectives in learning the language.

As the general objective of an ESP course is to “enable learners to function adequately in a target situation”, we need to identify the *target situation*, i.e. the situation in which the learners will use the language. The target situation will vary, of course, from one group of specialists to another. This process of identifying learners’ needs is usually known as *needs analysis* (according to Hutchinson and Waters) or *target situation analysis*. Hence, the following points shall be considered in relation to what is mentioned above:

1. To investigate the area of ESP with the intention of providing solutions to students with problems in *English for Academic Purposes*, namely business English for JCC Students.

2. To familiarize learners and teachers with the possible support given by needs analysis approach.
3. To improve the teaching atmosphere by providing a new learning context depending on students real needs.
4. To discuss the prospect of structuring theories, designing materials and activities related to needs analysis.
5. To investigate the prerequisites or needs for instruction in college environment those cater for better understanding and motivation and broaden the scope of teachers, learners and administrators about how useful needs analysis is, if it is well implemented and properly conducted.

1.4. Significance of the Study

The significance of this study stems from the fact that it lays the foundations for designing an ESP syllabus for kinds of students who have come from general education with very poor and shaky background in English Language. Business students, who seek to get involved in a business career after completing their undergraduate courses, must have remarkable mastery of English Language. As business is now practiced worldwide, business students in JCC are expected to have a high communicative competence as they are going to mix with their peers across the globe. The study attempts to construct a pathway through which students' needs can be fulfilled.

Needs analysis is a crucial step in the current study. This stage is extremely important; it is the guiding line in the whole process of ESP course designing, on the basis of which the specific course objectives can be defined. In this process, one has to establish first of all what the learners' *necessities* are,

by:

- (i) analyzing their curriculum; they may require to read some books/articles which are related to their main subjects (Economics, Geography, Mathematics...)and which are available only in English;
- (ii) Identifying all areas where they may work after graduating (hotel, restaurant, travel agency, etc.), all types of jobs they may find (tour guide, hotel manager, restaurant manager, and travel agent.)
- (iii) Analyzing the situations they are likely to find themselves in while attending university courses or after graduating: they are supposed to be able to speak to a customer, to answer his/her questions, to advertise the services offered by their travel agency, to give information on a certain monument or museum.

1.5. The questions of the Study

- (1) To what extent can needs analysis provide the necessary platform required for delineating the demarcations of the desired ESP course?
- (2) How far can the needs analysis offer information on both the content and form that the course should take?
- (3) To what extent are English teachers at the Community College aware of their business students' needs at the preparatory year and the following years?

1.6. Hypotheses of the Study

(1) Needs analysis can provide the necessary platform required for delineating the demarcations of the desired business course.

(2) Needs analysis offer information on both the content and form that the course is expected to exhibit.

(3) English teachers at the Community College are, to some extent, aware of their business students' needs at the preparatory year and the following years.

1.7. Methodology

In this study, experimental methods will be adopted. The proposed experiment will be conducted in Community College where there will be a questionnaire for the teachers and a test for the students. Students will also be interviewed with special focus on their future intentions and likely careers. The experiment is expected to take three months. The researcher will also confirm the validity and the reliability of the research tools before their application.

1.8. Summary of the chapter

In this chapter a detailed description of the theoretical framework has been provided with some focus on the definition of the research problem and the research methodology. In the next chapter some relevant literature will be critically reviewed.

Chapter Two

Literature Review and

Previous Studies

CHAPTER 2

LITERATURE REVIEW

2.0. Introduction:

This chapter consists of five parts, widely presenting the literature review of this study. The first part is a review about English for Specific Purposes(ESP) that includes the definition of 'ESP', its development throughout the global history approaches related to 'ESP' and the 'ESP' ultimate relation with learner's needs. In the second part, Learners Needs Analysis(LNA) is apparently defined and reviewed as an approach that plays the main role in designing 'ESP' syllabuses that serve in teaching and learning English as a foreign language(EFL), with reference to some experts and researchers whose writings are focused in the field of designing effective ESP courses for special groups of learners. The third part, is a reviewing syllabus design in 'ESP'. The third part is presenting a collection of previous related studies from different parts of the world. The last part is a conclusion.

2.1. English for Specific Purpose(ESP):

2.1.1. Definition of ESP:

Establishing a suitable definition of ESP with its different constituents, Johns and Dudley-Evans (1993:116) suggested the general definition provided by Strevens (1988) and which they seem to agree on. According to this definition, ESP can be considered as the basis for broad divisions of various EAP (English for Academic Purposes), EOP (English for Occupational Purposes) e.g. English for

Business, EVP (English for Vocational Purposes), EAP and EST (English for Science and Technology).

It is claimed that the terms: “special”, “specific”, or “specifiable” are not intended to qualify the language, but to highlight the purpose of studying it. It specifies the focus on certain features of the language that are immediately associated with the restricted use of the target language which is required by the learner in order to achieve a particular purpose (Munby, 1978:2). As mentioned above, a specialized aim refers to the purpose for which learners learn a language, not the nature of the language they learn. Consequently, the focus of the word special in ESP ought to be on the purpose for which learners learn and not on the specific registers they learn. The notion of a language with singular characteristics began to take root in the sixties and the early seventies, being associated with the pioneering research of Halliday, MacIntosh and Strevens (1964). Then, many distinguished linguists subscribed to the approach above, among them Widdowson (1983: 10) who states that “*ESP is simply a matter of describing a particular area of language and then using this description as a course specification to impart to learners the necessary restricted competence with this particular area*”.

2.1.2. Development of ESP:

English for Specific Purposes (ESP) refers to a strong movement which has been spreading strongly over the world. It was brought from the current trends as TEFL/ TESL and has gradually established itself as a separate new trend influencing English teaching/learning process. A great change has occurred in the learning and teaching of

languages. More and more learners are interested in using languages, because of some oriented purposes.

The question that comes to mind as Robinson (1989: 399) states, is *"How old is ESP?"* Stevens(1977) suggests that *"ESP goes back to the sixteenth century, with the production of specialised vocabularies and phrase books for diplomats, businessmen, and other travellers."* According to Strevens (1977: 151), there were other cases of early SPLT (Special Purpose Language Teaching). SPLT is commonly referred to as "Specific Purposes", not special, or LSP (Language for Specific Purposes), such as the example of language courses for science students and in which either German, Russian, French or English was chosen. Those courses in reality had not any great influence on science students assessment, because they did not determine the success or failure in science subjects and the process of teaching/learning was mainly based on the principle of translation relying on the use of a dictionary. The Second World War is the prelude of a radical change for the future of SPLT. Particular historical events were the reason for creating a huge number of SP-LT programs in the armed forces of the United States of America, Britain and some other nations. Those programs were devised and adapted in order to fit a wide range of restricted aims or purposes which, in fact, had a close relationship with the needs and the requirements of the war. The courses were achieved under the form of intensive learning and were applied to the use of other languages such as German, Russian, Arabic, Turkish, Burmese, Thai, and Chinese. To explain and justify this particular use of the language of that moment, Strevens (1977: 151) takes the example of the use of the Japanese language. Among the Royal Air Force personnel there

was a specialized training for learning Japanese “*for the purpose of listening, in the Burmese jungle, to Japanese fighter aircraft talking to their ground control stations, identifying their targets, and using this information to alert RAF interceptor fighters.*” These very restricted aims, as Strevens shows, were put in practice during the war and were not taught in a general educational system. This example shows that this intensive training could not allow students of Japanese read and write the language. The requirements of that particular situation were met in listening and speaking only. Great changes were delivered at the end of the Second World War, followed by new global developments concerning trade and business. It seems that the Second World War with its consequences has greatly influenced all the political, economic scientific and cultural relations and policies all over the world.

The early sixties witnessed a considerable change in the international activities and exchanges where two major forces technology and commerce dominated. To make those exchanges successful, there was an increasing demand which became an urgent necessity for learning and mastering languages for different purposes. Progressively, the aims for learning a language have been oriented towards necessity and efficiency. These views are of greater importance to the specialists of ESP, and are extended at an international level to influence the national development of countries in Asia, Africa and Latin America. The need for learning English is mostly related to the purposes of internal communication, especially in English-speaking countries such as India, Nigeria, Kenya and Singapore of the transfer of science and technology as in Brazil, Chile, China, Morocco, the Middle East; and of international communication.

Gradually, English has emerged as being the first international language that is used for important and specific purposes of communication. The best example of international communication is illustrated by air traffic and particularly by the language of airways which is performed only in English. In reality, it must be acquired and used by pilots and air personnel without error. The language of the sea is also English and at international meetings and conferences, English is the necessary medium of communication. As Hutchinson and Waters (1987: 6) put it: *“But as English became the accepted language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language - businessman and women who wanted to instruction manuals - to sell their products, mechanics who had to read doctors who needed to keep up with developments in their field and a whole range of students whose course of study included textbooks and journals only available in English.”* In the early seventies, the Oil Crises were another cause of rapid expansion of the ESP movement. Hutchinson and Waters (1987: 6) explain: *“This development was accelerated by the Oil Crises of the early 1970's, which resulted in a massive flow of funds and Western expertise into the oil-rich countries.”* According to the researchers' claims mentioned above, a great change in policies and tendencies towards learning English suddenly emerged in the oil-rich countries like Kingdom of Saudi Arabia and the other Gulf Countries where English is incredibly required for the speedy development in business and commerce. That movement obviously had its impacts on the teaching and learning of English, creating a need for cost-effective courses with definite goals.

2.1.3. Approaches to ESP:

ESP has been influenced by several approaches in applied linguistics. The most important are presented as follows:

2.1.3.1. Communicative Notion:

The second approach, which is very important, based on "communicative notions" has inspired Kennedy (1987) for example, who contributed with his work to develop discourse analysis.

2.1.3.2. Text Features Analysis(TFA):

The third approach based on text feature analysis, and particularly on the principle of concordance is used by Johns (1991) and Strevens (1988). This concept of concordance has been applied in material design in classes of science and technology. Some other approaches have been developed concerning text analysis, but Swale's approach (1990) provides useful information of great insight in an original contribution which he calls "genre-analysis" and which is determining for reading texts in science and technology. The former approaches deal with written discourse, but a few researchers have thought about investigating both spoken and written discourse in one particular field, for instance Dubois (1987,1988) in biomedicine, Bazerman (1989) in physics, and Dudley-Evans (1998) in economics. Nevertheless, whatever the kind of analysis which is undertaken, it is focused on the learner who is now the centre of interest of this ESP trend. Besides, wide perspectives are to be opened to the learner and new goals are to be pursued . Despite the fact that ESP has gained a particular status, specialists and researchers are aware of the considerable effort that must be made further for the future of ESP.

First, when comparing between the theoretical work and the empirical development of ESP, it seems that there is a gap which separates them. The main reason is that more emphasis has been put on applied linguistics (Barber: 1962), on courses and materials design (Swales: 1971, Bates and Dudley-Evans: 1976), then consequently, theoretical work has lagged behind for a long time.

2.1.3.3. Learner's Center Approach(LCA):

It is obvious from what is mentioned above, that ESP is a new learner-centered approach. This notion requires further specification, at least in its general sense. A learner-centered approach to learning and teaching sees learning as the active construction of meaning, and teaching as the act of guiding, scaffolding and facilitating learning. This approach considers knowledge as being an ever-changing process, which is built upon the learners prior experience (Hutchinson and Waters, 1987: 59). A learner-centered approach provides opportunities for students to practice critical and creative thinking, problem solving, and decision making. This involves recall, application, analysis, synthesis, prediction and evaluation; all of which contribute to the development and enhancement of conceptual understandings. A learner-centered approach also encourages students to demonstrate ownership of their ideas and to reflect on and monitor their thinking as they make decisions and take action.

Widdowson (1981), a linguist and an early pioneer of the approach, describes the general concept of ESP by stating that: *"If a group of learners' needs for a language can be accurately specified, then this specification can be used to determine the content of a language*

program that will meet these needs.” The difference between ESP and general English is not a matter of the “existence” of a need; it is rather the “awareness” of a need. Some of these definitions are worthy referring to in this review like Mackay and Mount Ford (1978:2) who defined ESP as:

“Languages for Special Purposes is generally used to refer to the teaching of English for a clearly utilitarian purpose. This purpose is usually defined with reference to some occupational requirement or vocational training programs or some academic or professional study.”

Furthermore, according to Anthony (1998), a conference held in Japan, more specifically the first Japan Conference on English for Specific Purposes which took place at Aizu University in Fukushima Prefecture in November 1997, permitted after a 'heated' debate, to clarify and to state in a perhaps definitive way the definition of ESP. This definition is so significant in that it is issued not only from a long period of controversies but also from the different debates all over the world which have helped the ESP movement to mature and to acquire the status it has today . In fact, it is Dudley-Evans in 1997 in Japan who sets out during one hour an extended definition in terms of 'absolute' and 'variable' characteristics. Basically, this definition is deeply influenced by Strevens' definition of 1988 but with some variations. Therefore, as 'absolute' characteristics, ESP is defined to meet specific needs of the learners. Firstly, the characteristics that concern with pedagogy, methodology or way of teaching and activities used to deliver and practice the target language in the classroom need to match the purposes of learning as

Anthony(1998:122) explains: “*ESP makes use of underlying methodology and activities it serves.*” Then , the target language ought to be selected and measured to suit the pedagogical activities according to specific criteria. In other words these activities should match the learners’ level and different language skills in grammar, vocabulary, speaking, study skills, and variety of academic fields. “*ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.*” (Anthony, *ibid*). In comparison with the specification and stability of methodology in teaching GE the absolute characteristic reveals the flexibility of ESP which depends basically on learners’ needs. In other hand, GE mostly follow the same methodology and activities for teaching and learning different English skills to diverse learners. “*ESP is in contrast with General English*”, *is removed for the simple reason that ESP is not absolutely seen as being concerned with a specific discipline.*” (Anthony, *ibid*).

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

comparison with the original version of Stevrens as four 'absolute characteristics' and two 'variable characteristics'.

2.2. Learner's Needs Analysis(LNA):

This part is a review of learners' needs analysis. It presents a definition of the learners' needs analysis and explains its essential role in ESP syllabus design.

2.2.1. Definition of Learner's Needs(LN):

The concept of learners' needs is one of the essential criteria which is adopted and authenticated in ESP. Robinson (1991: 3), for instance, explains that *"an ESP course is based on a needs analysis, which aims to specify it is that students have to do through the medium of English."* Thus, it is also essential to define what the term "need" means. Most specialists agree that this word can convey different meanings, and it is understood in different ways with regard to the fact that many participants are involved in formulating the ESP courses such as: the institution which organizes the language courses, the language teacher, the learner, and in some cases the sponsor, the needs' analyst and the linguistic expert even when they are outsiders. According to Chambers (1980: 26), there is a wide variety of definitions provided by the dictionary, conveying both ambiguity and imprecision. It is also a term which is perceived as desires; it can cover a wide range of necessities, wants and lacks of something: 'It is fairly obvious that the term "need" is both ambiguous and imprecise.' *'This terminological inexactitude has permitted a profusion of related but not identical items being commonly referred to as "needs", requirements, or objectives and being treated as if they were more or less identical.'* (Chambers *ibid*). For

that reason, Chamber(ibid) states that: "*The value of needs analysis may go unrealised unless ambiguity and lack of precision in the use of the term are cleared away. It is necessary first to remove superfluous terminology, and second to establish different levels of needs, allotting some kind of priority between them.*" Then, in terms of analysis especially analysis related to needs, in EFL, it is not an easy task to determine the levels of needs. For example , Robinson (1991: 8) quotes Brindley's statement in which he defines and distinguishes the objective and subjective needs of the learner . The first of these terms refers to needs which are derivable from different kinds of factual information about learners, their use of language in real life communication situations as well as their current language proficiency and language difficulties. The second term refers to the cognitive and affective needs of the learner in the learning situation derivable from information about effective and cognitive factors such as personality, confidence, attitudes, learner's wants and expectations with regard to the learning of English and their individual cognitive style and learning strategies. Furthermore, Robinson provides her own definition of needs by distinguishing different categories of needs; the 'objective' versus the ' subjective' needs, the needs 'perceived' by the 'teachers/authorities 'versus or opposed to the needs 'felt' by the 'students/learners', 'target needs' opposed to 'learning needs', this latter contrasting pair corresponding to 'goal-oriented' versus 'process-oriented.' (Robinson ,ibid.) It is also the case of Hutchinson and Waters (1987: 58) who see in needs three levels being defined as 'necessities', 'lacks' and 'wants' which are 'objective' or 'subjective'. Robinson (1991).

2.2.2. Target Situation Analysis(TSA):

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

2.2.3. Present Situation Analysis (PSA):

According to Robinson (1991: 8), PSA (Present Situation Analysis) seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses". Dudley-Evans and St. John (1998: 124) state that PSA estimates strengths and weaknesses in language, skills and learning experiences. Richterich and Chancerel (1980) formulate 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', for example the students' place of work. For each of these, an ESP practitioner seeks information regarding their respective levels of ability; their resources; and their views on language teaching and learning. ESP practitioners might also study the surrounding society and culture: the attitude held towards English language and towards the learning and use of a foreign language. Munby (1978) argues that PSA represents constraints on the TSA. According to McDonough (1984), PSA involves 'fundamental variables', which must be clearly considered before the TSA. In practice, one is likely to seek and find information relating to both TSA and PSA simultaneously. Thus, needs analysis may be seen as a combination of TSA and PSA.

2.2.4. Target Group Analysis(TGA):

The process of analysis starts from the identification of learners of the language teaching program. The target group in this step can be categorized into two groups: the identification of learners who want to study the language in terms of personal, socio-culture, education, expectation, interest, real language needs, and the identification of professional workers in the target situation, who have used the language in the target situation. P.Robinson (1980:2) 'Quintessential ESP means:" Materials produced for use once only by one group of students in one place at one time."She then quoted . Mackay's definition of ESP: 'ESP' is generally used to refer to the teaching/ learning of a foreign language for a clearly useful purpose of which there is no doubt." It would be very difficult to dispute the intrinsic validity of this definition of ESP. Practical considerations and

pedagogical context may of course prevent the implementation of such a pure approach. Such an approach to teaching is:- i) very demanding ii) time-consuming iii) implying that material cannot be tried out before they can be applied, judged or valued iv) to be pragmatic not idealistic. It is to be used once and for one single group of students.

2.2.5. On Going Basis Learner's Need in ESP:

The researcher' view comes to an agreement with the other researchers to point out that Learner's needs should be treated as an ongoing basis because they are likely to change over time, depending on contextual and human affective variables (Brown:1995 Holliday:1994, Hutchinson and Waters: 1987, Nunan:1988, Richterich and Chancerel:1977). This principle enlarges to include both curriculum development and action research. The purpose of needs analysis is to identify learner needs, taking place at a relatively theoretical level outside classes, yielding recommendations on how a course should be designed. Yet, at a more profound level, needs analysis is actually a process in curriculum development (Brown:1995, Richards:2001); it can and should be extended to curriculum development because many other important variables are connected with learner needs in authentic teaching and learning. An of explanation of needs precedes classes, by itself, will not generate a complete understanding of learner needs. Allwright (1988:51) states that "*what happens in the classroom still must matter. We need studies of what actually happens (inside classes)*". In fact, Holliday (1994) points out that data about what really happens

in the classroom are not only insufficient, but also lacking for the settings around the world.

2.3. Syllabus and Curriculum:

'Syllabus' as the word 'curriculum' can be interpreted in many ways, it should be clarified here how it is perceived in this paper. Curriculum is "a very general concept involving consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an education program" (Allen 1984:62). It is generally understood that curriculum development comprises three main stages: design, implementation, and evaluation (Brown:1995, Johnson:1989, Richards:2001). It is sometimes interpreted as 'syllabus' or 'course.' However, 'syllabus' is most often defined as specifications of content to be taught in a course, and is concerned with course objectives (Dubin and Olshtain:1986, Jordan:1997, Nunan:1988, Richards:2001). A 'course' is an instructional program (Dudley-Evans and St John:1998, Feez:1998) with a name such as "English for Engineering Students 1." In recent times, the 'process' meaning of curriculum has been added to the former 'product' concept. In the process/product orientation framework, a curriculum is designed prior to classes, but remains open to scrutiny and adjustment in real situations (Shavelson and Stern: 1981, Nunan:1988, Smith:1996, Stenhouse:1975). Brown(1995:ix) describes curriculum as a systematic process during which language teaching and language program development are a "dynamic system of interrelated elements". The elements include needs analysis, goals and objectives, language testing, materials development, language teaching, and program evaluation. He

stresses that learner needs should be served, while alternative perspectives should also be taken into account. In addition to language needs, human needs and contextual variables should also be appraised. It is further recommended that evaluation should be regarded as an ongoing needs assessment. Richards (2001:41) emphasizes that the processes of “*needs analysis, situational analysis, planning learning outcomes, course organization, selection and preparing teaching materials, providing for effective teaching and evaluation*” are all integrally interconnected. Richards (2001) places teachers at the center of the planning and decision-making process. The processes in curriculum development reflect the contributions of a variety of people with various roles and goals. The subject of needs analysis also extends to curriculum development by action research. The spiral, iterative and evaluative procedures of action research plus its belief in change for improvement demand consideration (Dick:2000, Kemmis and McTaggart: 1988, McNiff & Whitehead: 2002). Action research usually originates from a ‘thematic concern’ (Kemmis and McTaggart:1988), which is ‘learner needs’ in the present situation. The concern leads to the first ‘moment’ (Kemmis and McTaggart:1988), planning, which involves building learner needs into the first half of a curriculum. Research then proceeds to subsequent moments such as acting, observing and reflecting. Implementing and evaluating are engaged to ascertain whether or not the curriculum meets learner needs. Action research generates spirals of investigation which “*unfold from themselves and fold back again into themselves*” (McNiff and Whitehead: 2002, :56). With this consideration, a curriculum is redesigned based on learner needs discovered in the initial procedure of teaching and learning, which

are then implemented and evaluated in the second half. Change for improvement is another important characteristic. According to Bassey(1988:93),in employing action research in needs analysis, needs are checked in the first component; elements which are unsuitable can be changed to improve the curriculum during the second half to comply with learner needs more effectively. It is claimed that any decision made in designing language teaching programs in ESP contexts must be based on the learners' reasons (learners' needs) for learning English (Strevens: 1998, Robinson: 1991, Dudley-Evans & St. John: 1998). However, knowing learners' needs is not a simple task due to the multi-interpretations of the needs. Needs can be interpreted into necessities, wants, and lacks (Hutchinson and Waters, 1993). Necessities (target needs) deal with the demand of the target situations (i.e. what the learner needs to know in order to function effectively in the target situation). Lacks refer to the learner's existing language proficiency in order to help determination of the starting point of the teaching and learning process. Wants relate to what the learner would like to gain from the language course (personal aims). In addition, Dudley-Evans & St. John (1998) see needs from various points of view such as from personal information about learners, language information about target situation, professional information about learners, how to communicate in the target situation, language learning needs, learner's needs from the course, learner's lack, and environmental situation. However, both Hutchinson & Waters and Dudley-Evans & St. John agree that the main purposes of doing needs analysis are first to find out language needs in the target situation (i.e. what the learner needs to know in order to function effectively in the target

situation) and second to formulate the learning needs (i.e. how to achieve the target needs in teaching and learning process). In Dudley-Evans & St. John's terms, they are called Target Situation Analysis (TSA) and Learning Situation Analysis (LSA).

2.3.1. Learner's Needs: The Basis of ESP Syllabus

Learner's Needs Analysis is constructing a solid platform when designing an ESP syllabus. According to Hutchinson and Waters (1987), the approach to ESP should be based on the learner's needs in their respective specialized subjects. The history of ESP indicates that Munby is the first specialist who enounces the concept and principles of target situation analysis in 1978 in his noteworthy contribution entitled "Communicative Syllabus Design". This first model that he both formulates and presents is identified as "Communication Needs Processor" or "CNP" and provides a highly detailed set of procedures for discovering target situation needs." According to Hutchinson and Waters (1987: 54).

All ESP practitioners have come to the same agreement that Munby's model is the opening of a new era in ESP research, particularly that which concerns needs analysis/course design relationship.illustrated by Coffey (1984: 7). Probably the most influential of all needs analysis procedures currently available is Munby's "communication needs processor. "Munby proposes an instrument which is supposed to enable the needs analyst to draw up an accurate profile of an individual language learner. The instrument then provides detailed lists of "language skills" and "socio semantic functions" so that the needs analyst can identify those skills and functions which the learner is likely to need ". Nevertheless, Munby's model has been

widely discussed and even criticized. After having been used and tested, it has appeared that Munby's model has shown many weaknesses. As an instance of it, Coleman (1988: 156) states: "Despite its apparent thoroughness, Munby's work has been attacked on several fronts." He quotes Brindley and Coffee and adds: "Brindley (1989) questions Munby's work on three counts: that learners' needs cannot necessarily be equated with target language behaviour, that the analysis excludes affective factors, and that the learners themselves are not involved in the investigation of their own needs. Coffey (1984) criticizes the model for being over-complicated and static." In other words, it seems that Munby has neglected some variables which, according to him, are not a part of the needs analysis. He considers those variables, mainly the participation of the learners in the needs analysis and the effective factors that are met in the learners as 'constraints'. About those 'constraints' defined by Robinson (1991: 41) who states: "These variables, which Munby describes as "constraints upon the implementation of the syllabus specification", include such things as government attitude: the status of English, logistical and administrative matters, the students motivation and expectations, and methodological issues." The implications of such a criticism are seen in the modifications provided by Munby in 1984 in his contribution "Communicative Syllabus Design: Principles and problems." This improvement appears in what follows: "Some constraints (type A), e.g. political factors affecting the target language and homogeneity of the learner group should be applied at the needs analysis stage. Others (type B), e.g. time available for the course, state of resources, styles and traditions of learning, should be applied at the content specification

stage. With regard to what has been said by the specialists, the target situation analysis aims at defining the ultimate needs and objectives of the learners at the end of a language course, but it also contributes to identify another step in the teaching/learning process. Thus, Robinson (1991: 9) suggests: "*The information sought for TSA may relate to two different stages in the students' lives. Thus, the English course may be preparing the students for a further training course, which will be conducted through the medium of English after which the students will then take up jobs. The English requirements of the training course and of the later job may well be different, but both need to be considered* ".

It is widely agreed that among the distinguishing features which are ultimate to ESP, the needs analysis is one of them: "*Second, an ESP course is based on needs analysis...*" (Robinson, 1991: 3). In Strevens's widely accepted definition, needs analysis is part of four absolute characteristics and is called "needs assessment" (Johns and Dudley-Evans, 1991: 116) A needs analysis then aims at defining the needs of the learners as accurately as possible to specify the different uses of English for pursuing academic or occupational purposes: "*which aims to specify carefully what exactly it is that students have to do through the medium of English.*" (Robinson, 1991: 3). Or, as Johns and Dudley-Evans (1993: 116) put it: "...designed to meet specified needs of the learner. " Once being stated, it is important to explain the place that a needs analysis occupies in the whole process of ESP teaching and learning and the role it plays as an important means of investigation and data gathering. Strevens (1977) develops this principle, explaining that needs analysis finds its reason for being in the history of ESP, particularly in its

development. ESP is said to be a "reaction against conventional foreign language instruction" (1977: 145) and the last decades have seen the emergence of a new trend that concentrates especially on the learner and on his needs. Strevens (1977: 152) suggests further: *"Within the context of this development, SP-LT can be seen as responding to the new educational requirement to study the learner, to analyse his/her needs and aims, to define his contribution to the learning/teaching situations and to devise means of helping him/her to learn that which he wishes to learn, not just that which has been defined by some externally-imposed 'general' syllabus. "*

2.3.2. Communicative Approach in ESP Syllabus Design:

During the 1970s, communicative views of language teaching began to be incorporated into syllabus design. The central question for proponents of this new view was, 'What does the learner need to do with the target language?' rather than, 'What are the linguistic elements which the learner needs to master?' Syllabuses began to appear in which content was specified, not only in terms of the grammatical elements which the learners were expected to master, but also in terms of the functional skills they would need to master in order to communicate successfully. This movement led in part to the development of English for Specific Purposes (ESP). Here, syllabus designers focused, not only on language functions, but also on experiential content (that is, the subject matter through which the language is taught). Traditionally, linguistically-oriented syllabuses, along with many called communicative syllabuses, shared one thing in common: they tended to focus on the things that learners should know or be able to do as a result of instruction. In the rest of this

book we shall refer to syllabuses in which content is stated in terms of the outcomes of instruction as 'product- oriented'. As we have already seen, a distinction is traditionally drawn between syllabus design, which is concerned with outcomes, and methodology, which is concerned with the process through which these outcomes are to be brought about. Recently, however, some syllabus designers have suggested that syllabus content might be specified in terms of learning tasks and activities. This suggestion is justified on the grounds that communication is a process rather than a set of products.

2.3.3. Methodology in ESP:

Some language specialists believe that syllabus and methodology should be kept separate; others think otherwise. One of the issues which has to be decided on is whether you think syllabuses should be defined solely in terms of the selection and grading of content, or whether they should also attempt to specify and grade learning tasks and activities. To begin with, then, is to distinguish between syllabus design, which is concerned with the 'what of a language program, and methodology, which is concerned with the 'how'. Other syllabus is simply a framework within which activities can be carried : *“a teaching device to facilitate learning. It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of reference from which bearings can be taken”*. (Widdowson 1984: 26) What is to draw attention to is a distinction between curriculum or syllabus, that is its content, structure, parts and organisation, and, that what in curriculum theory is often called curriculum processes, that is curriculum development,

implementation, dissemination and evaluation. The former is concerned with the WHAT of curriculum: what the curriculum is like or should be like; the latter is concerned with the WHO and HOW of establishing the curriculum. (Stern 1984: 10-11)

2.3.4. ESP Materials:

There would be no harm in the utilization of existing materials in an institution while carrying out revision or developmental measures on them. This could be done with the materials already produced—once produced to cope with the special or specific purpose they were originally produced for. Strevens used a different nomenclature. It is that of 'Special-Purpose Language Teaching and so it was 'SPLT'. It is this special purpose, the specific content and the needs which made it different from GPE. Brumfit's definition quoted in P. Robinson (1980 :11) "an ESP course is directly concerned with the purposes for which learners need English, purposes which are usually expressed in functional terms." Brumfit's definition goes with the main stream. It means that an EST course consists of purpose-specific material serving learners' needs and utilizing certain functions, sometimes processes, in the meantime. This can be seen in the discourse functions processes in the disciplines dealt with. For both Strevens and Brumfit, as for many others, communicative methodology goes hand in hand with ESP. So far, it might be worth pointing out that the definitions quoted have a great deal in common. Kennedy C.J. and Bolitho R do not give any concise definitions. They discuss the multi-sided aspects of ESP such as its being based on: i) needs of learners. ii) being mainly taught in post- secondary school tertiary level. iii) servicing other courses iv) specific subject matter of discipline it is

meant to serve v) the characteristic of its utilizing the communicative approach to language teaching. In fact, Kennedy gave his definition of ESP when he wrote: (1980:118) "*ESP is a system, to be refined certainly, which attempts as rigorously as possible, to analyze certain factors, in a learning situation and to decide to which extent those factors should influence syllabus design and the production of materials.*" A given syllabus will specify all or some of the following: grammatical structures, functions, notions, topics, themes, situations, activities, and tasks. Each of these elements is either product or process oriented, and the inclusion of each will be justified according to beliefs about the nature of language, the needs of the learner, or the nature of learning.

2.3.5. Selection of Content in ESP:

It was argued that syllabus design was essentially concerned with the selection and grading of content. As such, it formed a sub-component of the planning phase of curriculum development. (The curriculum has at least three phases: a planning phase, an implementation phase, and an evaluation phase.) The first question to confront the syllabus designer is where the content is to come from in the first place. There are several conflicting views on just what it is that distinguishes syllabus design from curriculum development. There is also some disagreement about the nature of 'the syllabus'. In books and papers on the subject, it is possible to distinguish a broad and a narrow approach to syllabus design. The narrow view draws a clear distinction between syllabus design and methodology. Syllabus design is seen as being concerned essentially with the selection and grading of content, while methodology is concerned with the

selection of learning tasks and activities. Those who adopt a broader view question this strict separation, arguing that with the advent of communicative language teaching the distinction between content and tasks is difficult to sustain. The scope of syllabus design can be related to the broader field of curriculum development. Besides the role of the teacher in syllabus design. Within the literature, there is some confusion over the terms 'syllabus' and 'curriculum'. It would, therefore, be as well to give some indication at the outset of what is meant here by syllabus, and also how syllabus design is related to curriculum development.

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

2.3.6. ESP Syllabus Designers:

In a recent study of an educational system where classroom teachers are expected to design, implement, and evaluate their own curriculum, one group of teachers, when asked the above question, stated that they saw themselves as having primary responsibility for all of the above tasks except for the third one (grouping learners). Some of the teachers in the system felt quite comfortable with an expanded professional role. Others felt that syllabus development should be carried out by people with specific expertise, and believed that they were being asked to undertake tasks for which they were not adequately trained (Nunan:1987).

2.3.7. ESP Versus General English(GE):

Stevens attempts to describe ESP with its possible characteristics. He distinguishes four absolute characteristics from two variable characteristics. The former correspond to the identified needs of the learner, the topics under study and the content to be taught contrasting with "general English" and related to "syntax, lexis, discourse, semantics, activities " The Characteristics denounced by Stevens, two important aspects (absolute features), namely needs assessment and discourse analysis, have particularly attracted the attention of the researchers because of their primary importance and to which they have given priorities. For example, Johns (1991), Robinson (1989, 1991), Jacobson (1986), have used needs assessments in order to identify and to understand the complexity of the ways learners acquire and use language for specific tasks. In discourse analysis, researchers have developed different approaches to know how syntax, semantics and lexis are introduced and used in

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

2.4. Previous Related Studies:

Obviously, needs analysis is serving in teaching and learning English language in different academic and professional programs in different educational institutions throughout the world. This overview provides a sampling of those studies in needs analysis has been recently conducted. Those researchers mostly relied on questionnaires and interviews for collecting their data. *"Using structured Interviews that have been carefully constructed can be asked repeatedly to focus all stakeholders on specific concerns"* (Dudley-Evans & John, 1998; Lynch.)

Al-Bazzaz (1994) conducted a needs analysis study to investigate students' low achievement in English at the College of Business Studies, Kuwait University. A questionnaire was distributed to students and teachers. Interviews and observations were also conducted. The results revealed English was used to communicate with nonnative speakers of Arabic in different areas involved with the business sector. The language knowledge required to deal with

the labor market was attainable, but it was not adequately covered in the English language courses taught to students of business. The study proposed a model for course development.

Jafre Bin Zainol Abidin (1992) investigated English language needs for business purposes in Malaysia for science graduates. A questionnaire was distributed to the science students at the University of Malaysia and another questionnaire was distributed to personnel managers and employees in different companies in Malaysia. The participants ranked the use of English and the importance of each language skill. The findings indicated that students ranked reading as the most important skill, while employees ranked each skill differently based on the nature of their jobs. However, all skills were needed to perform basic tasks. The study recommended that: 1) university courses should consider students' needs 2) reading skills should be emphasized more in the academic environment 3) students should participate in the identification of study texts 4) teachers should pay close attention to individual needs 5) only senior students should take a course in ESP because students in earlier stages need to focus on the basic four skills.

Lambardo (1988) surveyed 200 students in the School of Economics to investigate students' perceived needs and attitudes about learning English as a second language. The results showed that students were motivated to learn English to have a better chance to get a job. Technical terminology was the major problem in reading. Understanding oral reports and participating in meeting were the most activities needed to succeed in their field. In regard to the

importance of the four language skills, listening skills were the most important followed by speaking, reading, and writing.

Kittidhaworn (2002) conducted a study within the EFL investigating the English language needs of 182 second-year undergraduate engineering students in a public university in Thailand. A two-part questionnaire was constructed. The first part of the questionnaire asked for demographic data: gender, specialty, years of studying English in the school, etc. The second part dealt with 45 items of English language needs in four major areas: Language Structures, Rhetorical Categories, Language Functions, and Language Skills. The findings of the study indicated that the majority of Thai engineering students have equal perceived English language needs in all four major areas, with all rated as moderately important or very important to learn in their program in engineering. The findings also revealed that perceived English language needs did not vary widely by demographic variables.

Rattanapinyowong (1988) conducted a needs analysis study among medical students in Mahidol University in Bangkok. Data were collected from 351 questionnaires distributed to medical, nursing, and related students' fields. Interviews with teachers in different University departments were analyzed to identify the English language academic needs of these students. The findings indicated that fewer academic needs were expressed than expected. The participants emphasized the need for English courses designed for specific medical professions.

Fatemeh Nikui Nezhad has conducted a study the of which is to report the results of an academic English needs analysis carried out

at Kashan University among three different majors, electrical engineering, Persian Literature, and chemistry. Through the implementation of a needs analysis questionnaire in ESP classes the felt academic needs of learners in terms of skills and sub-skills are specified. The attitude of learners towards their class materials and ESP courses are analyzed statistically. The paper concludes with some pedagogical implications to improve and develop ESP course material and methodology.

Fatemeh Moslemi (2011) conducted a study in ESP Needs Analysis of Iranian MA Students: A Case Study of the University of Isfahan. The aim of this study was to investigate the foreign language learning needs of Iranian MA students, in particular those who were majoring in biology, psychology, physical training, accounting and west philosophy. A total of 80 students from five MA majors studying at university of Isfahan participated in the study. Additionally, twenty-five subject-specific instructors as well as seven English instructors took part in the study. The study was designed on qualitative and quantitative survey basis using interviews, questionnaires, and texts. In order to investigate participants' point of views, chi-square test was used to analyze the data. The result obtained revealed that majority of the participants were dissatisfied with the current ESP courses for MA students. It was thought that this would increase the motivation of the students to improve their language proficiency; furthermore, joint teaching of the ESP courses was suggested as another solution to help students meet their English needs at the MA level.

Dakhmouche Farida Rosa (2008) conducted a research concerned with the teaching of English as a foreign language. It aims at identifying the fifth-year students' needs in English for Specific Purposes at the Department of Computer Science, Mentouri University, Constantine. Two questionnaires were administered: one addressed to language teachers who have taught at the Computer Science Department and the other to the fifth-year students. They have helped identify the situation that prevails in the teaching of English at the Computer Science Department, mainly emphasising the absence of predetermined objectives. This research work attempts to show that the application of some strategies of predetermined objectives would enhance better the students achievements in learning English for specific purposes.

Ounis (2005) investigated the needs of Agronomy students in the use of English for Specific Purposes at Batna University. The findings revealed the positive opinions of both ESP teachers and students on the needs of using the specific English courses tailored for Agronomy students. The four major skills were greatly needed. Reading skills were considered as the most important.

Chamnong Kaewpet Rajamangala (2009) presents a paper on a framework for investigating the English for Specific Purposes (ESP) needs of Thai engineering students (University of Technology Krungthep, Thailand), who will study ESP in an English as a Foreign Language (EFL) environment. The theoretical research originates from an aspiration to update and improve an ESP course. The literature suggests important principles for investigating learner needs. The framework is created for the investigation of learner

needs which is integrated into the curriculum, implemented and evaluated while the course is underway to establish if learner needs have been met. By thoroughly examining the framework established in the literature, it can prove useful for other ESP, EFL and English language teaching (ELT) contexts.

Majid Alharby(2005) conducted a study to investigate the English language communicative needs of health professionals in Riyadh Area by investigating their language use in the workplace to provide experiential data serving Saudi ESP context. The study (ESP Target Situation Needs Analysis) 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, 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 Riyadh Area representing five different medical sites. The sample population consisted of health professionals representing physicians, dentists, pharmacists, and applied medical technicians. 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. 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). 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.

SarjitKaur and AllaBaksh Mohd Ayub Khan(2010) conducted a study “Language Needs Analysis of Art and Design Students: Considerations for ESP Course Design”, hypothesizing that University Sains Malaysia Students, taking Art and Design courses need to have good proficiency in English in preparation for today’s globalised work contexts. This study evaluated the perceptions of 47 final year diploma Art and Design students and 10 members of staff about the current English Language course in a private college in Penang, Malaysia. This study used both quantitative and qualitative methods to collect data from the students and the academic staff. The findings of this study revealed that the 96% of students perceived the speaking skill to be important for their Art and Design courses and 95% of the respondents Reading and writing skills in English were regarded as ‘fairly important’ by 80% of the respondents. The findings also revealed that the students were ‘moderately satisfied’ with the current English language course in their college. The results of the study indicate that a new ESP course focusing on speaking and listening skills should be developed at this college. The ESP course should include workplace-based oral presentations, specialised vocabulary activities and course materials and topics relevant to students’ area of specializations. Language teaching strategies such as games, puzzles and riddles could also help improve the ESP students’ proficiency in the English language.

Naveed Ahmed (2005) conducted a study at Zakariya University, Pakistan, investigating the learners of law in Pakistan in order to measure their linguistic adequacy with reference to specific roles they need to perform so that their problem areas can be systematically identified and subsequently reported with

recommendations. Four questionnaires were constructed and distributed to investigate four legal groups: teachers of law, recent law graduates, senior lawyers and judges. Data was analysed by using SPSS. The findings revealed the learners level of inadequacy in the skills and sub-skills legal academic and professional roles. The finding also revealed that English is so essential in academic and professional settings and a specific course is required to address the problem. Regarding the findings a need-oriented course has been recommended for application at legal education institutions and other platforms.

Al-Busaidi (2003) conducted a study to investigate the academic needs of EFL learners at Sultan Qaboos University (SQU) in the Sultanate of Oman. Interviews, e-mail dialogues, and a questionnaire were used to collect data from the participants who included college language program faculty members and undergraduate students at SQU. The study aimed to identify program practices that were most effective in meeting the learners' needs. One important finding was that participants realized the importance of the intensive program as a means for academic preparation. However, the data pointed out some major gaps in the intensive program's curriculum. One of the main problems was the lack of integration between language and college courses and also it seems that academic skills are not sufficiently covered in the language program, that negatively affect learners' readiness for academic study. Suggestions to make the intensive program more effective and responsive to learners' needs included a hybrid content-based curriculum model to integrate language and college courses. It also included an academic skills course to make academic skill instruction more effective.

Accordingly, more cooperation was needed between the Language Center and college teachers in order to raise awareness about learners' needs.

Fatah-ELrahman Dafa-Allah(2012) conducted a study (ESP Learners' Needs: A case Study of Medicine Students at Some Sudanese Universities) to investigate ESP learners' needs at some Sudanese Universities. In particular the study targets the students studying medicine through the medium of English language. Learners' needs are divided into three categories which cover the needs for English language for general purposes, academic purposes and for job purposes. Three universities were chosen to examine the hypotheses of the study. The method used to collect data was students' questionnaire. The study has come out with a number of facts the most important of these facts are: In their daily life the students need English language to listen to radio, understanding TV programs and films. In the academic field, they need for English language to understand lectures was highly rated. Finally in their future jobs the study revealed that the students need English language to read written or printed materials connected with jobs.

2.5. Summary of the Chapter

As a conclusion to the above review, almost all the definitions mentioned by the great researchers and expertise are focusing on the same issue, purpose and point of view that the researcher has (that ESP is a process of learning a language for special needs or purposes referring to the subjects in the learner's field of specialization). The growing use of English as the means of communication in interaction between non-native and English speakers seems likely to have a major impact on the kinds of ESP programs we provide and the type of research needed to underpin those programs. All the researchers are seeking to find the best solutions for the ESP controversies about the strong ESP movement which has imposed its influence all over the world. So still there are many things to do for its future development of better or suitable programs and courses, of effective teaching, of serious analysis and of more consistent theoretical work in varied disciplines, such as business, science and technology and human sciences. The researcher in this study is greatly satisfied with the concept that English for Specific Purposes (ESP) is a branch of applied linguistics that focuses on relating the teaching and learning process to learners' needs.

The next chapter presents the details of research methodology, including the tools of data collection, sample population, data analysis techniques and a pilot study.

Chapter Three

Research Methodology

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter consists of ten parts: introduction, the study tools, the reasons of selecting the study tools, the samples selection, procedures before collection of data the questionnaire, the interviews, test, data analysis, population site and the conclusion. The purpose of this study is to improve the teaching atmosphere by providing a new learning context depending on students real needs. The research methodology is a set of tools that helps the researcher obtain and realize those needs. The methodology also concerns with how the hypotheses of this study have been approved(1.6). This study focuses on designing ESP curriculum based on the CC students' needs regarding their fields of specialization. After investigating the research population, the data collected has been analyzed to find out answers for the questions of the study(1. 5). To achieve a high degree of reliability and validity, different research tools have been used on a diversity of a considerable number of selected from the JU teachers, the CC graduates and students. According to Gilabert, 2005; Hutchinson & Waters, 1987; Jasso-Aguilar, 2005, and many other researchers (2.4.), *'the use of multiple data collection methods is recommended when dealing with complex needs and for validating data'*.

3.1. Tools of the Study:

To select tools or methods for collecting the data, the researcher rely on the problem, the questions and the objective of the study(1./2./6.). Moreover the categories of subjects and the required responses have been strictly considered(3.1./3./4.) as stated by Duff(2002:14):

“The approach or method is crucially linked to the research questions or problem under investigation; the purpose of the study(e.g., explanatory, interpretive, descriptive, confirmatory, predictive), and the type of data and population one is working with”.

Regarding her research questions, the researcher combined the two approaches quantitative and qualitative. Accordingly, three tools, the questionnaire, interviews and a test have been employed to collect the required data. Similarly, These methods had been successfully used by most researchers of previous needs analysis studies like; Naveed Ahmed (2005).

First, the questionnaire has been printed to investigate the ELT teachers at JU in general and the teachers at JCC in particular. Almost all ELT staff members at JU are well qualified to have a sufficient knowledge and experience in teaching and learning. Thus, their participation help the researcher collect more reliable opinions about the problem of this study(1.2).

Second, two semi-structured interviews are used to increase the validity and reliability of the research answers. The interviews are conducted at JCC campus to investigate the students and graduates,

who need a brief orientation about the objective and significance of the study(1.3/4),before starting the interview. That orientation helps the participants provide reliable responses.

Third, the test is provided to 10 students from level three to discover the areas of difficulties and elicit the students' needs.

3.2. Reasons of Selecting the Study Tools:

The researcher believes that questionnaires and the interviews are the most practical and reliable research tools as stated by Dudley-Evans & John, 1998 *"Using structured Interviews that have been carefully constructed can be asked repeatedly to focus all stakeholders on specific concerns."* The use of the questionnaires supplies the study with the quantitative and qualitative data. Distributing the questionnaires by hand or e-mail, the researcher can comfortably investigate a large number of the research population and discover their opinions. Besides, the use of the appropriate descriptive statistical methods, which actually determine the reliability and validity of the study. Thus, the majority of studies in needs analysis use questionnaires as the primary method of data collection(2.4.). Jordan (1997) also indicates that the use of questionnaires is the most convenient when dealing with a large scale of data collection. Questionnaires enable the researcher to collect data from a large number of subjects in a short period of time. However, their main drawback is that the subjects might misinterpret the questions. In the case of this study, the researcher considers that the targeted population have already had enough conceptual background or

knowledge about the research problem, that enables them to comprehend the questionnaire magnificently.

On the other hand, two interviews have been employed. The interviews are considered as more qualitative and direct than the questionnaire and they lead to a real confrontation between the interviewer and interviewee when they meet face to face. In that case, the interviewee is strongly expected to offer the most reliable data concerning learner's needs, and its importance in the design of adequate ESP courses to satisfy the students' needs, primarily in upper classes and solve the weakness in English at CC. Comparing with the questionnaire, the interviews have been conducted on a smaller number of participants to avoid being exhaustive and time consuming. So a reasonable number of students and graduates have been investigated. The third tool is a students' test provided to 10 students from level three to discover the areas of difficulties and elicit the students' needs. The test is used for emphasizing the reliability of the research findings

3.3. Sample Selection:

The samples of this study are randomly selected from the target populations of this research, including ELT staff members at JU, students, graduates and teaching staff members at CC. For social restrictions, it becomes too difficult for the researcher to communicate with the men section. Therefore, all of the samples concerning students are only taken from the female section and the majority of the teachers who have participated in this study are female. The responses provided by the instructors can reveal reliable

and valid opinions that will support the researcher in recommending the designation of the ongoing supplementary ESP courses for CC students(2/3). The participants representing the students are selected from the intermediate and higher levels (4,5,6). Three main reasons have influenced the decision of selecting such a category of students. First, according to the EL program at CC, they must have taken all the required English courses in the previous levels. So they are expected to have an impression or opinion(positive or negative) about English at CC. Second, they are mature enough to make an evaluation about their level of achievement in English. The fifth and sixth levels indicate that they are nearly at the end of their studies. Robinson (1989: 398) states: "*...the students are normally adults, albeit young adults, rather than school children.*" While Kennedy and Bolitho (1984: 14) write: "*In fact, many ESP learners are adults.* With regards to what is stated by the researchers above and others(2.1/2) the researcher of this study believes that, the opinions expressed by the students can indicate that they have certain aims in mind that should be considered.

3.4. Context of the Study:

Relying on her experience, the researcher has selected Jazan community college(JCC) to be the setting for this study. JCC is going under the authority of Jazan University, a governmental university in Kingdom of Saudi Arabia. Students in CC are divided into two departments : Computer Science and Business Administration. The majority of the students specialize in Business Administration(BA), because there are several different fields of specialization. They study six levels in three years. Like other colleges at JU, the medium

of instruction is English. Diploma is awarded in the sub-specializations such as: System Analysis and Design, Accountancy, Accounting and banking, Marketing and Management, Secretary and Office Management, and Tourism Services. Most teachers in the CC are non-Arabs for whom English is the language of communication(1.1). The English Language Unit is affiliated to English Language Center at Jazan University. The current English teaching hours in CC are (33). (30) of these hours are directed for learning general English at levels 1 and 2 at preparatory year and 3 hours for ESP at level 3. The three courses are used to practice only two language skills, reading and writing, but listening and speaking are never taught. In level three grammar and vocabulary are elicited from the reading passages in the content of the ESP material.

3.5. Procedures Before Collecting Data:

Before collecting data, the researcher had to meet some of the administration members, the Dean, Vice Dean, Head of Student's Affair and Head Departments at CC before starting the investigation. The researcher considered that it was a great opportunity to explain the nature and purpose of this study and discover their opinions towards it. All of them showed their dissatisfaction with the recent English situation and great agreement with the hypothesis of this study. After that, the researcher started to collect data in May 2016, distributing the questionnaire and conducting interviews and the students at CC.

3.6. The Questionnaire:

The researcher uses the questionnaire to serve the study by investigating many members randomly selected from the CC teaching staff and EL teachers from different colleges at JU to discover their opinions about the problem of ELP(1.2) and help to improve the students' English at CC. The contents of the questionnaire are aiming to collect the data required for maintaining the objective of the study; that is to recommend ESP courses, suiting CC students' needs(1.3). The questionnaire is deigned in English and consisted of two pages, starting with a short introduction about the nature and purpose of the study and the importance of the recipients' participation to this study. Then the recipients are requested to provide some personal information such as: name(by choice), nationality, qualification and teaching experience(Appendix- A-)after that, the research questions are clearly presented to the participant who should respond regarding his/ her own point of view. The questionnaire contains (15) questions : (14) close-ended questions, divided into three parts according to the three questions in the hypothesis(1.5/6) and (1) open-ended one. For close-ended items five options are provided to the participant who has to choose only one response that suits her opinion. The options range from strongly agree, agree, neutral, disagree and strongly disagree(Appendix-A-). 56 of the distributed questionnaire copies have been filled out and returned back - 46 by hand and 10 by e-mail.

3.6.1. Validity of the Questionnaire:

To ensure the validity of the questionnaire, three experts in applied linguistics have linguistically and literally evaluated its contents. The researcher also discussed the construction of the questionnaire with the research supervisor. This revision confirmed that the printed items or questions have accurately discussed the research hypothesis.

3.6.2. Piloting the Questionnaire:

A pilot study was conducted to ascertain the validity and reliability of the questionnaire in terms of clarity. Ten questionnaires were distributed randomly to the target population. The study revealed that there was not any problem in understanding and answering the questions. Hunger & Poit (1999: 317) define reliability as the degree of consistency with which an instrument measures the attributes it is designed to measure. For this study, the reliability was calculated using Cranach's alpha equation shown below:

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

Cronbach alpha coefficient = (0.86), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study. Validity coefficient is the square of the islands. So reliability coefficient is (0.93), and this shows that there is a high sincerity of the scale and that is the benefit of the study.

Table (3.1) Reliability Coefficient of the Questionnaire

No		Reliability	Validity
1	To what extent does needs analysis can provide the necessary platform for the desired ESP courses	0.78	0.88
2	How far can the needs analysis offer information on both the content and from that the course should take?	0.77	0.87
3	To what extent are English teachers at JU aware of their students' needs at the preparatory year and the following years?	0.67	0.82
Total		0.86	0.93

3.7. Students' Test:

The test has been conducted to examine (10) students at CC. It is composed of two main parts: reading comprehension, vocabulary and grammar. Students were given (60) minutes to answer the questions. The test is used to find out the areas of difficulties and elicit the students' needs. Moreover, it strengthen the reliability of the research finding.

3.8. The Interviews:

Regarding the previous studies and applications in the field of ESP, the researcher considers that investigating the students is so essential to discover their needs for designing ESP curriculum(3.3). Thus the purpose of conducting the interviews is to identify the valid

points related to the needs of designing the suitable supplementary ESP courses for the CC students.

Two Qualitative or semi-structured interviews have been designed in English and translated into Arabic. 26 participants have been interviewed in Arabic only. They have included 22 students, randomly selected from different levels(L4- L6)- and different sub-specializations at BA department. Their ages range between 21-27 years. (10) students from L4, (12) students from final year(L5 and 6) at CC for female and (4) CC graduates. All the graduates have recently graduated and they haven't got jobs yet. The students' interview consists of 14 questions. The other interview, prepared for the graduates, consists of 13 questions. Most of the questions are close-ended, followed by open ended to help the researcher explore the most reliable interviewee opinions(Appendix-B-).

All the interviews were held in the CC under the management of the researcher, a students' supervisor and one of the teaching staff members. In spite of the comfortable number of subjects, it took long time to find the number of interviewees mentioned above. They are so reluctant to participate. The strong reason behind that hesitation, is that most students feel shy to discuss their opinions about any issues, especially with their teachers. Maybe, because the majority of teachers are foreigners. Therefore the orientation or explanation about the study, performed at the beginning of the interview has been effective in convincing students to participate.

3.9. Data Analysis:

Quantitative and qualitative analysis have been used for analyzing data of this study(3.3):

1. Two statistics analysis have been used to analyze the data collected by the questionnaire :

i) Likert scaling technique has been used for quantitative analysis(4.2). This technique is effective and has a high degree of validity and reliability.(Coolican1994), presenting the responses frequencies.

ii) Chi-square test is usually used to determine whether there is a significant difference between the expected frequencies and the observed frequencies in one or more categories. Thus it helps to ensure the reliability of the study outcomes(4.3.).

2. The interviews have been analyzed by reviewing responses, grouping related responses and identifying common themes(4.4.).

3. Cranach's alpha method is used to calculate the reliability of the questionnaire.

3.10. Conclusion:

This chapter has displayed the research methodology section describing the sampling, tools of data collection, data analysis and pilot study. The next chapter is presenting the results of the study in full details, followed by a discussion about the findings.

Chapter Four

*Data Analysis, Results
and Discussions*

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

This chapter is divided into five parts. The first part is an introduction. The second part is presenting the analysis of recipients' responses collected by the questionnaire and the results shown by the test. The third part is presenting a qualitative analysis of the responses collected by the interviews and the last question in the questionnaire. The fourth is the discussion of the results. In the fifth part, there is a conclusion, containing a summary of this chapter and a brief introduction to the next one.

4.0. Introduction

The purpose of this study is to investigate the area of ESP with the intention of providing solutions to students with problems in *English for Academic Purposes*, namely business English for JCC Students. After investigating the research population, the data collected has been analyzed to find out answers for the questions of the study(1.5). Two main tools, the questionnaire and interviews, have been employed to collect the required data. The questionnaire has been printed to investigate the ELT teachers at JU and the teachers at CC. Two semi-structured interviews are used to increase the validity and reliability of the research answers. The interviews are conducted to investigate the students and graduates at CC. The questionnaire contains (14) close-ended questions, divided into three parts according to the three research hypothesis(1.5/6). For each close-ended item, five options are provided to the participant, who has to choose only one response that suits her/his opinion(Appendix-A-). 56 of the distributed questionnaire copies have been filled out and

returned back to take part in the analysis. Two Qualitative or semi-structured interviews have been designed in English and translated into Arabic. 26 participants have been interviewed in Arabic only. They have included 22 students, randomly selected from different levels(L4- L6)- 10 students from intermediate year(L4), 12 students from final year(L5 and 6) at CC for female and 4 CC graduates. The students' interview consists of 14 questions. The other interview, prepared for the graduates, consists of 13 questions. Most of the questions are close-ended, followed by open ended to help the researcher explore the most reliable interviewee opinions(Appendix-B-). A pilot study was conducted to ascertain the validity and reliability of the questionnaire in terms of clarity. Ten questionnaires were distributed randomly to the target population. The study revealed that there was not any problem in understanding and answering the questions. Cronbach alpha coefficient = (0.86), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study(3.5.2). The test has been conducted on (10) students from level three to discover the areas of difficulties and elicit the students' needs.

4.1. Quantitative Analysis:

4.1.1. Teachers' Questionnaire:

Analysis (as stated by one researcher) is a very exciting part of the research process, because it gives the opportunity to pick out the gems that the data undoubtedly contain. In other words, it guides the researcher to discover the solution for his/ her research problem. Likert scaling technique and chi-square calculation method are used to functionalize the quantitative analysis. In the first part, the

recipients' responses to the questions in the questionnaire, distributing values, frequencies and percentages, using the(3) likert scaling technique. The results of the study have been shown on tables (3-16) and illustrated by graphs (3-16). In this study a descriptive statistical analysis has been used to calculate and generate the frequencies and percentages for each item. The teachers' questionnaire comprised 14 close-ended questions with 5 options to response to these questions ranging from strongly agree, agree, neutral, disagree and strongly disagree. The JU teachers(3.2/5) who have responded to the questionnaire have been classified according to qualifications and experiences as in tables and figures 4.1&2. Those teachers, randomly selected from ELT staff and CC teaching staff in particular, will certainly enrich the research outcomes with their experience and expertise.

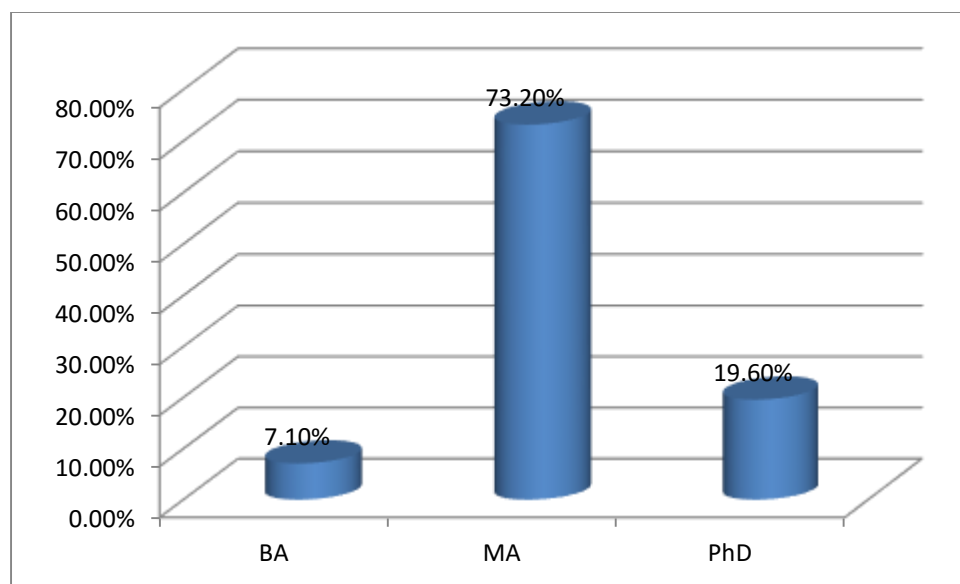
4.1.1.1. Analysis of Information about Participants:

Eliciting information about this sample population(teachers)shows how important their views are; each in their own position. This relates to the number of those demanding to affect an opinion or a change.

Table 4.1: Distribution of JU Staff Participants According to their Qualifications.

Valid	Frequency	Percent
BA	4	7.1%
MA	41	73.2%
PhD	11	19.6%
Total	56	100.0%

Figure (4.1): Distribution of JU Staff Participants According to their Qualifications.



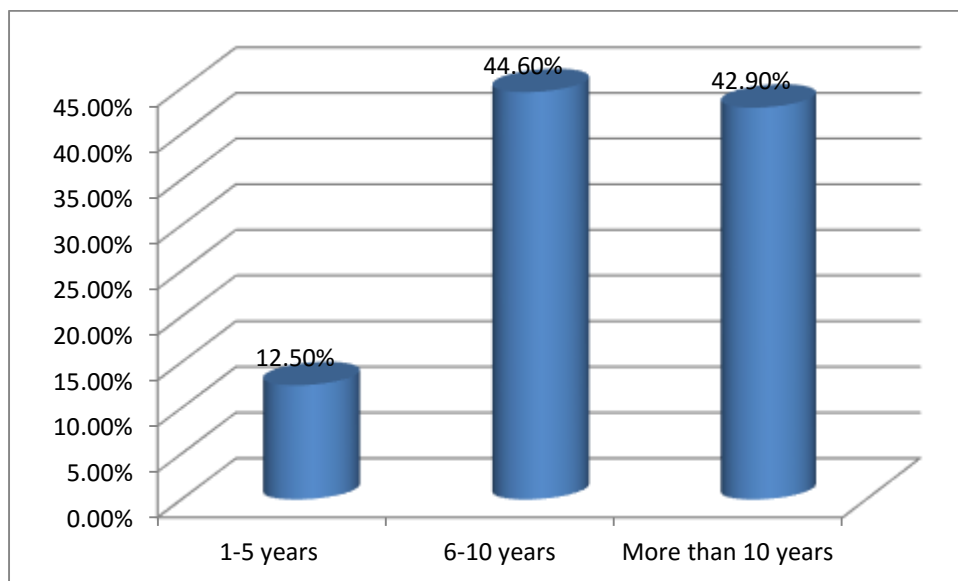
The table(4.1) and figure(4.1) above show that the distribution of the sample by t BA by (%7.1), MA (%73.2) and PhD (%19.6). It is indicated that, the highest category includes the MA holders(41), preceded by a reasonable number(11) of PhD holders. Only a few(4) participants have BA. Respectably, the findings reveals that the participants from the teaching staff are enough qualified to offer

valuable opinions that positively affect the results of the study and consequently influence the research hypothesis (1.6).

Table 4.2: Distribution of JU staff participants according to their Experiences.

Valid	Frequency	Percent
1-5 years	7	12.5%
6-10 years	25	44.6%
More than 10 years	24	42.9%
Total	56	100.0%

Figure 4.2: Distribution of JU Staff Participants According to their Experiences.



The table(2) and figure(2) above show that the distribution of the sample by the 1-5 years (%12.5), 6-10 years (%44.6) and More than 10 years (%42.9). Observably, the findings indicate that the majority of the JU teachers who have participated in this study are more than (5) years experienced. Therefore, their long experience, expertise

and knowledge shown in tables (4.1/2) and figures (4.1/2) certify that these teachers are extremely aware of their students' academic needs. The participants' answers have been analysed and tabularized in accordance with the research questions as follows:

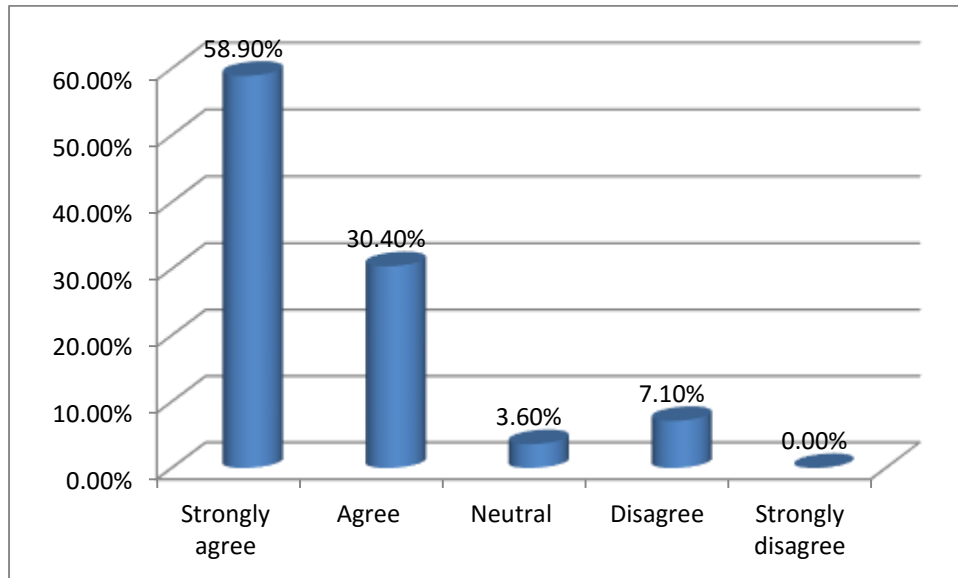
4.1.1.2. Results of the first Question:

“ To what extent does needs analysis can provide the necessary platform for the desired ESP courses?”

Table 4.3: Statement (1) I consider that it is necessary to design a syllabus in accordance with the contents of the other subject taught in the department.

Valid	Frequency	Percent
Strongly agree	33	58.9%
Agree	17	30.4%
Neutral	2	3.6%
Disagree	4	7.1%
Strongly disagree	0	0.0%
Total	56	100.0%

Figure 4.3: Statement (1) I consider that it is necessary to design a syllabus in accordance with the contents of the other subject taught in the department.

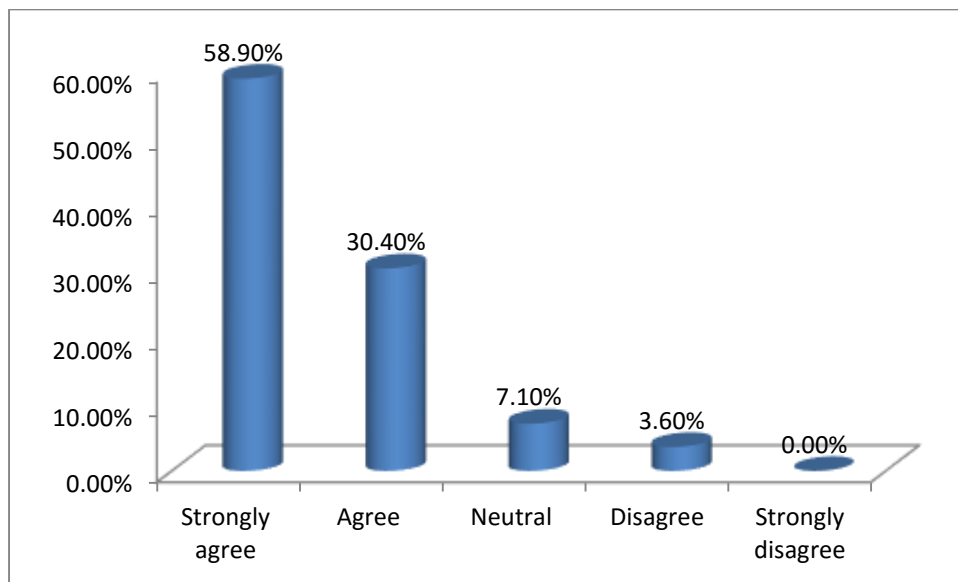


The table(4.3) and figure(4.3) above show that the distribution of the sample by strongly agree (%58.9), Agree (%30.4), Neutral (%3.6), Disagree(%7.1) and strongly disagree (%0.0). Noticeably, the results of participants' responses towards statement(1) in the questionnaire "I consider that it is necessary to design a syllabus in accordance with the contents of the other subject taught in the department." show that the majority of respondents are strongly agree (33) and agree(17). On the other hand a few of them(4)are disagree and few(2) of them are neutral. Fortunately none of the respondents has elected the strongly disagree option. Therefore, the findings indicate that almost all of the teachers consider that it is necessary to design a syllabus in accordance with the contents of the other subject taught in the department.

Table 4.4: Statement (2) I consider that teaching and learning ESP courses that are matching with the students' needs will certainly produce reasonable outcomes.

Valid	Frequency	Percent
Strongly agree	33	58.9%
Agree	17	30.4%
Neutral	4	7.1%
Disagree	2	3.6%
Strongly disagree	0	0.0%
Total	56	100.0%

Figure (4.4): Statement (2) I consider that teaching and learning ESP courses that are matching with the students' needs will certainly produce reasonable outcomes.



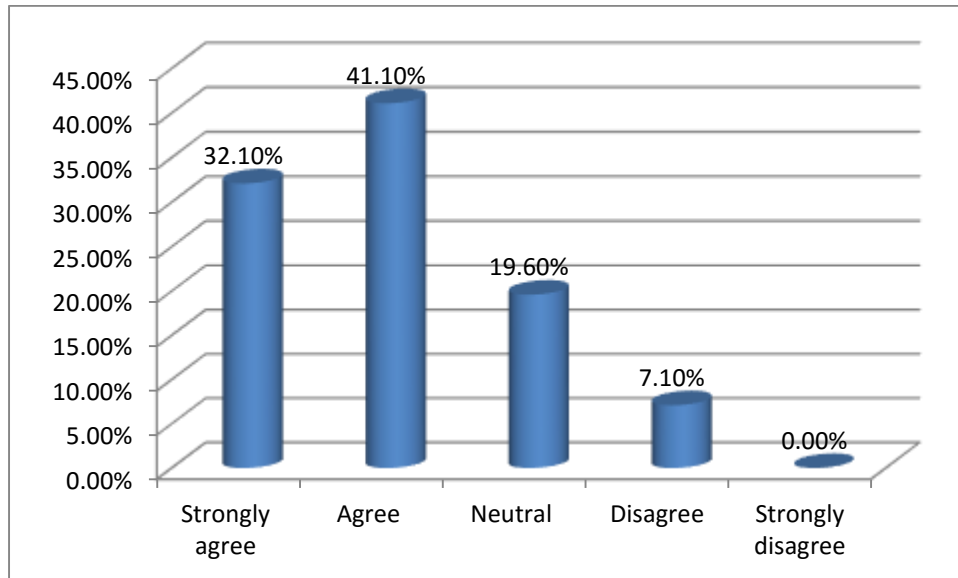
The table(4.4) and figure(4.4) above show that the distribution of the sample by strongly agree (%58.9), Agree (%30.4), Neutral (%7.1), Disagree (%3.6), strongly disagree (%0.0). Apparently, the result of

participants' responses towards statement (2) "I consider that teaching and learning ESP courses that are matching with the students' needs will certainly product reasonable outcomes." presents as same results as indicated in table 4.3 and figure 4.3, that the majority of respondents are strongly agree (33)and agree (17). On the other hand a few of them(4)are disagree, few(2) are neutral and none of the respondents is strongly disagree. Accordingly, it is indicated that almost all of the teachers consider that teaching and learning ESP courses that are matching with the students' needs will certainly product reasonable outcomes.

Table 4.5: Statement(3) I believe that I will be more confident and successful in my performance if the students take ESP courses in consistent with major subjects.

Valid	Frequency	Percent
Strongly agree	18	32.1%
Agree	23	41.1%
Neutral	11	19.6%
Disagree	4	7.1%
Strongly disagree	0	0.0%
Total	56	100.0%

Figure 4.5. Statement(3) I believe that I will be more confident and successful in my performance if the students take ESP courses in consistent with major subjects.

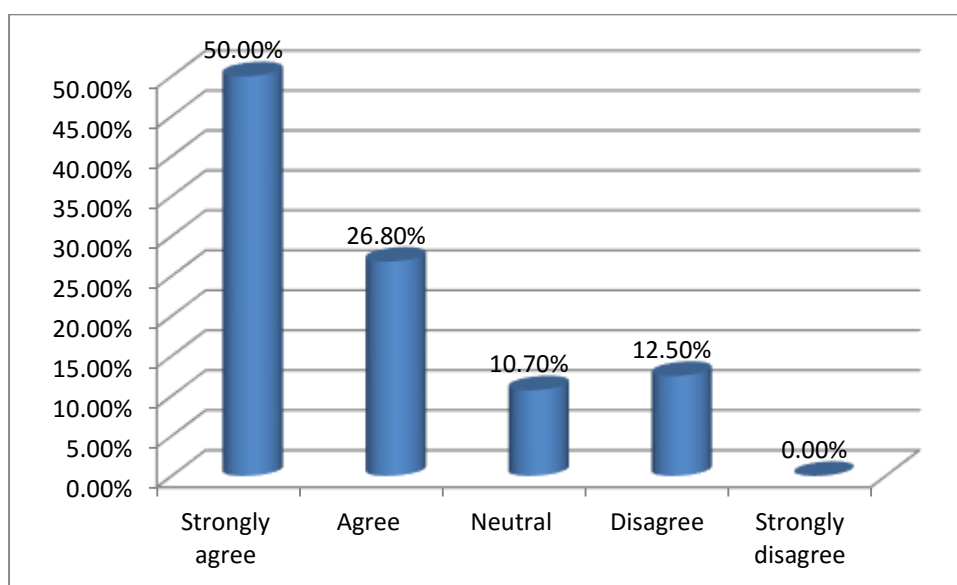


The table(4.5) and figure(4.5) above show that the distribution of the sample by Strongly agree (%32.1), Agree by (%41.1) Neutral (%19.6), Disagree (%7.1) and Strongly disagree (%0.0). Evidently, the results of participants' reactions towards statement 3 "I will be more confident and successful in my performance if the students take ESP courses in consistent with major subjects." reveal that a larger number of the participants are agree(23) and strongly agree(18), while some of them are neutral(11), a few(4) are disagree and none(0)of them is strongly disagree. According to the above frequencies and percentages, the majority of teachers believe that they will be more confident and successful in my performance if the students take ESP courses in consistent with major subjects.

Table 4.6: Statement(4) There will be no problem in using English in lectures if the ESP courses are taught gradually from lower to higher levels according to the learners' needs.

Valid	Frequency	Percent
Strongly agree	28	50.0%
Agree	15	26.8%
Neutral	6	10.7%
Disagree	7	12.5%
Strongly disagree	0	0.0%
Total	56	100.0%

Figure 4.6: Statement(4) There will be no problem in using English in lectures if the ESP courses are taught gradually from lower to higher levels according to the learners' needs.



The table(4.6) and figure(4.6) above show that the distribution of the sample by Strongly agree (%50.0), Agree (%26.8), Neutral by (%10.7), Disagree (%12.5) and Strongly disagree (%0.0). Noticeably,

the results indicated by respondents' responses towards statement (4) "There will be no problem in using English in lectures if the ESP courses are taught gradually from lower to higher levels according to the learners' needs." revealed that the majority of the participants have chosen the first two positive options; (28) strongly agree plus (15) agree. On the other hand, a smaller number of participants have chosen the other options; (6) neutral, (7) disagree and (0) strongly disagree. Regarding the findings mentioned above, the majority of teachers believe that there will be no problem in using English in lectures if the ESP courses are taught gradually from lower to higher levels according to the learners' needs.

4.1.1.3. Verification of the Study Hypothesis(1):

According to the results of the four statements, the first hypothesis "Needs analysis can provide the necessary platform required for delineating the demarcations of the desired business course." is completely agreed on and accepted by the teachers and the first research question is answered. This result is in agreement with Kittidhaworn (2002) who conducted a study within the EFL investigating the English language needs of 182 second-year undergraduate engineering students in a public university in Thailand. The findings of the study indicated that the majority of Thai engineering students have equal perceived English language needs in all four major areas, with all rated as moderately important or very important to learn in their program in engineering (1.4).

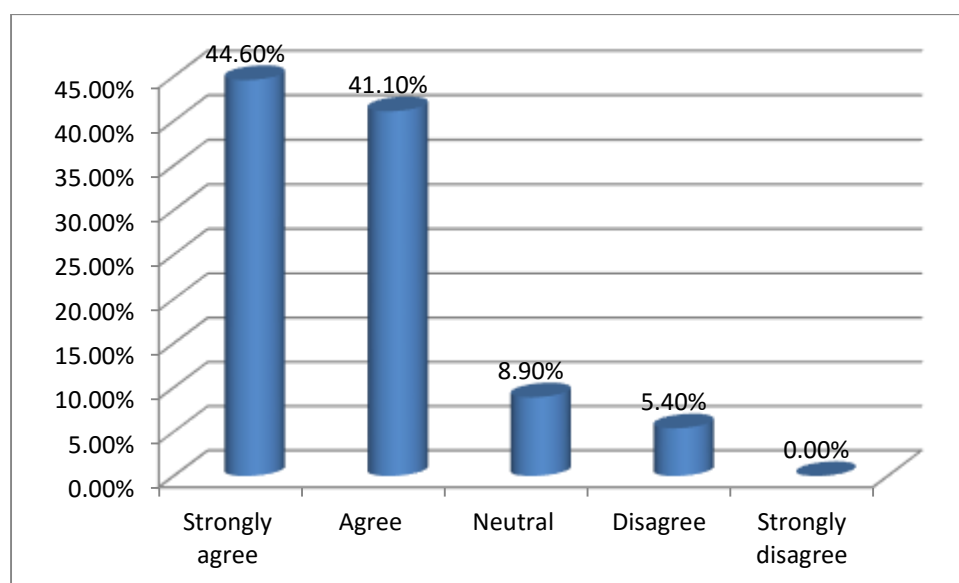
4.1.1.4. Results of the Second Question:

“ How far can the needs analysis offer information on both the content and form that the course should take?”

Table 4.7: Statement(5) ESP courses encourage my students to learn and search in their field of specialization.

Valid	Frequency	Percent
Strongly agree	25	44.6%
Agree	23	41.1%
Neutral	5	8.9%
Disagree	3	5.4%
Strongly disagree	0	0.0%
Total	56	100.0%

Figure 4.7: Statement(5) ESP courses encourage my students to learn and search in their field of specialization.

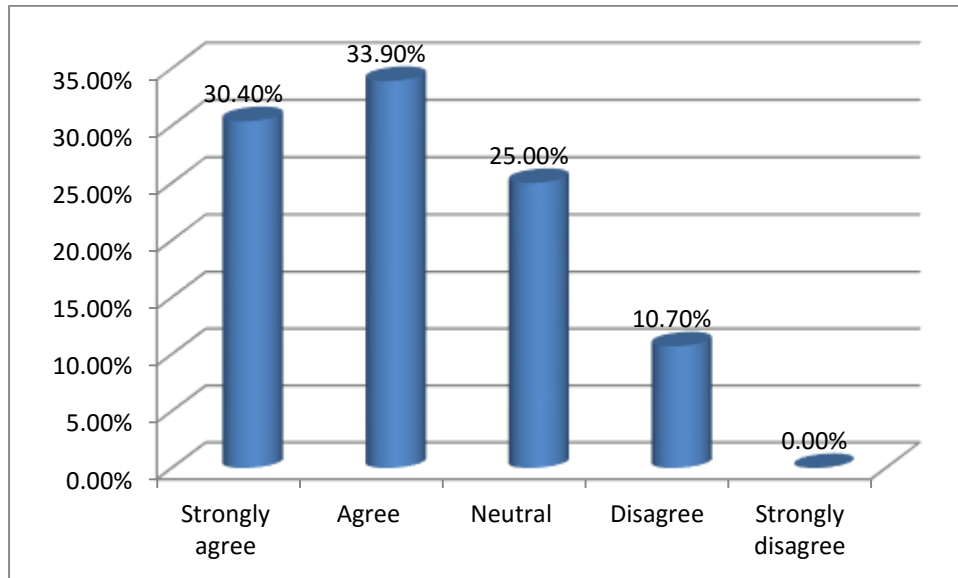


The table(4.7) and figure(4.7) above show that the distribution of the sample: Strongly agree (%44.6), Agree (%41.1), Neutral (%8.9), Disagree (%5.4) and Strongly disagree (%0.0). Apparently, the results of responses towards statement **(5)** “ESP courses encourage my students to learn and search in their field of specialization.” show that the greater part of respondents are strongly agree (25) and agree(23). On the other hand a few(5) of them are neutral, few(3) of them are disagree and none(0) of them is strongly disagree. Accordingly, it is revealed that almost all of the teachers believe that ESP courses encourage students to learn and search in their field of specialization.

Table 4.8: Statement(6)ESP courses enhance my students learning skills by using different teaching and learning techniques and activities

Valid	Frequency	Percent
Strongly agree	17	30.4%
Agree	19	33.9%
Neutral	14	25.0%
Disagree	6	10.7%
Strongly disagree	0	0.0%
Total	56	100.0%

Figure 4.8: Statement(6)ESP courses enhance my students learning skills by using different teaching and learning techniques and activities.

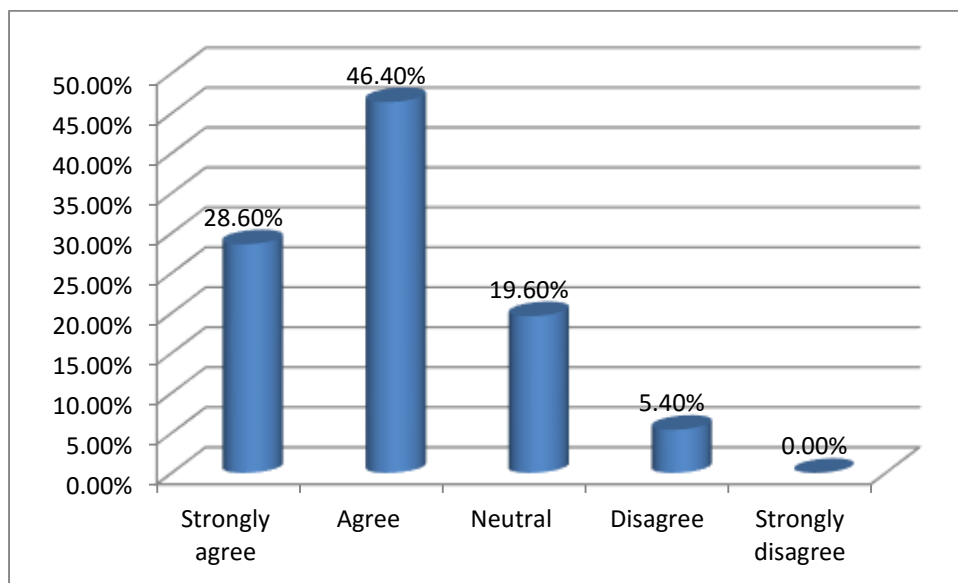


The table(4.8) and figure(4.8) above show that the distribution of the sample: Strongly agree (%30.4), Agree (%33.9), Neutral (%25.0), Disagree(%10.7) and Strongly disagree (%0.0). Obviously, the results of the aggregated responses towards statement **(6)** “ESP courses enhance my students learning skills by using different teaching and learning techniques and activities.” reveal that most of the participants are disagree(17) and agree(19), while some are neutral(14), a few (6) are disagree and none(0) is strongly disagree. Hence, it is perceived that most teachers believe that ESP courses enhance students learning skills by using different teaching and learning techniques and activities.

Table 4.9: Statement(7) ESP courses enable students to understand the new knowledge and comprehend the new practices.

Valid	Frequency	Percent
Strongly agree	16	28.6%
Agree	26	46.4%
Neutral	11	19.6%
Disagree	3	5.4%
Strongly disagree	0	0.0%
Total	56	100.0%

Figure 4.9: Statement(7) ESP courses enable students to understand the new knowledge and comprehend the new practices.



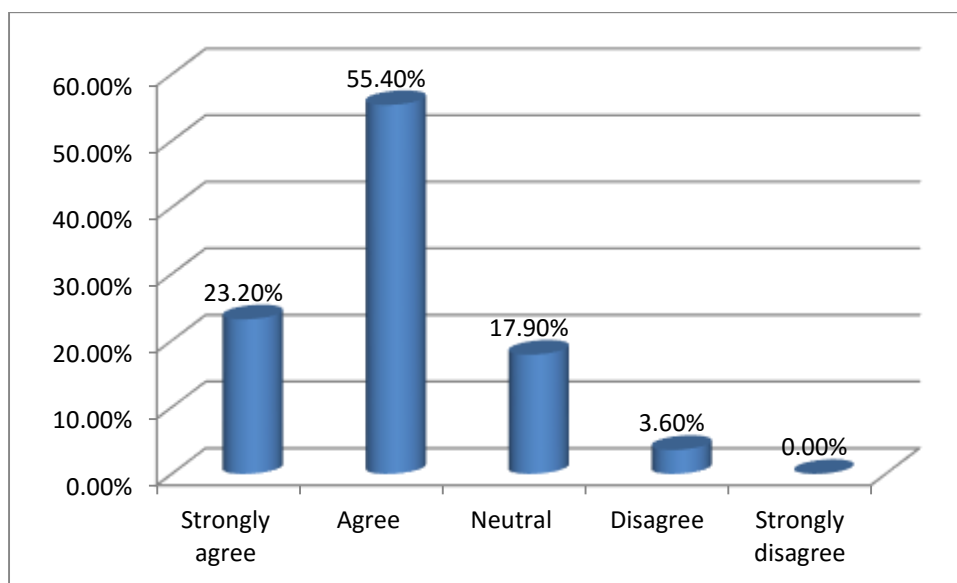
The table(4.9) and figure(4.9) above show that the distribution of the sample: Strongly agree (%28.6), Agree (%46.4), Neutral (%19.6), Disagree (%5.4) and Strongly disagree (%0.0). Noticeably the results of the aggregated frequencies and percentages of the respondents reactions towards statement(7) “ESP courses enable students to

understand the new knowledge and comprehend the new practices.” displays that the majority of the respondents are strongly agree(16) and agree(26). On the other hand some(11) of the respondents are neutral a few(3) are disagree and none(0) of them is strongly disagree. Subsequently, the findings indicate that a large number of teachers consider that ESP courses enable students to understand the new knowledge and comprehend the new practices.

Table 4.10: Statement(8) ESP courses encourage students to participate in pairs and groups during lectures.

Valid	Frequency	Percent
Strongly agree	13	23.2%
Agree	31	55.4%
Neutral	10	17.9%
Disagree	2	3.6%
Strongly disagree	0	0.0%
Total	56	100.0%

Figure (4.10) Statement(8) ESP courses encourage students to participate in pairs and groups during lectures.

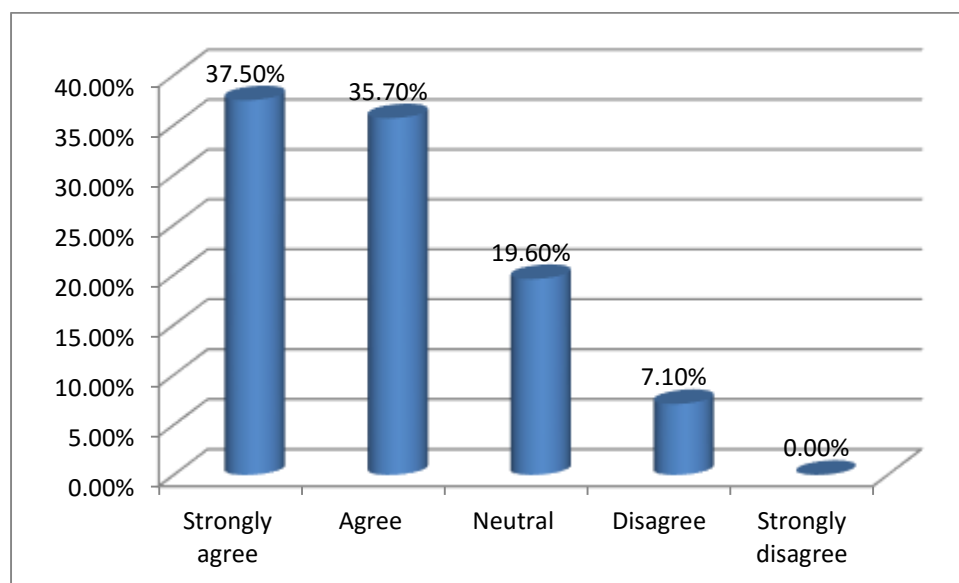


The table(4.10) and figure(4.10) above show that the distribution of the sample: Strongly agree (%23.2), Agree (%55.4), Neutral (%17.9), Disagree (%3.6) and Strongly disagree (%0.0). Noticeably, the results indicated by respondents' responses towards statement **(8)** "ESP courses encourage students to participate in pairs and groups during lectures." revealed that the majority of participants have chosen the first two positive options; (13) strongly agree plus (31)agree. On the other hand, a small number of participant have chosen the other options; (10) neutral, (2) disagree and (0) strongly disagree. Regarding the findings mentioned above, the majority of teachers believe that ESP courses encourage students to participate in pairs and groups during lectures.

Table 4.11: Statement (9) ESP courses help my students improve their communication skills.

Valid	Frequency	Percent
Strongly agree	21	37.5%
Agree	20	35.7%
Neutral	11	19.6%
Disagree	4	7.1%
Strongly disagree	0	0.0%
Total	56	100.0%

Figure 4.11: Statement (9) ESP courses help my students improve their communication skills.



The table(4.11) and figure(4.11) above show that the distribution of the sample: Strongly agree (%37.5), Agree (%35.7), Neutral (%19.6), Disagree (%7.1) and Strongly disagree (%0.0). Noticeably, the results of responses to statement **(9)** “ESP courses help my students improve their communication skills.” reveal that a greater number of

respondents are strongly agree (21) and agree(20). On the other hand a few of them(11)are disagree, few(4) of them are neutral and none of the respondents is strongly disagree. Therefore, the results positively indicate that the majority of the teachers consider that ESP courses help students improve their communication skills.

4.1.1.5. Verification of the Study Hypothesis(2):

According to the results of the five statements above, the second hypothesis “ Needs analysis offer information on both the content and form of the course that is expected to exhibit.” absolutely agreed on and accepted. This result is clearly in the line with Al-Busaidi (2003) who conducted a study to investigate the academic needs of EFL learners at Sultan Qaboos University (SQU) in the Sultanate of Oman. Interviews, e-mail dialogues, and a questionnaire were used to collect data from the participants who included college language program faculty members and undergraduate students at SQU. The data pointed out some major gaps in the intensive program’s curriculum. One of the main problems was the lack of integration between language and college courses and also it seems that academic skills are not sufficiently covered in the language program, that negatively affect learners' readiness for academic study(1.4).

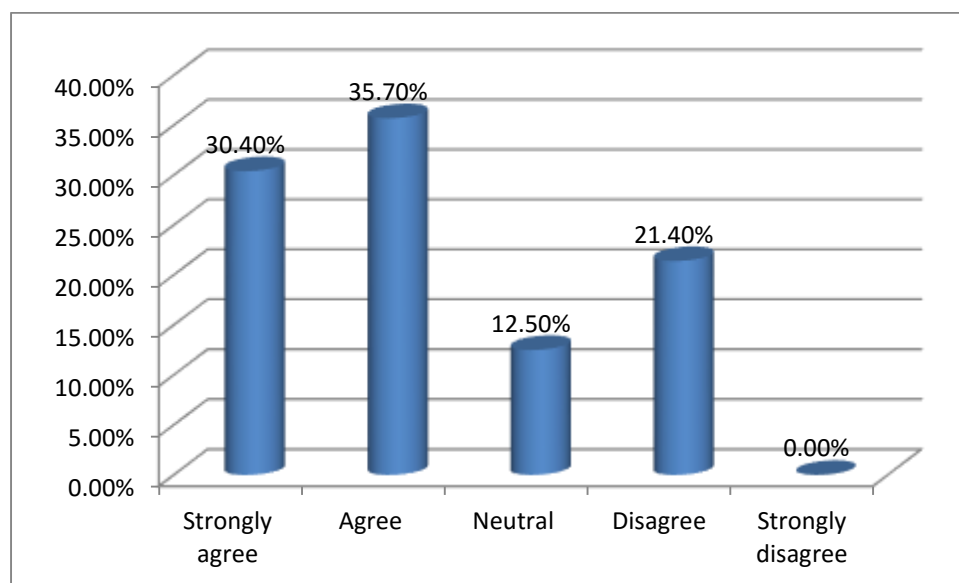
4.1.1.6. Results of the third Question:

“ To what extent are English teachers at JU aware of their students’ needs at the preparatory year and the following years?”

Table 4.12: Statement(10) I believe that the number of hours provided for teaching ESP in the present curriculum is insufficient.

Valid	Frequency	Percent
Strongly agree	17	30.4%
Agree	20	35.7%
Neutral	7	12.5%
Disagree	12	21.4%
Strongly disagree	0	0.0%
Total	56	100.0%

Figure 4.12: Statement(10) I believe that the number of hours provided for teaching ESP in the present curriculum is insufficient.



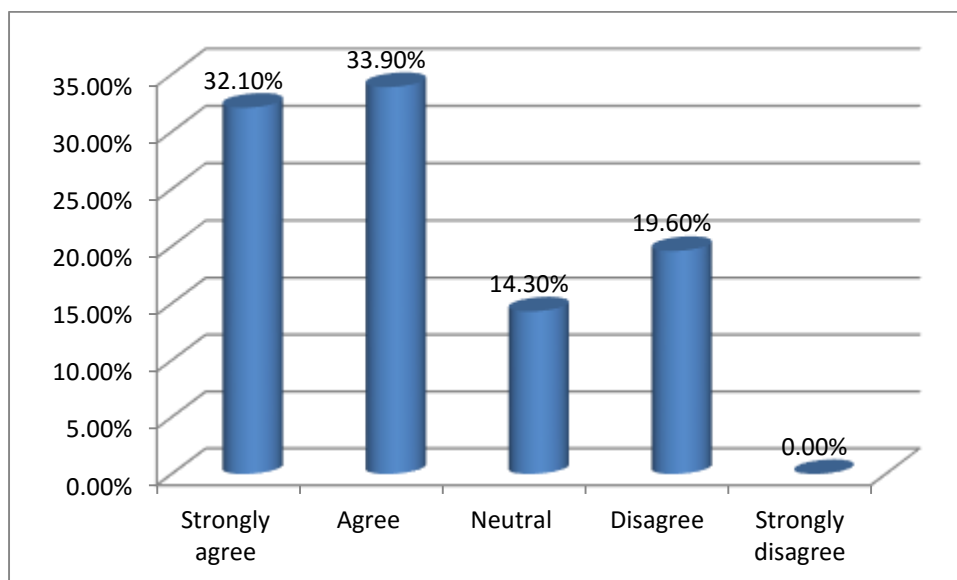
The table(12) and figure(12) above show that the distribution of the sample: the Strongly agree (%30.4), Agree (%35.7), Neutral (%12.5), Disagree (%21.4) and Strongly disagree (%0.0). Evidently, the results of participants' reactions towards statement **(10)** "I believe that the number of hours provided for teaching ESP in the present curriculum

is insufficient.” reveal that most of the participants have chosen the first two positive answers; strongly agree(17) and agree(20), whereas, some of them are neutral(7), a few (12) are disagree and none(0)of them is strongly disagree. According to the above frequencies and percentages, a considerable number of teachers consider that the number of hours provided for teaching ESP in the present curriculum is insufficient.

Table 4.13: Statement (11) I believe that the ESP teaching time in the whole curriculum must be lengthened to help students achieve proficiency in English.

Valid	Frequency	Percent
Strongly agree	18	32.1%
Agree	19	33.9%
Neutral	8	14.3%
Disagree	11	19.6%
Strongly disagree	0	0.0%
Total	56	100.0%

Figure 4.13: Statement (11) I believe that the ESP teaching time in the whole curriculum must be lengthened to help students achieve proficiency in English.

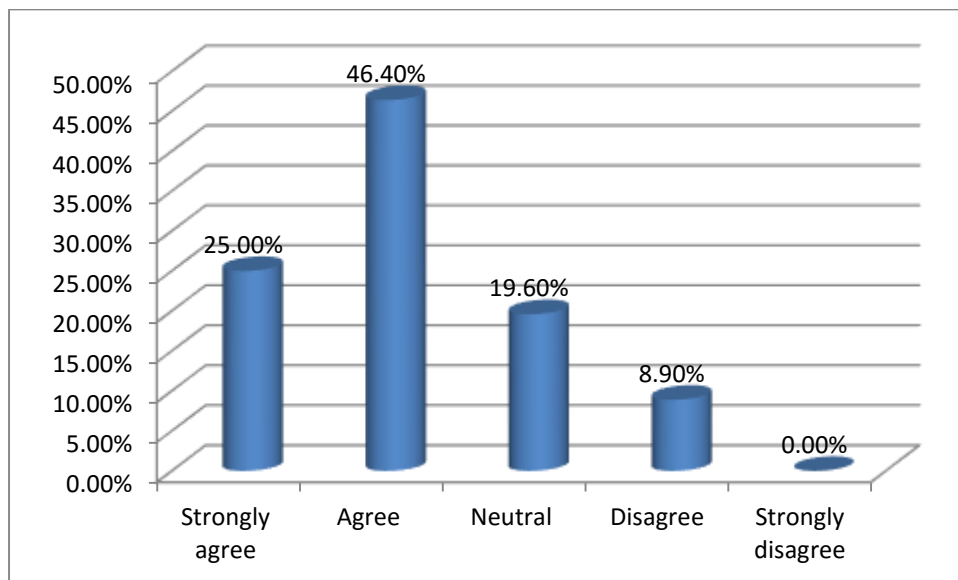


The table(4.13) and figure(4.13) above show that the distribution of the sample: the Strongly agree (%32.1), Agree (%33.9), Neutral (%14.3), Disagree (%19.6) and Strongly disagree (%0.0). Similar to the results in table and figure(4.12), the results indicated by respondents' responses towards statement **(11)** "I believe that the ESP teaching time in the whole curriculum must be lengthened to help students achieve proficiency in English" revealed that most of the participants have chosen the first two positive options; (18) strongly agree plus (19)agree. On the other hand, a smaller number of participants have chosen the other options; (8) neutral, (11) disagree and (0) strongly disagree. Regarding the findings mentioned above, a considerable number of teachers believe that the ESP teaching time in the whole curriculum must be lengthened to help students achieve proficiency in English.

Table 4.14: Statement (12) I believe that the ESP courses help in saving time and efforts of class by addressing student’s vocabulary and structural problems.

Valid	Frequency	Percent
Strongly agree	14	25.0%
Agree	26	46.4%
Neutral	11	19.6%
Disagree	5	8.9%
Strongly disagree	0	0.0%
Total	56	100.0%

Figure 4.14: Statement (12) I believe that the ESP courses help in saving time and efforts of class by addressing student’s vocabulary and structural problems.



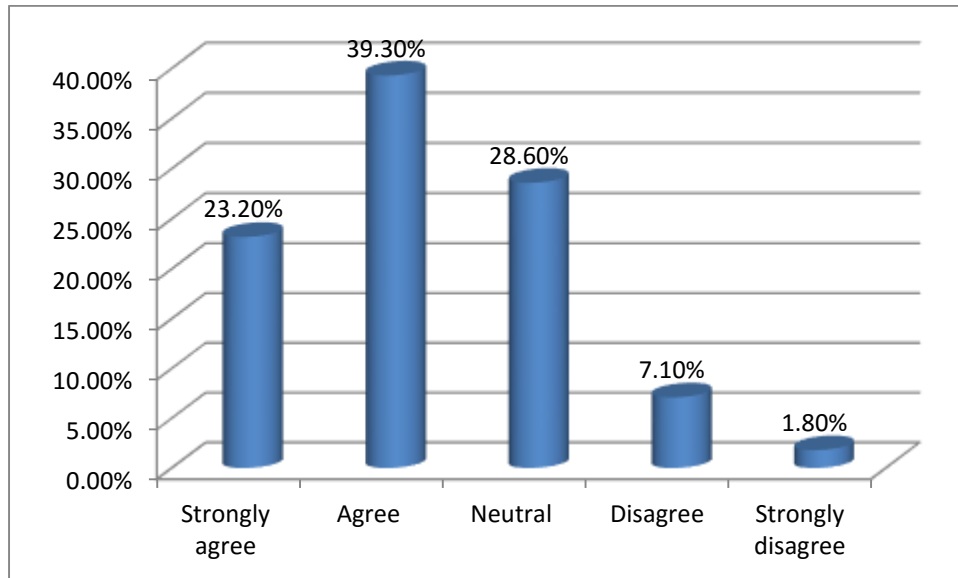
The table(4.14) and figure(4.14) above show that the distribution of the sample: the Strongly agree (%25.0), Agree (%46.4), Neutral (%19.6), Disagree (%8.9) and Strongly disagree (%0.0). Evidently,

the results of participants' reactions towards statement **(12)** "I believe that the ESP courses help in saving time and efforts of class by addressing student's vocabulary and structural problems." reveal that a larger number of the participants are strongly agree(14) and agree(26). However, some of them are neutral(11), a few(5) are disagree and none(0)of them is strongly disagree., it is shown that the majority of teachers believe that the ESP courses help in saving time and efforts class by addressing student's vocabulary and structural problems.

Table (4.15): Statement(13) I believe that learning about particular terminologies and their contexts is the main solution of the learning problem.

Valid	Frequency	Percent
Strongly agree	13	23.2%
Agree	22	39.3%
Neutral	16	28.6%
Disagree	4	7.1%
Strongly disagree	1	1.8%
Total	56	100.0%

Figure 4.15: Statement(13) I believe that learning about particular terminologies and their contexts is the main solution of the learning problem.

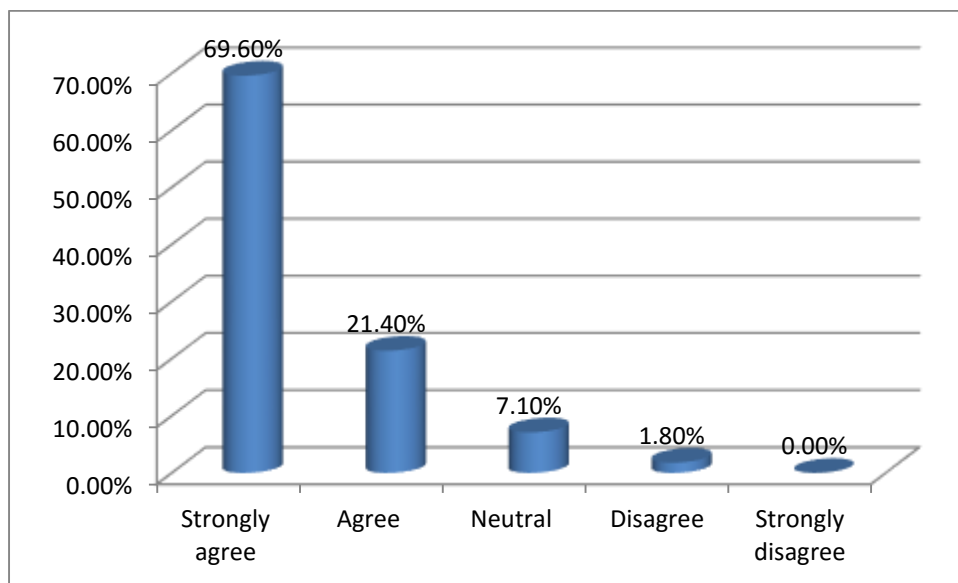


The table(4.15) and figure(4.15) above show that the distribution of the sample: the Strongly agree (%23.2), Agree (%39.3), Neutral (%28.6), Disagree (%7.1) and Strongly disagree (%1.8). Noticeably, the results of participants' responses towards statement(13) "I believe that learning about particular terminologies and their contexts is the main solution of the learning problem." show that most of respondents are strongly agree (13) and agree(22). On the other hand, some (16) of them are neutral, a few of them(4)are disagree and few(1) of them are strongly disagree. Yet, the results positively indicate that most teachers believe that learning about particular terminologies and their contexts is the main solution of the learning problem.

Table 4.16: Statement (14) I believe that the ESP courses will be more effective if they are taught by well-trained instructors.

Valid	Frequency	Percent
Strongly agree	39	69.6%
Agree	12	21.4%
Neutral	4	7.1%
Disagree	1	1.8%
Strongly disagree	0	0.0%
Total	56	100.0%

Figure 4.16: Statement (14) I believe that the ESP courses will be more effective if they are taught by well-trained instructors.



The table(4.16) and figure(4.16) above show that the distribution of the sample: Strongly agree (%69.6), Agree (%21.4), Neutral (%7.1), Disagree (%1.8) and Strongly disagree (%0.0). Apparently, the results of participants' responses towards statement **(14)** "I believe that the ESP courses will be more effective if they are taught by well-

trained instructors.” presents the highest scale of agreement in this study. Consequently, the findings show that the majority of respondents are strongly agree (39)and agree (12). On the other hand a few of them(4)are neutral ,few(1) are disagree and none (0) of the respondents is strongly disagree. It is positively indicated that almost all of the teachers believe that the ESP courses will be more effective if they are taught by well-trained instructors.

4.1.1.7. Verification of the Study Hypothesis(3):

According to the results of the five statements above, it is revealed that the third hypothesis“English teachers at the Community College are, to some extent, aware of their business students' needs at the preparatory year and the following years.” is completely agreed on and accepted by the participants. This result is in agreement with the study conducted by Ounis (2005) who investigated the needs of Agronomy students in the use of English for Specific Purposes at Batna University. The findings revealed the positive opinions of both ESP teachers and students towards the needs of using the specific English courses tailored for Agronomy students. The four major skills were greatly needed (1.4)

4.1.2. Testing the Validity of the Hypothesis:

This part of the analysis presents the results of participants' responses are calculated and tabularized in relation with the three research hypothesis using chi-square technique scaling .

Table 4.17: To what extent does needs analysis can provide the necessary platform for the desired ESP courses?

No.	Value	Chi-Square	Df	Sig.	Median	Scale
1	I consider that it is necessary to design a syllabus in accordance with the content of the other subject taught in the department.	43.857	3	0.000	1.00	Strongly agree
2	I consider that teaching and learning ESP courses that are matching with the students' needs will certainly produce reasonable outcomes.	43.857	3	0.000	1.00	Strongly agree
3	I will be more confident and successful in my performance if the students take ESP courses in consistent with major subject.	14.714	3	0.002	2.00	Agree
4	There will be no problem in using English in lectures if the ESP courses are taught gradually from lower to higher levels according to the learners needs.	22.143	3	0.000	1.50	Agree

Table (4.17) above shows the results of the participant's responses to the statements (1-4)). Due to calculation, three scales have been dropped. Fortunately, only the two positive responses are existing. It is indicated that the chi-square for the values(1,2) calculated for the highest scale (strongly agree) is (43.857), the degree of freedom is

(3) and for the scale “agree” is (14.714) , the degree of freedom is(3) ,which means that there is statistical significance of the reality conclusion of the four statement at the significance level of (0.000) for statement (1,2,4) and (0.002) for statement (3). Therefore, it is clear that the statements for the first question “Needs analysis can provide the necessary platform required for delineating the demarcations of the desired business course."are tested and functional and the hypothesis is true.

Table 4.18: How far can the needs analysis offer information on both the content and from that the course should take?

No.	Value	Chi-Square	df	Sig.	Median	Scale
1	ESP courses encourage my students to learn and search in their field of specialization.	28.857	3	0.000	2.00	Agree
2	ESP courses enhance my students learning skills by using different teaching and learning techniques and activities.	7.000	3	0.002	2.00	Agree
3	ESP courses enable students to understand the now knowledge and comprehend the new practice.	19.857	3	0.000	2.00	Agree
4	ESP courses encourage students to participate in pairs and groups during lecture.	32.143	3	0.000	2.00	Agree
5	ESP courses help students improve their communication skills.	13.857	3	0.003	2.00	Agree

Table (4.18) above shows the calculation of results of the respondents' responses to statements (5-9). Due to chi-square, calculation four scales have been dropped. Hopefully, only the second positive response (agree) is calculated as follows: the chi-square for the values (1,2,3,4,5) calculated for the scale (agree) for value(1) is (28.857), for value(2) is (7.0000), for value(3) is (19.857), for value(4) is (32.143), for value(5) is (13.857) the degree of freedom is (3) and for the scale "agree" is (14.714), the degree of freedom is (3) and it is indicated that there is statistical significance of the reality conclusion for the five statements at the significance level of (0.000) for statements (1,3,4), (0.002) for statement (2) and (0.003) for statement (5). Thus, the calculation above is apparently interpreted to indicate that the statements for the second question "Needs analysis offer information on both the content and form that the course is expected to exhibit." are tested and functional and the hypothesis is true.

Table 4.19: To what extent are English teachers at JU aware of their students' needs at the preparatory year and the following years?

No.	Value	Chi-Square	Df	Sig.	Median	Scale
1	I believe that the number of hours provided for teaching ESP in the present curriculum is insufficient.	17.000	3	0.007	2.00	Agree
2	I believe that the period ESP teaching time in the whole curriculum must be lengthened to help students achieve proficiency in English.	16.143	3	0.015	2.00	Agree
3	I believe that the ESP courses help in saving time and efforts class by addressing students vocabulary and structural problems.	16.714	3	0.001	2.00	Agree
4	I believe that learning about particular terminologies and their contexts is the main solution of the learning problem.	26.679	4	0.000	2.00	Agree
5	I believe that the ESP courses will be more effective if they are taught by well-trained instructors.	64.143	3	0.000	1.00	Strongly agree

Table (4.19) above shows the calculation of results of the respondents' responses to statements (10-14). Due to chi-square calculation two scales have been dropped. The chi-square for the values(1,2,3,4) calculated for the scale (agree) for value(1) is (17.000), for value(2) is (16.143), for value(3) is (16.714), for

value(4) is (26.679), for value(5) is (13.857)the degree of freedom is (3) and for the value (5) calculated for the scale “strongly agree” is (64.143) , the degree of freedom is(3), except value(4), for which it is (4). Noticeably, these figures indicated that there is statistical significance of the reality conclusion for the five statement at the significance level of(0.007) for statements1,(0.015) for statement(2), (0.001) for statement(3), and (0.000) for statements(4) and (5) . Thus, the calculation above is apparently interpreted to indicate that the statements for the third hypothesis “English teachers at the Community College are, to some extent, aware of their business students' needs at the preparatory year and the following years.” are tested and functional and the hypothesis is true.

4.2. Qualitative Data Analysis and Results:

This part includes qualitative analysis of the open-ended question at the end of the questionnaire and the two interviews with JCC graduates and students.

4.2.1. Results of the Open-Ended Question:

Through the open-ended question at the end of the questionnaire “If you have any comments, please write them down.”, many teachers(30) added valuable comments, indicating their positive opinions, stated in the following suggestions(Appendix-C):

1. The necessity of designing ESP courses on the bases of learners' needs.
2. To achieve proficiency in English, the ESP courses should be delivered by skillful or well- trained teachers.

3. ESP courses enhance students learning skills by using different teaching and learning techniques and activities required in their specializations subject .

4. ESP courses should be specified in co-ordination with the subject teachers.

4.2.2. Analysis and Results of CC Graduates’ Interviews

Table (4.20) Demographic Information of the Interviewees:

No. of graduates	Age	Qualification	Specialization	With Position	Without Position
4	23-28	Diploma	Business Administration (BA)	0	4

As displayed on the above table(4.20) four of BA graduates from JCC have been investigated. They are 22 to 28 years. All(4) of them haven’t been hired yet. Their responses have been studied and grouped in the following themes:(Appendix B)

1. Satisfaction with English courses at the (JCC) : The interviewees’ responses indicate that(2) or half of(50%) graduates are satisfied with the English courses, while the second half (50%) are not satisfied, but they didn’t explain why.

2. The sufficiency of the English courses at JCC to meet the students’ career needs: the interviews displays that almost all(3=75%) of the graduates are disagree and they consider that the courses do not

meet their career needs. On the other hand one (25%) of the graduates is agree and feels that she does not need.

3. Difficulties students encounter while learning, English courses and in their future jobs: It is indicated that two (50%) of the graduates mentioned that the vocabulary is one of the difficulties they encounter while two (50%) graduates mention that speaking skill is.

4. Being competent in English is the main criteria to be competent in your work: The interviewees' replies reveals that all (4=100%) of the graduates are strongly agree that they should be competent in English to achieve success and competence at work because English is the international language.

4.2.3. Discussion of the Graduates' Interviews Results:

Regarding the results above , theme (4)" Being competent in English is the main criteria to be competent in your work." shows the highest impression and strongest agreement with the importance of needs analysis to provide the necessary platform for the desired ESP courses. The results shown in theme (2), also indicates that the majority (75%)of the graduates considers that the present ESP course is insufficient , and the results in(1) indicates that 50% of the interviewees are not satisfied with the English courses at JCC. That came to fortify the hypothesis mentioned above . Responding to theme 3, graduates show their linguistic needs when they suggested two skills(vocabulary & speaking) to be within the contents of the desired ESP course. In theme 2, 75% of the graduates show that the English courses they have learned at JCC insufficient to meet their needs. However, all of them are jobless. So the researcher considers

that the results revealed in theme (2) indicates that the graduates are not motivated or unconfident due to their dissatisfaction.

4.2.4. Analysis and Results of the Students' Interviews:

This part delineates the analysis of students' interviews. Some general information about the interviewees are presented in table(4.21), indicating that the interviewees are 22 students at JCC selected from BA Department levels 4,5 and 6 at age 21to 27.

Table (4.21) Demographic Information of the Students:

Department	Level	Age	No. of Students	Medium of Instruction
Business Administration	4	21 – 23	10	English
Business Administration	5	22 – 24	6	English
Business Administration	6	23 - 27	6	English
			Total: 22	

The interviews have been administered to the students in their respective levels at CC with the aim of investigating their needs, their attitudes, their expectations from the course. Students' responses have been grouped and arranged next to six themes as follows:

1. The Importance of Having a High Level of Proficiency in English:

Almost all of (20 out of 22=91%) the interviewees agree that achievement of proficiency is so important because they need English during learning and after graduation. The interviewees explained that they need English to study and communicate in the college, because it is the medium of instruction in and out classrooms. Similarly, this point has already been discussed in the research problem(1.2). So the students tackle at the necessity of designing a syllabus in accordance with the contents of the other subjects taught in the department. Students also believe that learning English will help them find jobs easily after graduation and be successful at future career. What is mentioned by the interviewees above is in agreement with both the significance and purpose of this research(1.3/4) and the first hypothesis "Needs analysis can provide the necessary platform required for delineating the demarcations of the desired business course."

On the other hand (2) students think that there is no need for English without explaining any reasons. These quotations below show some of the interviewees' responses:

"To meet employment jobs.", "To meet the profession needs."

"Because all subjects in English." "Because the English language is important for both profession and studying at the university." "To study all subjects."

"To communicate with the society." "Because the medium of instruction in the university is English" "Because we need the English language in our life." "No need."

The result above is in the line with the study conducted by the researcher, Lambardo (1988) surveyed students in the School of Economics to investigate students' perceived needs and attitudes about learning English as a second language. The results showed that students were motivated to learn English to have a better chance to get a job. However, for the CC students English is investigated as a foreign language, the two studies investigated the learners' needs to help students have the desired ESP course (1.4).

2. Sufficiency of the Recent ESP Course:

The majority (18 out of 22=82%) of the interviewees consider that the ESP course which they have learnt at level 3 is insufficient to meet and satisfy their needs during learning other subjects. They explained that they studied just rules and some words, but they didn't practice or apply them, for instance; They didn't practice speaking. On the other hand, a little number(4=18) of interviewees stated that it was to some extent sufficient to meet their needs for studying other subjects. This is a part of an interviewee's quotation: "*We study just rules. We do not study the speaking skill*".

This result is in agreement with the study conducted by Naveed Ahmed (2005) at Zakariya University, Pakistan, investigating the learners of law in Pakistan in order to measure their linguistic adequacy with reference to specific roles they need to perform. The findings revealed the learners level of inadequacy in the skills and sub-skills legal academic and professional roles. The finding also revealed that English is so essential in academic and professional settings and a specific course is required to address the problem(1.4)

3. Difficulties Students Encounter, referred to their weakness in English:

The interviewees' responses towards the above theme reveal various areas of difficulties which face the students during learning, affecting their English skills. Most (13 out of 22= 59%) of them admit that it is communication skill. They mean that it is difficult for them to speak in English. Some (5=23%) of them consider grammatical structures are the most difficult in English. few (2=9%) of them consider reading and vocabulary are the most difficult. Yet a few (2=9%) of them think that nothing is difficult. When there is difficulty in one skill or more that means there is a need (2.2. P. Robinson 1980:2). The obvious identification of students' needs shown in this theme is completely agree with the second hypothesis "Needs analysis offer information on both the content and form that the course is expected to exhibit." According to the above results most (59%) of students need to practise speaking skill, followed by grammar some (23%) of the students need to practise grammar and a few (9%) of the students need to practise reading and vocabulary.

4. Capability of Communication, using English During Lectures:

The interviewees' responses indicate that (2) can speak very well, (3) can speak well, (6) can speak "Little" and half "11" of them can never speak English.

The results apparently show that the majority (77%) of the students are unable to communicate properly in English although it is the medium of instruction (1.1). However, comparing the use of English before and after college, it appears that there is some improvement in students' English proficiency resulted from the domination of English at CC (1.1). In other words the little number (23%) of the

good students who came from Arabic schools have been positively enhanced their communication skill by the English courses they have studied in the previous levels and the use of English as the medium of instruction. Furthermore, the poor group that represents the majority(77.%) of the students are strongly expected to improve their English after practicing more English courses. Thus, the results of theme (4) reveals obvious agreement with the second hypothesis“ Needs analysis offer information on both the content and form that the course is expected to exhibit.” That means ESP courses help students improve their communication skill.

These results are greatly in agreement with the results indicated in theme(3). Apparently, Both themes show that the students have a poor knowledge in communication. Therefore they need further practice activities in communication or speaking skill more than other language skills.

5. Supplementary “ESP” Courses Enhance Students’ English:

The responses indicate that Most(16 out of 22=73%) of the students agree, suggesting that they need to study more to improve their communication(speaking) and grammar skills, while Some(6) of them do not agree without explanation. Therefore, the majority(73%) of the students are in agreement with the opinion that “ESP courses enhance students learning skills” .

6. Practice ESP Courses, Prepared According to Contents of Major Subjects:

The response reveal that the majority(18 out of 22=82%) of the students are agree and they explained that it is so important to practice ESP courses in accordance with their major subjects in order to help them to think, understand the contents of other

subjects and search for information using English. On the other hand, (2=9%) of them are neutral and a few (2=9%) students is disagree without explaining any reasons. Thus, the majority(82%) are in favor of designing ESP courses in accordance with the learners' needs , the main issue of this research(1.2).

These are some parts of the interviewees' quotations:

Agree:

"To understand other subjects." "To search information." "to gain information." "To understand the English language."

4.2.5. Discussion of Students' Interviews Results:

The results revealed by the interviewees' responses to the above five themes show a noticeable agreement with the three hypothesis of this study and answer the research questions(1.5/6). The interviews results show that the majority(82) of the students considers that the present ESP course is insufficient that means there is lack and needs. Accordingly the results indicates that there is urgent necessity for designing new ESP courses to meet the students' needs.

These results are observably agree with the study conducted by SarjitKaur and AllaBaksh Mohd Ayub Khan(2010) on "Language Needs Analysis of Art and Design Students: Considerations for ESP Course Design", hypothesizing that University Sains Malaysia Students, taking Art and Design courses need to have good proficiency in English in preparation for today's globalised work contexts. This study investigated 47 final year diploma Art and Design students and 10 members of staff. Noticeably, the research population and problem of both studies are similar. The findings of this study revealed that the 96% of students perceived the speaking

skill to be important for their Art and Design courses and 95% of the respondents Reading and writing skills in English were regarded as 'fairly important' by 80% of the respondents.

Similarly, the majority(77%)of the respondents at JCC has shown their needs for speaking skill. The findings also revealed that the students were 'moderately satisfied' with the current English language course in their college. On the other, the results shown by this study indicate that the JCC students are "un unsatisfied" with current ESP course. The results of (Sains University)study indicate that a new ESP course focusing on speaking and listening skills should be developed (1.4). Likely, the results of this study indicate the same finding that the students need to develop their speaking skill and other communication skills. So materials of communication activities will be called for in the following chapter.

4.3.1. Analysis of ESP Test Scores

This analysis aimed to investigate the students' needs regarding their present academic English skills(reading, vocabulary, grammar and writing at Jazan Community College (JCC). The exam was conducted by 30 students from level three at the end of the term(Jan. 2017). As specified in the CC curriculum, students at JCC study one general ESP course at level three. They practice reading passages, learning lists of vocabulary or terminologies, grammatical structures such as the simple present, the use of modals and verb "be" and writing sentences, paragraphs and free composition. They do not practice any activities for listening and speaking. So these two skills are not included in the question paper and the below analysis (Appendix C)

Table 4. 22: Distribution of Reading Scores

Valid	Rang e of scores	Frequency	Percent
Excellent	20 – 18	2	6.7%
Very good	17.5 - 16.5	2	6.7%
Good	16 – 14	6	20%
Satisfactory	13.5 - 11.5	9	30%
Poor	11 – 0	11	36.7%
Total	20	30	100%

Figure 4.17: Distribution of Reading Scores

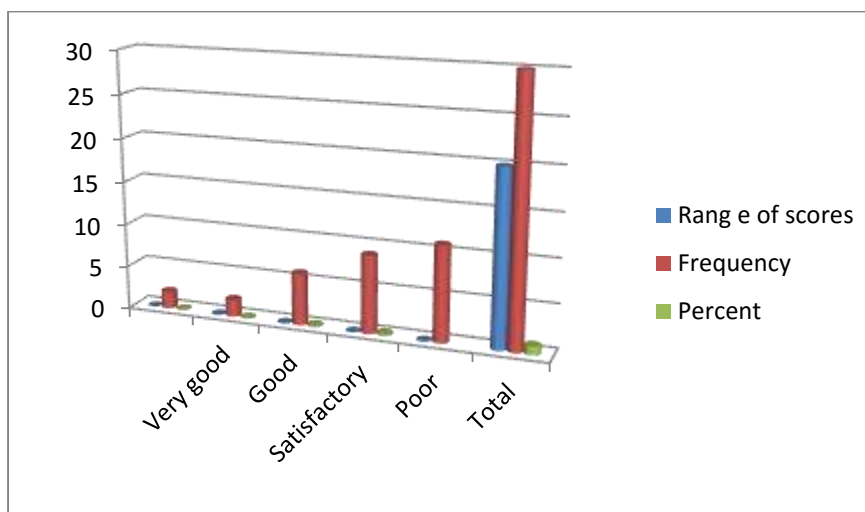


Table (4.22) and figure (4.17) shows the highest percentage which is represented in the total calculation of satisfactory (30%)and poor (36%). This justifies that students need to do more practice on reading comprehension.

Table 4. 23: Distribution of Vocabulary Scores:

Valid	Range of scores	Frequency	Percent
Excellent	15 - 13.5	0	0%
Very good	13 - 12	3	10%
Good	11.5 - 10.5	2	6.7%
Satisfactory	10 - 9	4	13.3%
Poor	8.5 - 0	21	70%
Total	15	30	100%

Figure 4.18: Distribution of Vocabulary Scores:

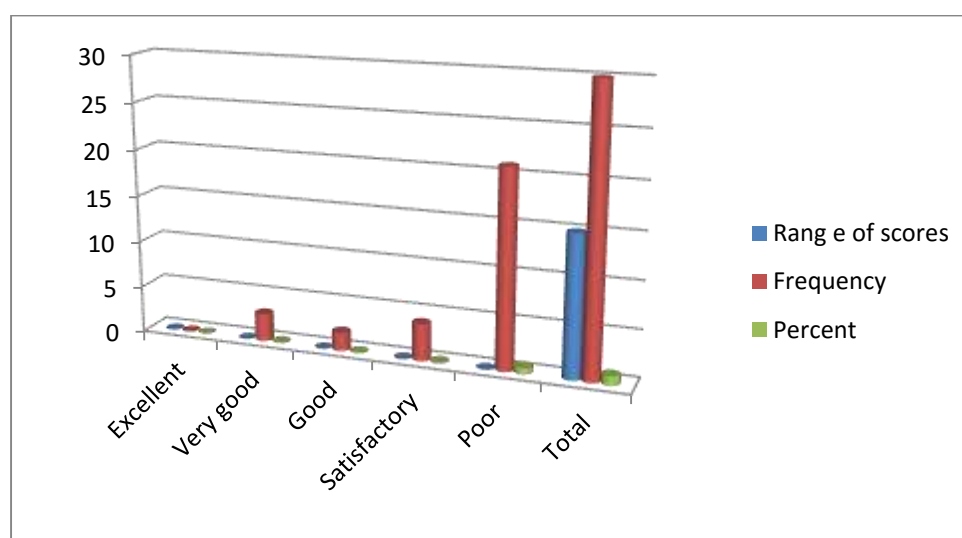


Table (4.23) and figure (4.18) shows the highest percentage which is represented in the total calculation of poor (70%). This justifies that students need to do a lot of practice on learning vocabulary. They need to be trained on pronunciation, memorization of words and their meanings and usage.

Table 4. 24: Distribution of Grammar Scores:

Valid	Range of scores	Frequency	Percent
Excellent	15 - 13.5	0	0%
Very good	13 - 12	2	6.7%
Good	11.5 - 10.5	1	3.3%
Satisfactory	10 - 9	5	16.7%
Poor	8.5 - 0	22	73.3%
Total	15	30	100%

Figure 4.19: Distribution of grammar Scores

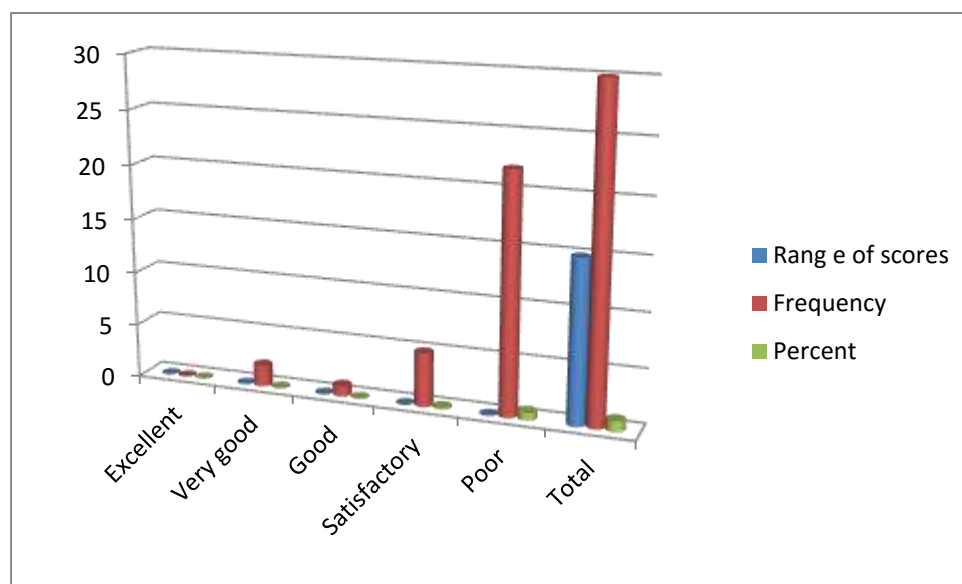


Table (4.24) and figure (4.19) shows the highest percentage which is represented in the total calculation of poor (73.3%). This justifies that students need to do more practice on grammatical forms.

Table 4. 25: Distribution of Writing Scores

Valid	Range of scores	Frequency	Percent
Excellent	10 - 9	0	0%
Very good	8.5 - 8	0	0%
Good	7.5 - 7	2	6.7%
Satisfactory	6.5 - 6	9	30%
Poor	5.5 - 0	19	63.3%
Total	10	30	100%

Figure 4. 20: Distribution of Writing Scores:

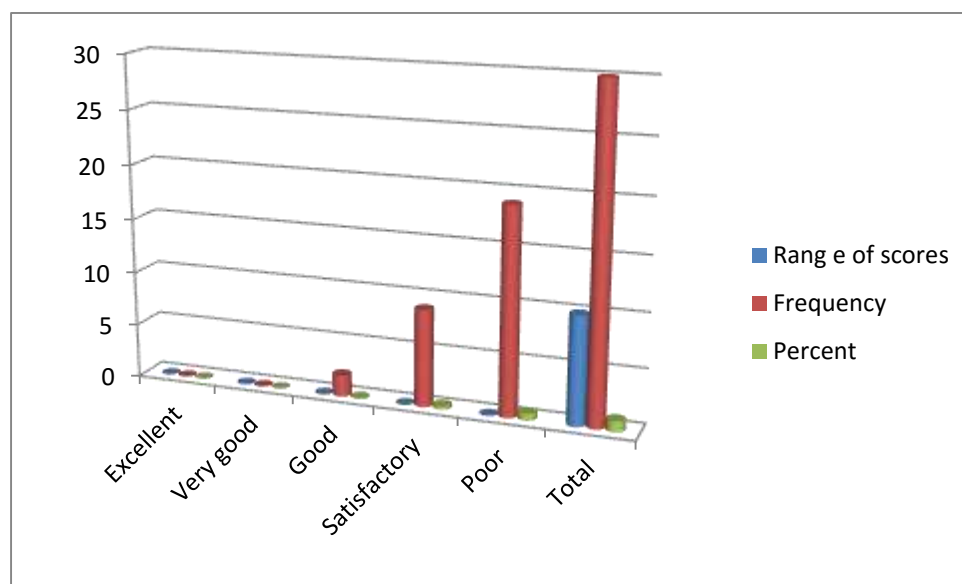


Table (4.25) and figure (4.20) shows the highest percentage which is represented in the total calculation of poor (63.3%). This justifies that students need to do much practice on writing complete correct sentences and paragraphs.

4.3.2. Summary of Test Results

According to the results shown on the above tables(22/23/24/25) and figures(17/18/19/20) the majority of the students are poor in all language skills targeted in the ESP course and it is indicated that the results of the exam analysis, are greatly in agreement with in the research hypothesis “ Needs analysis offer information on both the content and form of the course that is expected to exhibit.” One of the main problems was the lack of integration between English language skills and college courses. It is noticeable that the content of the ESP course is not appropriately selected and planned and also it seems that English communicative skills are not sufficiently covered in the language program, namely listening and speaking, that negatively affect learners' readiness for academic study(1.4).

4.4. Conclusion:

Both Quantitative and qualitative analysis of this study, are in agreement with the literature, support the hypotheses and answer the research questions. The results show that the teachers, the graduates and the students have shown great agreement and perception towards the necessity of designing ESP courses according to the learners' needs analysis. The results also show that the students at CC need to improve their communication skills. In the following chapter, the conclusions, recommendations and suggestions for future research will be presented.

Chapter Five

*Main Findings, Conclusions,
Recommendations, and
Suggestions for Further Studies*

CHAPTER FIVE

CONCLUSION, RECOMMENDATIONS AND SUGGESTION FOR FURTHER STUDIES

5.0. Introduction

This chapter presents the conclusion of the study, main findings. Besides, a number of recommendations and suggestions for future research in the light of the findings presented.

This study aims at unveiling the learners and teachers' views about the necessity of designing ESP courses on the bases of learners' needs in the CC and other colleges having the same problem at Jazan University and other universities all over the kingdom. The most important objectives of this study are to investigate the area of ESP with the intention of providing solutions to students with problems in *English for Academic Purposes*, namely business English for JCC students and to improve the teaching atmosphere by providing a new learning context depending on students real needs(1.3). The significance of this study stems from the fact that it lays the foundations for designing an ESP syllabus for kinds of students who have come from general education with very poor and shaky background in English Language(1.4).

Literature review about the development of English for Specific Purpose (ESP) and learners' needs analysis(LNA), the ultimate relation between them and examples of related previous studies have been widely presented(2).

This study utilized three experimental methods for data collection: One questionnaire administered for (56)instructors, two interviews

employed for (4) recent CC graduates and (22) CC students and a students' test(3.1). The gathered data were analyzed and interpreted through descriptive statistics. The statistical analysis of the obtained data, confirmed the three hypothesis of the study. Based on the results of the data which were discussed comprehensively in chapter (4), the conclusion and findings are summarized in the following section.

5.1. The Findings:

In the light of the findings of the present study, it is concluded that all the research questioned are answered and there is a complete agreement with the necessity of redesigning ESP courses meeting the learners' needs in different learning levels at CC. The important findings indicate that:

1. Adopting needs analysis can provide the necessary platform required for the delineations of the desired course.
2. Needs analysis offers information on both the content and form that the course is expected to exhibit.
3. Well- qualified and experienced teachers at Jazan University and namely Community College are, to some extent, aware of their students' needs at different levels.
4. Teaching and learning ESP courses that are matching with the students' needs will certainly produce reasonable outcomes.
5. The ESP course and other EL courses in the English curriculum for teaching BA students at CC are insufficient and it does not meet the students' needs in their different levels and majors.

6. Students need to improve all language skills with more emphasis on communication skills.

7. Accurately prepared ESP courses encourage students to learn and search in their field of specialization.

8. ESP courses will be more effective if they are taught by well-trained instructors.

5.2. Recommendations:

In the light of the aforementioned findings(5.1), the researcher recommends that:

1. All the present English courses taught in JCC do not meet the students' needs in all English skills, mainly speaking and grammar.

2. Stakeholders, administrators, EFL curriculum designers and decision makers should adopt learners' needs analysis as the essential basis for designing ESP courses at Jazan Community College in particular and other JU colleges in general to avoid having any problems or drawbacks that affect students' English learning.

2. Selection of ESP course contents should be strictly decided after investigating learners' needs to solve the communication problems that limits their knowledge either to be on low level or lesser .

3. English Language Teachers should evaluate their courses to improve and promote their effectiveness. Besides the ESP instructors have to co-operate with the content department in order to increase their knowledge about the students' needs regarding their major subjects.

4. The desired ESP courses should be perfectly designed according to learners' needs to allow the college produce trustworthy outcomes with a distinctive degree of proficiency that enable them to compete successfully in the labor market.

5. ESP courses should be available on a supplementary ongoing basis for BA students who represent the majority of the students at CC as a result of the outside community needs.

6. As English plays a crucial role, the medium of instruction at CC, the criteria to define English language courses for CC students should be based on both the target and present communicative situations representing the communicative use of language rather than formal linguistics representing the grammatical rules of language.

7. English language courses should contain materials for teaching students different study skills to motivate and help them search for further knowledge in their field of specialization using different several resources.

8. Implementation of Suitable and relevant teacher-training leads to the success of the accomplishment of an ESP course program. The teachers will be interested in teaching ESP courses, If they are carefully trained on the purpose and most effective procedures for teaching the course.

5.3. Suggestions for Further Studies:

The line of research of the present study needs to continue and expand upon it in order to achieve a better knowledge of this paradigm in the field of ESP needs analysis for the design of appropriate ESP courses for CC students suggesting that a lot of research needs to be prepared in teaching and learning English as a foreign language (EFL). Regarding the findings presented in this study, here are some suggested topics for future research:

1. The collaboration of all members concerned in teaching BN students at Jazan Community College to guarantee an appropriate basis for the design of ESP courses.
2. Sufficient natural classroom environments encourage students to behave and interact in an informal communicative way.
3. Developing an ESP speaking course framework for 2nd year students at Community College.
4. The drawbacks of using general ELT content materials for specific pedagogic purpose.
5. Investigating the ELT staff on the way of implementing a training program for ESP instructors at Jazan University.
6. Evaluation of ESP courses at Jazan University: A case study, the Community College.

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APPENDICES

APPENDICES

APPENDIX-A

Questionnaire (for the teachers):

This questionnaire has been prepared to strengthen and fortify the stance taken by the researcher, Halima Abdullah Zahran in the PhD. thesis entitled *“Designing ESP Courses for Community College Students, Jazan University, on the Bases of the Learners Needs ”*. This study is focusing on investigating the teachers’ and students’ views at Jazan Community College(JCC) to design English for Specific Purposes (ESP) syllabus according to the learners needs. Your contribution will help in enhancing the language program designed to teach English for specific purposes to students in the Community College. The researcher will appreciate your support and help. The data collected from this survey will be treated confidentially for the purpose of this study.

Please fill in the spaces with the requested information:

Name(optional):

Nationality:.....

Qualification: BA MA PhD

Experience: 1-5 6-10 More than 10 years.

Please tick a response that is closest to your opinion:

1=Strongly agree 2=Agree 3=Neutral 4=Disagree) 5=Strongly disagree

i- To what extent does needs analysis can provide the necessary platform for the desired ESP course.						
		1	2	3	4	5
1	I consider that it is necessary to design a syllabus in accordance with the content of the other subjects taught in the department.					
2	I consider that teaching and learning ESP courses that are matching with the students’ needs will certainly produce reasonable outcomes.					
3	I will be more confident and successful in my performance if the students take ESP courses in consistent with major subjects.					
4	There will be no problem in using English in lectures if the ESP courses are taught gradually from lower to higher levels according to the learner’s needs.					

ii- How far can the needs analysis offer information on both the content and form that the course should take?						
		1	2	3	4	5
5	ESP courses encourage my students to learn and search in their field of specialization .					
6	ESP courses enhance my students' learning skills by using different teaching and learning techniques and activities.					
7	ESP courses enable students to understand the new knowledge and comprehend the new practices.					
8	ESP courses encourage students to participate in pairs and groups during lectures.					
9	ESP courses help my students improve their communication skills.					

iii- To what extent are English teachers at JU aware of their students' needs at the preparatory year and the following years?						
		1	2	3	4	5
10	I believe that the number of hours provided for teaching ESP in the present curriculum is insufficient.					
11	I believe that the period ESP teaching time in the whole curriculum must be lengthened to help students achieve proficiency in English.					
12	I believe that ESP courses help in saving time and efforts of class by addressing students' vocabulary and structural problems.					
13	I believe that learning about particular terminologies and their contexts is the main solution of the learning problem.					
14	I believe that the ESP courses will be more effective if they are taught by well- trained instructors.					

15. If you have any comments , please add.

.....

Thank you so much

APPENDIX-B

The Students' Interview:

Dear student,

First, I would like to thank you for giving me this opportunity to do this interview. I'm Halima Zahran, an English Language Lecturer at Jazan University and I'm doing my PhD degree in "Designing ESP Courses According to Learners' Needs." I would like to discuss with you some questions concerning the English Language program in JCC to discover your opinions about the issue of designing the proposed ESP courses for JCC' students. The main objective of this study is to improve the students' English and learning skills in their major subjects.

Please, answer these questions:

I.1. What is your level and department?

I.2. Why do you need English at the university level?

I.3. Has the ESP course that you have studied in level three been sufficient to meet your needs in your recent department and future job demands?

I.4. How often do you need to use English(rarely, sometimes, usually) ? And what for?

I.5. What are the difficulties in English language skills(speaking, reading, writing, words, grammar, etc.) do you face during learning and basically resulted from your low English level?

I.6. How well (Very good/ Good / poor/ very poor) can you understand and communicate in English during lectures of your major subjects in upper levels. Please say reasons.

I.7. Do you feel that you are in need of supplementary ESP courses to support you in understanding, communicating or doing any activities in English during lectures? Please say reasons.

I.8. Do you think that further practice in ESP at each level will enhance your English skills that enable you to achieve the proficiency and competence in both English and field of specialization? Please say reasons.

I.9. What skills and activities (such as reading comprehension, vocabulary or terminologies, structures, writing activities, conversation practice) do you need further practice in?

I.10. Why is it necessary to prepare an English program in accordance with the content of the program of the other subjects in your department?

Thank you for your cooperation.

مقابلة الطالبات:

عزيزتي الطالبة:-
اولا أشكرك لمنحي الفرصة لاجراء هذه المقابلة. انا حليلة زهران محاضرة لغة انجليزية بجامعة جازان أقوم بعمل
الدكتوراة في "تصميم مقررات اللغة الانجليزية المتخصصة حسب احتياجات المتعلم" أريد أن أناقش معك بعض
الاسئلة التي تخص برنامج اللغة الانجليزية في كلية المجتمع جامعة جازان لمعرفة آرائك حول تصميم مقررات
اللغة الانجليزية المتخصصة لطالبات كلية المجتمع جازان .

نرجو اجابة الاسئلة التالية:-
١- في اي قسم أنت ؟

٢- في اي مستوى حاليا ؟

٣- لماذا تحتاجين اللغة الانجليزية في المستوى الجامعي ؟

٤- ما هو رأيك في مقررات اللغة الانجليزية بكلية المجتمع جازان ؟ هل هي كافية لتلبي احتياجاتك لمتطلباتك في العمل في المستقبل ؟

٥- ماذا عن مقرر اللغة الذي درسته في المستوى الثالث ؟ هل كان كافيا لمقابلة الاحتياجات لمواد قسمك ؟

٦- كم مرة طلب منك استخدام اللغة الانجليزية (نادرا ، احيانا ، غالبا) ؟ ولأي سبب ؟

٧- ما هي الصعوبات (تواصل ، مفردات ، تراكيب ، الخ....) التي تواجهينها أثناء التعلم وبصفة اساسية ناتجة
عن تدني مستوى اللغة الانجليزية لديك ؟

1.The Graduates' Interview

First, I would like to thank you for giving me this opportunity to do this interview. I'm Halima Zahran, an English Language Lecturer at Jazan University and I'm doing my PhD degree in "Designing ESP Courses According to Learner's Needs." I would like to discuss with you some questions concerning the English Language program in JCC to discover your opinions about the issue of designing the proposed ESP courses for JCC' students. The main objective of this study is to improve the students' English and learning skills in their major subjects.

Please, answer the following questions:

I.1. What do you do? (Your job)

I.2.How long have you been doing this job ?

I.3. When you were at JCC, did you feel satisfied with the English courses there?

Please mention reasons to your answer.

I.4. What do you think of the English courses at JCC? Are they sufficient to meet the needs the job demands? Please say reasons

I.5. When you were a student at JCC, did you face any difficulties in English(speaking, reading, writing, vocabulary, grammar) during learning?

I.6. What are the difficulties(speaking, writing, vocabulary, etc.) do you face in English during performing your present job duties ?

I.7. To what extent do you agree with the idea that being competent in English is the main criteria to be competent in your work. Please say reason.

I.8. Do you think that ESP time should be lengthened in order to learn more than one ESP course in the whole English curriculum in “CC”? Please mention reasons.

I.9. Do you feel that you need further practice to improve your English? (If the answer is Yes) Please identify the skills and activities (conversations, reading and writing activities, learning and practicing words or terminologies) do you need further practice in?

Thank you for your cooperation.

مقابلة الخريجات :-

أولا أشكركم لاتحذركم الفرصة للقيام بهذه المقابلة . أنا حليلة زهران محاضرة لغة الإنجليزية بجامعة جازان و أقوم بعمل درجة الدكتوراة في تصميم مقررات اللغة الإنجليزية المتخصصة المستمرة حسب احتياجات المتعلم . أريد انناقش معكم بعض الاسئلة التي تخص برنامج اللغة الإنجليزية بكلية المجتمع جامعة جازان لمعرفة آرائكم عن موضوع تصميم المقررات المقترحة للغة الإنجليزية المتخصصة لطالبات كلية المجتمع جامعة جازان . الهدف الأساسي لهذه الدراسة هو تحسين اللغة الإنجليزية للطالبات بكلية المجتمع جامعة جازان .

نرجو الاجابة على الاسئلة التالية :

١- ماذا تعملين ؟ (وظيفتك)

.....

٢- كم من الزمن تعملين بهذه الوظيفة ؟

.....

٣- عندما كنت بكلية المجتمع جامعة جازان ، هل كنت تحسن بالرضا تجاه مقررات اللغة الإنجليزية هناك ؟

فضلا أعط مبررات لاجابتك .

.....

.....

٤- ما رأيك في مقررات اللغة الإنجليزية بكلية المجتمع جازان ؟ هل هي كافية لمقابلة متطلبات الوظيفة ؟

٥- عندما كنت طالبة بكلية المجتمع جازان ، ما هي الصعوبات (محادثة ، كتابة ، مفردات الخ) التي تواجهك خلال تعلم اللغة الإنجليزية ؟

.....

.....

٦- ماهي الصعوبات (محادثة ، كتابة ، مفردات الخ) التي تواجهك في اللغة الإنجليزية خلال ادائك لمهام وظيفتك الحالية ؟

.....

.....

٧- كونك كمتد في اللغة الإنجليزية هو المعيار الاساسي لكفاءتك في عملك . هل توافقين أم لا ؟

٨- هل تعتقد ان وقت اللغة الانجليزية المتخصصة يجب ان يكون اطول ليكون هناك أكثر من مقرر في اللغة الانجليزية المتخصصة في كل منهج للغة الانجليزية بكلية المجتمع جازان ؟

اذا كانت اجابتك بنعم اذكر لي لماذا ذلك ؟

٩- هل تشعرين انك في حاجة الى المزيد من تعلم اللغة الانجليزية المتخصصة لتحسين لغتك الانجليزية ؟

اذا كانت اجابتك بنعم ، ما هي المهارة اللغوية والانشطة التي تحتاجينها لمزيد من الممارسة فيها ؟

شكرا لتعاونك

APPENDIX-C



Ministry of Education

Jazan University

Community College – Jazan

60

English Language Department

Mid- Term Exam

Second Semester

1437/1438

Date: 27/5/1438 - 23/1/2017

Student's Name : _____

اسم الطالبة :

ID No. _____

الرقم الجامعي :

Group: _____

الشعبة :

people who are the most likely to buy a product. Companies need loyal customers who will keep coming back.

Companies use many methods to identify customers. Customers are put in different groups. Companies follow the buying patterns off these groups. They survey people and ask many questions. **They** also find out customer interests.

Once companies identify specific customers, they work on getting their attention. They make special offers and give them personal service. They make a product interesting to the customer. They tell the customers how well the product suits **their** way of living. This is called direct marketing.

The internet is a good way of connecting directly with specific customer groups. Many customers use computers daily. They can easily go online to the company's homepage. Here they get information about what they want. They can see pictures or videos and get customer reviews of the product. Ordering online and paying is secure, fast, and easy. The product is then delivered.

I- Write the number of the paragraph close to the appropriate *topic*: (4 marks)

- _____ identifying and researching customers
- _____ advantages of connecting with customers through the internet
- _____ changing marketing methods
- _____ direct marketing

II- Cross out the one untrue, unrelated detail: (2 marks)

1. How do companies identify customers?
 - a) by looking for customers who will be loyal.
 - b) by following the buying patterns off different customer groups.
 - c) by surveying people and asking many questions.

2. In what ways do companies get the attention of customers?
 - a) They make special offers and give them personal service.
 - b) They make ordering online secure, fast, and easy.
 - c) They tell the customer why their product is better than the competition's.

III- Choose the correct answer: (4 marks)

1. **They**, line 8, refers to _____.
 - a) computers
 - b) specific customers
 - c) companies
 - d) sports

2. **Their**, line 11, refers to _____.
 - a) customers
 - b) special interests
 - c) customer interests
 - d) companies

IV- Read the passage above and answer the following questions: (4 marks)

1. What is mass marketing?

2. What is a good way of connecting to specific customers?

2) Read the passage and answer the questions that follow:

A computer is a machine that receives and processes instructions. They are an important part of our everyday lives. We frequently use them at home, at office, and for entertainment.

How do computers work? First, they need information. We sometimes enter the information with a keyboard or a mouse, for example. This information then goes to a central processing unit (CPU). The CPU does the calculations and manages the flow of information. Finally, the computer communicates with output and storage devices.

An output device lets a computer communicate with you. These devices show information on a screen, print copies, or produce sound. Monitors, printers and speakers are all output devices. . A storage device holds or stores the information for future use.

V- Answer the following questions:

(4 marks)

1. What is a Computer?

2. What does CPU do?

VI- Circle T (true) or F (false) for the following statement:

(2 marks)

1. Monitors, printers, and speakers are input devices.

T / F

4. An output device shows information on a screen.

T / F

B. Vocabulary: (15 marks)

I- Choose the word that is closest in *meaning* to the boldfaced word: (2 mark)

1. We **frequently** use them at home, at the office, and for entertainment.

a) often b) finally c) seldom d) differently

2. An output device lets a computer **communicate** with you.

a) store b) receive c) connect d) monitor

II- Match words in column A with their antonyms in column B: (8 marks)

(A)	(B)	Answers
1. buy	a. dislike	1. _____
2. individuals	b. sell	2. _____
3. like	c. indirect	3. _____
4. direct	d. groups	4. _____

III- Fill in each blanks with the correct word from the box. (5 marks)

relationship survey secure pattern homepage product

1. To encourage customers to order online, companies do their best to make online payment _____.
2. Consumers will change their buying _____ when the economy strengthens or weakens.
3. Many companies _____ their customers to get their opinions about product and services.
4. Nowadays companies advertise their products or services on their website_____.
5. Building good _____ with customers is important in order to increase sales.

C. Grammar: (15 marks)

I- Write the correct form of the verbs in brackets: (4 marks)

1. She (carry)_____ her laptop with her whenever she (travel)_____.
2. Maha (search)_____ the Web right now.
3. They (talk) _____ at the moment.

II- Write a *wh-* question about the underlined information: (2 marks)

A: _____

B: They are shopping at the Hayat Mall Shopping Centre.

III- Write a *Yes/No question* for the following answer: (4 mark)

A: _____

B: Yes, he does. He uses a web camera.

A: _____

A: Yes, I do. I use the computer to check grammar and spelling.

IV- Change each of the following sentences into *negative*: (2 mark)

1. We depend on the internet.

2. They are watching television

V- Rewrite these sentences, using the adverbs in brackets: (2 marks)

1. I do my homework. (always)

2. She is late. (often)

VI- Write a short answer to each of these questions: (1 mark)

1. Does your computer work well?
