CHAPTER ONE
Introduction

1.0 Overview

The term " Needs Analysis" emerged during the (1970s) as a result of intensive studies conducted by the Council of Europe team which was responsible for developing a new approach towards teaching the major European languages to European adults. The Council of Europe team felt that successful language learning resulted not from mastering linguistic elements, but from determining exactly what the learners need to do with the target language. One of the terms, which the team came up with, is the "Common Core". The Common Core suggests that language learners share certain interests despite their different goals in learning foreign languages. The Common Core provides a base for people to rely on in conducting needs analysis in the general English classroom. Accordingly Nunan (1988), needs analysis refers to the procedures for gathering information about learners and about communication tasks for use in syllabus design. While Richard (1992) defined needs analysis as:

> '... the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. It makes use of both subjective and objective information. The analysis seeks to obtain information on the situation in which a language will be used including whom it will be used with, the objectives and the purposes for which the language is needed, the type of communication that will be used, and level of proficiency that will be required..'

On the other hand, there is an increasing need for effective communications between and among multi-national forces through English language. Today, military forces are increasingly deployed on humanitarian assistance and peacekeeping operations under the auspices of the (UN), African Union, (NATO)

or any other organizations or coalitions; meanwhile; the Sudanese Armed Forces (S.A.F) is a part of that collection. For those reasons, there have been many efforts to qualify the Sudanese Armed Forces in the English language. The institution in which the researcher undertook his study is the Sudanese Joint Command & Staff College (JCSC) in Omdurman. The (JCSC) is specialized military institution concerned with teaching military sciences in English to the senior and junior officers from the all services of the Sudanese Armed Forces (Army. Navy, Air Forces). The Sudanese government established the (JCSC) with intention of improving the officers' abilities to hold staff duties in formations and headquarters, preparing commanders to deal with administrative and fighting duties, and promoting the senior and junior officers' insights of national and international security issues beside fulfilling the strategic goals of the Armed Forces.

Among the various efforts, this study attempts to analyze the needs of military students for English language to see if there is a chance for enhancing their levels in English language. That will be tackled throughout the study five chapters.

1.1 Study Problem

According to the researcher's position as an army officer, working for almost thirty years, he understands that, it is a prerequisite for a student of the Sudanese Joint Command and Staff College (JCSC), to be involved into reading of military English- references, magazines, articles, and periodicals. Moreover, to expect the students of (JCSC) to take part in multi-national military courses, coalitions, seminars, peace talks and workshops …etc. In addition, to be prepared enough for participating in conducting military-diplomatic missions like defence attaché, peace special envoy ... etc and above all to be standby for unexpected missions that require the command of English language.

Simultaneously, and according to the researcher's experience as an English language lecturer at Karary University, he observes that, the students of the Sudanese Joint Command & Staff College (JCSC) do not use English language as perfect as it should be. Some of them have problems in both: the comprehension and the production of the language and that indicates the weaknesses in their language levels because they have not mastered the English language in a way to qualify them to fulfill the above-mentioned prerequisite responsibilities and missions. Such a situation then, has its negative impacts on the students' performances at present time as observed, and if it is not addressed, the negative impact will extend to affect the performance of the whole Sudanese Armed Forces in the near future. To the best of the researcher's knowledge, no study has examined the issue of the analysis of the Sudanese JCSC students' needs for English language.

Due to all that, the researcher attempts to study the afore-mentioned problem and find out suitable solutions on the light of analyzing the needs of the Sudanese (JCSC) students for English language. The question now:

- To what extent can the analysis of Sudanese (JCSC) students' needs of English language enhance their military performances?

1.2 Study Questions

This study seeks to answer one main question and four sub-questions.

1.2.1 Main Question

- To what extent can the analysis of military students' needs of English language enhance their levels in English language?

1.2.2 Sub-Questions

- Is there a statistically significant correlation between the analysis of military students' needs of English language and the enhancement of:

1. The writing abilities of students of (JCSC)?

2. The speaking abilities of students of (JCSC)?

3. The reading abilities of students of (JCSC)?

4. The listening abilities of students of (JCSC)?

1.3 Study Hypotheses

This study seeks to validate the main hypothesis and four sub-hypotheses:

1.3.1 Main Hypothesis

The analysis of military students' needs of English language can enhance their levels in English language?

1.3.2 Sub-Hypotheses

There is a statistically significant correlation between analysis of military students' needs of English language and the enhancement of:

1. The writing abilities of students of (JCSC).

2. The speaking abilities of students of (JCSC).

3. The reading abilities of students of (JCSC).

4. The listening abilities of students of (JCSC).

1.4 Study Objectives

This study aims to:

1. Investigate the Analysis of Military Students' Needs for English Language in a way to enhance their levels in English language.
2. With reference to objective (1), to suggest the suitable programmes, methods, techniques and facilities that can meet the needs of students of Sudanese (JCSC) in learning English for military purposes.

1.5 Study Significance

The study generates its significance from the variables it tackles and its results.

Richard and Rodgers (1986), argue that needs analysis is 'concerned with identifying general and specific language needs that can be addressed in developing goals, objectives, and content in a language programmes. Long (1996: 17) cites some reasons for performing needs analysis in terms of determining the relevancy of the materials to the learners' situation. The analysis of language need can play a great role in learning a foreign language successfully. Also it would provide important information for teachers, administrators, and language course developers. This would help them to make the right decisions with regard to teaching English to the Sudanese JCSC students.

So, the all-mentioned theoretical ideas will be translated into practical issues to enrich ESP for military English from which the students of (JCSC) benefit. The study also generates its significance from its practical results which will be generalized.

1.6 Study Methodology

Study methodology includes the following items:

1. The Study is conducted according to the descriptive and the analytic methods.
2. Study -data is collected through:
    a. A questionnaire for the JCSC instructors.
    b. An interview for experts in English language.

3. The software programmme (SPSS) for statistical data-treatment.

1.7 Study limits

   a. Place: The Sudanese Joint Command and Staff College (JCSC)
   b. Time: 2014 / 2017
   c. Content: The correlation between analysis of military students' needs in English language and the enhancement of their abilities in learning English for military purposes.

CHAPTER TWO

Literature Review

2.0 Introduction

In this chapter, the researcher has reviewed the relevant literature and previous studies on the problem of the study. He has done this to gain more understanding and insight into the problem of the study. Once he has been greatly satisfied with that, he has carried out a reasonable comprehensive search of the literature, which might enrich his study. The literature relevant to this study is divided into two parts: part one, which mainly discusses; Needs Analysis, English language skills, the key notions of ESP and military English, whereas part Two represents the possible and the available related previous studies that the researcher has obtained.

2.1 Conceptual Framework of the Study

2.1.1 Needs Analysis

Needs analysis is "concerned with identifying general and specific language needs that can be addressed in developing goals, objectives, and content in a language programme". (Richard & Rodgers 1986, p156). Long (1996) cites four reasons for performing needs analysis:

1. Relevance - to determine the relevance of the materials to the learners' situation.
2. Accountability – to justify the material in terms of relevance for all parties concerned (teacher, learner, administration, parents).
3. Diversity of learners – to account for differences in learner needs and styles,
4. and efficiency – to create a syllabus which will meet the needs of the learners as fully as possible within the context of the situation. Nunan(1988, p14) states that for a needs analysis,

"Information will need to be collected, not only on why learners want to learn the target language, but also about such things as societal expectations and constrains and the resources available for implementing the syllabus"

Nunan defines two types of needs analysis: a learner analysis (what background factors are the learners bringing to the classroom?) and task analysis (for what purposes is the learner learning the target language?). In addition, a ' means analysis", or analysis of learner styles based on subjective inquiry into HOW students like to learn best can aid in finding out to approach the material which needs to be learned (Nunan 1988, p78).

This distinction between needs analysis and means analysis is roughly parallel to Widdowson's (1987) distinction between goal-oriented (how the language will be eventually need to be used) and process-oriented (how the language is best acquired) definition of needs. Although Widdowson argues that the latter may in long run be more appropriate for ESP in his words, "the means imply the ends" (1987:102). Exactly how should a needs analysis be undertaken? Three important factors in performing needs analysis are identified here by Long (2005) as follows:

a. Sources: Major sources for needs analysis are:

a. Previous needs analysis which can be provided working examples as well as valuable insight into needs of students in similar programmes and with similar experiences.

b. Students themselves (with the caveat that students are usually "pre-experienced" that is, they do not know what they will need to know).

c. Applied linguists (good sources for language requirements), and,

d. Domain experts, often referred to as " insiders". This may include business people as well as " returnees", or students who have previous experience in dealing with the target situation.

b. Triangulation:

Cross-checking of data provided by at least three above sources is important, and adds to the validity of needs analysis.

c. Multiple method:

A single method of gathering information may not provide a complete picture; unstructured interviews used to supplement questionnaires, for example, may add essential insight.

2.1.2 Definitions and Historical Background

Berwick (1989: 52) suggested a basic definition of need " gap or measureable discrepancy between a current state of affairs and a desired future state". Needs analysis procedure in the field of language teaching was first used by Michael West in a survey report published in 1926 (White 1988). In the following decades, however, little if any attention was given to needs analysis. This can be explained be the influence that traditional structural view of the language continued to exert on the field of English language teaching (ELT), which resulted in the belief that the goal of second and foreign language learning was the mastery of these structurally related elements of language. i.e. phonological units, grammatical units, grammatical operations and lexical items (Richards & Rodgers, 1986:17).

The term " need analysis" re-emerged during the 1970s as a result of intensive studies conducted by the Council of Europe team the team was responsible for developing a new approach towards teaching the major European languages to European adults. Research and studies conducted by the Council of Europe team resulted in emergence of the communicative approach to language learning which replaced the situational approach dominant in language teaching and learning at the same time. Council of Europe team felt that successful language learning

resulted not from mastering linguistic elements, but from determining exactly what the learner need to do with the target language. One of the terms, which the team came up with, was the "Common Core". The core suggests that language learners share certain interests despite their different goals in learning foreign languages. The common core provides a basis people can rely on in conducting needs analysis in the general English classroom. It is argued that it is not possible to specify the needs of general English learners especially at the school level. So, needs analysis has been neglected in the general English classroom and emphasized in ESP as Hutchinson and Waters (1987) suggested.

According to Nunan (1988), needs analysis refers to the procedures for gathering information about learners and about communication tasks for use in syllabus design. Richard et al. (1992: 242-243) defined needs analysis:

"... the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. It makes use of both subjective and objective information. The analysis seeks to obtain information on the situation in which a language will be used including whom it will be used with, the objectives and the purposes for which the language is needed, the type of communication that will be used, and level of proficiency that will be required..."

2.1.3 Needs Analysis and Objectives

Nunan (1988) classified needs analysis under two headings: " objective" needs and "subjective" needs. He assigned objective needs to be diagnosed by the teacher on the basis of the personal data of the learners. In te light of this data, the teacher can select or plan a suitable syllabus. Subjective needs are derived from the learners themselves and influence the teaching methodology of the syllabus. Objective data is that factual information which doesn't require the attitudes and views of the learners to be taken into account. Thus, biographical information on age, nationality, home, language , ...etc is said to be objective. Subjective

information, on the other hand, reflects the perception, goals, and priorities of the learner. It will include, among other things, information on why the learner has undertaken to learn a second language, and the classroom tasks and activities which the learner prefers'. Nunan (1988: 18) states;

While objective needs analysis and content are commonly linked, as are subjective needs and methodology ... it is, in fact, also possible to have a content/subject needs dimension (learners deciding what they want to learn), and a methodology/objective needs dimension (teachers deciding how content might best be learnt). The dimensions themselves are represented as a series of graduations rather than discrete categories.

2.1.4 Objective Needs Analysis

Objective needs analyses focused on identifying learners' real world communicative requirements so that courses could be designed reflecting these and preparing users for their intended use of the target language (TL). Munby's model (1978) is the most well-known of this type, and became " an unavoidable reference point". Munby's model contained nine components relating to the learners' communicative requirements (participant, purposive domain, setting interaction, instrumentality, dialect, target level, communicative event, and communicative key). Tarone & Yule (1989) later covered much the same ground with a four-level framework: i) global level (situations, participants, communicative purpose, target activities;   ii) rhetorical level (organizational structure of the communicative activities);   iii) grammatical rhetorical level (linguistic forms required to realise the forms in the level ii); and iv) grammatical level (the frequency of grammatical and lexical constructions in the target situation).   Both models imply that a needs analysis should progress from an identification of learners' target language needs, to analysis of the communicative

activities they will need to perform in order to achieve those goals, and the linguistic forms by which these activities will be realised. (Tudor, 1996; 72).

2.1.5 Subjective Needs Analysis

As recognition grew in 1980s and 1990s of the existence and important of psychological, cognitive, cultural and effective learning needs, s "subjective" interpretation arose in which needs are seen in terms of the learner as an individual in the learning situation (Brindly, 1984:64), and attention was given to "factors of psychological or cognitive nature which influence the manner in which learners will perceive and interact with the process of language study" Tudor, 1996: 126), categorised in terms of : i) individual differences (introversion-extroversion, tolerance of ambiguity, risk-taking, cognitive style); and   ii) learning style (psychological , cognitive sensory differences). However, the call for accessing the " knowledge and conceptual network" was impractical in the majority of cases, especially at the beginning of the course. Therefore, learners needed training in identifying their learning needs (including specialist terms and concepts) and formulating them into goal-setting.

2.1.6 Necessities, Needs and Lacks

In recent years, there has been a healthy trend in course design with focus shifting from teacher-centred to learner-centred activities and in this connection, a lot of credibility is being given to need based courses in ESL programme. Needs analysis is a device to know the learners' necessities, needs, and lacks in order to develop course that have a reasonable content for exploitation in the classroom. Needs analysis is therefore a process for identifying and defining valid curriculum and instruction management objectives in order to facilitate learning in an environment that is closely related to the real life situations of the student. It brings into sharp focus the settings and the roles that the learner is likely to face

after he finishes his formal education. Actually, the switch of attention towards communication highlighted the role of the learner and his needs in modern educational systems. Language plays a role in a broader theory of communication. In fact, the contribution of Hymes, Labov, Halliday, and Widdowson are considered the basis of enhancing the "Communicative Syllabus Design". Hymes (1971) in " *Competence and Performance in Linguistic Theory*" speaks of rules of use without which the rules of grammar would be useless. Labov (19720 said the same as the riles we need will show how things are done with words and how one interprets these utterances as actions. Halliday defined cohesion by saying " where the interpretation of any item in the discourse requires making reference to some other item in the discourse, there cohesion" cohesion is one dimension of the general Halliday an aim of devising principal methods of relating elements of grammatical structure to their use in discourse. Widdowson (1987) proposed a different type of teaching syllabus built around a graded selection of rhetorical or (communicational) act which the learner would have to perform in using English for his particular purpose.

The scientist, for example, would necessarily make extensive use of such acts as definition, classification, deduction, and so on. Other learners would need to communicate in more ordinary everyday situation where greetings, making social arrangement, and exchanging information would be more important. Any teaching curriculum is designed in response to three questions; what to be learned? How is the learning to be undertaken and achieved? To extent are the former appropriate and the latter effective? A communicative curriculum will place language teaching within the framework of this relationship between some specified purposes, the methodology which will be the means towards the achievement of those purposes, and the evaluation of the methodology. Breen and Candlin (2001: 9) proposed some purpose in language teaching such as :

a. Communication as a general purpose;

b. the underlying demands on the learner that such a purpose may imply;

c. the process of teaching and learning;

d. the role of the teacher and learners;

e. the role of content within the teaching and learning, and finally;

f. the place of evaluation f learning progress and evaluation of the curriculum itself from communicative point of view.

2.1.7 Needs Analysis and Language Use

As mentioned earlier, the switch of attention from teaching language system to teaching the language as communication highlighted the role of the learner and his needs. The range of possible uses of language is an extensive as the range of possible purposes and intentions that people have for using it, so the emphasis of the use of language as communication concentrates on the users themselves. The main problem of the users of the language, and specially those living in developing countries, is that though they have received several years of formal English teaching, they frequently remain deficient in the ability to actually use the language, and to understand its use in normal communication, whether in spoken or written mode.

2.1.8 Approaches to Needs Analysis

Different approaches to language needs analysis are employed to investigate different focuses and issues in language planning, development, teaching and learning. Many ESP scholars suggest that TSA (Target Situation Analysis), and PSA (Present Situation Analysis) are the fundamental components for assessing language needs of learners. The theoretical aspect of the needs analysis is based on PSA and TSA components.

2.1.9 Target Situation Analysis

The term "Target Situation Analysis" (TSA) was introduced by Chambers (1980). Target Situation Analysis (TSA) is a form of needs analysis, which focuses on identifying the learners' language requirements in the occupational or academic situation they are being prepared for (West, 1994). Robinson (1991:8) argues that a needs analysis, which focuses on students' needs at the end of a language course, can be called a TSA (Target Situation Analysis). Munby (1978) formulates the best-known framework of TSA type of needs analysis. He presents a communicative needs processor, comprising a set of parameters within which information on students' target situation can be plotted. The model formulated by Munby has, widely, been studied and discussed. Comprehensive data banks are among its useful features. For example, micro-skills and attitudes can be used as checklists for the resultant syllabus. A helpful insight, codified by Munby, relates to target-level performance: for certain jobs students may require only a low level of accuracy. The TSA may thus pinpoint the stage at which 'good enough' competence for the job is reached.

TSA refers to tasks and activities learners are using or will be using for target situation. TSA generally uses questionnaire as the instrument. According to Dudley-Evans and St. John (1988:125), TSA includes objective, perceived and product-oriented needs. They explain that the objective and the perceived needs are derived by outsiders from facts, from what is known and can be verified. Therefore, to be able to spell English words correctly s an objective /perceived need. Product-oriented needs are derived from the goal or target situation.

2.1.10 Present Situation Analysis (PSA)

PSA is viewed differently by linguists. According to Robinson (1991:8), PSA present situation analysis seeks to establish what the students are like at the

starting their language course, investigating their strengths and weakness. Dudley-Evan and St. John (1988), state that PSA estimates strength and weakness in language, skills and learning experiences. Richterich and Chancerel (1980) formulate the most extensive range of devices for establish 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 SP 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 learning and use of the 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 TSA. In practise, 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.

2.1.11 English Language Skills

The four-macro skills (listening, speaking, reading and writing) are all a part of normal language proficiency and use. They can work together in language acquisition and language learning. Language skills can be characterized as receptive, which involves listening and reading then as productive including speaking and writing. Integration of skills such as note taking, dictation, reading aloud, participating in conversation etc. and translation both into English and from English may be considered as a part of language skills too.

The purpose of language learning is to improve the speakers' four skills of listening, speaking, reading and writing, with the base of large vocabulary and good grammar, but this is not the final purpose. The final purpose is to let

speakers be able to use the language. For instance, why do people study English? If a man is only good at listening and speaking, can people say that he is good at English? No. If a woman is only good at reading and writing, can people say that she is good at the language? No. In addition, most of the speakers do better in reading and writing than in listening and speaking. They can read and write, but they can hardly communicate. They can hardly express themselves with their own words. We are not able to change the examination system, but we can improve our learning method. So when speakers want to use a language well, do not forget to know all the abilities of the four skills.

There is no doubt that foreign language skills and cultural expertise are critical capabilities needed by today's military to face the challenges of our present security environment. But, only a small part of today's military is proficient in foreign languages and until recently there have been no comprehensive, systematic researches for developing such area in Sudan. This serious national security challenge led the researcher to investigate what are the English language skills that the senior learners of Sudanese Joint Command & Staff College need to address these capabilities. Mrs. Gail H. McGinn (2011,P;124) Deputy Undersecretary of Defence for Plans in USA Army states:

> *"...current military operations demand different skills than those that were mastered to win the Cold War. Today's operations increasingly required our forces to operate with coalitions and alliance partners and interact with foreign population, making identification and achieving victory more difficult. To be effective in stability, security, transition and reconstruction operations as well as other counterinsurgency measures, and to prevail in the long war, we must be able to understand different cultures and communicate effectively in order to gain the support of the local people"*

The military's lack of language skills and cultural expertise is a symptom of the larger problem facing the nation as a whole. As we heard in our hearings, our educational system does not place a priority on, and lacks the infrastructure to support, the widespread teaching of foreign languages, not to mention the less commonly taught languages needed by today's force.

2.1.12 Writing Skill

From the ancient time, writing is an extension of human language across time and space. Writing most likely began because of political expansion in ancient cultures, which needed reliable means for transmitting information, maintaining financial accounts, keeping historical records, and similar activities.

According to Robert Todd Caroll (1990), the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing allows us to share our communication not only with our contemporaries, but also with future generations. It permits people from the near and far distance past to speak to us. In fact, writing originated from the need of saving cultural values and human's spiritual. It is the official element for the development of printed document, book and Internet. In addition, in our lives, we sometimes need to make official texts, for the purposes of communication or other business. Such cases, writing skill is the best supportive tool for us. It plays an important role in our life.

2.1.13 Definition of Writing

Writing seems to have taken on different definitions for different groups of people in order to suit their different needs and purposes for writing. Writing is a complex cognitive activity that draws on an individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes. Graham (1997) identified the following four vital areas in the writing process:(1) knowledge of writing and

writing topics,(2) skill for producing and crafting text,(3) processes for energizing and motivating participants to write with enthusiasm, and (4) directing thought and actions through strategies to archive writing goals.

Grape and Kaplain(1996), in their book "Theory and practice of writing", explore the meaning of writing in temps of the rhetorical triangle in writing. Such triangle consists of the reader, the recipient of the final product of the writing process, the writer, the originator of the message; and the subject matter and the text itself. Both the writer and the reader have to consider all these aspects when writing and reading, respectively for each one plays a significant role in the journey towards meaning.

There is another definition for writing, "Writing is the creative process because it is a process of reaching out for one's thought and discovering them. Writing, as such is a process of meaning making" (Third Year student, 1994, National University of Singapore)

According to Byrne (1979) writing is the act of forming symbols. The symbols have to be arranged to form words, and words have to be in a particular order and linked together in certain ways, they form a coherent text. According to Spence (1967) writing involves the encoding of the message that is we translate our thoughts into language and language into written marks. Writing demands that you produce a sequences or a series of sentences arranged into certain orders to form a coherent text is what enables the writer to communicate successfully with reader.

2.1.14 The Importance of Writing

Writing has wide-ranging implications for the following: Rise B & Chanes (2001):

- Writing influences the way we think.
- Writing contributes to the ways we learn.
- Writing fosters personal development.

- Writing connects us to others.
- Writing promotes success in college and at work.

- **Writing influences the way we think**

First, the very act of writing encourages us to be creative as well as organized and logical in our thinking. When we write sentences, paragraphs, and whole essays, we generate ideas and connect these ideas in systematic way. For example; by combining words into phrases and sentences with conjunctions such as; *and*, *but*, and *because*, we can create complex new ideas. By grouping related ideas into paragraphs, we develop their similarities and differences and anchor our general ideas in specific facts and concrete examples. Writing is an explanation of concept, it develops categorical thinking, as we connect new information to what we and our readers already know. Those who are learning to compose and arrange their sentences with accuracy and order are learning, at the same time, to think with accuracy and order.

- **Writing contributes to the ways we learn.**

Writing helps us learning by making us active, critical thinkers. When we take notes in class, for example, writing helps us identify and remember what is important. Writing an explanatory essay, for example helps us better understand the concept or idea we are explaining in;

a. **Writing fosters personal development.**

In addition to influencing the ways we think and learn, writing can helps us to grow as individuals. Writing an evaluation requires that we think about what we value and how our values compare to those of others. Writing has been for a long time my major tool for self-instruction and self-development. (Toni Cade).

b. **Writing connects us to others.**

We can use writing to keep in touch with friends and family, take part in academic discussion, and participate actively in democratic debates and decision making.

c. **Writing promotes success in colleges and at work.**

As a learner, you are probably most aware of the many ways, writing can contribute to your success in school, university. Learners, who learn to write different readers and purposes, do well in courses throughout the curriculum. No doubt you have been able to use writing to demonstrate your knowledge as well as to add to it. Eventually, you will need writing to advance your career by writing persuasive application letters for jobs or graduate, and university admission.

2.1.15 Writing Skills for Military

Learning effective writing is one of the top priorities of the foreign language academies of all armed forces in the world. In JCSC, as an Academy of Armed Forces, writing as a productive skill is quite challenging to its learners. Most of them, as far as the researcher expects, face difficulties in organization, style, choice of words and grammar, military terms etc. Besides that, they need to be familiar with the Army standard of writing, which has its own rules and restrictions. Typical military writings are as such:

a. Military Reports (Pre-mission report and Post-mission report)

b. Multinational Exercise/Training reports

c. Daily/weekly/monthly/ annual reports... etc.

d. Order

e. Briefing

f. Presentation

g. Formal/informal letters

Thus, if you would like to use the communicative approach in teaching military writing, we should take into consideration the communicative needs of military students. Why do they need writing in their everyday job? Who do they have to write to? How efficient are they in writing, etc. So, the writing process itself involves the communication between two or more persons. Therefore, the way the students interact with others through writing is vital. In order to achieve a real life interaction among military students we should use as much real life writing tasks as possible. The writing tasks should be taken from military settings, which the students are familiarized with.

Another effective way of using communicative approach in teaching military writing is by presenting students with different approaches of military writing. Introduction of various authentic materials in military writing makes the students understand how important this skill is in the army. The teacher can bring in class English military brochures, pamphlets, magazines, newspapers, military publications, military reports, orders, memos etc. In fact, military students have to use such kind of English writings in their working environment. Thus, they will feel more motivated to be engaged in writing tasks presented to them in class. They will finally understand the relevance of what they are doing in class to their professional life.

Moreover, the military learners of JCSC must learn and practice the specific features of military writing genre. According to 'Writing and Speaking Skills for Army Leaders' effective Army writing transmits a clear message in a single, rapid reading and is generally free of errors in grammar, mechanics, and usage as well as concise, organized, and right to the point (Command and General Staff School, 2009). It is required to state the key argument at the beginning of the writing text as well as to use the active voice. Active voice writing emphasizes the doer of the

action, shows who or what does the action in the sentence, and creates shorter sentences (Command and General Staff School, 2009).

So, military students should be aware of some principles that derive from Army Regulation which are required to be applied in military writing. These principles are:

a. Short, sensible sentences and paragraphs;

b. Efficient phrases, vocabulary, and images;

c. Active voice (primarily);

d. Packaging that supports (Command and General Staff School, 2009).

Another way of making writing as communicative as possible is self-evaluation or peer evaluation. By self evaluating they will be able to recognize if their written ideas are expressed clearly to the reader and if they need improvements. Taking the role of the teacher in reviewing what they have already written makes them more responsible and aware of self-corrections. Besides that, a good way of giving writing an interactive and communicative nature is peer evaluation. By correcting each-others writing tasks, students find writing more effective because they welcome and discuss each-other suggestions and later on they reflect them in their writings.

2.1.16 Speaking Skill

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

2.1.17 Definition of Speaking

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is

learned. According to Ladouse (in Nunan, 1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that; speaking as the way of communication influences our individual life strongly.

   Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage .In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

        Harmer, (in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, we can apply three major stages, those are:

   a. Introducing new language.
   b. Practice.
   c. Communicative activity.

   Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark (in Nunan, 1991: 23) said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent

factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides.

When someone speaks to other person, there will be a relationship. The relationship itself is communication. Furthermore, Wilson (1983:5) defines speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation". It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual. Based on the statements above the researcher infers that if someone speaks, he/she should understand what he/she is about. In this section, the writer should develop ideas or build some topics to be talked and to make other responds to what speakers says.

Stern (in Risnadedi, 2001: 56-57) said "watch a small child's speech development, first he listens, then he speaks, understanding always produces speaking. Therefore this must be the right order of presenting the skills in a foreign language. In this learning of language included speaking, there is an activity of speaker or learner and it has to have an effect to build speaker's or learner's desires and express how his/her feeling and acting out his/her attitudes through speaking. Thus the learning of speaking cannot be separated from language.

On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning. This become one important subject that teacher should given. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class. Wallace (1978:98) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.bSpeaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

2.1.18 Speaking is Productive Skill

Speaking is the productive skill. It cannot be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking cannot be separated from pronunciation as it encourages learners to learn the English sound.

2.1.19 Assessing Speaking

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Written work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher and possibly other students (Brown, 2003:4).

Brown (2003:141) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

a. **Imitative**

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

b. **Intensive**

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

c. **Responsive**

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

2.1.20 Speaking Skill for Military

Military communication may sometimes seem abrupt and direct to civilians and outsiders but in a military setting, you have to say the right thing at the right time, which can be why military personnel sometimes appear reserved or to-the-point. To be efficient, they have to stay calm and often they do not really need to

speak to communicate; they have their unspoken language and codes. For example, they have a particular dress code for each rank; without asking, they know who they are talking to and instinctively know how to act. Within the context of international co-operation that now exists across borders, soldiers need to be able to communicate not only with 'the enemy' but also with partners from different national forces. With the predominance of the US in international bodies such as NATO and the United Nations, English has become the language of choice for military personnel worldwide. But like any other type of language, military English has its own vocabulary, acronyms and idioms. It is therefore essential that soldiers involved in international projects or operations develop appropriate language skills.

Being able to speak another foreign language as well as English is also highly beneficial for military personnel. It can allow soldiers to socialize with local communities where they are deployed in peacekeeping operations. History has proven that the support of the local population is vital to ensure the success of a military campaign. Unfortunately, speaking English is not enough when soldiers are sent to countries where the locals do not speak English. This was the case in Afghanistan where US soldiers could not communicate with the population. They were not prepared to deal with Afghanistan's language diversity and lacked translators to communicate effectively with local partners.

2.1.21 Reading Skill

Reading skill is not an isolated. It is one of the four major communication skills; listening and speaking (oral skills), and writing and reading (written skills). However, all the language skills are related and reading becomes the third component of the language. Reading process is generally defined as getting meaning from text, According to Hornby (2008). Barr (1990) and Decant (1991)

in their definitions of the reading process agree that "it is an active process and it required from the reader to receive particular text. The Reconstructing the message of the author through the text depending on his background knowledge". Decant states that: "reading is clearly a process which is complete only when only when comprehension is attained. The critical element is that the readers reconstruct the message encoded in the written language. Full comprehension occurs when the reconstruction agrees with writers' intended message. That comprehension depends as much or even ore on the information stored in the reader's brain than on the information stored in the text.

Reading is an active process in which readers interact with text to reconstruct the message of the author. Research in recent years emphasizes the extent to which reading depends on the background knowledge of readers. Printed symbols are signs which lead an active mind to reflect on alternatives during the process of constructing knowledge. Callahan and Clark (1988) make a more comprehensive definition as they divided the reading process into three: an active, thinking, and development process, when they said:

"Reading is an active process; it doesn't happen to the students and it is not done for them. Since it requires attention or a favorable attitude or set, it is not mechanical. An aroused interest or a felt need starts it and keeps it going. The reader's feeling of purpose is the motivating and effecting sustaining force. Most basically, reading is a thinking process; since it is central aspect is extracting meaning from print. The essential unit of meaning is the idea, concept, the thought, the image, the statement. Meaning doesn't emerge from an arbitrary string of words, but from word in relationship. The sum total of these relationships makes up the context of the reading materials, and only within a context do words 9or other symbols) have meaning. Finally, reading is a development process changing with the ideas, concepts, or operations that increase in depth and scope with the reader's life experience."

2.1.22 Importance of Reading

Several books and researches talk about the importance of reading skill in language classroom at all level. Blachowicz (1990) states "there is no single more important than skill in school, work, and life than reading. Reading is internal process, ingrained so deeply, people are barely aware of the first reading. But Doff (2000) regards reading as following:

"Reading is probably the most important skill. A person will need for success in his studies; he will have to read lengthy assignments in different subjects with varying degrees of detail and difficulty. If inaccurately, he will fail to understand some of information and ideas that he will read. If he deals slowly he will have to spend too much time reading his assignments so that his work may suffer"

2.1.23 Types of Reading

Reading in English is like reading in our native language. This means that it is not always necessary to read and understand each and every word in English. Remember that reading skills in our native language are basically the same. Adam (20080 states "plainly the two types of reading; intensive and extensive, below is a quick overview of these two types:

a. Extensive Reading

Grellet (1988) defined it as an activity usually done at home used on short stories, magazines, and texts of general interesting. In order to obtain a general understanding of a subject and includes reading longer text for pleasure. This is a fluency activity, mainly involving global understanding. The student is reading a quantity, without bothering to check every unknown word of structure. The purposes of this type are to help learners to read fluently in English, it also reinforces language and structures.

b. Intensive Reading

Horn (2008) reported that "reading is an activity always performed in classroom under teacher control used in shorter texts in order to extract specific information. In addition to, it involves focusing upon new words, structures, expressions, function, pronunciation and cultural insight. It includes very close accurate reading for detail. Use intensive reading to realize the details of specific situation. In this case, it is important that to understand each word, number, or fact.

2.1.24 Reading for Military

Military communication may sometimes seem abrupt and direct to civilians and outsiders but in a military setting, you have to say the right thing at the right time, which can be why military personnel sometimes appear reserved or to-the-point. To be efficient, they have to stay calm and often they do not really need to speak to communicate; they have their unspoken language and codes. For example, they have a particular dress code for each rank; without asking, they know who they are talking to and instinctively know how to act. Within the context of international co-operation that now exists across borders, soldiers need to be able to communicate not only with 'the enemy' but also with partners from different national forces. With the predominance of the US in international bodies such as NATO and the United Nations, English has become the language of choice for military personnel worldwide. But like any other type of language, military English has its own vocabulary, acronyms and idioms. It is therefore essential that soldiers involved in international projects or operations develop appropriate language skills.

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2.1.25 Listening Skill

Listening is one of those language four skills. It is a receptive skill, as it involves responding to language rather than producing it. Listening involves making sense of meaningful (having meaning) sounds of language. We can develop learners' listening skill by focusing regularly on particular aspects of listening e.g. problem sounds, features of connected speech, sub-skills, and if necessary on any new language. The activities in a listening lesson often follow this pattern:

a. Introductory activities: an introduction to the topic of the text and activities focusing on the language of text.
b. Main activities: a series of comprehension activities developing different listening sub-skills.
c. Post-activities: activities which ask learners to talk about how a topic in the text relates to their own lives or give their opinions on parts of the text. These activities also require learners to use some of the language they have met in the text.

Regarding listening, idiomatic expressions and multi-word verbs of English are met in everyday communications included broadcasting media. When listening to

the news, weather forecast, sports report, announcements, etc. on the radios, you have to deal with a large number of common English expressions as well as various verbal combinations. Also, while you are watching film, theatre show, television programme, etc, you are constantly puzzled by hearing or listening to idiomatic expressions, since they carry meanings which can't be deduced from knowledge of the single words composing them.

In general, much of the vocabulary in speech may already be known to the listener but this doesn't mean that he is familiar with some combinations as multi-word verbs or the idiomatic use of that vocabulary.

2.1.26 Definition of Listening

Rost (1993:5) defines listening in its broad sense as "a process of receiving what a speaker actually says. It is a complex active processes of interpretation in which listeners match what they hear with what they already know". (Norbert Schmitt, 2002:192) defines listening as "a cognitive process that involves making sense of spoken language with help of relevant prior knowledge and the context in which it take place".

2.1.27 Importance of Listening

Whatever your role in life, you need to understand the importance of listening skill development. When you understand the importance of listening skill development, you will be able to reduce confusion and misunderstanding and evaluate the information you hear.

Harmer (1999) explained that listening has a special importance particularly when it is informal, it has a number of unique features including the use of incomplete utterances, repetitions, hesitation, together with the tone of voice,

intonation, and all these help the listener to get the meaning. The following tips show the importance of listening skill and how you can further develop yours.

Don Byrne in Teaching Oral English suggests the following goals for listening in the language programme:

a. To give the learners experience of listening to a wide variety of samples of spoken language. The purpose here is exposure - as in the mother tongue- to
   - Different text types (conversational, narrative, informative).
   - Different varieties of language (standard, formal, informal, etc).

b. To train the learners to listen flexibly for specific information, for the main idea or ideas or to react to instructions (i. e. by doing something). The motivation for this type of listening will come the tasks, which are interesting their own right, and which will focus the learner's attention on the material in appropriate way.

c. To provide, through listening a stimulus for other activities e.g. discussion, reading, and writing.

d. To give the learners opportunities to interact while listening. In the classroom this must be done largely through discussion-type activities.

According to the second language acquisition theory, language input is the most essential condition of language learning. As an input skill, listening playing a crucial role in students' language development.

Krashen (1985:3), argues that "people acquire language by understanding the linguistic information they hear". Thus, language acquisition is achieved mainly through receiving understandable input and listening ability is therefore a critical component in achieving understandable language input. Hence, it is essential for language teachers to help students become effective learners. In the

communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situation.

In fact, learners first perceive a certain segment of the language and discriminate among what they consider to be the important linguistic aspects of the language. Then they comprehend the distinction involve and begin to formulate their own language. Once receptive skills have been established by the means of listening and reading, speaking and writing can be undertaken and be developed toward communicative fluency.

It is quite clear that, listening practice provides not only a means for acquiring additional vocabulary and structures of the target language but also enables learners to improve pronunciation level. Language teachers therefore, should make sure their students have sufficient degree of exposure to target language in systematic listening practice before they are asked to speak.

2.1.28 Types of Listening

There are two types of listening: one-way listening and two-way listening. These types drawn from the identification of two major functions of language: transaction and interaction. Transaction has as its main purpose the transferring of information whereas; the primary function of interaction is the maintenance of social relations.(Norbert Schmitt 2002).

a. **One-way listening**

This type has strongly influenced the teaching of listening to L2 learners. It is important in academic settings such as: lectures and school lessons. It is characterized by the density of cognitive content, formal language and the need to do something with what has been heard such as note taking.

b. **Two-way listening**:

Two-way listening is termed as "listening and speaking" because it involves dialogue or discussion. Factors that make it easier include the lower density of cognitive content and opportunity to request clarification or repetition. Conversely, factors that make it harder include the need to produce response while listening, the intensity of time pressure in processing what is being heard and the risk of misinterpretation the speaker's content.

2.1.29 Resources of Listening

There are two main resources of listening available to the listener: bottom-up and top-down processes. Thus, a successful listening is the result of learners' ability to integrate information gathered from both processes.

a. **Bottom-up Processing**: this process involves piecing together the parts of what is being heard in a linear fashion one by one in sequence. It is a complete and accurate description of successful listening, for example; listener has to discriminate between different but similar sounds in order to facilitate subsequent top-down process.

b. **Top-down Process**: this process is a holistic; it goes from whole to part and focused on interpretation of meaning rather than recognition of sounds, words, and sentences. Listeners' activity is formulating hypotheses to speakers' meaning and to confirm or modify them when necessary.

2.1.30   Listening Skill for Military

Teaching and learning listening comprehension in Military English, as a branch of ESP, is considered quite a challenge for teachers and military students. So, military students, who attend English courses, are usually adult learners and at the same time professionals in military field. Listening, as a receptive skill, it is usually found very difficult by the military students, even though it is supposed to

be easier that speaking and writing which are productive skills. Military students are supposed to master well intermediate language knowledge, but many of them are lower that this required level. Therefore, this becomes an obstacle in developing the listening skill equally to all the class members. The teachers of ME have to work individually with each student in order to identify their gaps in listening skills and to help them overcome these problems.

Listening skill is one of the four main skills that is tested at the end of the ME course by STANAG 6001 test, a test that is conducted by all NATO members. Therefore, they can be able to communicate among them on standardized Military English. So, ME students have to be well prepared and learned before this test. But, several teachers of ME tend to test their listening comprehension right away by practicing samples of STANAG listening tests. In fact, ME teachers have to learn them first how to listen effectively, by using communicative activities for listening, by making the students listen for the main idea, for details, for the main gist, for specific information, for inference etc.. So the teacher should pay a great deal of attention to the process of listening, to its micro-skills and to the listening strategies rather than the desired product of listening, which is expected to come eventually at the end of the course.

Teaching listening in ME means to teach and to recognize well the military terminology, NATO acronyms, operational language and everything that has to do with the army. So, learning the specific vocabulary related to this filed is another challenge, not just for students, but even for the ME teachers sometimes, who are experts in English language knowledge, but not in the specific military terms. On the other hand, military students, who are professionals in the army, recognize this specific vocabulary better than the teachers. So, a good cooperation between the teacher and the ME students will result in a productive way of teaching and learning the military terminology which will be used in listening and other skills

as well. Active listening for ME students involves a lot of professional activities such as trainings abroad or at home, participation in international conferences, in presentations, in military briefings, exercising with multinational troops, deployed in peacekeeping or combat missions or working in NATO structures and General

Headquarter in Brussels, Belgium. That is why enhancing their listening skill is essential, so they can be able to communicate efficiently whenever it is required.

In order to provide good listening activities and teaching materials that are related to ME, the teacher should know in advance what the students' needs are, what gaps they need to fill and what their objectives are. After identifying all these elements, the teacher will plan, prepare and bring to class materials and listening activities that will fulfill the students' expectations and needs.

2.1.31 Definition of ESP

There are almost as many definitions of ESP as the number of scholars who have attempted to define it. Many others have tried to define out what ESP really means.

Mackay and Mountford (1978,p 2) defined ESP as " the teaching of English for clearly utilitarian purposes" . the purpose they refer to is defined by the needs of the learners, which could be academic, occupational, scientific, military, ...etc. these needs in turn determine the content of the ESP curriculum to be taught and learned. Mackay and Mountford also defined ESP as " the special language that takes place in specific settings by certain participants" . they stated that those participants are usually adults. They focused on adults because adults are usually highly conscious of the reasons to attain English proficiency in a determined field of specialization, and adults make real use of special language in special setting they work. They also argued that there is a close relationship among special

settings and adults and the role that English plays in those particular settings for those particular people.

Robinson (1980) defined ESP courses as ones in which the participants have specific goals and purposes (academic, occupational, and scientific). on this, she cited Strevens (1979) to emphasize that the purposes the language learners have for using language are of paramount importance. She stated that those purposes must be understood as the driving force of the curriculum in a way that would help teachers and learners to not let irrelevant materials be introduced in the course. She also referred to learners in their role in curriculum designing in order to make the curriculum more learner-centred.

Strevens (1977,p47) also argued that ESP courses are those that are almost strictly based on the analysis of the participants' needs in order to tailor the curriculum to address those needs. Along with this he referred to the participants as mostly adults, people willing and committed to pursuing specific utilitarian goals rather than pleasurable and cultural goals. He also mentioned the fact that English playing a very important and specific role in the curriculum because of the use to which it would be put once it is acquired (i.e. to allow learners to interact in their specific settings in order to fulfil the roles for which they learned it. Most definitions of ESP are concurring in three key topics:

a. The nature of language to be taught and used.
b. the learners,
c. and the settings in which the other two would occur

these three aspects of ESP are closely connected to each other, and can be combined to establish that, ESP is the teaching of specific and unique English (specialised discourse) to learners (adults in their majority), who will use it in a

particular settings (laboratory, police station. Hospital, ...etc) in order to achieve a utilitarian goal or purpose (communicate linguistically correct), which in turn will fulfil additional personal goals (promotional, economical, ...etc). what ESP specialists do not agree on, is what type of language should be taught (vocabulary, register, jargon, ...etc) and how to teach it (in context with content knowledge, communicatively, collaboratively, ...etc). However, even though there is this agreement and discrepancy among ESP scholars, it is important to note that their many definitions are unequivocally linked to how ESP has developed since it was first spoken of in 1960s.

2.1.32 Historical Development of ESP

Most researchers as far as the researchers know, agree that ESP has gone through five stages of development since it began in 196s or even before. The *first stage* relates to the origins of ESP going back to other times, when according to some researchers, language was generally recognised as authentic, such as a banker would use in transaction in a foreign country (Robinson,1980, p 15). Hutchinson and Waters (1987) mentioned one of the oldest ESP materials, a book of phrases for tourists that was published in 1576. Strevens (1977) also mentioned one of the earliest Specific Purpose Language Teaching (SPLT) materials in the course –type " German for Science Students". Other researchers, such as Tickoo (1976) based their views on the development of ESP on trends in linguistic analysis and in materials selection. They also argued that the first approaches to ESP were eclectic and pre-linguistic, and saw scientific language as literature, not complicated but different in terms of vocabulary and degree of elegance.

In a *second stage* during the 1960s and 1970s, the trend in ESP switched towards the study of register analysis, based on work conducted by Peter Strevens (1974). Register analysis is based on the premise that, for example, the language

of engineering is different from that of medicine, and the analysis of discourse consisted of identifying the grammatical and the lexical features of such register. The purpose of doing this was to organize ESP courses that were more relevant to the learners' linguistic needs since the goal was to focus on the language forms learners would commonly come across within their fields of specialization, rejecting those that were not relevant.

Perren (1969) argued that : it is useful to recognise language for special purposes or a variety registers working to different field of specialization were they are used. Lee (1976) considered two aspects in the study of register. First, a lexical analysis of the language to deal with, focusing on frequency of occurrence of items and their presence or absence in the language used in specific settings and for specific purpose. Second, he referred to the syntactic analysis of that language. Robinson (1980) suggested that ESP must imply special language register. She added that often register is a term used to mean simply vocabulary and language use(collocations). According to Hutchinson and Waters (1978), the *third stage* of ESP was characterised by a switch from register analysis and the grammatical and lexical level of the sentence to the study of discourse or rhetoric analysis. Hutchinson and Waters (1978), emphasized the attention that should be given to the understanding of how sentences are combined to produce real meaning. Robinson (1980), referred to register as spoken interaction that is made up units of meaning that have a certain hierarchy. She also defined register as a group of words spoken or written that had to be analysed in terms of cohesion. Hutchinson and Waters (1978, p20), generalised the meaning of discourse to include consideration of "rhetorical functions for communicative purpose". Mackay and Mountford (1978) added that some other important functions such as the ones that involve learners in defining, identifying, comparing, classifying, organizing abstract and concrete phenomena. In the *fourth stage* of its development,

switching to a more communicative approach to the teaching of a foreign languages , ESP shifted its attention to target situations. Hutchinson (1978) said that a target situation is one in which learners will use the specific language they are acquiring. He also said that during this stage, ESP curricula focus on identifying those special situations for determined groups of learners in order to analyse the linguistic features common to those situations. Douglass (2002) also argued that the language used in the different academic, vocational, and professional fields has become very precise. This means that communicative functions in those fields have become specific in terms of syntax, morphology, semantics, vocabulary, and discourse. In *stage five*, ESP had to do with the mental processes that imply the use of language, focusing on development of skills and strategies learners need in order to acquire a second language. Hutchinson (1987) stated that there are reasoning and interpreting processes underlying all types of language use and those processes enable people to extract and handle meaning from discourse. The focus then is not so much on the surface forms of the language, but on the underlying strategies learners use to deal with external or surface forms. He said that even though the focus ESP course has been on what people actually do with language (the surface and the underlying forms of language and the mental processes learners use to deal with it), a more clear understanding of processes of language learning is a more valid approach to ESP.

2.1.33 The Origins of ESP

Certainly, a great deal about the origins of ESP could be written. Notably, there are three common reasons to the emergence to all ESP:

a. The demand of the Brave New World.

b. The revolution in linguistics.

c. The focus on the learners.

Concerning the first reason, Hutchinson and Waters (1978) note those two key historical periods breathed life into ESP. First period: the end of the Second World War brought with it an enormous and unprecedented expansion in scientific, technical and economic activity on an international scale for various reasons, most notably the economic power of United States of America in the post World War which let the role of the international language fall to English language. The second period, the oil crisis of the earlier 1970s, in which all Arabic oil producing countries raised the oil prices, resulted in the western money and knowledge flowing into the oil-rich countries. The language of this knowledge became English language. Hutchinson & Waters, (1987,p7) states that;

" *the general effects on all this development was to exert pressure on the language teaching profession to deliver the required goods. Whereas English had previously decided its own destiny, it now becomes a subject to the wishes, needs, and demands of people other than language teachers*"

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

In other words, given the particular context in which English is used, the variant of English will change. This idea was taken one step further. If language in different situation varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible.

The final reason, (Hutchinson & Waters, 1987) cited as having influenced the emergence of ESP has less to do with psychology. Rather than simply focus on the method of language delivery, more attention was given to the ways in which learners acquire language and differences in the ways language is acquired. Learners were seen to employ different learning strategies, use different skills, enter with different learning schemata, and be motivated by different needs and interests. Therefore, focus on the learners' needs became equally paramount as the methods employed to disseminate linguistic knowledge.

2.1.34 The Types of ESP

According to Dudly-Evan and St. John (1998), ESP can be divided into EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). EAP includes ET (English for Science and Technology), EMP (English or Medical Purposes), ELP (English for Legal Purposes), and so on. On the other hand, EOP is much related to specific job category and aims at both a technical and practical purposes. Thus, EOP is categorised into EPP (English for Professional Purposes) and EVP (English for Vocational Purposes). David (1983) identifies three types of ESP; 1) English as a restricted language. 2) English for academic and occupational purposes. 3) English with specific topics.

The language used by air-traffic controller or by waiters is examples of English as a restricted language. Mackay and Mountford (1978, pp4-5) clearly illustrate the difference between restricted language and language with this statement:

" .... the language of international air traffic-controller could be regarded as ' special' in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiters or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted language would allow the

speaker to communicate effectively in normal situation or in context outside the vocational environment"

The second type of ESP identified by Carter (1983) is English for academic and occupational purposes. In the "Tree of ELT", (Hutchinson & Waters, 1987), ESP is broken into three branches; English for Science and Technology (EST), English for Business and Economy (EBE), English for Social Studies (ESS), each area is divided into two branches; English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example for EOP for EST branch is English for technicians, whereas EAP for EST branch is English for Medical Studies (see Figure No 1).

Hutchinson & Waters, (1987, p16) do note that there is no clear-cut distinction between EAP and EOP, people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up or return to a job. Perhaps this explains rationale for categorizing EAP and EOP under the same type of ESP. It appears that Careter is implying that the end purpose of both EAP and EOP are one in the same; employment. However, despite the end purpose being identical, the means taken to achieve the end is very different indeed. The third and the final type of ESP is English with specific topic. This type of ESP is uniquely concerns with anticipated future English needs, e.g scientists requiring English postgraduate reading studies, attending conference or working in foreign institutions.

Figure No (**2.1**): shows ESP Classification by Professional Area
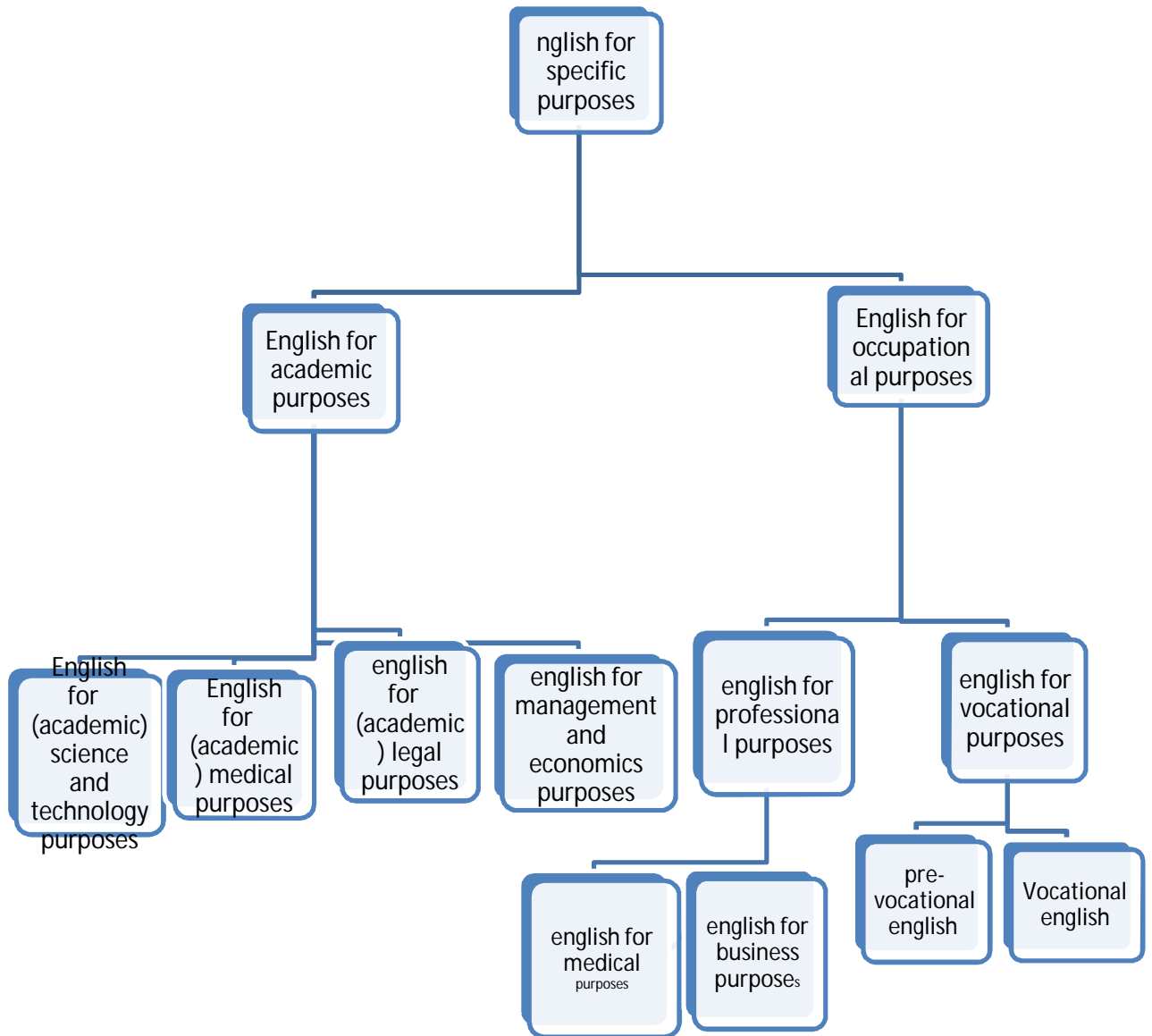
The above figure is adopted from (Dudley-Evan, 1998,p6)

Figure No (**2.2**): shows the Tree of ELT
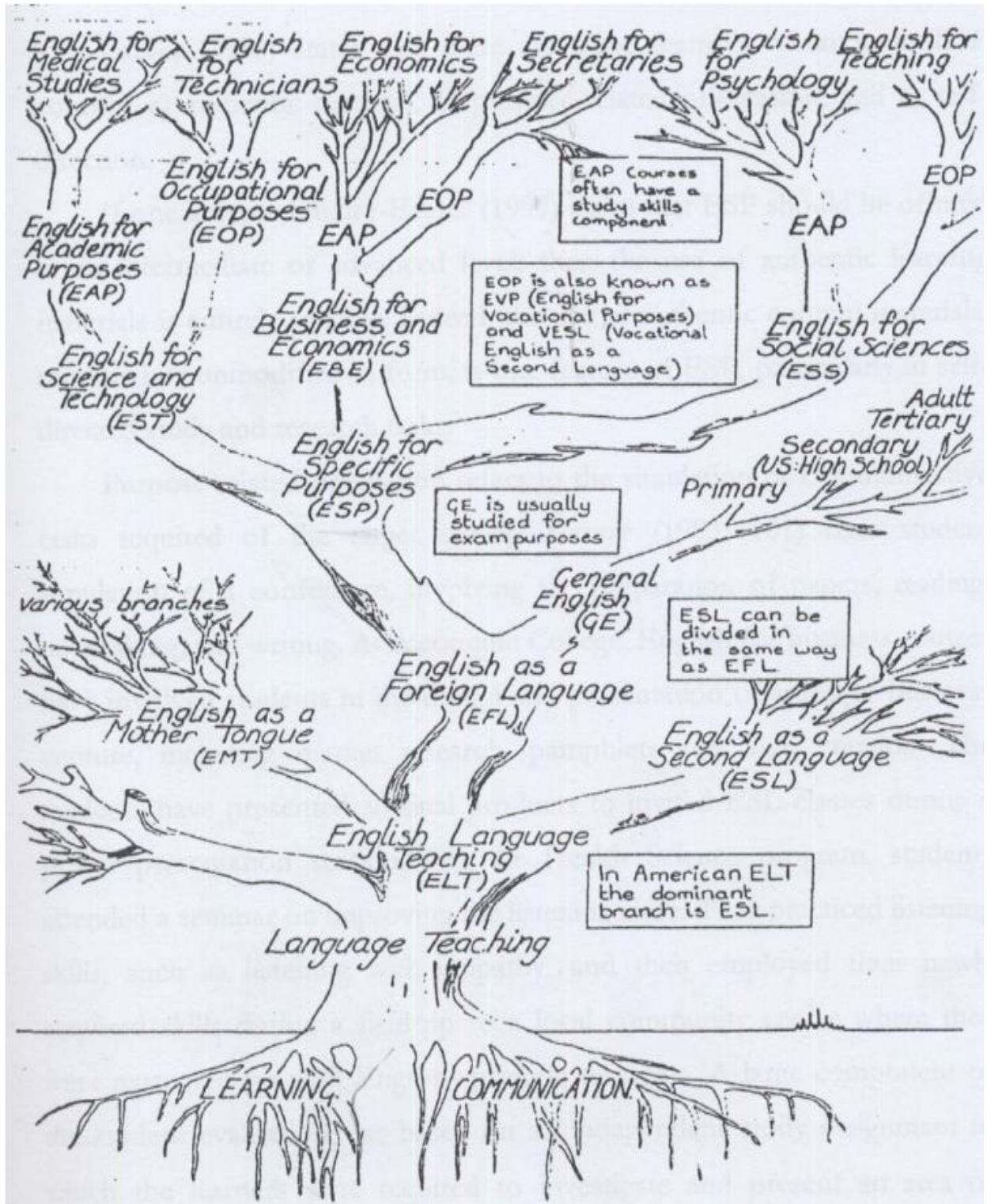
The above figure is adopted from (Hutchinson & Waters, 1987,p17)

2.1.35 The Growth of ESP

The study of language for specific purposes has had a long and interesting history going back, some would say, as far as the Roman and Greek Empires. But since 1960s, ESP has become a vital and innovative activity within the Teaching of English as a foreign or a second language movement TEFT/TESL Howatt, 1984,p24). For much of its early life, ESP was dominated by the teaching of English for Academic Purposes (EAP). Most of the materials produced, the course descriptions written and the research carried out were in the area of EAP. English for occupational purposes (EOP) played an important but smaller role. From the early 1960s, English for specific purposes ESP has grown to become one of the most prominent areas of EFL teaching English today. Its development is reflected in the increasing number of universities offering a master degree in ESP and in the number of ESP courses offer for students and in business organizations in English speaking countries. According to (Hutchinson & Waters, 1987,p17) " there are three factors that lead to the growth of ESP. These factors are : the expansion of demand for English to suit particular needs, the development in educational linguistics and the development in educational psychology". More recent researches have suggested that ESP have been divided into two main branches; English for Academic Purposes (EAP) and English for Occupational Purposes (EOP)as shown in the "Tree of ELT" figure No (1).

Since the 1960s, science and technologies have developed rapidly. In their social changes, the worldwide communication has also increased. The frequent contact among people for business, study or personal pleasures have made English like the key role in the communication. Accordingly, there is a huge demand for learning English for specific purposes. Richard(2001, p28) pointed out that

language teaching regarding ESP began as a response to a number of practical concerns:

a. The need to prepare growing numbers of non-English background students for study at American and British universities from 1960s.
b. The need to prepare materials to teach students who had already mastered general English, but now need English for the use in employment, such as non-English background doctors, nurses, engineers and scientists.
c. The need for materials for people needing English for business purposes.
d. The need to teach immigrants the language needed to deal with job situations".

In an ESP course, the learners' needs are in the centre of the curriculum. It focuses on learners' particular profession and with specific needs. It targets two types of goals; general goals and specific goals. The general goals mean improving overall skills of English, while specific gals aim at the precise skills for their own purpose. These goals can be described as objective goals and subjective goals (Hutchinson & Waters, 1987,p19). Moreover, Sifakis (2003, p37) also pointed out that an ESP programme is differentiated from other language courses. First, it pursues not only knowledge and techniques of one's specific field, but also communicative ability, second, there are some special contracts among education centres, teachers, and learners. Third, language learning is preceded by cooperation of teachers and learners. Fourth, the programme has one cycle, which ends when learners reach their specific objectives.

Therefore, for adult learners, ESP will be an effective approach of learning since they would already have their own purpose to be in the course, and also have firm motivations related to their special life. Especially, the specific skill related to their jobs will be crucial for them, and their goals for language learning are

practical. Consequently, the curse of ESP should be learner-centred and language-centred to meet these needs.

2.1.36 The Characteristics of ESP

What is the meaning of the word " special"? One simple clarification will be made here; special language and specialized aim are two entirely different notions. It was Perren(1974) who noted that confusion arises over those two notions. Mackay & Mountford (1974) stated that;

> *"the only practical way in which we can understand the notion of special language is as*
> *a restricted repertoire covers every requirement within a well-defined context, task*
> *or vocation"*

On the other hand, specialized aim refers to purpose for which learners a learn language, not the nature of the language they learn, Mackay & Mountford (1974). Consequently, the focus of the word "special" in the ESP ought to be on the purpose for which learners learn and not on the specific jargon or registers they learn. Everyday words are polysemous, in other words, they can have more than one possible meaning; and that is the reason why they are useful, for they can be used in many situations. However, in some situations, such as in professional communication, every language may be too vague and not sufficiently specific. Specialized language has developed among the members of a particular scientific or professional community, and from lexical point of view, is characterized by the use of many technical terms.

In 1968, after the British Council organized an international conference " language for special purposes" the acronym LSP (Language for Special Purposes) spread very quickly. Ten years later though, the word "special" was changed to " specific" to mark the specificity of the linguistic needs of learners. According to Gotti (1991), in order for a language to be designated as specific, it should satisfy

the following conditions; the emphasis on the user (didactic sphere), on the referent reality (pragmatic-functional sphere), and on the specialized use of language (linguistic-professional sphere). These three conditions encompass the main aspects of a specialized language. Hutchinson & Waters (1987), see that ESP is an *approach* rather than a *product*, by which they mean that ESP does not involve a particular kind of language, teaching material or methodology. They suggest that the foundation of ESP is the simple question; *Why does this learner need to learn foreign language*? The answer to this question relates to the learner, the language required, and the learning context, and thus establishing the primacy of need in ESP. Anthony (1997) notes that there has been considerable recent debate about what ESP means despite the fact that it is an approach, which has been widely used over the last three decades. At a 1997 Japan Conference on ESP, Dudley-Evan offered a modified definition. The revised definition he and ST. John postulate is as follows:

a. **Absolute Characteristics**.
   (1) ESP is defined to meet specific needs of learners.
   (2) ESP makes use of the underlying methodology and activities of the discipline it served.
   (3) ESP is centred on the language (grammar, lexis. Register), skills discourse, and genres appropriate to these activities.

b. **Variable Characteristics**.
   (1) ESP may be related to or designed for specific disciplines.
   (2) ESP may be use, in specific teaching situations, a different methodology from that of general English.
   (3) ESP is likely to be designed for adult learners, either at tertiary level institutions or in a professional work situation. It could, however, be for learners at secondary school level.

(4) ESP is generally designed for intermediate or advance students.

(5) Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

ESP is concerned with satisfying the learners' needs in their vocational fields. The aim of ESP is to provide the learner with particular variety of English language skills that would be useful to him in his work. Mackay & Mountford (1978, p2) stated:

> *"ESP work approach has two important characteristics; firstly, the close association of special purpose language with adult learners, and secondly, the auxiliary role that the English language is called upon to play in such cases"*

ESP is the important branch of the EFL/ESL system that function as the main branch of English language teaching ELT. Therefore, ESP is not a particular kind of language or methodology, but rather an approach to language learning whereby the content and method are based on the learner's particular needs to learn the language Hutchinson & Waters (1987; p19). To distinguish ESP from EGP (English for General Purposes) the researcher can say that ESP is more focused than EGP. However, the word " specific" is more definite and limited in sense rather than the word " general". As the word " general" indicates broad sense. Therefore, ESP can be divided into two main areas; English for Academic Purposes (EAP), English for Occupational Purposes (EOP). Under the umbrella of these two types, there are further divisions and sub-divisions for example; English for Vocational Purposes (EVP), English for Science & Technology (EST), and we can say English for Military Purposes which is the core cause and the main focus of the study, can be classified under English for occupational Purposes (EOP).

2.1.37 Benefits of ESP

The necessities of English for specific purposes (ESP) have gradually increased rather than English for General Purposes (EGP). That is because in EGP there is no focused objectives, and the content also covers wide ranges. On the other hand, ESP courses give clear goals and subject boundaries, so learners are more easily motivated to learn English. After defining ESP and explaining some aspects of ESP concept, it is worthy to state its benefits. Chris Wright (1992) in his paper titled: " The Benefits of ESP" noted to the complexities of language and language learning;

" That language is an enormous and highly complex phenomenon and that it is impossible for any individual to learn even his own language completely. The way in which the native speakers maximize their learning resources to combat the problem of achieving the competency in their language is simply to learn what aspects of language they need and when they need it".

In this respect, Chris Wright states the following three basic benefits:

Firstly: *there is learning needs*; ESP results in faster acquisition of required linguistic items. This is because it follows the pattern of native speaker acquisition of language for specific purposes, which speakers learn what they need, when they need it, inauthentic, content-based context. ESP not only follows this pattern, but improves upon it by providing by providing opportunity to learn an accelerated, intensive context. Secondly; *there is learning efficiency*; on an ESP course trainees make the maximal use of their learning resources. Thirdly; *there is learning effectiveness*; on completion of an ESP course, trainees are ready to use language appropriately and correctly in job related tasks, tasks which have been identified prior to the course by means of needs analysis.

2.1.38 English Language in Sudan

Prior to independence of Sudan 1956, nearly all divisions and departments in institutions and government bodies in Sudan were headed by senior British officials endowed with all authority. Those officials spoke not other language but English language. The junior officials were mainly Sudanese citizens. Those citizens wrote correctly and spoke fluently the very language too because the British linked the education with the needs of the administrative system for Sudanese Employees. *Sandell, (1985, p93).* says:

> *"English was the official language of Sudan government after the Anglo-Egyptian conquest. Education in general and secondary education in particular, was conceived at the outset as a means of preparing minor employees in government offices and later, as a gateway to the university colleges".*

During that unique or highly significant period of time, English language tended to have a force since it was the language of culture and it was very much offending for an official not to have known English language. At that period of time English language became the official language of the entire nation of the Sudan. Civil servants became fluent in speech. So English was not only the language of elites, but it was the language of commonality as well. English language in Sudan was the medium of instruction when formal education started 1898. Since then all subjects except Arabic language and Islamic studies, in general and in higher education had been taught in English language till the change to Arabic. Arabic language as a medium of instruction occurred for the first time in the history of education in Sudan in the year 1965 which marked the adoption of Arabicization policy, but that only applied to secondary schools. *Alkabbashi,* (2007, p18). States;

Meanwhile, English language continued as the language of teaching in higher education where the students had to take their courses in English language till the emergence of the general educational conference of 1990 which recommended the changes of the educational ladder from (6+3+3) to (8+3). The new educational ladder consisted of the basic level + secondary level (8+3). It decided that the pupils' first encounter with English would be in class fifth of the basic level. This means that the number of the years become seven out of the whole schooling period in the new educational adder, which extends up to eleven years"

Then, second step was the establishment of higher commission of Arabicization in 1991 in the pursuance to a political decree stipulating that Arabic language should be the language of teaching scientific curriculum in Sudan higher education instructions and entrusted with implementation of the Arabicization policy. Undoubtedly, this new situation has created new era of teaching and learning English language in education in general and in tertiary level in particular. Accordingly, the objective of learning English in Sudan tertiary level is also to shift to a more comprehensive approach to include all language skills.

Nevertheless, most English for academic purposes (EAP) courses remain with no change or any modification to cope with this new situation. So, a new ESP course has become an urgent issue and should be considered seriously for the students of universities. It is important to mention that the monolingual nature of the Sudanese society and the lack of exposure to the target language outside the classroom, from another practical problem which passively contributes to the matter of insufficient usage of English language outside the classroom.

2.1.39 ESP in Sudan

In Sudan, English for specific purposes (ESP) has been recently introduced in Sudanese universities, colleges, and other institutions of higher education. However, the researcher attributes such introduction to ESP in Sudanese

institutions of higher education to the fact that the world around us and even in Sudan, there has become a great demand for specialists in every professions and every walk of life. And with unimaginable flow of information, knowledge and terminologies in every field, introducing in the world today, ESP has become a necessity if not a must. ESP is taught in Sudan higher institutions, regardless of the medium of instruction, not only for academic purposes, but also for future purposes such as:

a. Developing students' English proficiency to math job requirements in and outside the country.
b. Developing students' English proficiency so as to be able to cope with the continuous international development in their field of specialism.
c. Developing students' English proficiency to enable them to follow their future studies in foreign countries like Britain and USA.

2.1.40 English for Military Purposes

The openness in international communication, in information exchange and knowledge dissemination has made English a shared language favouring the internationalization of professional activities. As such, it is also the language of international communication practices. Not surprisingly, English also stands as the vehicular language for the Military, in an international geo-political scenario marked by the globalization of conflicts beyond national borders and consequently by the integration of armies in multinational and multicultural coalition forces.for the Sudanese armed forces this new arena has meant their increasing participation in international military operations (since 1967). The present and, very likely, the envisioned future military scenarios are clearly ones of complexity: beyond traditional warfare, the military scene has gradually been taken by peace enforcement, peacekeeping and humanitarian missions.

In this open scenario, the latest international conflicts of Afghanistan, Iraq or Yemen have confronted armies around the world with the strategic importance of managing information and therefore of transmitting the right message. Largely, military effectiveness seems. In these turbulent times, there is increased demand for effective military communications in English, particularly between members of international forces involved in peacekeeping operations in the world's trouble spots. The precise and timely transmission of information and its accurate recoding are of paramount importance when lives are at stake. Military is special group which is has its own distinctive language use style and difficult terminologies. Abbreviations, acronyms, and jargon are main characteristics of military language. Despite the fact that ESP has widely been studied and several recent studies have shown the effectiveness of ESP in various areas, the researcher expects that there are a few available Sudanese studies concerned with military English.

English for military purposes must be seen in the overall context of English for specific purposes ESP, as it shares the important elements of needs analysis, syllabus design, course design, and material selection and development which are common to all fields of work in ESP, as with other varies of ESP, military English implies the definition of specific language corpus and emphasis on particular kinds of communication in specific context. However, English for military purposes differs from other varieties of ESP in that it is often a mixture of specific content (relating to a particular job area) and content (relating to general ability to communicate more effectively in military situations).

English for military purposes can be categorized as a branch of ESP (English for Occupational Purposes) which is used during combined and joint operations in order to improve specific English ability for military personnel; officers and non-

commissioned officers. In these turbulent times, there is increased demand for effective military communications in English, particularly between members of international forces involved in peacekeeping operations or humanitarian assistance missions in the world. There are predominant characteristics of military English such as:

a. Military English is very concise and normally uses words are made of abbreviations and acronyms.

b. Because of military culture, rhetorical phrases are exclude and imperative/direct sentences are included and much used.

c. Words which are used in normal situations may have absolutely different meanings in military context.

d. Military English tends to use the language of codes – particularly during the time of operations – that can hardly be decoded by civilians and even by other militants who are not involved in such codes. However, the reason behind such coding is to protect the secret nature of military information.

e. Sometimes even a single word can constitute a meaningful ordering term that can easily be understood by others, such as ; Fire, March, Shoot, Ambush, and so on.

Every service or specialization has its own terms and abbreviations. One of these services is the military field. In today's world, the demand and the need for effective military communications in English is becoming increasingly important. All the military personnel, especially officers have certain core needs, like needing to work as military attaché, attending military courses abroad, giving or attending briefings, referring to map data in multinational forces missions. Therefore, there are many reasons why military personnel will need to learn English for military purposes.

All military personnel were, and still are called upon to perform duties and tasks in collaboration with local authorities of the country in which they are serving as well as other contingencies from all over the world using English as their working language. These duties and tasks entail the knowledge of not only specific military terminologies but also and most importantly, of language functions to be able to deal with new authentic situations such as carrying out patrol duties and delivering humanitarian aids to local population who are using English language. Any strong and modern military forces must acquire all the knowledge needed to perform the different tasks successfully; the problem is how to facilitate the process of acquiring the knowledge and information? This will not be done without learning an international language – English language which is the language of different kinds of science.

According to the researcher's point of view, there is a great need to design English language course for military personnel in the Sudanese Armed Forces, specially for officers because:

a. They need to meet their needs in all operations including peacekeeping missions, humanitarian assistances, training exercises, diplomatic missions like working as military attaché as well.

b. They need cooperation between nations and also between their armies as a form of interchanging courses and experiences might make the Sudanese Joint Command & staff College (JCSC) to think deeply about its learners' level of English language and their ability to understand and communicate.

c. Of honourable representation of the Sudanese Armed Forces outside the country in the international military community in a very important issue that must dealt with.

2.2 Previous Studies

The researcher has surveyed and reviewed many studies that are related to the present study i.e. English language skills, needs analysis, ESP, and English for military purposes. This review showed that this study has an identity and uniqueness of its own as it has looked into the English language skills needed by the learners of the Sudanese Joint Command & Staff College. Investigating the above-mentioned title is an area that has not been specifically investigated before. However, some few studies investigated the ESP in terms of syllabus designing, evaluation of existing ESP syllabi, the role of ESP under the Arabicization policy, and in terms of the need of ESP teachers' training. Even these studies are not as many as the researcher expects. Therefore, the following studies represent the only possible and available related studies that the researcher has successfully obtained.

2.2.1 Local Previous Studies

Ibrahim (2008) conducted a study on " Designing English for Special Purposes" A case study; writing a course for employees in Al- Gadaref Market". The findings of this study showed that the majority of the learners like to use English in their working life and most of them expressed their need to have English course in commercial, finance, and develop their business English language skills. According to Ibrahim's study (2008), which states that the majority of the learners, who are the employees of Al-Gadref market, like to use English in their working life. Whereas a part of the present study tries to focus on the JCSC's learners to start learning English language skills from the very beginning of their military training and to what extent they might face difficulties in terms of the language skills if they start learning it. Also the above mentioned study states that most of the respondents expressed their need to have English course to develop their business English language skills. Whereas the present study tries to roof that all

the JCSC learners and the military experts strongly recommend to the Sudanese Armed forces headquarter to insert English language course in the syllabus of the advanced staff and command course at JCSC to enable them to conduct their tasks properly. So the researcher agrees with Ibrahim in his above mentioned statements.

A similar study was carried out by Ahmed (20080 to investigate " teaching English to the Students of Medicine and Health Sciences in the Context of Arabicization at Shendi University". The results of this study revealed that the students of medicine and health sciences at Shendi university can gain many advantages by being proficient in English language, such increasing their knowledge, using references in English , taking notes and opportunity for travelling abroad and attending conferences. Also, it revealed that teachers of English and subjects specialists expressed their needs for ESP course related to the needs of their students in order to help them gain competence in English language. Whereas the present study tries to investigate that there is strong necessity carrying other studies in the field to investigate other further studies like designing an English language syllabus for military purposes?

According to Elfatih's study (2004) which stated that all the participants acknowledge the role of English language at university level and they think that English language plays a decisive role in the success at the university level. At the same time, it states that the majority of the students have a positive perception towards English language as a medium of instructions. Whereas the researcher can agree with Elfatih's study in such kind of notion if respondents in the study strongly agree with that having knowledge of English language enable them to do their domestic and abroad missions.

According to Mohammed (1996), there should be an evaluation in the EAP materials taught in Sudanese higher institutions in general and in university of Khartoum in particular. Whereas in the present study the researcher tries to recommend – after verifying the hypotheses – that the existing syllabus of English language taught in the JCSC should be reorganized to cope with the real needs of the learners.

Faisal, (2010) investigated in his study titled by "Importance of Learning English Language for Cadets, A case Study of Sudanese Military College Students". The researchers came out of this study with some findings such as; firstly: the military students, as potential officers, know the importance of mastering foreign languages in general and English as a dominant language and a medium of communication between most of multinational forces missions and courses. Also it reveals that due to the political circumstances in Sudan and the deployment of many multinational forces, it has become an urgent need to learn English language. Beside the study states that famous military periodicals are published in English language, therefore, the military personal have to master English language. The present study can agree with faisal's study that the military personal especially officers are in need to learn English language in developing their career.

Fatah-Alrahamn, (2007), in his dissertation under the title " ESP Learners' Needs, A Case study of Medicine Students at Some Sudanese Universities. The study tried to investigate the needs of medical students' needs for English language in their studying medicine and their professional work. His study came out with some findings such; the students in different levels don't have the same English language needs and they indicated that they need English language for professional purposes. In addition to that, the study revealed that the most needed

English language skill is listening skill. Whereas the present tries to investigate the needs of English language skills for military needed by armed forces senior officers at a specialised Sudanese military academy.

2.2.2 International Previous Studies

Al-Gorashi (1988) investigated the English language needs of military cadets in Saudi Arabia as perceived by junior officers. Data were collected through questionnaires from 212 officers representing different branches in the military. The results of the study showed that English is very significant in situations related to the cadets' future jobs and training courses depending on the nature of each military branch. The overall assessment considered reading and listening as the most important required skills. The result also indicated that the English language preparation that the officers received was poor. The study concluded that the language preparation does not meet the English language knowledge that the officers' jobs required.

Alhuqbani (2008) identified the English language needs of police officers in Saudi Arabia. For this purpose, a questionnaire was administered to 103 police officers on the job. The findings showed that English plays a remarkable role in police department. The participant officers were found to be conscious of the significance of tailoring the language materials they study to their occupational needs. All the officers rated those items that were relevant to their jobs as important. Based on this finding, the study has proposed some general guidelines for the improvement of the English program at King Fahd Security College

A similar study carried out by Hatem, (2014) under the title; English for Specific Purposes for Jordanian Tourist Police in their Workplace: Needs and Problems. This study aimed at examining the needs, functions and problems of 46 tourist police serving in different workplaces in Jordan. A questionnaire was used

for this purpose and data were collected and analyzed. The results revealed that speaking and listening are the most important skills, followed by reading and writing. Concerning the English language functions, the results indicated that general conversation, answering questions and solving problems, then providing services were the most important functions. The results also showed that speaking too fast in English by foreign tourists is the most serious problem for Jordanian tourist police. The other difficulties they encountered included, using inappropriate English in speaking, lexis shortage and inability to use grammar for writing. Data analysis showed that tourist police faced problems with English language skills especially, listening, conversation and reading respectively. Recommendations and pedagogical implications were suggested

SERJEET, (2011), conducted a study on; "The English language Needs of Armed Forces Officers", to look into English language needs of the Malaysian armed forces officers. In addition, it looks at the status quo of the English language in relation to the three services (Army, Navy, and Air Force), and the role played by the English language in the career development of an armed forces officer. The sample of the study comprises 138 officers from the three services undergoing training courses in the Malaysian Armed Forces College. The findings show that the four language skills (listening, speaking, reading and writing) are important to the Malaysian officers. The findings also, highlight the needs for the army to conduct at least 75% of their junior officer's career courses in English language.

The previous studies provided the researcher with different invaluable information as they are to some extent related to the present study. This information includes:

a. The majority of the above-mentioned studies are conducted to military personal either armed forces of police officers or even military students.

The researcher has get values from that once his study is in the same area of English language needs for the senior learners of one of the famous Sudanese military academy.

b. Some of the previous studies have conducted for learners similar to the researcher's subjects i.e. senior armed forces officers at military academy, and came out with some findings that the researcher expects to reveal the same findings concerning the learners of the Sudanese Command & staff College by the end of this study.

c. The study samples of most of these studies are university students and this does not contradict with the present study once the learners belong to JCSC which is now one of Karary university colleges.

d. The researcher also benefited a lot from the related literature as all researches of the related literature followed the descriptive analytical method, which will be adopted by the researcher in this study to achieve the objectives.

e. The researcher also benefited from the statistical measures and statistical treatment of these studies in obtaining accurate data analysis and results.

2.3 Summary of the Chapter

This chapter has shown the relevant literature to the study problem either needs analysis, the ESP notions, and English language skills, in addition to the possible and available related previous- national and international- studies. The researcher tried to find and survey many studies that in a way or another can be related to the present study but the researcher didn't find as many as he expects. However, the researcher succeeded in pointing out some related studies, which can be considered sufficient in number. In addition, these studies have contributed positively in the main body of the present study.

CHAPTER THREE
Study Methodology

3.0 Introduction

This chapter is the practical part of the study in which the researcher uses the descriptive and the analytic methods besides procedures to collect and analyze data related to the study. This chapter presents methodology of the study, population of the study, sample of the study, the tools of the study, the procedures used for the collection and the analysis of the data. In this chapter, the descriptive and the analytical approaches are adopted in order answer the study questions and verify the validity of hypotheses that are previously stated. In this study, questionnaire and interview are used as main tools for collecting data.

3.1 Study Methodology

The researcher has adopted the descriptive and the analytic methods and accordingly; a questionnaire for teachers as a tool for data collection, an interview distributed to experts as another tool for data collection, and the software programme; Statistical Packages for the Social Sciences (SPSS) was used for statistical data-treatment.

3.2 Study Population

Study population consists of (45) participants. Those participants are teachers working at the Sudanese Joint Command & Staff College (JCSC) teaching English language and military subjects in English. The teachers are staff members in the main three wings at the (JCSC); Army Wing, Navy Wing, and Air Forces Wing. In addition, the population includes some teachers from British Council (British and other nationals) teaching military English to the students of (JCSC).

3.3 Study Sample

From the above-mentioned population, the researcher randomly chooses (30) teachers from the three main wings of the Sudanese Joint Command & Staff College; (Army Wing, Navy Wing, Air Forces Wing). Also the sample includes (4) experts (as interviewees) from British Council (British and other nationals) who are teaching military English to the students of (JCSC). The following tables and charts show the frequencies of services, ranks, years of experience, and qualifications of the whole study sample.

Table (3.1): Frequency of sample wings:

Services	Frequency	Percentage
Army	21	70.0%
Navy	5	16.7%
Air Forces	4	13.3%
Total	30	100.0%
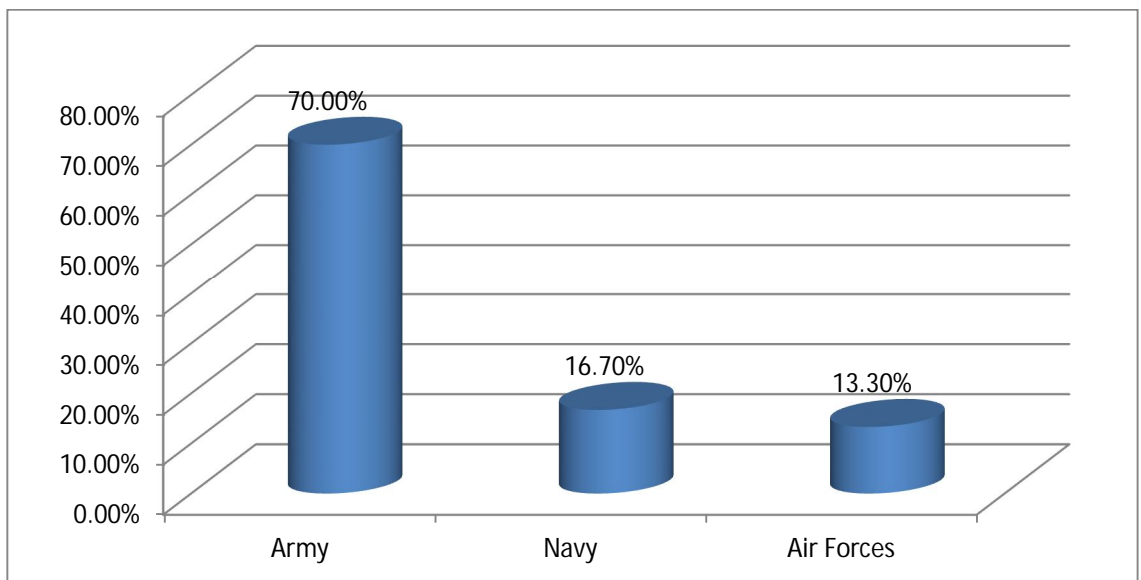
The number of Army participants is the biggest according to the total number of the Army students in (JCSC), and then comes Navy and Air Forces as the smallest.

Table (3.2): Frequency of sample ranks:

Rank	Frequency	Percentage
Colonel	7	23.3%
CDR	3	10.0%
Lieutenant Colonel	7	23.3%
Major	10	33.3%
First Lieutenant	3	10.0%
Total	30	100.0%
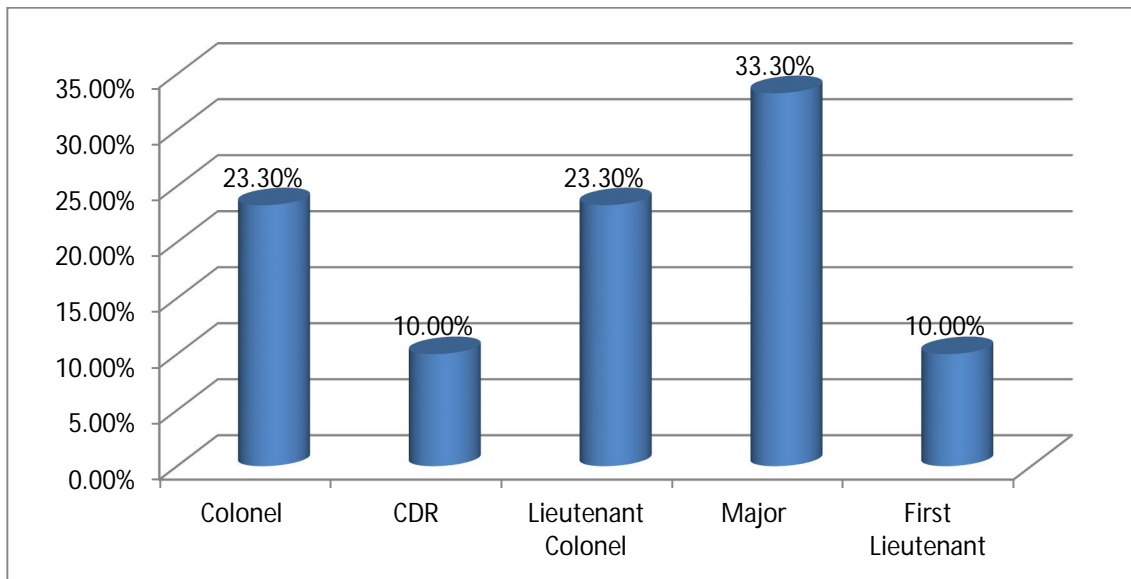
Table (3.3): Frequency of sample years of working experiences:

Experience years	Frequency	Percentage
10 to 15	7	23.3%
16 to 20	4	13.3%
21 to 25	16	53.3%
26 to 30	2	6.7%
More than 30	1	3.3%
Total	30	100.0%
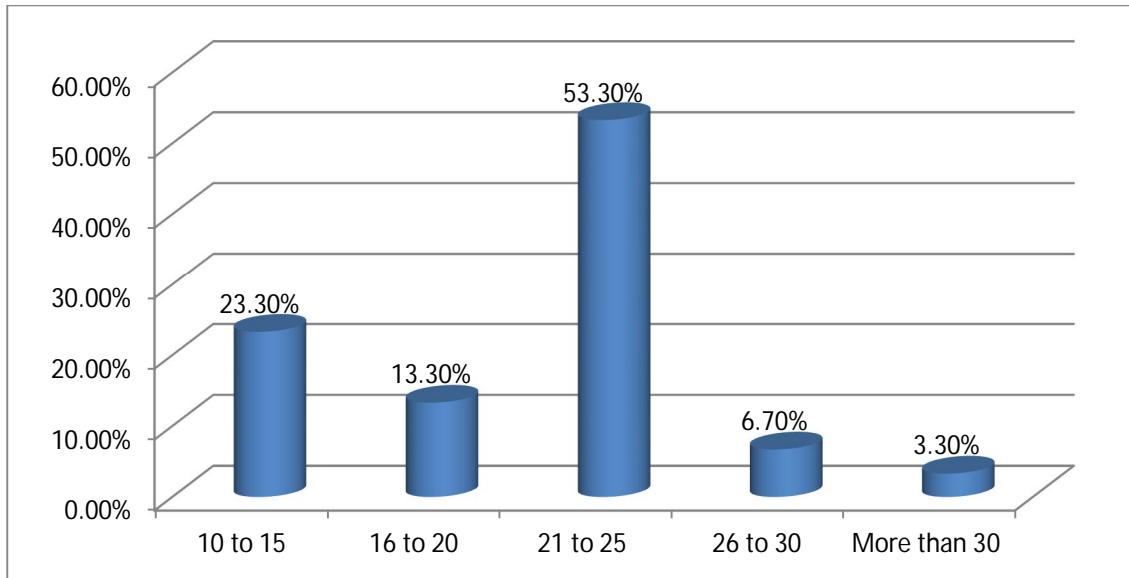
Table (3.4): Frequency of sample qualifications:

Qualifications	Frequency	Percentage
Bachelor	3	10.0%
Post-Graduate Diploma	0	0.0%
Master	25	83.3%
PhD	2	6.7%
Total	30	100.0%
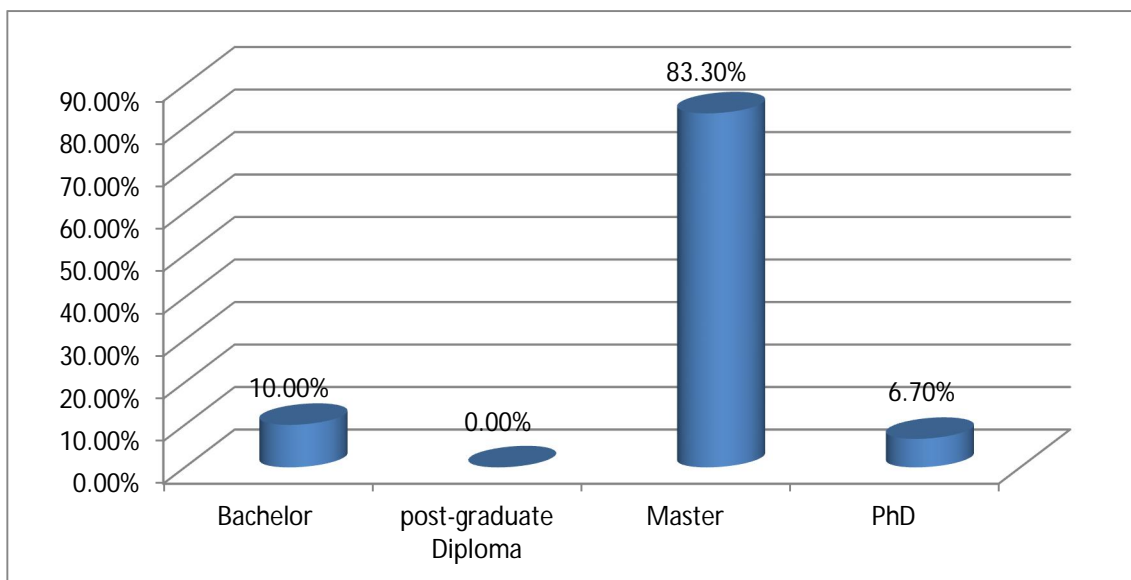
3.4 Study Tools

The researcher used a questionnaire and interview as tools for data collection.

3.4.1 Questionnaire (Appendix A)

The researcher has constructed a questionnaire in order to collect data for analyzing needs of military students for English language. The first part consists of factual questions; demographic data, service, rank, years of experience, and military / academic qualifications. The second part dealt with (20) statements which were categorized into five parts:

1. Part (1) to measure English for military purposes.
2. Part (2) to measure writing skill.
3. Part (3) to measure speaking skill.
4. Part (4) to measure reading skill.
5. Part (5) to measure listening skill.

The questionnaire has been selected, piloted, modified, and carefully constructed to ensure its maximum degree of validity and reliability. The questionnaire-statements are written in the light of study questions and hypotheses.

With reference to all theoretical data presented in Chapter Two, the researcher has designed a questionnaire in a way to be valid, with consideration to general validity (questionnaire measures what should be measured), face validity (questionnaire is readable, understandable, with reasonable font sizes, clear format and perfect layout) and content validity (questionnaire includes representative samples of the concerned content).

3.4.2 Validity and Reliability of the Questionnaire.

To guarantee the validity and the reliability of the content of the questionnaire, the researcher has taken the following steps:

a. The questionnaire was judged by a number of specialized English language teachers as shown in the following table:

Table (3.5): Referees' Names

No	Name	Academic degree	Place of work
1	Naglaa Taha Abasheri	PhD	Sudan University of Sciences &Technology
2	Abbas Mukhtar Mohammed	PhD	Sudan University of Sciences &Technology
3	Hilary Marino	PhD	Sudan University of Sciences &Technology
4	Areej Ahmed Mohammed	PhD	Sudan University of Sciences &Technology
5	Zakir Ahmed Ali Mohammed	PhD	Sudan University of Sciences &Technology

b. The questionnaire was modified according to the referees' suggestions. The researcher studied all the suggestions and made the necessary amendments.

c. The researcher has chosen Likert scale in which the participants were asked to indicate the extent to which they "agree" or "disagree" with each question.

d. The reliability and the validity were calculated using Cranach's Alpha Equation method as shown below:

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

$$\text{Validity} = \sqrt{\frac{n}{N-1} * \frac{1 - \text{Total variations statements}}{\text{variation college grades}}}$$

e. Cranach Alpha coefficient = (0.80), a reliability coefficient is high and it indicates the stability of the scale and the validity of the questionnaire.

f. Validity coefficient is (0.89), and this shows that there is a high sincerity of the scale and that is the benefit of the questionnaire.

Table (3.6): Cranach alpha coefficient:

Measures	Reliability	Validity
English for Military Purposes	0.63	0.79
Writing Skill	0.67	0.82
Speaking Skill	0.73	0.85
Reading Skill	0.63	0.79
Listening Skill	0.77	0.88
Total	**0.80**	**0.89**

3.4.3 The Interview (Appendix B)

The researcher holds open-ended interview between him and some experts. Those experts are English language teachers who used to teach military English to students of the Sudanese (JCSC). The teachers are from different nationalities (Sudanese, British … etc). In other words, these interviews are used to cover a wide range of topics in order to obtain as much data as possible and to explore unknown measures concerning the English language skills and the enhancement of (JCSC) students' needs for English language.

3.5 Procedures

In this part of the study, the way in which the study is conducted is detail. First; the questionnaire is distributed to the participants and the feedback is collected. Second; interviews were held for collection of relevant data. The results were statistically computed in terms of frequencies, percentages, and correlations.

3.5.1 Procedures of Conducting the Questionnaire

The researcher uses the questionnaire as a tool of collecting data in order to investigate the analysis of English language skills to enhance the military demands in learning English language in respect of the following measures:

a. English for Military purposes.
b. Writing Skill.
c. Speaking Skill.
d. Reading Skill.
e. Listening Skill.

The questionnaire was given to the participants from the all wings of Sudanese JCSC (Army, Navy, and Air Forces). The questionnaire contains (20) statements aiming at investigating the above-mentioned measures. The respondents chose the responses that suit their views by making (√) in front of each statement.

3.5.2 Procedures of Conducting the Interview

After introducing himself in friendly way to each respondent, the researcher stated the purposes of the interview and avoided too much explanation and unnecessary elaboration about the study in order not to make the respondent biased or even bored. Then, the researcher gave written guided interview to each participant and kindly requested him to answer the questions of the interview.

3.6 Data Analysis

To have proper data collection, the researcher utilized two kinds of tools; questionnaire and open-ended interview. Then, the researcher applied the programme Statistical Packages for Social Sciences (SPSS) to detect whether the participants' responses are significantly different or not.

CHAPTER FOUR

Data Analysis, Results and Discussions

4.0 Introduction

   This chapter is concerned with: data analysis, results and discussions in a way to furnish for answering the study five questions and to validate the study five hypotheses in a scientific way.

4.1 Main Question

- To what extent can the analysis of military students' needs of English language enhance their levels in English language?

4.2 Sub-Questions

- Is there a statistically significant correlation between the analysis of military students' needs of English language and the enhancement of:

   1. The writing abilities of students of (JCSC)?

   2. The speaking abilities of students of (JCSC)?

   3. The reading abilities of students of (JCSC)?

   4. The listening abilities of students of (JCSC)?

4.3 Main Hypothesis

The analysis of military students' needs of English language can enhance their levels in English language?

4.4 Sub-Hypotheses

There is a statistically significant correlation between analysis of military students' needs of English language and the enhancement of:

1. The writing abilities of students of (JCSC).

2. The speaking abilities of students of (JCSC).

3. The reading abilities of students of (JCSC).

4. The listening abilities of students of (JCSC).

4.5 Answering Study Questions

4.5.1 Sub-Question (1): Is there a statistically significant correlation between the needs analysis of English language skills and the enhancement of writing abilities of students of (JCSC)? The following four tables give analyzed-data for answering Sub-Question (1):

Table (4.7): Students of the Sudanese JCSC can express themselves less hesitantly through English language writing.

Value	Frequency	Percentage %
Strongly agree	4	13.3%
Agree	6	20.0%
Not sure	11	36.7%
Disagree	7	23.3%
Strongly disagree	2	6.7%
Total	30	100.0%
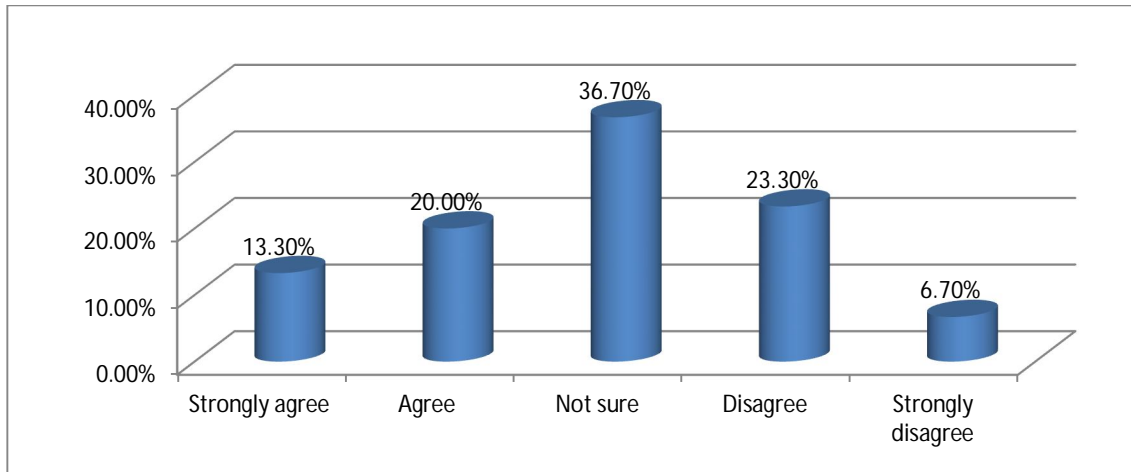
Table (4.7) shows that (13.03%) of the participants strongly agree that, (Students of the Sudanese JCSC can express themselves less hesitantly through English language writing). The percentage of (13.03%) is supported by (20.00%) of the participants who agree to the statement and contradicted with (30.00) who disagree. There is a clear advantage for the value (agree) over the other values.

Table (4.8): Students of the Sudanese JCSC can write on various military topics in English language.

Value	Frequency	Percentage %
Strongly agree	0	0.0%
Agree	6	20.0%
Not sure	10	33.3%
Disagree	10	33.3%
Strongly disagree	4	13.3%
Total	30	100.0%
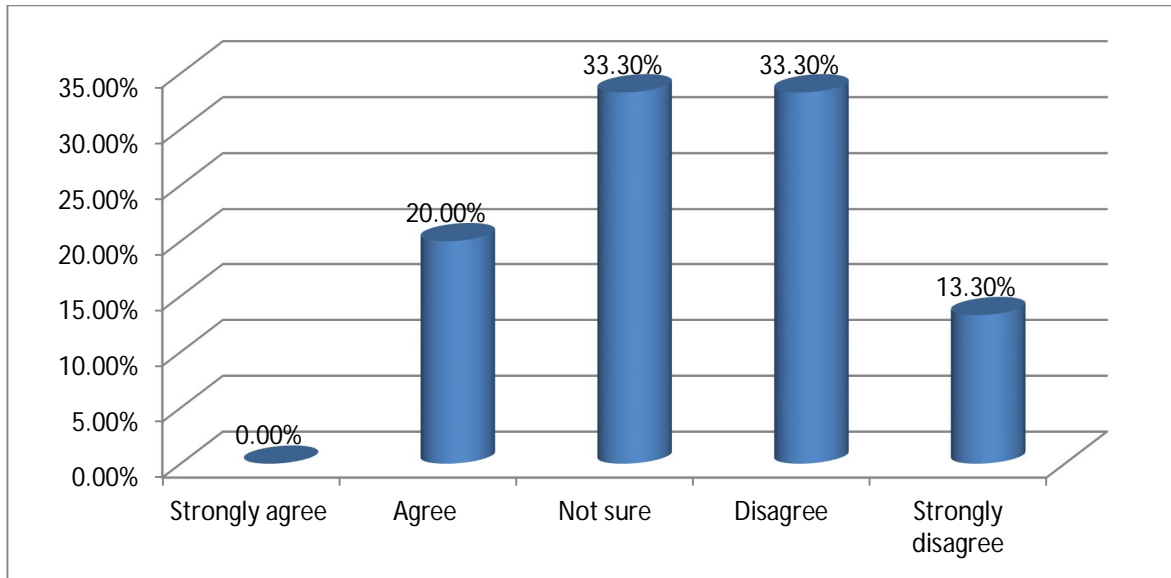
Table (4.8) demonstrates that (20.03%) of the participants strongly agree that, (Students of the Sudanese JCSC can write on various military topics in English language). The percentage of (20.00%) is contradicted by (46.03%) of the participants who disagree to the statement. There is a clear advantage for the value (disagree) over the other values.

Table (4.9): Students of the Sudanese JCSC can write correct short sentences and paragraphs in English language.

Value	Frequency	Percentage %
Strongly agree	0	0.0%
Agree	14	46.7%
Not sure	10	33.3%
Disagree	5	16.7%
Strongly disagree	1	3.3%
Total	30	100.0%

Table (4.9) shows that (46.70%) of the participants agree that, (Students of the Sudanese JCSC can write correct short sentences and paragraphs in English language). The percentage of (46.03%) is contradicted by (20.00%) of the participants who disagree to the statement. There is a clear advantage for the value (agree) over the other values.

Table (4.10): Students of the Sudanese JCSC have intrinsic motivations and interests to improve their English language writing skills.

Value	Frequency	Percentage %
Strongly agree	5	16.7%
Agree	14	46.7%
Not sure	9	30.0%
Disagree	1	3.3%
Strongly disagree	1	3.3%
Total	30	100.0%

Table (4.10) shows that (16.70%) of the participants strongly agree that, (Students of the Sudanese JCSC have intrinsic motivations and interests to improve their English language writing skills). The percentage of (16.70%) is supported by (46.70%) of the participants who agree to the statement. There is a clear advantage for the value (agree) over the other values.

Table (4.11): statistical correlation between the analysis of English language skills and enhancement of writing abilities of students of (JCSC).

Value	Correlation	Chi-square	df	Sig.	Interpretation
Analysis of English Language Skills	0.29	5.787	6	0.04	Significant
Enhancement of Writing Abilities of JCSC Students					

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the above statement was (5.787) and correlation (0.29) with P-value (0.04) which is lower than the level of significant

value (5%). These refer to the existence of the statistically significant correlation between the needs analysis of English language skills and the enhancement of the writing abilities of students of (JCSC).

4.5.2 Answer of Sub-Question (1)

According to tables (4.7), (4.8), (4.9), (4.10), (4.11) in which,

a. (33.03%) of the participants strongly agree that, (Students of the Sudanese JCSC can express themselves less hesitantly through English language writing. while (30.00) who disagree to the statement.

b. (20.00%) of the participants strongly agree that, (Students of the Sudanese JCSC can write on various military topics in English language). The percentage (20.00%) is contradicted by (46.03%) of the participants who disagree to the statement.
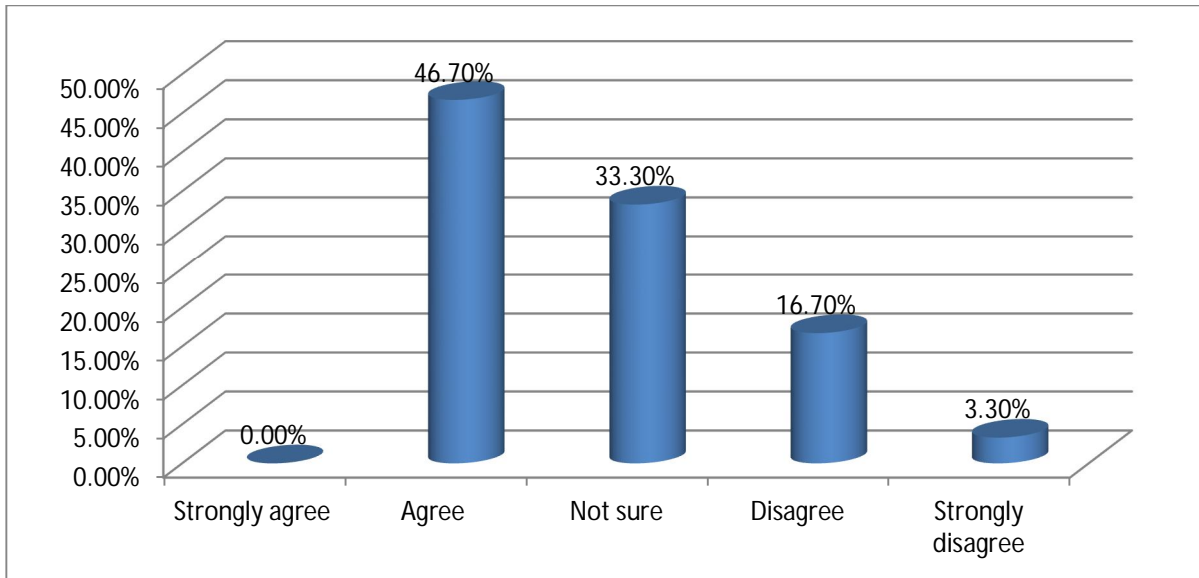
c. (46.03%) of the participants strongly agree that, (Students of the Sudanese JCSC can write correct short sentences and paragraphs in English language). The percentage (46.03%) is contradicted by (20.00%) of the participants who disagree to the statement.
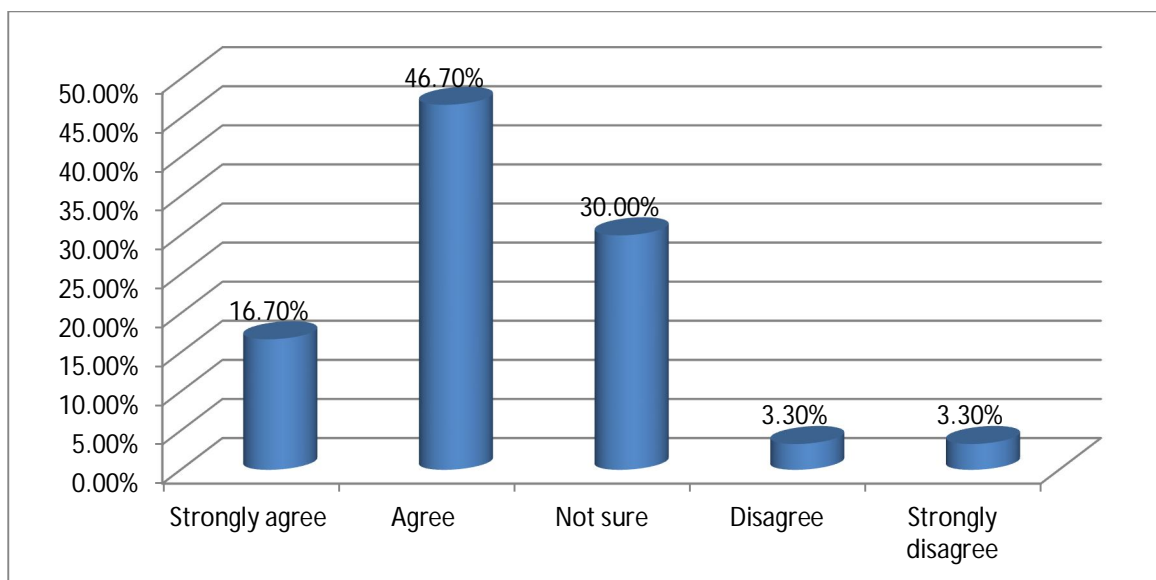
d. (63.40%) of the participants agree that, (Students of the Sudanese JCSC have intrinsic motivations and interests to improve their English language writing skills).

Due to all that, the answer to Sub-Question (1) is: yes, there is a statistically significant correlation between the needs analysis of English language skills and the enhancement of writing abilities of students of (JCSC).

4.5.3 Sub-Question (2): Is there a statistically significant correlation between the needs analysis of English language skills and the enhancement of speaking

abilities of students of (JCSC)? The following four tables give statistically analyzed-data for answering question one:

Table (4.12): Students of the Sudanese JCSC can express themselves less hesitantly through English language speaking.

Value	Frequency	Percentage %
Strongly agree	2	6.7%
Agree	4	13.3%
Not sure	12	40.0%
Disagree	9	30.0%
Strongly disagree	3	10.0%
Total	30	100.0%
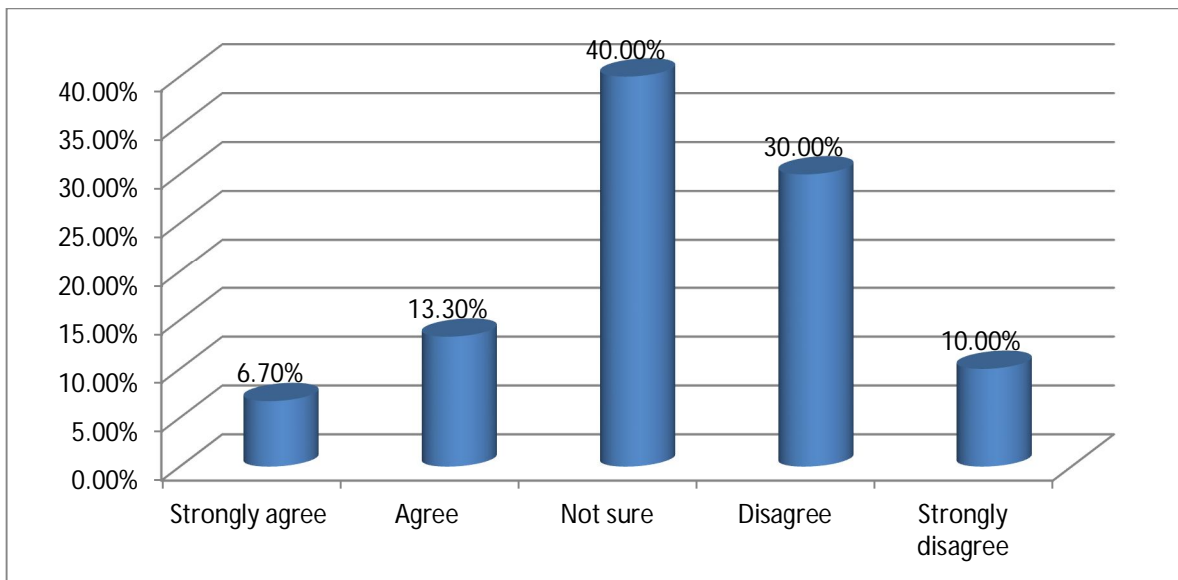
Table (4.12) demonstrates that (6.70%) of the participants agree that, (Students of the Sudanese JCSC can express themselves less hesitantly through English language speaking). The percentage of (6.70%) is supported by (13.30%) of the participants who agree to the statement and contradicted by (40.00%) of the

participants who disagree. There is a clear advantage for the value (disagree) over the other values.

Table (4.13): Students of the Sudanese JCSC can discuss different military topics in English language.

Value	Frequency	Percentage %
Strongly agree	1	3.3%
Agree	6	20.0%
Not sure	12	40.0%
Disagree	7	23.3%
Strongly disagree	4	13.3%
Total	30	100.0%

Table (13) shows that (3.30%) of the participants agree that, (Students of the Sudanese JCSC can discuss different military topics in English language). The percentage of (3.30%) is supported by (20.00%) of the participants who agree to the statement and contradicted by (36.60%) of the participants who disagree. There is a clear advantage for the value (disagree) over the other values.

(4.14): Students of the Sudanese JCSC can exchange a fewer short expressions with each other in English language.

Value	Frequency	Percentage %
Strongly agree	2	6.7%
Agree	20	66.7%
Not sure	5	16.7%
Disagree	2	6.7%
Strongly disagree	1	3.3%
Total	30	100.0%
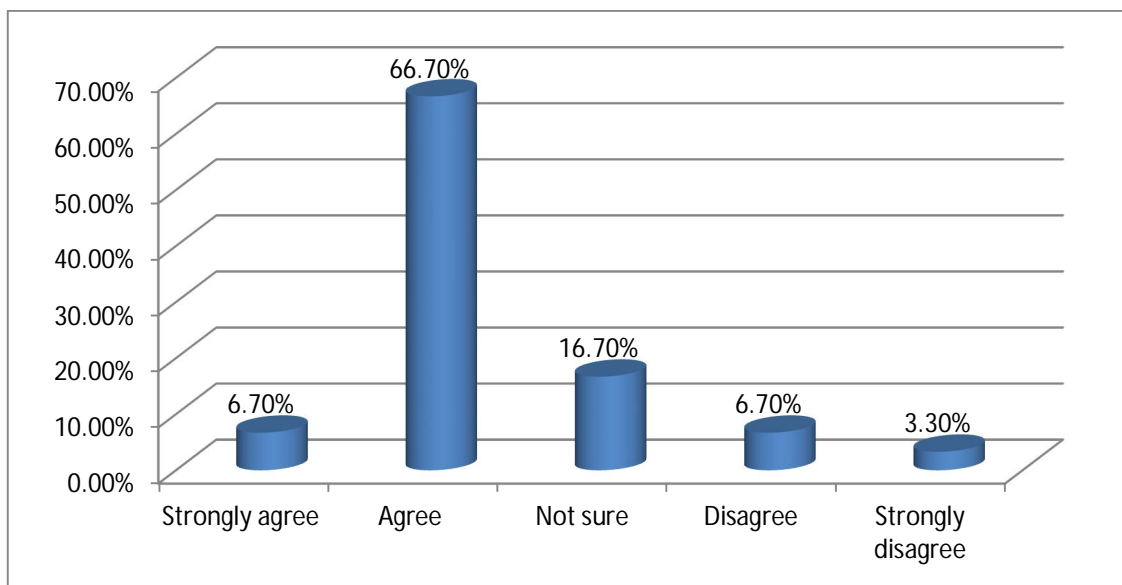
Table (4.14) demonstrates that (6.70%) of the participants agree that, (Students of the Sudanese JCSC can exchange a fewer short expressions with each other in English language). The percentage of (6.70%) is supported by (66.70%) of the participants who agree to the statement. There is a clear advantage for the value (agree) over the other values.

Table (4.15): Students of the Sudanese JCSC have intrinsic motivations and interests to improve their English language speaking skills.

Value	Frequency	Percentage %
Strongly agree	3	10.0%
Agree	20	66.7%
Not sure	7	23.3%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	30.0	100.0%
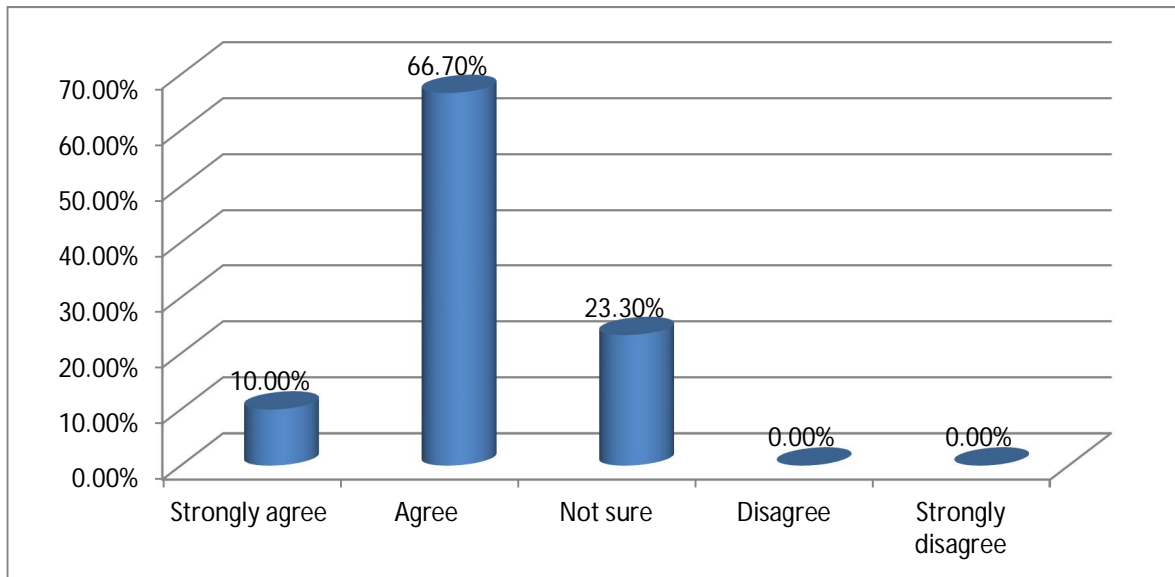
Table (4.15) depicts that (10.00%) of the participants agree that, (Students of the Sudanese JCSC have intrinsic motivations and interests to improve their English language speaking skills). The percentage of (10.00%) is supported by (66.70%) of the participants who agree to the statement.

Table (4.16): statistical correlation between the analysis of English language skills and the enhancement of the speaking abilities of students of (JCSC).

Value	Correlation	Chi-square	df	Sig.	Interpretation
Analysis of English Language Skills	0.48	21.042	8	0.000	Significant
Enhancement of Speaking Abilities for JCSC Students					

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the above statement was (21.042) and correlation (0.48) with P-value (0.04) which is lower than the level of significant value (5%) These refer to the existence statistically significant correlation between the needs analysis of English language skills and the enhancement of the speaking abilities of students of (JCSC).

4.5.4 Answer of Sub-Question (2)

According to discussed-data of tables (4.12), (4.13), (4.14), (4.15), (4.16) in which,

a. (20.00%) of the participants strongly agree that, (Students of the Sudanese JCSC can express themselves less hesitantly through English language speaking), while (40.00%) of the participants disagree.

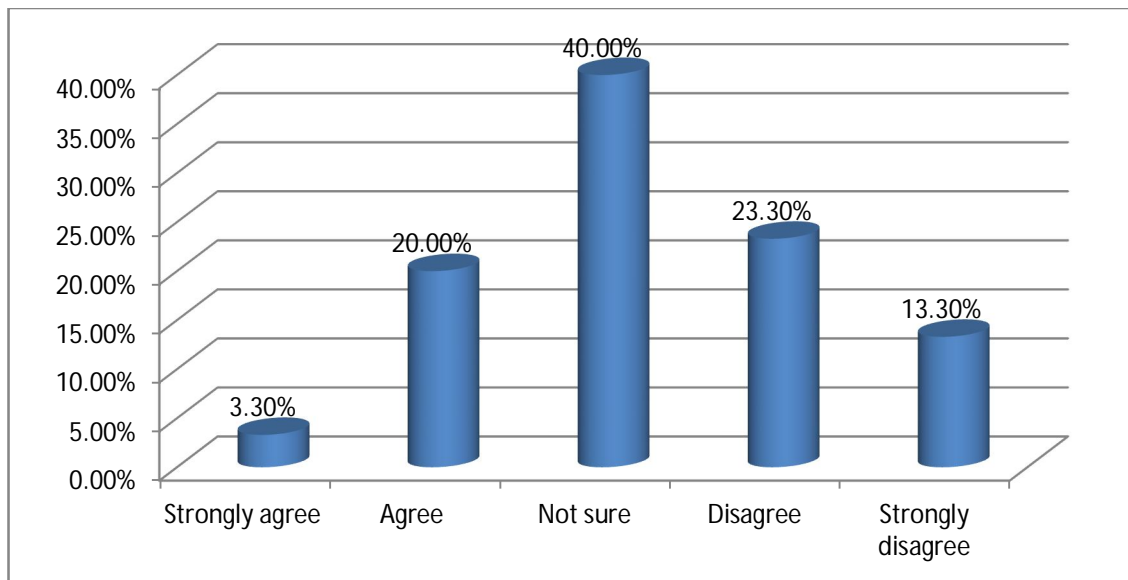b. (23.30%) of the participants strongly agree that, (Students of the Sudanese JCSC can discuss different military topics in English language), while (40.00%) of the participants disagree.

c. (73.40%) of the participants strongly agree that, (Students of the Sudanese JCSC can exchange a fewer short expressions with each other in English language).

d. (76.70%) of the participants agree that, (Students of the Sudanese JCSC have intrinsic motivations and interests to improve their English language speaking skills).

e. The value of chi – square is (21.042) and correlation (0.29) with P-value (0.04) which is lower than the level of significant value (5%). These refer to the existence of the statistically significant correlation between the needs analysis of English language skills and the enhancement of the speaking abilities of students of (JCSC).

Therefore, the answer to Sub-Question (2) is: yes, there is a statistically significant correlation between the needs analysis of English language skills and the enhancement of speaking abilities of students of (JCSC).

4.5.5 Sub-Question (3): Is there a statistically significant correlation between the analysis of English language skills and the enhancement of reading abilities of students of (JCSC)?

The following four tables give statistically analyzed-data for answering question one:

Table (4.17): Students of the Sudanese JCSC are introduced to various types of reading in English language.

Value	Frequency	Percentage %
Strongly agree	1	3.3%
Agree	17	56.7%
Not sure	8	26.7%
Disagree	3	10.0%
Strongly disagree	1	3.3%
Total	30	100.0%
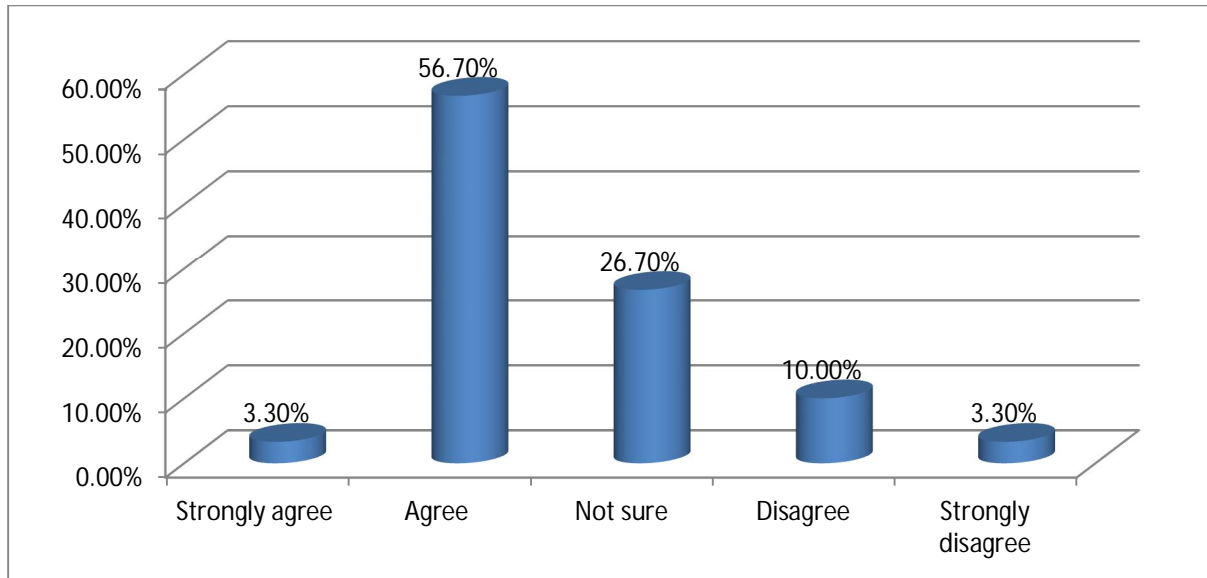
Table (4.17) shows that (3.30%) of the participants agree that, (Students of the Sudanese JCSC are introduced to various types of reading in English language). The percentage of (3.30%) is supported by (56.70%) of the participants who agree to the statement. There is a clear advantage for the value (agree) over the other values.

Table (4.18): Students of the Sudanese JCSC can read and comprehend English language topics.

Value	Frequency	Percentage %
Strongly agree	2	6.7%
Agree	13	43.3%
Not sure	12	40.0%
Disagree	3	10.0%
Strongly disagree	0	0.0%
Total	30.0	100.0%
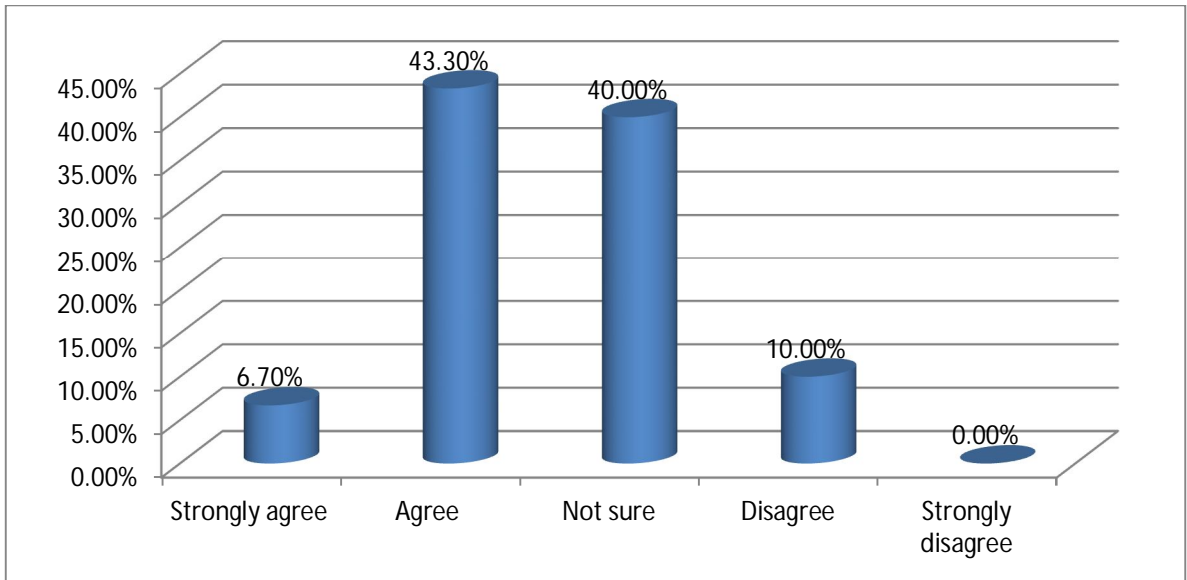
Table (4.18) shows that (6.70%) of the participants agree that, (Students of the Sudanese JCSC can read and comprehend English language topics). The percentage of (6.70%) is supported by (43.30%) of the participants who agree to the statement. There is a clear advantage for the value (agree) over the other values.

Table (4.19): Students of the Sudanese JCSC can deduce meanings of words from English topics.

Value	Frequency	Percentage %
Strongly agree	1	3.3%
Agree	18	60.0%
Not sure	8	26.7%
Disagree	3	10.0%
Strongly disagree	0	0.0%
Total	30.0	100.0%

Table (19) depicts that (3.30%) of the participants agree that, (Students of the Sudanese JCSC can deduce meanings of words from English topics). The percentage of (3.30%) is supported by (60.00%) of the participants who agree to the statement. There is a clear advantage for the value (agree) over the other values.

Table (4.20): Students of the Sudanese JCSC have intrinsic motivations and interests to improve their English language reading skills.

Value	Frequency	Percentage %
Strongly agree	5	16.7%
Agree	18	60.0%
Not sure	6	20.0%
Disagree	1	3.3%
Strongly disagree	0	0.0%
Total	30.0	100.0%
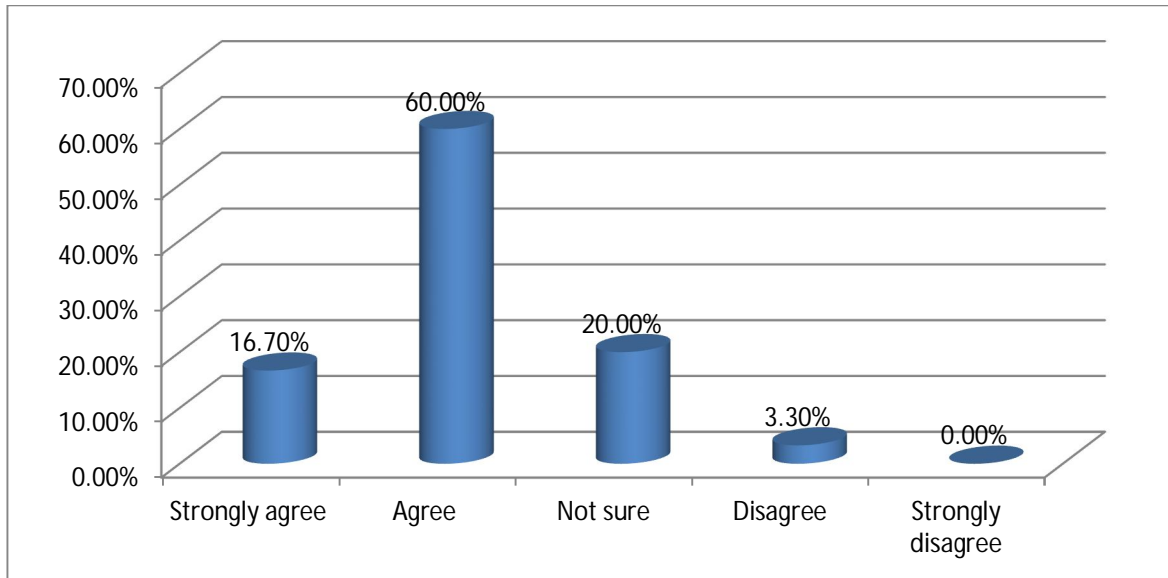
Table (4.20) shows that (16.70%) of the participants agree that, (Students of the Sudanese JCSC have intrinsic motivations and interests to improve their English language reading skills). The percentage of (16.70%) is supported by (60.00%) of the participants who agree to the statement. There is a clear advantage for the value (agree) over the other values.

Table (4.21): statistical correlation between analysis of English language skills and the enhancement of the reading abilities of students of (JCSC).

Value	Correlation	Chi-square	df	Sig.	Interpretation
Analysis of English Language Skills					
Enhancement of Reading Abilities for JCSC Students	0.25	2.740	4	0.00	Significant

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the above statement was (2.740) and

correlation (0.25) with P-value (0.04) which is lower than the level of significant value (5%) These refer to the existence of the statistically significant correlation between the needs analysis of English language skills and the enhancement of the reading abilities of students of (JCSC).

4.5.6 Answer of Sub-Question (3)

According to discussed-data of tables (17), (18), (19), (20), (21) in which,

a. (60.00%) of the participants strongly agree that, (Students of the Sudanese JCSC can express themselves less hesitantly through English language reading.

b. (50.00%) of the participants strongly agree that, (Students of the Sudanese JCSC are introduced to various types of reading in English language). The percentage (50.00%) is contradicted by (10.03%) of the participants who disagree to the statement.
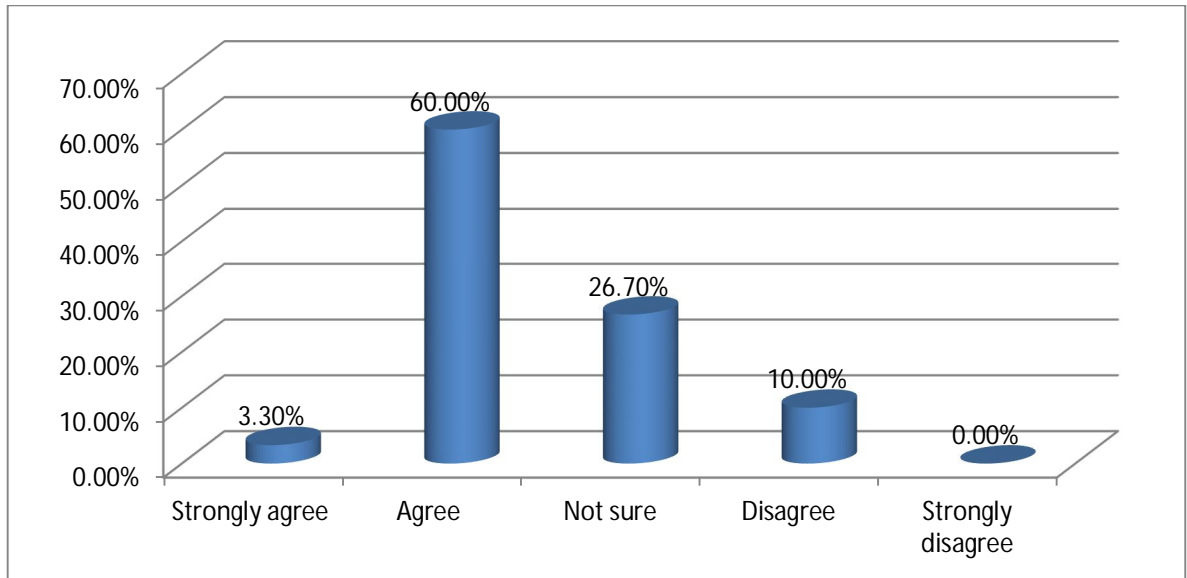
c. (63.30%) of the participants strongly agree that, (Students of the Sudanese JCSC can deduce meanings of words from English topics).

d. (76.70%) of the participants agree that, (Students of the Sudanese JCSC have intrinsic motivations and interests to improve their English language reading skills).

e. The value of chi – square is (2.740) and correlation (0.29) with P-value (0.04) which is lower than the level of significant value (5%). These refer to the existence of the statistically significant correlation between the needs analysis of English language skills and the enhancement of the reading abilities of students of (JCSC).

Accordingly, the answer to Sub-Question (3) is: yes, there is a statistically significant correlation between the needs analysis of English language skills and the enhancement of reading abilities of students of (JCSC).

4.5.7 Sub-Question (4) is there a statistically significant correlation between the needs analysis of English language skills and the enhancement of listening abilities of students of (JCSC)?

The following tables give statistically analyzed-data for answering question (1):

Table (4.22): Students of the Sudanese JCSC are introduced to various types of listening in English language.

Value	Frequency	Percentage %
Strongly agree	3	10.0%
Agree	14	46.7%
Not sure	6	20.0%
Disagree	7	23.3%
Strongly disagree	0	0.0%
Total	30.0	100.0%

Table (4.22) depicts that (10.00%) of the participants agree that, (Students of the Sudanese JCSC are introduced to various types of listening in English language). The percentage of (10.00%) is supported by (46.70%) of the

participants who agree to the statement. There is a clear advantage for the value (agree) over the other values.

Table (4.23): Students of the Sudanese JCSC can listen and guess the meanings when involved in English language context.

Value	Frequency	Percentage %
Strongly agree	1	3.3%
Agree	18	60.0%
Not sure	8	26.7%
Disagree	2	6.7%
Strongly disagree	0	0.0%
Total	30.0	100.0%

Table (4.23) shows that (3.30%) of the participants agree that, (Students of the Sudanese JCSC can listen and guess the meanings when involved in English language context).The percentage of (3.30%) is supported by (60.00%) of the participants who agree to the statement. There is a clear advantage for the value (agree) over the other values.

Table (4.24): Students of the Sudanese JCSC can listen to main ideas and summarize key points in an English language text.

Value	Frequency	Percentage %
Strongly agree	2	6.7%
Agree	17	56.7%
Not sure	7	23.3%
Disagree	4	13.3%
Strongly disagree	0	0.0%
Total	30.0	100.0%
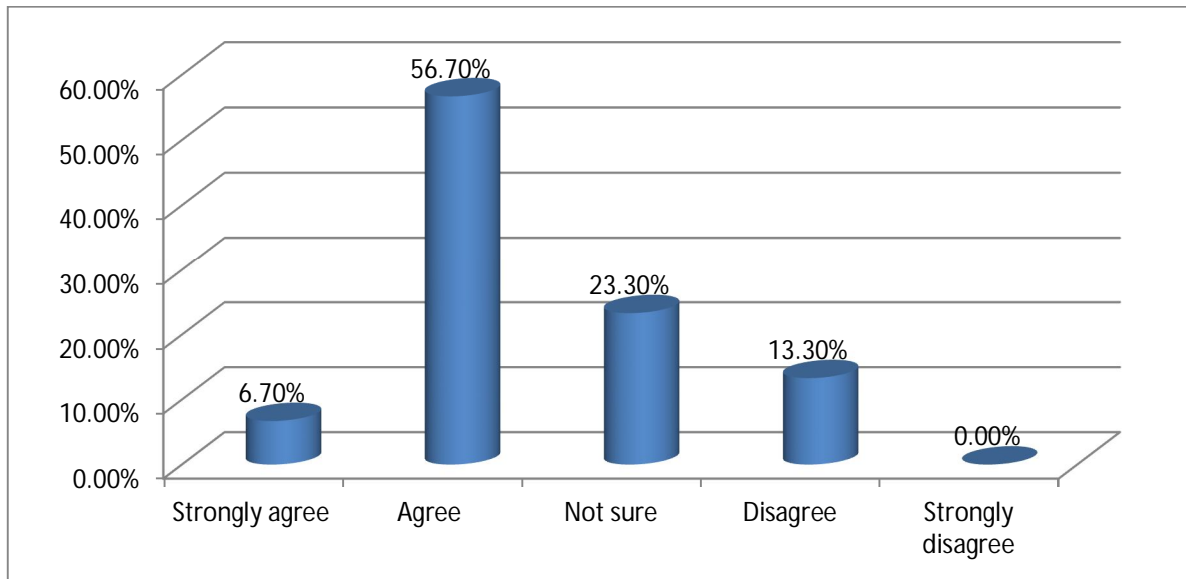
Table (4.24) demonstrates that (6.70%) of the participants agree that, (Students of the Sudanese JCSC can listen to main ideas and summarize key points in an English language text).The percentage of (6.70%) is supported by (56.70%) of the participants who agree to the statement. There is a clear advantage for the value (agree) over the other values.

Table (4.25): Students of the Sudanese JCSC have intrinsic motivations and interests to improve their English language listening skills.

Value	Frequency	Percentage %
Strongly agree	6	20.0%
Agree	13	43.3%
Not sure	8	26.7%
Disagree	3	10.0%
Strongly disagree	0	0.0%
Total	30.0	100.0%
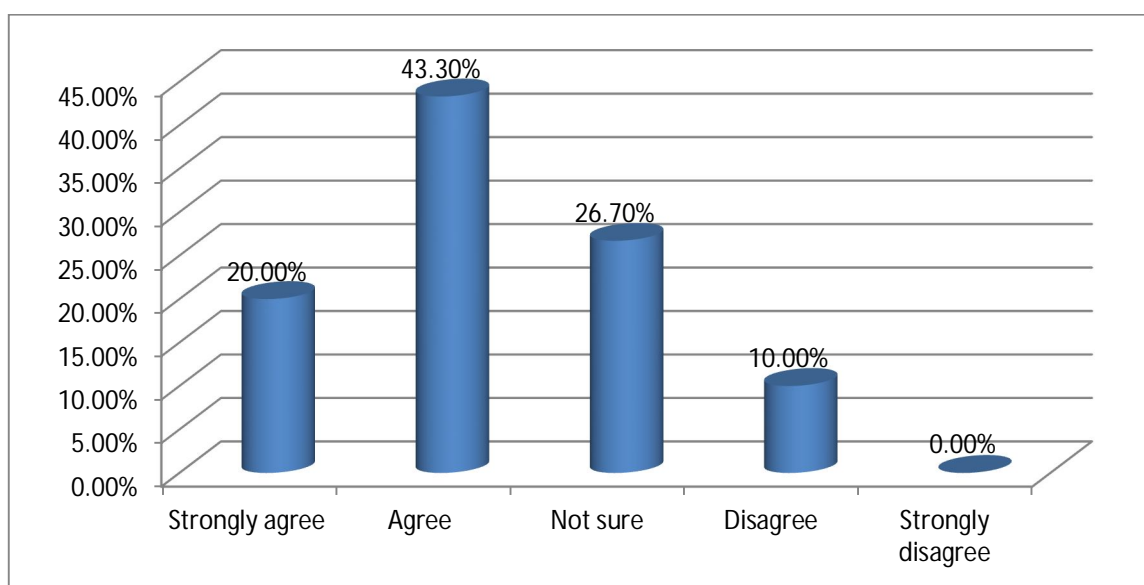
Table (4.25) shows that (20.00%) of the participants agree that, (Students of the Sudanese JCSC have intrinsic motivations and interests to improve their English language listening skills).The percentage of (20.00%) is supported by (43.30%) of the participants who agree to the statement. There is a clear advantage for the value (agree) over the other values.

Table (4.26): Statistical Correlation between the analysis of English language skills and the enhancement of the listening abilities of students of (JCSC).

Value	Correlation	Chi-square	df	Sig.	Interpretation

Analysis of English Language Skills	0.26	4.840	6	0.00	Significant
Enhancement of Listening Abilities for JCSC Students					

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the above statement was (4.840) and correlation (0.26) with P-value (0.04) which is lower than the level of significant value (5%) These refer to the existence of the statistically significant correlation between the needs analysis of English language skills and the enhancement of the listening abilities of students of (JCSC).

4.5.8 Answer of Sub-Question (4)

According to discussed-data of tables (4.22), (4.23), (4.24), (4.25), (4.26)   in which,
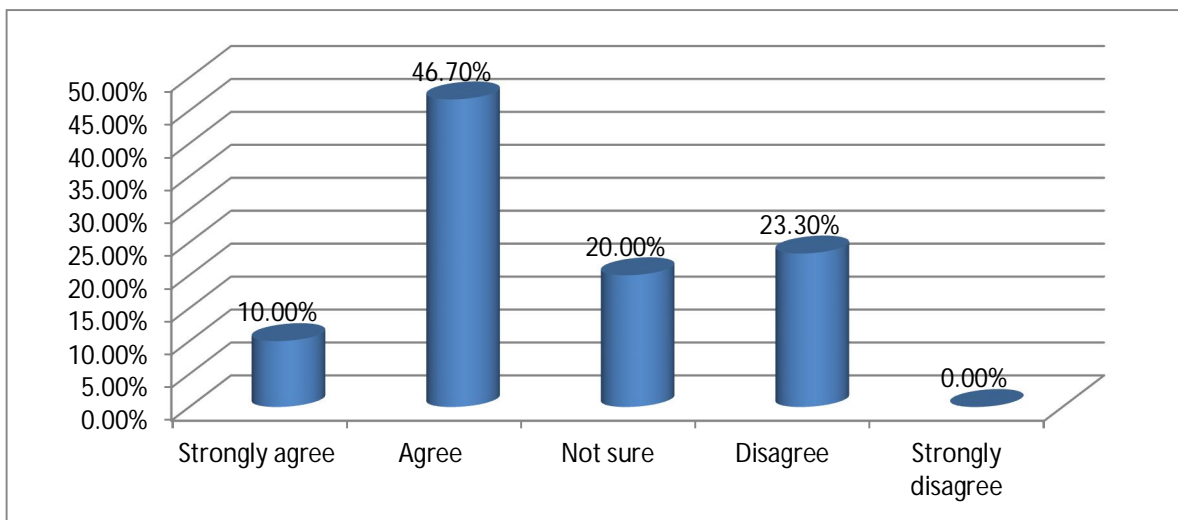
a. (56.00%) of the participants strongly agree that, (Students of the Sudanese JCSC are introduced to various types of listening in English language.)
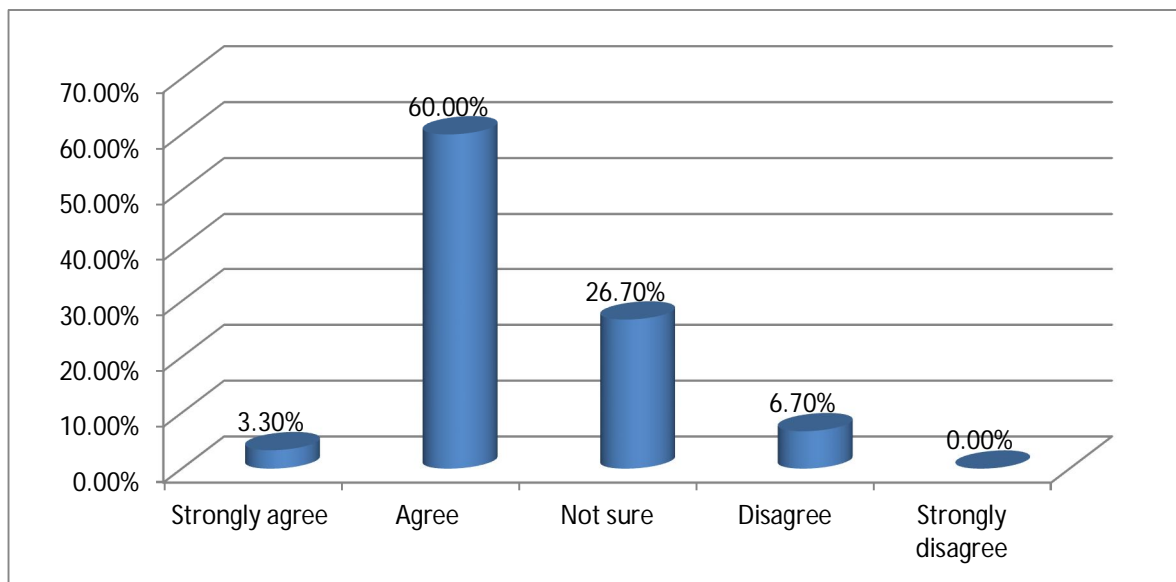
b. (63.30%) of the participants strongly agree that, (Students of the Sudanese JCSC can listen and guess the meanings when involved in English language context).

c. (73.40%) of the participants strongly agree that, (Students of the Sudanese JCSC can listen to main ideas and summarize key points in an English language text).

d. (63.30%) of the participants agree that, (Students of the Sudanese JCSC have intrinsic motivations and interests to improve their English language listening skills)**.**

e. The value of chi – square is (4840.) and correlation (0.29) with P-value (0.04) which is lower than the level of significant value (5%). These refer to

existence of the statistically significant correlation between the needs analysis of English language skills and enhancement of listening abilities According what is mentioned above, the answer to Sub-Question (4) is: yes, there is a statistically significant correlation between the needs analysis of English language skills and the enhancement of listening abilities of students of (JCSC).

4.5.9 Main Question: - To what extent can the analysis of English language skills enhance the military-demands in learning English language? The following tables give statistically analyzed-data for answering main question:

Table (4.27) Learning English language is necessary to every military students in the S.A.F to use it in different military settings.

Value	Frequency	Percentage %
Strongly agree	25	83.3%
Agree	5	16.7%
Not sure	0	0.0%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	30.0	100.0%
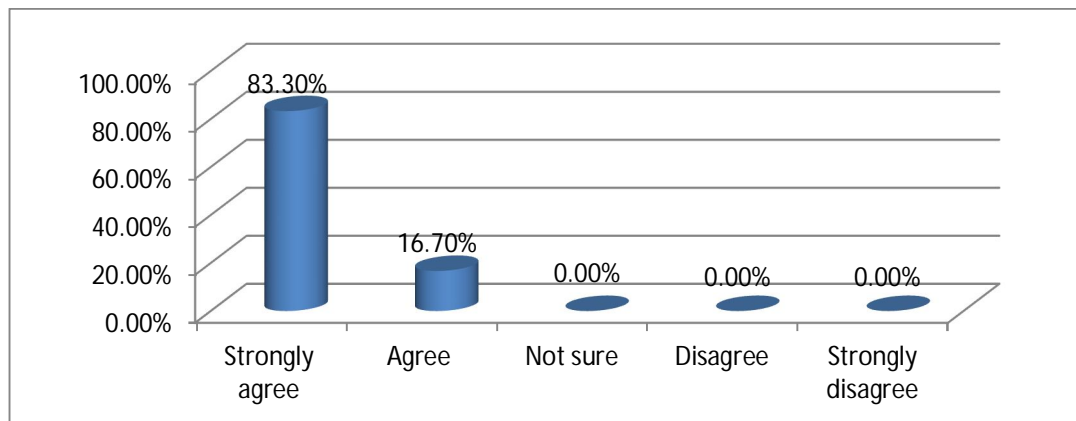
Table (4.27) demonstrates that (83.30%) of the participants agree that, (Learning English language is necessary to every officer in the S.A.F to use it in different military settings).The percentage of (83.30%) is supported by (16.70%) of the participants who agree to the statement. There is a clear advantage for the value (agree) over the other values.

Table (4.28): The military students of the S.A.F need to learn English language to improve their military careers.

Value	Frequency	Percentage %
Strongly agree	14	46.7%
Agree	15	50.0%
Not sure	1	3.3%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	30.0	100.0%

Table (4.28) depicts that (46.70%) of participants agree that, (military students of the S.A.F need to learn English language to improve their military careers).The percentage of (46.70%) is supported by (50.00%) of the participants who agree to the statement. There is a clear advantage for the value (agree) over the other values.

Table (4.29): Military students in the S.A.F have intrinsic motivations and interests to improve their English language levels.

Value	Frequency	Percentage %
Strongly agree	2	6.7%
Agree	17	56.7%
Not sure	9	30.0%
Disagree	2	6.7%
Strongly disagree	0	0.0%
Total	30.0	100.0%
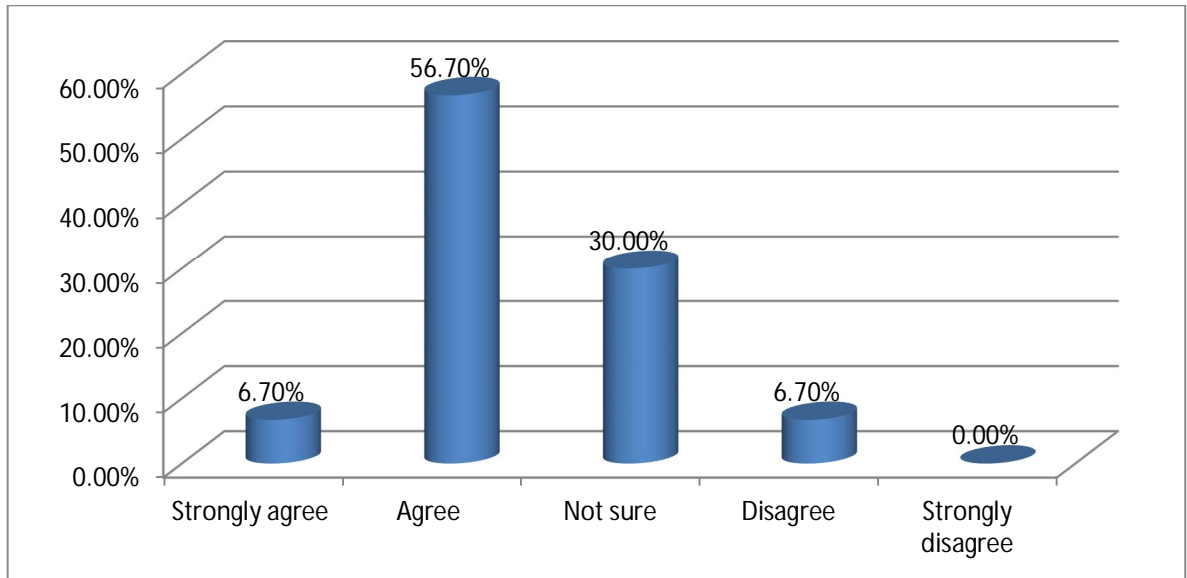
Table (4.29) demonstrates that (6.70%) of the participants agree that, (Military students in the S.A.F have intrinsic motivations and interests to improve their English language levels).The percentage of (6.70%) is supported by (56.70%) of the participants who agree to the statement. There is a clear advantage for the value (agree) over the other values.

Table (4.30): There is a growing awareness of the importance of learning English language among the military students of the S.A.F.

Value	Frequency	Percentage %
Strongly agree	16	53.3%
Agree	14	46.7%
Not sure	0	0.0%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	30.0	100.0%
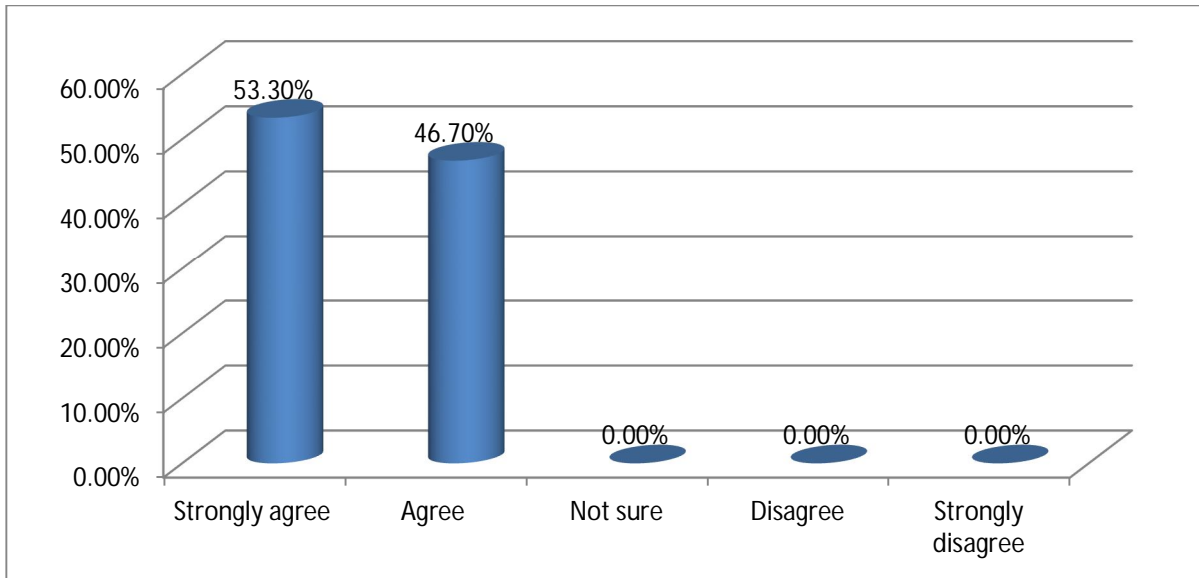
Table (4.30) shows that (53.30%) of the participants agree that, (There is a growing awareness of the importance of learning English language among the military students of the S.A.F).The percentage of (53.30%) is supported by (46.70%) of the participants who agree to the statement. There is a clear advantage for the value (agree) over the other values.

Table (4.31): Statistical Correlation between the analysis of English language skills and the enhancement of military demands.

Value	Correlation	Chi-square	df	Sig.	Interpretation
Analysis of English Language Skills	0.29	5.787	6	0.04	Significant
Military Demands in Learning English Language					

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the above statement was (5.787) and

correlation (0.29) with P-value (0.04) which is lower than the level of significant value (5%). These refer to the existence of the statistically significant correlation between the needs analysis of English language skills and the enhancement of military demands in learning English language.

4.5.10 Answer to Main Question

According to discussed-data of tables (4.27), (4.28), (4.29), (4.30), (4.31) in which,

a. (100.00%) of the participants strongly agree that, (Learning English language is necessary to every officer in the S.A.F to use it in different military settings).
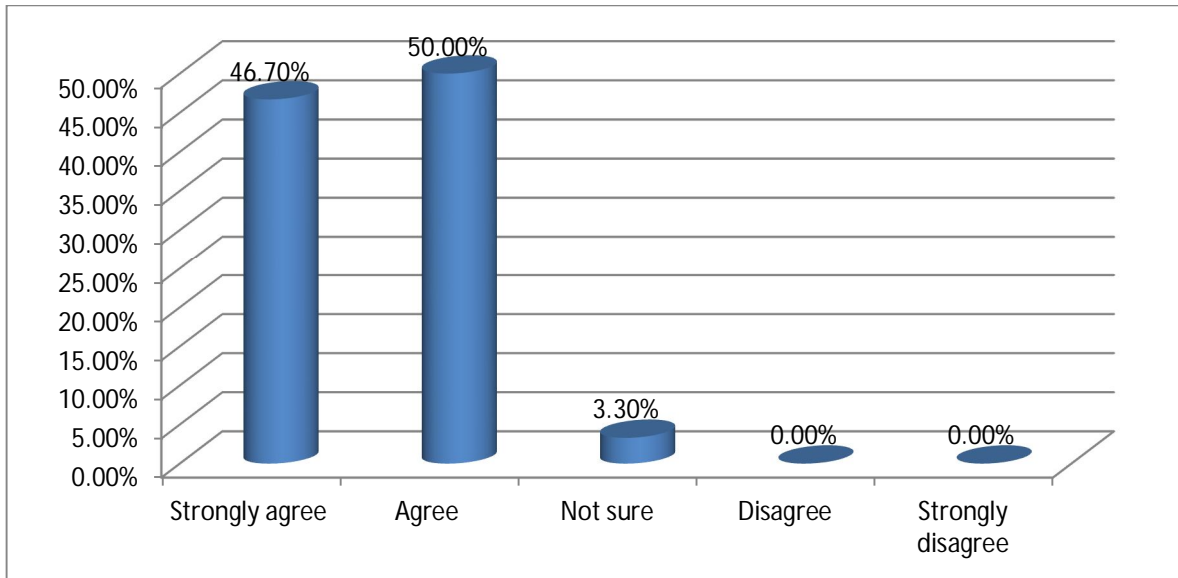
b. (96.70%) of the participants strongly agree that, (The military students of the S.A.F need to learn English language to improve their military careers).

c. (63.40%) of the participants strongly agree that, (Military students in the S.A.F have intrinsic motivations and interests to improve their English language levels).

d. (100.00%) of the participants agree that, (There is a growing awareness of the importance of learning English language among the military students of the S.A.F).

e. The value of chi – square is (5.787) and correlation (0.29) with P-value (0.04) which is lower than the level of significant value (5%). These refer to the existence of the statistically significant correlation between the needs analysis of English language skills and the enhancement of military demands in English language learning.

Due to all that, the answer to the Main Question is: yes, to some extent that the needs analysis of English language skills can enhance the military-demands in learning English language

4.6 Testing Study Hypotheses

4.6.1. Sub-Hypothesis (1): There is a statistically significant correlation between the needs analysis of English language skills and the enhancement of writing abilities of students of (JCSC).

Therefore, with reference to the answer of Sub-Question (1), in which the answer is (yes) and the significant correlation shown in Table (27), the study sub-hypothesis (1) is valid.

4.6.2 Sub-Hypothesis (2) There is a statistically significant correlation between the analysis of English language skills and the enhancement of the speaking abilities of students of (JCSC).

Therefore, with reference to the answer of Sub-Question (2), in which the answer is (yes) and the significant correlation shown in Table (28), the study sub-hypothesis (2) is valid.

4.6.3 Sub-Hypothesis (3) There is a statistically significant correlation between the analysis of English language skills and the enhancement of the reading abilities of students of (JCSC).

Therefore, and with reference to the answer of Sub-Question (3), in which the answer is (yes) and the significant correlation shown in Table (29), the study sub-hypothesis (3) is valid.

4.6.4 Sub-Hypothesis (4) There is a statistically significant correlation between the analysis of English language skills and the enhancement of the listening abilities of students of (JCSC).

4.6.5. Main Hypothesis The analysis of English language skills can enhance the military-demands in learning English language.

Therefore, with reference to the answer of Sub-Question (3), in which the answer is (yes) and the significant correlation shown in Table (30), the study sub-hypothesis (3) is valid.

4.7 Discussion of the Results

In JCSC, as an Academy of Armed Forces, writing as productive skills is quite challenging to its students. Most of them face difficulties in organization, style, choice of words and grammar, military terms …etc. Besides that, they need to be familiar with the Army standard of writing, which has its own rules and restrictions such as:

 h. Military Reports (Pre-mission report and Post-mission report)

 i. Multinational Exercise/Training reports

 j. Daily/weekly/monthly/ annual reports... etc.

 k. Order

 l. Briefing

 m. Presentation

 n. Formal/informal letters

Responses in tables (4.7),(4.8),(4.9),(4.10),(4.11) reflect that the majority of the participant do not agree that the JCSC students can write on military topics, this indicate that they will not benefit from professional documents and magazines, manuals, forms, textbooks, websites, letters … etc.

The students of the Sudanese JCSC, through their integration in multinational structures and organizations, have found that English language is the lingua franca of allied forces, the language of workplace, the language of a large array of professional documents, doctrine publications or operational procedures used by allied or coalitions forces and headquarters. So, JCSC students are strongly need

an English language writing syllabus to be taught to them to address their needs of military demands in English language writing skills.

So, Students of the Sudanese JCSC should be aware of some principles that derive from Army Regulation which are required to be applied in military writing like:. Short, sensible sentences and paragraphs, efficient phrases, vocabulary, and images, and active voice (primarily). By correcting each-others writing tasks, Students of the Sudanese JCSC will find writing more effective because they welcome and discuss each-other suggestions and later on they reflect them in their writings.

In fact, military students have to use such kind of English writings in their working environment. Thus, they will feel more motivated to be engaged in writing tasks presented to them in class. They will finally understand the relevance of what they are doing in class to their professional life.

The students of JCSC must learn and practice the specific features of military writing genre. According to 'Writing and Speaking Skills for Army Leaders' effective Army writing transmits a clear message in a single, rapid reading and is generally free of errors in grammar, mechanics, and usage as well as concise, organized, and right to the

Within the context of international co-operation that now exists across borders, soldiers need to be able to communicate not only with 'the enemy' but also with partners from different national forces. With the predominance of the US in international bodies such as NATO and the United Nations, English has become the language of choice for military personnel worldwide.

Due to the results of Tables (4.12),(4.13),(4.14),(4.15),(4.16), the participants respond that the students of the Sudanese JCSC can express themselves less

hesitantly and that indicate the great needs for those students to have academic programmes for developing their ability of speaking.

Military communication may sometimes seem abrupt and direct to civilians and outsiders but in a military setting, you have to say the right thing at the right time, which can be why military personnel sometimes appear reserved or to-the-point. To be efficient, they have to stay calm and often they do not really need to speak to communicate; they have their unspoken language and codes. For example, they have a particular dress code for each rank; without asking, they know who they are talking to and instinctively know how to act.

For the students of JCSC, being able to speak another foreign language as well as English is also highly beneficial for them. It can allow them to socialize with local communities where they are deployed in peacekeeping operations. As the lingua franca of military communications, English can help facilitate the necessary interconnection between individuals and organizations, between the national and the international, between the local and the global. Some studies have interpreted the role of English as causing problems and barriers to inadaptability, mainly because of differences individuals bring together into coalitions; differences in natural and doctrinal languages, in technological capabilities and in cultural backgrounds.

Moreover, the results of the above-mentioned tables show that more than 70% of the respondents agree with the statement that the Sudanese JCSC students can exchange some expressions with others; this means that they need some military English courses to equip them to join the coalitions and allied forces and work effectively.

As a matter of fact, it is critical, sometimes even embarrassing for JCSC students to speak the foreign language competently so as to develop skills required for conducting and analyzing military activities that have economic, social, cultural, and political impacts. Otherwise, they can't hope to participate in peace talks, as their inability to get message across in English language could affect peace talk's success.

In addition, once Sudan is one of the countries that has witnessed and still witnessing negotiations and peace talks process, the JCSC students need to be competent in English language, as shown in (agree) percentage, because in such talks the security arrangements will be of highly appreciated priority.

To be acquainted with the latest most advanced weapons systems and most sophisticated information of technology, the JCSC students should have a good command of English language because most books, references, pamphlets and so forth, and even international military studies are conducted in English. At the highest level of command, it has become a must to learn English language in order to follow up the military magazines which are concerned with the latest modern military discoveries in all military fields.

Therefore, mastering the English language reading skills by the JCSC students can play a great role in developing the Joint Command & Staff College by benefiting from the up-to-date military technologies.

However, the results of tables (4.17),(4.18),(4.19),(4.20),(4.21), indicate that nearly most of the respondents have positively supported the statement of reading skills. Such positive responses reveal the need for having reading skills to comprehend the any text or references of military sciences that are written in

English language. Moreover, nowadays all modern weapons, equipment and military command and control systems are published in English language.

Therefore, specific purposes need to be carefully determined so that the ultimate goal of helping the JCSC students to read and understand the references of military sciences that are written in English can be realized.

In the world of today, armed Forces of many countries have their own websites through which the forces can display the modern and new military technologies and keep their personnel up to date in terms of new weapons, equipment and training aids. Like any other type of language, military English has its own vocabulary, acronyms and idioms. It is therefore essential that the Sudanese JCSC students involved in international projects or operations develop appropriate language reading skills.

However, learning English for military purposes which in turn can help the Students of the Sudanese JCSC to understand any test or reference of military sciences that written in English and write in military topics is demanded. Moreover, nowadays all modern weapons, equipment and military command and control systems are published in English language.

Listening skills in military English means to recognize the military terminology such as; acronyms, abbreviations, operational language and everything that has to do with the armed forces. So, learning the specific vocabulary related to this filed is another challenge, not just for Students of the Sudanese JCSC, but even for the instructors sometimes, who are experts in English language knowledge.

On the other hand, Students of the Sudanese JCSC, who are professionals in military English, recognize this specific vocabulary better than other teachers. So,

a good learning of listening skills will result in a productive way of learning the military terminology which will be used in listening and other skills as well.

The results of tables (4.22),(4.23),(4.24),(4.25),(4.26), indicate that the majority of the participants positively supported that the students of JCSC can anticipate the meanings of English language words if they will be involved in context. These results reflect that some important lesson the JCSC students as armed forces military students, have gained from the war and peace processes in South Sudan where they were confronted with a series of non conventional challenges such as negotiating with rebel leaders and neighboring countries government officials. These non conventional challenges required skills that include the ability to engage with people outside the armed forces, including representatives of non-governmental and international organizations, international media, foreign languages and interpersonal skills.

Active listening for Students of the Sudanese JCSC involves a lot of professional activities such as trainings abroad or at home, participation in international conferences, in presentations, in military briefings, exercising with multinational troops, deployed in peacekeeping or combat missions or working in NATO or UN forces. That is why enhancing their listening skills is essential, so they can be able to communicate efficiently whenever it is required.

Learning listening comprehension in Military English, as a branch of ESP, is considered quite a challenge for teachers and military students. So, Students of the Sudanese JCSC, who attend English courses, are usually adult students and at the same time professionals in military field.

The students of the Sudanese JCSC are supposed to master well intermediate language knowledge, but many of them are lower that this required level. Therefore, this becomes an obstacle in developing the listening skills equally to all students. The instructors of JCSC have to work individually with each leaner in

order to identify their gaps in listening skills and to help them overcome these problems.

The results of tables (4.27),(4.28),(4.29),(4.30),(4.31), could be attributed to the fact that S.A.F military students are aware that learning English language will enable them to play a full and effective role in their local and international missions (peace support operations, and humanitarian assistance as well). Also, this result confirms that S.A.F military students know the benefits of learning English language in abroad courses, conferences and other military activities. Moreover, these results strongly indicate the great belief upon the S.A.F military students that having the knowledge of English language is necessary for them to perform their missions successfully.

No doubt that learning English for military purposes gives substantial, specific and immediate military advantage to S.A.F military students. It gives them a chance to master military technology items, technical devices and commanding subordinate personnel. Also it helps them to conduct the required specialized operational missions and administrative tasks. This, in turn can open the doors wide for S.A.F military students to rotate between overseas assignments as attaches and security-assistance military students with assignment which are possible without having the knowledge of English language. Moreover, the S.A.F military students realized that learning English language will help them in their future career as military attaché or when they become senior military students in the headquarter.

The serious national security challenge led the researcher to investigate what are the English language skills that the senior students of Sudanese Joint Command & Staff College need to address these capabilities. Mrs. Gail H. McGinn (2007) Deputy Undersecretary of Defence for Plans in USA Army states:

"Current military operations demand different skills than those that were mastered to win the Cold War. Today's operations increasingly required our forces to operate with coalitions and alliance partners and interact with foreign population, making identification and achieving victory more difficult".

These results of the above table show that the S.A.F military students have interests to improve their English language levels as it is international worldwide used language. Besides it has a significant impact upon S.A.F military students' leadership performance, especially when it comes to more complex tasks. With reference to the above-mentioned responses, the JCSC students are ready to learn general English language and English for military purposes specifically to meet their needs of military demands in English language.

This result could be a manifestation of the S.A.F military students' increasing awareness that attending military courses abroad (especially in non-Arab countries) requires a good command of English language to allow them to train and work closely with foreign military students and to communicate with them easily using English language.

Moreover, having English language skills is a must for being nominated as a candidate for such courses. Thus, the S.A.F military students would not benefit out from these abroad training courses without intensive language learning.

There is no doubt that foreign language skills and cultural expertise are critical capabilities needed by today's military to face the challenges of our present security environment. But, only a small part of today's military is proficient in foreign languages and until recently there have been no comprehensive, systematic studies for developing such area in Sudan. This serious national security challenge led the researcher to investigate what are the English language skills that the students of Sudanese JCSC need to address these capabilities.

4.8 Interview Analysis

The researcher has adopted an interview as another tool for collecting data. The interview questions were answered by four experts who teach English language for students of the Sudanese JCSC. The interview contains three main questions. The third question has four sub-questions. The researcher has analyzed the interview contents as follows:

4.8.1 Interview-Question (1): English language is necessary to every officer in the Sudanese Armed Forces. ***Confirm*** *or* ***deny****, with reasons*.

Regarding the answers to question (1), Asienzo Jean has confirmed the statement in her answer to this question considering that the army military students are exposed and keep meeting with none Sudanese nationals from different countries and continent. So, the easiest way to communicate is by knowing one unifying language that is used across the globe.

Mona Farouk confirmed the question statement and justifying that by reasons like: in case of emergency, every single person should be able to speak English properly for safety. Concerning the Sudanese armed forces military students, she thinks that they need English for conferences and training sessions.

Sanosi Zakaria agreed with Asienzo and Mona in confirming the above-mentioned statement. Sanosi justified his confirmation of the statement by the need of English language for all military students to use it in the multi-national courses and alliances.

While Christina disagreed with the question statement and stated that: "I disagree, although it is necessary for many military students to read materials in English or interact with foreigners in the course of their work, I cannot possibly

generalize this to every single one of varied roles in S.A.F. many jobs don't require English"

As reflected in the interviewees' answers, the results strongly indicate their agreement on the necessity of having knowledge of English language for the S.A.F military students to enable them doing their military duties, tasks, and missions properly. Accordingly, these views have supported the answer of the study main question as well as the validity of the study main hypothesis.

4.8.2 Interview-Question (2): Students of the Sudanese Joint Command & Staff College (JCSC) have intrinsic motivations and interests to improve their English language levels. ***Confirm*** *or* ***deny***, *with reasons*

Regarding the answers to question (2), Sanosi Zakaria has confirmed the question statement showing that the staff officer should be armed with English language as well as military sciences. Motivation and interest stem from the mechanism for choosing military students to abroad courses which depends on his knowledge of English language.

According to Christina's experience, students of the Sudanese JCSC are motivated by mixture of extrinsic (work-related and study-related) and intrinsic goals. This varies from person to person as it does with all groups of adult students. However, Kristina agreed with Sanosi in confirming the question statement that students of the Sudanese JCSC have intrinsic motivation and interest to improve their English language levels.

Also Asienzo agreed with Sanosi and Christina by saying; " to greater extend I would say that is true". She presented that their regular attendance, participation in tasks and activities are some of the evidence to show how motivated they are.

However, there are a few of them who just lack the motivation and seem pushed to be in the classroom and shows no interest for being in class.

Mona Farouk chose similar answer with other interviewees to this question, that is, every staff member is aiming for perfection. Mona thinks that students of the Sudanese JCSC might be responsible for talking to foreigners or even become spokespeople to media or press. Hence, they must have a good language awareness that helps them deal with different situations.

As stated above, all experts' answers to question (2) confirming that students of the Sudanese Joint Command & Staff College (JCSC) have intrinsic motivations and interests to improve their English language levels. The reasons mentioned are so strong to approve such confirmation. Therefore, those answers stand alongside with the answers of study sub-questions to make the sub-hypotheses valid.

4.8.3 Interview-Question (3): What suggestions to enhance English language skills with close reference to the military demands of students of the Sudanese Joint Command & Staff College?

   a. Suggestions to enhance writing skills.
   b. Suggestions to enhance speaking skills
   c. Suggestions to enhance reading skills
   d. Suggestions to enhance listening skills

Regarding suggestions to enhance writing skills, the experts have suggested some suggestions for that like; do online study about writing tips, read books and summarize what they read, write essays and give it a teacher to look at, do assignments, chat with natives on social media and write blogs with comments on others.

Concerning the interviewees' suggestions to enhance speaking skills, they have suggested things like; take part in discussion regularly, practice what they in class, challenge themselves by using new vocabulary, try to speak to native speakers, giving presentation in English, attending English clubs, and look up any specialized military vocabulary needed in military.

For reading skills enhancement, the experts have suggested some proposals such as; read about topics that is interesting in English in order to sustain motivation, precise reading for gist rather than trying to constantly translate every word every time, join some reading clubs, spend at least 30 minutes reading every day, and read challenge yourself by answering some questions regarding the book you have read.

The experts have come out with some suggestions to enhance listening skills such as; have frequent conversations with fluent users of English, exposure outside the classrooms, attending some movies and listening to TV and radio channels like BBC, CNN…etc.

As shown in the answers of the experts to question (3), there are some valuable suggestions for enhancing English language skills for students of the Sudanese JCSC. Those results support the answers to the four study sub-questions and made the four study sub-hypotheses valid.

4.9 Summary of the Chapter

To sum up, this chapter has dealt with data analysis, results, discussions, and interpretations of the results of collected data. According to the discussions, all the study main and sub-questions have been answered by (yes), and the study main and sub-hypotheses have been confirmed to be valid.

CHAPTER FIVE

Conclusions, Recommendations and Suggestions

5.1 Conclusions

This study aims to analyze the military students' needs for English language in a way to satisfy their necessities of English language and according to that, to suggest suitable programmes, methods, techniques and facilities to enhance the needs of students of (JCSC) in English for military purposes. The researcher adopted the descriptive and the analytical methods. All the results of the study analyzed-data are presented, discussed and interpreted. Also, the study questions have all been answered (yes) and accordingly, the study hypotheses have been confirmed as valid.

Due to all that, the researcher has come out with the following findings:

a. There is a growing awareness of the importance of learning English language among the military students of S.A.F**.**

b. Students of the Sudanese (JCSC) have intrinsic motivations and interests to improve their English language speaking skills.

c. Students of the Sudanese (JCSC) are introduced to various types of reading in English language.

d. Students of the Sudanese (JCSC) can deduce meanings of words from English topics.

e. The military students of the S.A.F need to learn English language to improve their military careers.

f. Students of the Sudanese (JCSC) can listen to main ideas and summarize key points in an English language text.

g. Students of the Sudanese (JCSC) have intrinsic motivations and interests to improve their English language listening skills.

h. Sudanese (JCSC) Students have intrinsic motivations and interests to improve their English language writing skills.

i. Learning English language is necessary to every military students in the S.A.F to use it in different military settings.

j. Students of the Sudanese (JCSC) cannot write on various military topics in English language

k. Students of the Sudanese (JCSC)cannot express themselves less hesitantly through English language speaking

5.2 Recommendations

According to the affirmative findings of the study, the researcher recommends the following:

a. It is recommended for the Armed Forces headquarter to give much concern to the growing awareness of English language importance among the military students of S.A.F and develop their levels in English language.

b. Programmes of teaching English language skills in an integrated way for students of Sudanese (JCSC) should be developed.

c. The Armed Forces Headquarter should design English for military purposes syllabus for all military colleges and institutions according to their specializations.

d. Sudanese (JCSC) should pay attention to the teaching of writing and speaking skills due to students' weaknesses in such two skills.

e. Military English should be considered as a subject in syllabi of the all Armed Forces colleges and institutions in basic and advanced training courses.

f. The intrinsic motivations and interests of Sudanese (JCSC) students to learn English language should be improved by (JCSC).

g. It is recommended for Armed Forces headquarter to give more concerns to English language levels when nominating students to join (JCSC).

5.3 Suggestions for Further Studies

Due to negative findings of the study, the researcher suggests the following topics for further studies:

a. The impact of learning English language on the Sudanese Armed Forces military students' performance inside and outside Sudan.

b. The role of establishing a centre of languages for the Sudanese armed forces to develop its military students' careers.

c. Suggesting advanced English language-programmes for the armed forces military students who are assigned for abroad courses.

Appendix (A)

Questionnaire

(A) Personal information

1. Services :

   Army   (   )

   Navy   (   )

   Air Forces   (   )

2. Rank _____

3. The working years in the Armed Forces _____

4. Military/academic qualifications: (*underline one option*)

   Bachelor   post-graduate Diploma   Master
PhD

(B) Questionnaire

1. Key of abbreviations

- (S.A.F): Sudanese Armed Forces.
- (JCSC): Joint Command & Staff College

3. Please put a (√) in the box of your choice

Ser. No	Statements	Strongly agree	Agree
	Part (1) English for Military Purposes		
1	Learning English language is necessary to every military students to use it in different military settings		
2	The military students of the S.A.F need to learn English language to improve their military careers		
3	Military students in the S.A.F have intrinsic motivations and interests to improve their English language levels		
4	There is a growing awareness of the importance of learning English language among the military students of the S.A.F		
	Part (2) Writing Skill		
1	Students of the Sudanese JCSC can express themselves less hesitantly through English language writing		
2	Students of the Sudanese JCSC can write on various military topics in English language		
3	Students of the Sudanese JCSC can write correct short sentences and paragraphs in English language		
4	Students of the Sudanese JCSC have intrinsic motivations and interests to improve their English language writing skills		
	Part (3) Speaking Skill		
1	Students of the Sudanese JCSC can express themselves less hesitantly through English language speaking		
2	Students of the Sudanese JCSC can discuss different military topics in English language		
3	Students of the Sudanese JCSC can exchange a fewer short expressions with each other in English language		
4	Learners of the Sudanese JCSC have intrinsic motivations and interests to improve their English language speaking skill		

	Part (4) Reading Skill		
1	Students of the Sudanese JCSC are introduced to various types of reading in English language		
2	Students of the Sudanese JCSC can read and comprehend English language topics		
3	Learners of the Sudanese JCSC can deduce meanings of words from English topics		
4	Students of the Sudanese JCSC have intrinsic motivations and interests to improve their English language reading skills		
	Part (5) listening Skill		
1	Students of the Sudanese JCSC are introduced to various types of listening in English language		
2	Students of the Sudanese JCSC can listen and guess the meanings when involved in English language context		
3	Students of the Sudanese JCSC can listen to main ideas an summarize key points in an English language text		
4	Students of the Sudanese JCSC have intrinsic motivations and interests to improve their English language listening skill		

Appendix (B)

Interview

Dear colleague,

You are kindly requested to participate with your valuable opinions to the attached written interview questions. The interview is designed as a tool for data collection to satisfy the requirements of my PhD research, titled:

Analysis of Military Students' Needs for English Language

(A Case Study Conducted on the Learners of the Sudanese Joint Command & Staff College)

* Personal information

1. Nationality _____

2. Occupation   _____

3. Teaching experience (number of working years)

  1 to 5 (   )   - 6 to 10 (   ) - 11 to 15 (   )   - more than 15 (   )

4. Academic / military qualifications:

   - Bachelor   (   )
   - post-graduate Diploma   (   )
   - master   (   )
   - PhD   (   )

Question One: English language is a great necessity to every military student in the Sudanese Armed Forces. ***Confirm*** *or* ***deny***, *with reasons*

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Question Two: The students of the Sudanese Joint Command & Staff College have intrinsic motivations and interests to improve their English language levels. ***Confirm*** *or* ***deny***, *with reasons*

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Question Three: What suggestions to enhance **English language levels** with close reference to the military demands of the students of the Sudanese Joint Command & Staff College?

1. Suggestions to enhance the listening skill

    a. ....

    b. ....

    c. ....

2. Suggestions to enhance the speaking skill

    a. ....

    b. ....

    c. ....

3. Suggestions to enhance the writing skill

    a. ....

    b. ....

    c. ....

4. Suggestions to enhance the reading skill

a. ....

b. ....

c. ....

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