Investigating Needs Analysis of English Language Productive Skills to Enhance Military Demands in English Language Learning (A Case Study of Students of the Sudanese Joint Command & Staff College (JCSC))

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Abstract

This study aims at investigating the needs analysis of English language productive skills (speaking &writing) for students of Sudanese (JCSC). The researchers adopted the descriptive method. Questionnaire was used as a main tool for data collection. The study sample comprises of (45) instructors from (JCSC) representing different services. The data derived from questionnaire has been computationally processed with Statistics Packages of Social Sciences (SPSS) programme to answer the study questions and to verify the validity of the study hypotheses. The results showed that learners of the Sudanese JCSC need to learn English language skills in an integrated way to meet the needs of military students in English language. The study has recommended that programmes of teaching English language skills in an integrated way for learners of Sudanese JCSC should be developed, and attention should be paid for teaching the productive skills (speaking &writing) to JCSC learners.

 Keywords: *ESP, Speaking Skills, Writing Skills*

المستخلص:

هدفت هذه الدراسة إلى التحقيق في تحليل احتياجات مهارات اللغة الإنجليزية لتعزيز المهارات اللغوية للطالب العسكري في تعلم اللغة الإنجليزية. وهي دراسة حالة طلبة كلية القيادة والاركان المشتركة السودانية. اعتمد الباحثون المنهج الوصفي لتحليل البيانات. الأداة التي استخدمها الباحثون لجمع البيانات هي الاستبيان. تم تصنيف وتحليل البيانات باستخدام برنامج الحزم الاحصائية للعلوم الاجتماعية للوصول الي الاجابة علي الاسئلة و التأكد من ثبوت او نفي الفرضيات. عينة البحث هي (45) من المعلمين في كلية القيادة والاركان المشتركة.

توصلت الداسة إلى النتائج الرئيسية مثل: لدى المتعلمين في كلية القيادة والاركان المشتركة دوافع لتحسين مهاراتهم في التحدث والكتابة باللغة الإنجليزية لتلبية احتياجاتهم في تعلم مهارة التحدث والكتابة. أوصي الباحثون ببعض التوصيات؛ ينبغي تنفيذ برامج تدريس مهارات اللغة الإنجليزية بطريقة متكاملة لطلاب كلية القيادة والاركان المشتركة , إيلاء الاهتمام لتدريس المهارات اللغة الانجليزية (التحدث والكتابة) لطلاب كلية القيادة والاركان المشتركة. اقترح الباحثون بعض المواضيع لمزيد من الدراسات مثل اعداد برامج لغة انجليزية تدرس للضباط.

كلمات مفتاحية : الانجليزية للاغراض الخاصة, مهارات التحدث, مهارات الكتابة

Introduction

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 learner 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. Later, needs analysis has been neglected in the general English classroom and emphasized in ESP. Richard (1992) 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..."

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 and meanwhile; the Sudanese JCSC learners are a part of that collection. The institution in which the researcher undertook his research is the Sudanese Joint Command & Staff College (JCSC) in Omdurman. The (JCSC) is specialized military institution concerned with teaching military sciences in English to officers from the all services of the Sudanese Armed Forces (Army. Navy, Air Forces).

Study Problem

According to the researcher's position as an army officer, working for almost thirty years, he expects that learners of JCSC will take part in multi-national military courses, coalitions, seminars, peace talks and workshops …etc. In addition, to be prepared enough to participate in conducting military-diplomatic missions like defense 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 learners of the Sudanese Joint Command and Staff College (JCSC) have not mastered the English language in a way to qualify them to fulfill the above-mentioned expected responsibilities and missions. Such a situation then, has its negative impacts on the individuals' 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 needs analysis of English language skills for learners of the Sudanese JCSC.

Due to all that, the researcher attempts to analyze the afore-mentioned problem and find out suitable solutions on the light of investigating the needs of English language productive skills. So, the study question now:

- Is there a statistically significant correlation between the needs analysis of English language productive skills and the enhancement of the speaking and the writing abilities of learners of (JCSC)?

Study Objectives

i. To investigate the needs of English language productive skills in a way to satisfy the military-demands for learners of the Sudanese JCSC in English language learning.

- With reference to objective (1), to suggest the suitable programmes, methods, techniques that can enhance the speaking and the writing abilities of learners of (JCSC).

Study Hypotheses

- There is a statistically significant correlation between needs analysis of English language productive skills and the enhancement of:
  i.   Speaking abilities of learners of the Sudanese (JCSC)
  ii. Writing abilities of learners of the Sudanese (JCSC)

Study Significance

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

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

Study Limits

i.   Place: The Sudanese Joint Command and Staff College (JCSC)

ii. Time: 2017

iii. Content: The correlation between the needs analysis of English language productive skills and the enhancement of military demands in English language for learners of Sudanese (JCSC).

Scientific Terms

i.   **Needs Analysis:** the process of determining the needs for which a learner or a group of learners requires a language.

ii. **Language Skills:** the mode or manner in which language is used. Listening, speaking, reading and writing are generally called the four language skills.

Theoretical Studies

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:

i. *Relevance* - to determine the relevance of the materials to the learners' situation.

ii. Accountability – to justify the material in terms of relevance for all parties concerned (teacher, learner, administration, parents).

iii. *Diversity of learners* – to account for differences in learner needs and styles,

iv. 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 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). The important sources for needs analysis identified by Long (2005) are:

i. 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.

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

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

iv. 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.

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.

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 the learning and the 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 the

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.

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.

There is no doubt that foreign language skills and cultural expertise are critical capabilities needed by today's military students to face the challenges of our present security environment. But, only a small part of today's military officers are 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 (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. 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 Sudanese armed forces officers are now a part of such coalitions, operating with other multinational forces like the Decisive Storm operations later in Yemen.

Speaking Skilll

Tarone, E. (1989), 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 Nunan, (1991) 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, Tarone (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.

Tarone, E. (1989) wrote that when teaching speaking or producing skill, we can apply three major stages, those are:

    i.   Introducing new language.

    ii. Practice.

    iii. Communicative activity.

Speking Is Productive Skill

Speaking is a 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.

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.

Speaking Skill For Military Communications

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.

Writing Skill

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)

The Importance of Writing Skill

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. 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. 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. 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.

Writing Skills as Needed by Military Students

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:

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

    ii.   Multinational Exercise/Training reports

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

    iv. Order

    v.   Briefing

    vi. Presentation

    vii. Formal/informal letters

    viii.   E-mail

Moreover, the military learners of JCSC must learn and practice the specific features of military writing genre. 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:

    i.   Short, sensible sentences and paragraphs;

    ii.   Efficient phrases, vocabulary, and images;

    iii. Active voice (primarily);

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

Military English

English now 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.

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, especially for officers because 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.

Previous Studies

The researcher has surveyed and reviewed some studies that are related to ; English language skills, needs analysis, ESP, and English for military purposes. The researcher has successfully obtained the following as recent studies.

Faisal, (2010) investigated in his study titled by "Importance of Learning English Language for Cadets, A case Study of Sudanese Military College Students". The researcher 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.

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 previous studies provided the researcher with invaluable information. This information includes:

i. The majority of the 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 learners of one of the famous Sudanese military academy.

ii. 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 learners of Sudanese Command & staff College.

Mehodology

The researchers adopted the descriptive methodology

Tools: The researchers used a questionnaire as a main tool for data collection.

Study Population

Study population consists of (45) participants who are working at the Sudanese Joint Command & Staff College (JCSC) teaching English language.

Study Sample: The researchers randomly have chosen (30) instructors from the three main services of the Sudanese Joint Command & Staff College.

Validity and Reliability

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

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

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

ii. Reliability coefficient is high and it indicates the stability of the scale and the validity of the questionnaire.

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

Procedure: The questionnaire was distributed to the participants and the feedback was collected**.**

RESULTS AND DISCUSSION

The study results will be presented according to the study paper questions:

Question One: Is there a statistically significant correlation between the needs analysis of English language productive skills and the enhancement of speaking abilities of Sudanese JCSC learners?

After analyzing the data, the researchers have reached the following results:

Table (1): Learners 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%

According to the results shown in table (1), (6.70%) of the participants agree that, (Learners 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 (2): Learners of 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%

With reference to what is shown in table (2) (3.30%) of participants agree that, (Learners of 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 other values.

Table (3): Learners 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%

Due to table (3) shows (6.70%) of participants agree that, (Learners of 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 participants who agree to the statement. There is a clear advantage for the value (agree) over other values.

Table (4): Learners of the Sudanese JCSC have intrinsic motivations and interests to improve their English language speaking skill.

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%

As reflected in table (4), (10.00%) of the participants agree that, (Learners of Sudanese JCSC have intrinsic motivations and interests to improve their English language speaking skill). percentage of (10.00%) is supported by (66.70%) of participants who agree to the statement. There is a clear advantage for the value (agree) over other values.

Table (5): statistical correlation between the needs analysis of English language skills and the enhancement of the speaking abilities of learners of (JCSC).

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

As shown above, 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 learners of (JCSC).

Answering Question One Due to the above tables, the answer to Question One is: yes, there is a statistically significant correlation between needs analysis of English language productive skills and the enhancement of speaking abilities of learners of (JCSC).

Question Two: Is there a statistically significant correlation between needs analysis of English language productive skills and the enhancement of writing abilities of Sudanese JCSC learners?

Table (6): Learners of the Sudanese JCSC can express themselves less hesitantly through English language writing.

Value	Frequency	Percentage %

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 (6) illustrates that (13.03%) of the participants strongly agree that, (Learners 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 (7): Learners 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%

The results in **table** (7) shows that (20.03%) of the participants strongly agree that, (Learners 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 (8): Learners 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%

According to Table (8), it shows that (46.70%) of the participants agree that, (Learners of Sudanese JCSC can write correct short sentences and paragraphs in English language). The percentage of (46.03%) is contradicted by (20.00%) of participants who disagree to the statement. There is a clear advantage for the value (agree) over the other values.

Table (9): Learners 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%

As shown in Table (9), (16.70%) of the participants strongly agree that, (Learners 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 (10): statistical correlation between the needs analysis of English language skills and enhancement of writing abilities of learners of (JCSC).

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

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Due to table (10), 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 learners of the Sudanese (JCSC).

Answering Question Two

Due to the above tables, the answer to Question (2) is: yes, there is a statistically significant correlation between the needs analysis of English language productive skills and the enhancement of writing abilities of learners of (JCSC).

Validating Study Hypotheses

Hypothesis One: There is a statistically significant correlation between the needs analysis of English language productive skills and the enhancement of speaking abilities of learners of (JCSC).

With reference to the answer of Question One, in which the answer is (yes) and the significant correlation shown in Table (5), the study Hypothesis One is valid.

Hypothesis Two: There is a statistically significant correlation between the needs analysis of English language productive skills and the enhancement of writing abilities of learners of (JCSC).

With reference to the answer of Question Two, in which the answer is (yes) and the significant correlation shown in Table (10), the study Hypothesis Two is valid.

Conclusions

The researchers have come out with the following conclusions:

i.   Learners of the Sudanese JCSC have intrinsic motivations and interests to improve their English language speaking skills**.**

ii. Learners of the Sudanese JCSC have intrinsic motivations and interests to improve their English language writing skills.

iii. There is a statistically significant correlation between the needs analysis of English language productive skills and the enhancement of speaking abilities of learners of (JCSC).

iv. There is a statistically significant correlation between the needs analysis of English language productive skills and the enhancement of writing abilities of learners of (JCSC).

Recommendations

The researchers recommend the following:

i. Programmes of teaching English language productive skills in an integrated way for learners of Sudanese JCSC should be developed.

ii. Sudanese JCSC should pay attention to the teaching of writing and speaking skills due to learners' weaknesses in such two skills.

Suggestions for Further Studies

The researchers suggest the following

i. The impact of learning English language on the Sudanese Armed Forces officers' performance inside and outside Sudan.

ii. Suggesting advanced English language-programmes for the armed forces officers who are assigned for abroad missions.

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