

Chapter One

Introduction

1.0 Overview:

The chapter provides description of the theoretical framework of the study focusing largely on the study problem and the methodology.

1.1 Background

In the past two decades, the Ministry of Oil & Gas has played a significant role in Sudan economy by exploring and producing oil in early 1990s. It is needless to say that oil industry requires co-operation with different people worldwide. This co-operation with the outside world needs a means of communication represented in English language (the lingua franca) as a global language spoken by many people across the world.

Ministry of Oil & Gas consists of so many general directorates, one of these is Petroleum Training Centre the (PTC). The Petroleum Training Centre is a consultancy, training and research institution specializing in the sphere of petroleum. It represents an arm of the Sudanese Petroleum Corporation (SPC) as well as a mechanism to attain the development of human resources and to upgrade performance at SPC in particular and petroleum sector in general.

The PTC has come to being mainly on the strength of the local national experience in training and petroleum science as well as driving some technical know-how and expertise from foreign and friendly countries in the same field. It is formally inaugurated in June 2000.

The PTC offers English language training programs for all SPC employees and the affiliates companies. It provides general English as well

as some specialized technical English courses. These programs are executed in collaboration with a British training firm “Language Solution International”. However, this big effort of teaching English at this Centre has been carried out without a thorough investigation for the actual needs of the employees of the Ministry of Oil & Gas. Therefore, designing an ESP syllabus to address the needs of the employees at the workplace is the main idea behind this study.

1.2 English as an International language

English is a West Germanic Language that was first spoken in early medieval England and is now a global lingua franca. It is an official language of almost 60 sovereign states, the most commonly spoken language in the United Kingdom, the United States, Canada, and Australia, Ireland, and New Zealand, and widely spoken in countries in the Caribbean, Africa and South Asia. It is the third most common native language in the world after Mandarin and Spanish. It is widely learned as a second language and is an official language of the United Nations, of the European Union, and of many other world regional and international organizations, (free encyclopedia).

The linguist David Crystal (1997) estimates that non-native speakers now outnumber native speakers by 3 to 1. This statement emphasizes the global character of English language. It is a noteworthy that, English is used in some countries as Nigeria, India, Pakistan and Kenya as a second language for education, government institutions and domestic business. Non-native speakers in these countries are highly exposed to English in their everyday life. This exposure enables them to acquire the four basic English language skills. Thus, people in these countries speak fluent English, carry out their business with domestic and international partners without being hindered by English language barriers.

The rapid economic development which Sudan has witnessed due to the oil exploration and production in early 1990s has created a huge role and

demand for business English Communication Skills. Adding to that, the existence of the operating oil companies in Sudan necessitates the importance of mastering English language by those who work in the field of oil & gas to cope with this rapid economic boom in Sudan.

English language mastery has become a prerequisite to secure a job in the domestic or international recognizable companies. For this end, designing an ESP courses to upgrade the level of oil & gas employees in English language is a must.

1.3 The statement of the problem

It can be said that people learn language for the purpose of communication with other people. In this respect, Littlewood, (1981:ix) argues that “...people want to be able to communicate socially on straightforward everyday matters with other people from other countries who come their way, and to be able to get around and lead a reasonable normal life when they visit another country ”. This can only be possible through acquisition of English language in the world of today.

The researcher assumes that most of oil & gas employees’ English competency is very weak. This weakness in English mastery is due to negligence of English language by oil sector employees and top management as well. The researcher also holds that the weakness of mastering English language communicative skills is attributed to the non-English academic background of the majority of the staff in this sector.

It is worth mentioning that Sudanese English Syllabus has undergone several changes since Sudan independence in 1956 until present time. These changes caused obvious communicative inabilities among learners both at secondary schools and tertiary levels; this resulted in producing employees with poor English language skills.

There is a huge gap of English language mastery between what the employees of oil & gas have and their actual needs for English

communicative skills at workplace. To tackle this inability of effective communication, an ESP syllabus must be designed after conducting a needs analysis survey to bridge the gap between the employees' present level of language and their actual needs of language skills. In line with this, Hutchinson & Waters (1987, p.19) state that "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning"

In this study the researcher will design an ESP syllabus and investigate its effect on promoting Oil & Gas staff communicative skills. This can be done by finding answers to the research questions.

1.4 Objectives of the Study

The purpose of this study is to provide a framework for developing an ESP syllabus for Oil & Gas employees to upgrade their communicative skills. Thus, designing an ESP course for workplace is vital for promoting employees English. Therefore, the study is intended to achieve the following aims:

- 1- To emphasize the vital role and importance of English language in oil and gas activities.
- 2- To devise an approach that enhances the four basic language skills to enable employees to cope well in the world of oil industry.
- 3- To narrow the gap between what the employees of oil and gas have and their actual needs for English at workplace.
- 4- To design a learner-centered specialized English syllabus to improve oil and gas employees' communicative skills.

1.5 Questions of the Study

- 1-What do oil and gas staff need English for?
- 2- To what extent are oil and gas staff able to use the four basic skills to communicate with other people in the field of oil industry?
- 3- To what extent is there a gap of English language mastery between what employees of oil and gas have and what they actually need at workplace?
- 4-To what extent does designing an ESP syllabus contribute to narrow the gap between oil and gas staff current level and their needs of English mastery?

1.6 Hypotheses of the Study

- 1- English language mastering is vital for oil and gas employees due to the fact that oil industry is totally based on advanced technologies and modern methods of promotion and marketing which use English as a means of communication.
- 2- Most of oil and gas employees need to acquire the four basic language skills to cope well with oil industry partners across the globe.
- 3- There is a huge gap of language mastery between what the employees of oil and gas have and their actual needs for English at the workplace.
- 4- Designing an ESP syllabus could contribute to narrow the gap between Oil and Gas staff current level and their actual needs to master English.

1.7 Significance of the Study

This study is of a fundamental importance since it attempts to investigate the issue of designing an ESP syllabus so as to address the actual language skills needed by people at workplace in general and oil and gas in particular.

The study will be of great importance to learners, teachers, and English language (ESP) syllabus designers as well. Its importance stems from the fact that - at the best knowledge of the researcher - there is no research done on needs and situational analysis of oil and gas staff in Sudan in the area of developing ESP syllabuses before.

The study is also important since it will enrich the limited literature on needs analysis that help in design ESP syllabus for oil and gas sector in Sudan.

1.8 The Limits of the Study

The researcher is going to establish a questionnaire to investigate the hypotheses of the study. This questionnaire will be given to the teachers and the trainees who receive intensive English courses at Petroleum Training Centre which is affiliated to the Ministry of Oil and Gas.

The Study will include:

- 1- Petroleum Training Centre (PTC) trainees who receive English language training programs.
- 2- English language teachers at the PTC.
- 3- Some top management officials to be interviewed.

1.9 Research methodology

In this study, the researcher will adopt the quantitative and qualitative approaches to achieve the objectives and to answer the questions of it.

-The subject

- a- Petroleum Training Centre (PTC) trainees who receive English language training programs.
- b- English language teachers at the PTC.

-Tools

The researcher is going to collect data through the following validated tools.

- a- A questionnaire for trainees at the PTC.
- b- A questionnaire for teachers at the PTC.
- c- Interviews for some top management officials and experts.

- Procedures

- a- Distributing questionnaires to the trainees and teachers of the PTC and after that collect them back.
- b- Analyzing the data and explaining the results.
- c- Individually interviewing some top management officials.

1.10 The Research organization

This research consists of five chapters. Chapter one is an introduction about the general framework of the Study which includes background to the research, highlighting the research problem, questions and hypotheses. Chapter two is the theoretical framework of the Study, contains the literature review and previous related studies conducted by researchers and scholars in the field of English language teaching ELT. It also focuses on the concept of ESP, syllabus design and needs analysis. Chapter three is about research methods. In this chapter, the researcher will follow the quantitative and qualitative approaches by conducting two questionnaires one is to be given to English language program trainees and the other one is directed to the English language teachers at the center where training program is conducted, besides interviewing some top management officials. Chapter four will focus on data analysis, results and discussion. Chapter five will be devoted to summary, conclusion, recommendations and suggestions for further studies.

Chapter Two

Literature Review

2.0 Overview

This chapter has been assigned for literature review. It consists of two parts. Part one is the conceptual framework of the study, and part two which includes some related previous studies. Firstly, the conceptual framework comprises a brief introduction to English language as a means of communication, and communication itself as a vital part of everyday interactions amongst people has been broadly defined; the concept of ESP as a means of teaching English language is also widely reviewed. Distinction between curriculum and syllabus design has been referred to; needs analysis, which is generally regarded as a criterion to ESP (Robinson, 1991), is also extensively addressed, and secondly, some extracts of previous studies have also been mentioned to in part two of this chapter.

2.1 Conceptual Framework of the Study

2.1.1 English as a Global Language

A language becomes a global language mainly due to the political power of its native speakers, and the economic power with which it is able to maintain and expand its position. Identifying it, however, as an international language is a matter of debate among the linguists. The advocates of the global character of English language always offer justifications to support their claims. Crystal (1997:2), a prominent linguist, argues that: "language is always in the news, and the nearer a language moves to becoming a global language, the more newsworthy it is." Furthermore he adds: "the socio-cultural explanation looks at the way people all over the world in many walks of life, have come to depend on English for their well-being. The language has

penetrated deeply into the international domains of political life, business, safety, communication, entertainment, the media and education. The convenience of having a lingua franca available to serve global human relations and needs has come to be appreciated by millions. Several domains have come to be totally dependent on it. A language's future seems to be assured when so many organizations come to have a vested interest in it.

Richards (2001:23) also stresses the role of English language among the world languages, by saying that "the teaching of English as a second or foreign language became an increasingly important activity after World War II. Immigrants, refugees, and foreign students generated a huge demand for English courses in the United Kingdom, Canada, the United States, and Australia. The role of English as a language of international communication had expanded rapidly by the 1950s. There was much greater mobility of peoples as a result of growth in air travel and international tourism. English was increasingly important in international trade and commerce. The role of English was supported by the growth of radio, film, and television. In the same context, White (1988, quoted by Richards 2001:24) comments:

" whereas in medieval times English was the language of an island nation and French was the language of a continental one, in the twenties century English has become the language of the world, thanks to the linguistic legacy of British Empire, the emergence of the USA as an English-speaking superpower and the fortuitous association of English with the industrial and technological developments of the nineteenth and twentieth centuries "

Not only political and economic power of the speakers of a language enables it to be a global language, but other factors are also needed by that language to achieve this position. In this regard, David Crystal (1997, 3) once again argues that "to achieve a global status, a language has to be taken up by other countries around the world. They must decide to give it a special place

within their communities, even though they may have few (no) mother – tongue speakers." In this respect, he adds that "English is now the language most widely taught as a foreign language – in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil- and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process . In 1996, for example, English replaced French as the chief foreign language in schools in Algeria (a former French colony)" David Crystal (1997, 4)."

English has reached the status of a global language by three dimensions. It has been considered, in terms of its speakers, as first language, official language and foreign language. This status qualifies the language in question to assume the lead position in the world in terms of people speaking it. Because of this three pronged development—of first-language, official-language, and foreign language speakers- it is inevitably that a global language will eventually come to be used by more people than any other language. English has already reached this stage. The statistics shows that nearly a quarter of the world’s population is already fluent or competent in English, and this figure is steadily growing – in the 1990s, that means between 1.2 and 1.5 billion people. No other language can match this growth. Even Chinese, found in eight different spoken languages, but unified by a common writing system, is known to only some 1.1 billion. David Crystal (1997.3, 4).

International politics operates at several levels and in many different ways, but the presence of English is usually not far away. A political protest may surface in the form of an official question to a government minister, a peaceful lobby outside an embassy, or street riot. When the television cameras present the event to a world audience, it is notable how often a message in English can be seen on a banner or placard as part of the occasion. Whatever the mother tongue of the protesters, they know that their cause will gain maximum impact

if it is expressed through the medium of English. A famous instance of this occurred a few years ago in India, where a march supporting Hindi and opposing English was seen on world television: most of the banners were in Hindi, but one astute marcher carried a prominent sign which read 'Death to English'- thereby enabling the voice of his group to reach much further around the world than would otherwise have been possible David Crystal (1997.82)

To advocate the global character of English Language, Graddol,(1997),states the following domains of English in the international scene:

- 1/ English is the working language of international organizations and conference.
- 2/ English is the international language of science and technology.
- 3/ English is used in international banking, economic affairs and commerce.
- 4/ Advertising for global brands is done in English.
- 5/ English is the language of audio-visual and cultural products.
- 6/ English is the language of international tourism.
- 7/ English is the language of tertiary education.
- 8/ English is the language of international safety in the fields of aeronautics and sea.
- 9/ English is the language of international law.
- 10/ It is a really language in interpretation and translation.
- 11/ It is the language of technology transfer.
- 12/ It is the language of Internet communication.

Based on the above mentioned evidence and the significant role of English as a medium of science and technology in the world of today, taking the Internet contribution to globalization of English into account, one could stress the leading status and vital role of English language among the entire world's languages.

2.1.2 Definition of Communication

Oxford Advanced Learner's Dictionary defines communication as the activity or process of expressing ideas and feelings or giving people information. It is also defined in Cambridge Advanced Learner's Dictionary as the act of communication. Communication is a vital part of everyday situations, starts at the beginning of birth onwards. There are four main basic pillars essential for fulfilling the process of communication: listening, speaking, reading and writing. In this respect, Nunan (1989) defines oral communication as "spoken interaction between two or more people." There should be at least two processes to have oral communication i.e. speaking and listening. According to Satterwhite (2007, 5), communication, very simply defined, is the exchange of information. Communication is a vital part of everyday lives, beginning at birth. Speaking, listening, reading, writing and even observing are part of communication process.

Today, in addition to traditional methods of communication such as letters and telephone conversations, communicating by electronic media is becoming increasingly common. Electronic media include e-mail, voice mail, cell phones, PDAs (personal digital assistants), wireless tablet PCs (personal computers) and videoconferencing.

Each of these media allows people in different locations to exchange messages quickly and conveniently. This increase use of electronic media is changing communication practices, especially with regard to ethics and confidentiality.

Littlewoods, (1981,3-4) argues that, communication is a two-sided process, and it could be equally well be argued that the speaker should verbalize his messages adequately. He should use linguistic forms and nonlinguistic knowledge of his addressee to be interpreted as he intended. When we speak, we are constantly estimating the hearer's knowledge and

assumptions, in order to select language that will be interpreted in accordance with our intended meaning. The most efficient communicator in a foreign language is not always the person who is best at manipulating its structures. It is often the person who is the most skilled at processing the complete situation involving himself and his hearer, taking account of items which will communicate his message efficiently. Foreign language learners need opportunities to develop these skills by being exposed to situations where the emphasis is on using their available resources for communicating messages efficiently and economically as possible. Since these resources are limited, this may often entail sacrificing grammatical accuracy in favor of immediate communicative effectiveness.

Hymes (1972), holds that "oral communication can be seen as a process of information transmission governed by three levels of rules; syntactic (structure of the sentences), pragmatic (the intended meaning of the utterances) and semantic (direct meaning of the words)".

2.1.2.1 Types of Communication

Satterwhite (2007) claims that, communication can be divided into three main categories:

2.1.2.1.1 Oral Communication

Oral communication uses spoken words to exchange ideas and information. Examples of oral communication include one-on-one conversations, meetings, voice mail messages, and teleconferencing. Spoken messages can be sent instantaneously, and they usually result in some immediate feedback. The disadvantage to oral communication is that there is often little opportunity to reflect on what is said. There is also no written record.

2.1.2.1.2 Written Communication

Written communication is the exchange of information through letters, words, and sentences. It can include letters, faxes, memos-mail, reports, news releases, tables, diagrams, charts, and graphs. Written communication provides proof that the information was exchanged. The disadvantage to written communication is that immediate feedback may not always be possible.

2.1.2.1.3 Nonverbal Communication

Nonverbal communication is communication without words. Nonverbal communication is an important form of communication. Without saying a single word, you can express your feelings with body language –gestures, facial expressions, and body movements or positions. Many times the nonverbal is stronger and, therefore, more believable than verbal message. The nonverbal message also may reinforce or contradict the verbal message. An example would be talking to someone who said he was not in a hurry but kept glancing at his watch.

Good communicators combine oral and nonverbal communication techniques to make their communication more effective. Nonverbal communication can add emphasis and depth to spoken words and can even tell you whether or not to believe a speaker. Nonverbal communication plays an important role in the clear effective exchange of messages.

2.1.2.2 Purposes of Communication

Satterwhite (2007,6) suggests that, the first step in planning any message is to determine the purpose of your communication. Recall for a moment what you said to various family members, friends, and school or business associates today. Each question you asked, each statement you made- from "How do you feel today?" to "I just found a ten dollar bill"- falls into at least one of the following four main purposes of communication:

- . *To inquire.* "When did you get your HDTV {high definition television}"
- . *To inform.* "This HDTV was a birthday gift."
- . *To persuade.* "You really will have a better quality picture on an HDTV."
- . *To develop goodwill.* "Thank you for helping me select a HDTV."

2.1.2.3 Components of Communication

Communication can take place only if you have both a sender and a receiver. Each time you have a conversation with someone or exchange written messages, be aware of each component of the communication model. The six basic components of communication as defined by Satterwhite are as follows:

- ***Message sender.*** The sender composes the intended message. The sender could be a writer, a speaker, or a person who sends a nonverbal message through gestures and body language.
- ***Actual message.*** The actual message may be written, oral, or nonverbal, or it may combine two or more types of communication. It may or may not be the message the sender intended.
- ***Message transmission.*** The message can be sent or delivered in a variety of ways. Written messages can be sent in form of letters, memos, and reports. Written messages could also be sent electronically using fax

machines or e-mail. Oral messages can be delivered through face-to-face conversations, by phone, and by voice mail. Nonverbal messages include gestures, body language. And facial expressions.

- **Message receiver.** The receiver takes in, or receives the message. The receiver's knowledge, interest, and emotional state will affect how the message is received.
- **Message interpretation.** The receiver interprets the message. The interpretation may be different from the intended message or the actual message.
- **Feedback.** The sender and the receiver respond to each other in writing, orally, nonverbally, or through a combination of these components. Feedback may include a written response, verbal question, and nonverbal gestures such as body language and facial expressions.

2.1.2.4 Factors that Influence Communication

Although the sender of a message knows the goal to achieve, the sender must keep in mind four key factors that will influence the communication either favorably or unfavorably. To be an effective communicator, the sender should account for how the following four factors affect the communication process:

2.1.2.4.1 Background of the Receiver

The following four background elements can play an important role in determining the receiver's possible reaction and response to the message. *Firstly*, the knowledge both the sender and the receiver already have about the facts, ideas, and language used in the message. *Secondly*, the personality of the receiver- particularly the emotions, attitudes, and prejudices that are likely to influence the way the message is interpreted. *Thirdly*, the receiver's

experiences relevant to the message content. *Finally*, the receiver's interest and motivation regarding the subject of the message.

To understand how these four factors can influence a receiver, imagine that you have just received a flyer from a computer store explaining its latest sale. If you have not previously purchased from this store, your knowledge of its quality and service is probably limited. Naturally, your reaction would be different from that of a person who is knowledgeable about the computer store. If your personality is quite conservative, you have probably decided to make only a small purchase. However, if your experience with this store has been good, your interest and motivation probably grew the minute you saw the cost savings available from this type of sale.

The communicator who weighs all these factors and anticipates the receiver's needs before preparing the message stands a greater chance of having the message accepted by the receiver than does the person who ignores these factors.

2.1.2.4.2 Appearance of the Sender

What do the following three situations have in common?

- A sloppy-looking speaker or salesperson.
- A receptionist or telemarketer who does not speak distinctly.
- A letter filled with errors.

The three situations above all transmit their messages in an unfavorable way. Every communication you transmit can be your good will ambassador and can help achieve a positive reaction if you remember that appearances do make a difference. It can be stated that physical appearance contributes positively or negatively to the impression a person makes.

2.1.2.4.3 Barriers to Effective Communication

Barriers are factors that interfere with communication and might negatively affect the intended message. Barriers include physical distractions, emotional distractions, and cultural and language difference.

Under what circumstances is the message received? For example, is the room noisy? Too warm or too cold? Poorly lighted? Is the receiver more concerned with an upcoming exam or the argument he or she had this morning? Such distractions interfere with, and draw the receiver's attention away from, the message and create barriers to effective communication. Sometimes, the resulting lack of concentration can lead to incomplete communication by message senders and erroneous conclusions by message receivers. Barriers that cause communication breakdown are as follows:

- ***Physical Distractions.*** Physical distractions are usually easier to prevent in a speaking or listening situation because the surroundings can be controlled or changed. In writing or reading situations, however, the writer has little influence over the reader's surroundings. Writers should take special care in developing error-free messages. Remember, people do judge you based on the appearance of your communication.
- ***Emotional Distractions.*** Emotional distractions on the part of the receiver can prevent him or her from concentrating on, and giving full attention to the communication. Emotional distractions may include thinking about a personal matter or allowing an emotion such as anger to influence how you interpret a message.
- ***Nonverbal Barriers.*** Nonverbal barriers such as language difference, inattention, and misunderstanding caused by different interpretations of a

word or an expression can have a negative influence on the communication process. For example, executives in the United States and Japan might have different ideas about what constitutes politeness in a letter.

2.1.2.4.4 Language Skills of the Sender and the Receiver

Every businessperson is involved in some form of communication with others and must be able to use language effectively to send and receive message. Words are the major tools of language, and they must be chosen carefully to express the intended meaning. How well the sender uses these tools and how well the receiver interprets their use are major factors in the effectiveness of the message.

In today's multicultural society, it is important to be sensitive to cultural diversity when using any form of communication. An awareness of, and respect for, cultural differences will help you to avoid any miscommunications.

Selecting the correct words is particularly important if the receiver first language is not English. Use of slang and jargon in communicating with people who do not understand the terminology can also cause a barrier to communication. If the receptionist tells the international caller, Mr. Wong, that Mrs. Wyatt cannot take his call because she is tied up in a meeting. Mr. Wong could interpret the message literally (Mrs. Wyatt is tied with ropes to a chair in the meeting).

As a message sender, you must communicate facts, ideas, opinions, and instructions in a coherent manner with clarity, confidence, and knowledge. To do this, you must have a broad vocabulary and the ability to spell, pronounce, and select the correct words. You must be able to speak and write clearly, concisely, and without errors. As a message receiver, you must also be able to read and listen with understanding. Both the sender and the receiver, share the responsibility for effective communication.

In spoken communication, words choice, grammar, pronunciation, and listening are also factors in effective communication. A receiver may be distracted by incorrect grammar; incorrect pronunciation, or misused word, consequently, he or she may not receive the intended message.

In written communication, something as simple as using the wrong word, making a spelling or grammatical error, using an incorrect format or misusing a punctuation mark may change the intended meaning of the message. Even if the receiver understands the message, his or her opinion of the sender's intelligence and credibility may be negatively influenced by the error. For example, a receiver may not do business with a company because of a poorly written sales letter. The receiver may feel that a company careless about its letters may also be careless about fulfilling orders promptly and accurately.

2.1.2.5 The Communication Skills

Satterwhite (2007) claims that, communicators are paired: speaker-listener and writer-reader. Oral communication requires a speaker and a listener. Oral communication is most effective when the sender has good speaking skills and the receiver has good listening skills. Similarly, written communication requires a writer and a reader. Written communication is most effective when the sender has good writing skills and the receiver has good reading skills.

Learning to be a successful, effective communicator is somewhat like learning to be a good basketball player or a good chess player. Once you have learned the basic skills, you become better as you practice the skills and gain confidence.

Listening, speaking, reading, and writing are important and useful skills in and of themselves. When used together, they reinforce one another, producing a higher, efficient level of communication. Being combined with the others can strengthen each of the four skills.

2.1.2.5.1 Listening

Listening as a receptive skill is vital for attaining communicative competence to improve oral performance in a foreign language. General speaking, most learners spend more time in listening to the foreign language rather than producing it themselves. They are highly exposed to listening activities rather than spoken ones in an environment where English is not the first language. In such environment, learners are passive receivers of language. Littlewood (1981, 65) suggests that, "there is also a vast range of situations where they will be the silent receivers of messages directed at them, from radio, television, announcement and a multitude of other sources. In the foreign environment, the ability to make sense of these messages is often crucial for survival as well as providing access to wider and richer experiences. In their own country, too many learners will have more opportunities to hear the foreign language than to speak it.

According to Satterwhite (2007), listening is concentrating on what you hear and is one of the primary means of receiving information. The problem with listening, though, is that if you miss something or forget part of what you heard, you cannot replay the message, unless you have recorded it. When you know something about the subject, however, when you have "read up on it" or "done your homework," you will find it easier to grasp the information presented orally. Reading, then, can reinforce listening: it helps you gain more from what you hear.

Common barriers or distractions to good listening fall into three categories- educational, environmental, and emotional- physical. Educational distractions include a lack of knowledge of the subject matter

and vocabulary. Environmental distractions include external factors such as the temperature in the room, the noise level, and so on. Emotional-physical distractions include internal factors such as your state of mind or your health. For example, having a headache or being extremely worried about tomorrow's big exam can adversely affect your ability to listen.

Speaking, too, can reinforce listening skills. Good listeners ask questions to clarify points and obtain additional information. Speaking can also be used as a memory aid. Repeating a person's name right after you hear it, for instance, will help you to remember the name later. Writing also reinforces listening skills on an ongoing basis. Listening skills are important in all aspects of your life. There are three uses of listening skills:

In social life

In a social setting, good listeners –those who understand what the speaker is saying and why- are much in demand. We often choose a good listener to be a good friend: someone to turn to when we want to talk about our problems or fears or to share our triumphs or joys. Good listeners often reap the benefit of the experience of others and enjoy the satisfaction of close personal relationships.

In educational life

Good listening skills help you absorb an instructor's lectures, explanations, and directions for assignments. The process of taking notes of the oral information enhances listening. Your notes provide a record of the information you received and enable you to review the information at a later time.

In professional life

Listening is assisted by the other communication skills in every profession. Reading, writing and speaking help in making a more effective listener.

It is concluded that listening comprehension is one of the most important and fundamental of the four skills in language learning; yet, it is probably the least stressed skill in the language classroom. Reasons for this may lie in the lack of emphasis on teaching comprehension in language textbooks in general, as well as in the lack of available materials specifically developed for and focused on the teaching of listening skills. In a brief overview of some early prominent works in language teaching, it can be noted that some mention is made of the importance of listening comprehension. Until recently, however, little is offered in terms of methodology or practical application for helping the ESL student develop these important aural skills.

2.1.2.5.2 Speaking

The communication skill you will probably use the most is speaking. Speaking can be an excellent way to transmit information. Speaking also plays a part of being a good listener. You provide feedback by letting the speaker know you understand, by offering advice, and by asking for more details.

Reflective listening is an important tool in many listening situations, particularly in one-one situations. Reflective listening is attentively listening to the speaker's actual words, as well as tone of voice, and observing the body language and emotions displayed. The speaking skill has the following uses:

Social life

You use your speaking skills to share your thoughts, wants, accomplishments, and feelings with others. You also ask questions to gain information and show interest. Speaking can be face-to-face or over the telephone or computer.

Educational life

Asking questions, summarizing information, and expressing ideas are an important part of the learning process. Your spoken feedback tells your

instructor what information you understand and what information needs clarification. Your *speaking skills will help you master the course material.*

Professional life

Communicating by speaking is an important skill in the work world. It helps people make communications to achieve everyday jobs. This can be done through telephones's conversations and face-to-face conversations.

2.1.2.5.3 Reading

Reading is one of the principal means of obtaining information. The information may be in printed forms, such as a book or magazine, or in electronic form on a computer screen. Reading is an efficient way to learn because it allows you to control the flow of information. You help reread a passage you have not fully understood, and you can take notes, which will help you when reviewing the material. Reading allows you to skip over material you do not need. Reading has the following uses:

Social life

Reading newspapers, magazine, and books helps you to broaden your knowledge and understanding of the world and to become a more interesting person. Reading gives you more information and ideas to share with others.

Educational life

In any kind of educational setting, reading is one of the principal means of acquiring course- related information. Reading skills are important for students at every level. Reading assignments ahead of the coming lesson helps students understand course material.

Professional life

Reading will be part of any job, starting with the employment forms you read when you are hired. Memos, letters, reports, computer manuals, schedules, procedures manuals, and policy manuals are just a few of the documents that will require reading skills.

2.1.2.5.4 Writing skills

Writing skills are important for creating and communicating information. Although writing has many advantages, the major one is that it provides a physical record that can be used as proof, if necessary. There are three usages of writing:

Social life

Writing is probably the communication skill that is least used in our personal lives today. Many of us tend to make a telephone call rather than write a letter to a friend who lives some distance away. But we need to know how to write a note of appreciation or to express condolences.

Similarly, we all need to know how to write business correspondence, such as letters of request, letters of complaint, or notification of a change of address. Committing your personal business to writing gives you a record of the exchange should it ever be required.

Educational life

Excellent writing skills can help you to earn higher grades on research papers and tests. You learn more through writing about a subject because you must think about the material and organize the information you have before you can start to write about it.

Professional life

On the job, you use your writing skills to compose e-mail message, memos, letters, and reports. In many jobs, writing is a supporting skill, but in some jobs- a newspaper reporter or author, for example,-writing is the primary skill. Writing via some form of electronic communication will become an increasingly important part of our lives in the future.

2.1.2.6 The Value of Good Communication Skills

The four communication skills apply to our social, educational, and professional lives in much the same way. With the rapid rate of technological advancements, we can expect to have several different jobs during our working lives. We will need to learn new software programs or managerial skills. Our communication skills are tools that will help us to adapt to a variety of work situations.

The four communication skills are interconnected and using all of them will strengthen our ability to communicate. Communication skills, especially the ability to communicate effectively in writing, are necessary to succeed in business. For a journalist, listening, speaking, and reading skills are crucial in writing newspaper articles. Thus, each of the communication skills- listening, speaking, reading, and writing- is strengthened and reinforced by the other skills. Excellent communication skills are among the most frequently listed requirements in want ads and in surveys of employers, Satterwhite (2007.20)

2.1.3 The Origin of ESP

2.1.3.1 The Definition of ESP

Obviously, much ink has been flown by different linguists since early 1960s to explore and identify the origin of ESP. Notably; there are three reasons common to emergence of all ESP: the demands of a Brave New World, a revolution in linguistics, and focus on the learner, (Hutchinson and Waters, 1987).

Hutchinson and Waters, (1987) argue that, there are two historical periods that breathed life into ESP. First, the end of the Second World War which gave birth to "... an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. This expansion created a world unified and dominated by two forces- technology and commerce- which in their progress soon generated a demand for an international language. For various reasons, most notably the economic power of the United States in the post- war world, this role fell to English. Second period, is the Oil Crisis of the early 1970s resulted in western money and knowledge flowing into the oil-rich countries. The language of this knowledge also became English. The second reason that helped in emergence of ESP is the revolution in linguistics. Traditionally the aim of linguistics had been to describe the rules of English usage, that is, the grammar. However the new studies shifted attention from defining the formal features of language usage to discovering the ways in which language is actually used in real communication. In fact the language we speak and write varies considerably, from one context to another. English language teaching gave rise to the view that there are important differences between, say, the English of commerce

and that of engineering. This had led to the development of English courses for specific groups of learners. In short, the view gained ground that the English needed by particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study. "Tell me what you need English for and I will tell you the English that you need" became the guiding principle of ESP. The third reason was the focus on the learner. New developments in educational psychology also contributed to the rise of ESP, by emphasizing the central importance of the learners and their attitudes to learning. Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. The assumption underlying this approach was that, the clear relevance of the English course to their needs would improve the learners' motivation and thereby make their learning better and faster.

To conclude, the growth of ESP, then, was brought about by a combination of three important factors: the expansion of demand for English to suit particular needs and developments in the fields of linguistics and educational psychology which emphasizes the central importance of the learners and their attitudes to learning. All three factors seemed to point towards the need for increased specialization in language, Hutchinson and Waters, (1987, 6-8).

Dudley-Evans and St. John (1998, as cited in Gatehouse 2001) define ESP as being generally designed for intermediate or advanced students and is likely to be suited to adult learners, either at a tertiary level institution or in a professional work situation.

According to Robinson (1991, 1), ESP is a major activity around the world today. It is an enterprise involving education, training and practice, and drawing upon three major realms of knowledge: language, pedagogy and students/participants specialist areas of interest. She also adds that, ESP may

be seen as pluralistic, because many approaches to it are concurrently being followed around the world today. The full form of "ESP" is generally given as "English for specific purposes", and this would imply that what is specific and appropriate in one part of the globe may well not be elsewhere. Thus it is impossible to produce a universally applicable definition of ESP. In this regards, Strevens (as cited in Robison 1991) suggests that 'a definition of ESP that is both simple and watertight is not easy to produce'. Hutchison and Waters (1987) prefer to say in defining it, what ESP is not. They state that "ESP is an approach to language teaching which all decision as to content and method are based on the learner's reason for learning", Hutchinson and Waters (1987, 19).

Richards (2001), in his definition to ESP, says that, the ESP approach to language teaching began as a response to a number of practical concerns:

- the need to prepare growing numbers of non-English background students for study at American and British universities from the 1950s
- the need to prepare materials to teach students who had already mastered general English, but now need English for use in employment, such as non-English background doctors, nurses, engineers, and scientists
- the need for materials for people needing English for business purposes
- the need to teach immigrants the language needed to deal with job situations.

In this regards, Richards, continues to say that, 'in contrast to students learning English for general purposes for whom mastery of language for its own sake or in order to pass a general examination is the primary goal, the ESP student is usually studying English in order to carry out a particular role, such as that

of foreign student in an English-medium university, flight attendant, mechanic, or doctor. Thus, learners need training in the kind of English they would use or encounter in their specific occupation and situations. He also adds that, throughout 1960s a number of books applying the principles of selection and gradation to the English of science, business, medicine, engineering, or manufacturing, the same principles that had been used until then in designing general English courses. It was assumed that there were specialized varieties of English, such as 'scientific English, 'business English, or 'technical English. In this respects, he mentioned the vital contribution by Ewer and Latorre (1969) and Swales (1971) in describing English for Science and Technology, EST.

2.1.3.2 Key notions about ESP

Four key notions about ESP will be discussed and they are as follows: a/ the distinctions between the absolute and variable characteristics of ESP, b/ types of ESP, C/ characteristics of ESP courses, and d/ the meaning of the word 'special in ESP'.

In defining ESP, some theorists prefer to describe it by absolute and variable characteristics. Dudley-Evans and St. John (1998) have adjusted the original definition laid by Strevens, to have their own definition. Strevens (1988) defines ESP by making a clear distinction between four absolute and two variable characteristics.

1. Absolute characteristics:

ESP consists of English language teaching which is:

- designed to meet specified needs of the learner;
- related in content (i.e. its themes and topics) to particular disciplines, occupations and activities;

- centered on the language appropriate to those activities in syntax, lexis, discourse, etc., and analysis of this discourse;
- In contrast with General English.

11. Variable characteristics:

ESP may be, but is not necessarily:

- restricted as to the language skills to be learned (e.g. reading only);
- not taught according to any pre-ordained methodology.

In their adjusted definition of ESP, Dudley-Evans and St. John preferred to put their definition as follows:

1. Absolute Characteristics

- ESP is defined to meet specific needs of the learner;
- Spaces use of the underlying methodology and activities of the discipline it serves;
- ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

11. Variable Characteristics

* ESP may be related to or designed for specific discipline;

* ESP may be used in specific teaching situations, a different methodology from that of general English.

* ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;

* ESP is generally designed for intermediate or advanced students;

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

Dudley-Evans and St. John have removed the absolute characteristics that 'ESP is in contrast with General English' and added more variable

characteristics. They assert that ESP is not necessarily related to a specific discipline. Furthermore, ESP is likely to be used with adult learners although it could be used with young adults in a secondary school setting.

2.1.3.3 Types of ESP

David Carter (1983) identifies three types of ESP:

- English as a restricted language;
- English for Academic and Occupational Purposes;
- English with specific topics.

A first type is the language used by air traffic controllers or by waiters is an example of English as a restricted language. In this regards, Mackay and Mountford (1978), clearly illustrate the difference between restricted language and language with this statement:

...the language of international air-traffic control could be regarded as 'special' in the sense that the repertoire required by the air-controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining –room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase-book is not a grammar. Knowing a restricted language would not allow the speaker to communicate effectively in novel situation or in contexts outside the vocational environment (pp.4-5).The second type of ESP as identified by David Carter is English for Academic and Occupational Purposes. In the 'Tree of ESP' Hutchinson and Waters (1987), ESP is broken down into three branches: a) English for science and Technology (EST), b) English for Business and Economics (EBE), and c) English for social studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EAP for the EST branch is English for Medical studies.

Hutchinson and Waters (1987) do note that there is not a 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 returns to a job, (p.16)". This prompts David Carter (1983) to categorize EAP and EOP under the same type of ESP. Carter concludes that the end purpose of both EAP and EOP are the same. However, the means taken to achieve the end is very different.

The third and final type of ESP as identified by Carter (1983) is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions.

Robinson (1991, 2), argues that, there are many types of ESP and many acronyms. Figure 1 and 2 placed below; show two versions of the 'ESP family tree'. A major distinction is often drawn between EOP (English for Occupational Purposes), involving work-related needs and training, and EAP (English for Academic Purposes), involving academic study needs. Cutting across these is EST (English for Science and Technology), mainly used for ESP work in the USA, which refer to both work and study-related needs.

A further important distinction must be made between those students who are newcomers to their field of work or study and those who are already expert (or on the way to becoming so), perhaps via the medium of their own language. This distinction, as Strevens (1983) notes, 'is between English which is instructional and English which operational'. Students who are newcomers to their field may need some instruction in the concepts and practices of that field. Experienced students 'require operational ESP

materials, where the knowledge, the concepts, the instruction and the training are taken for granted, and where it is the ability to function in English which is being imparted. Each situation has implications for the kind of content knowledge which the ESP teacher may need to deploy and for the degree of generality or specificity of the ESP course.

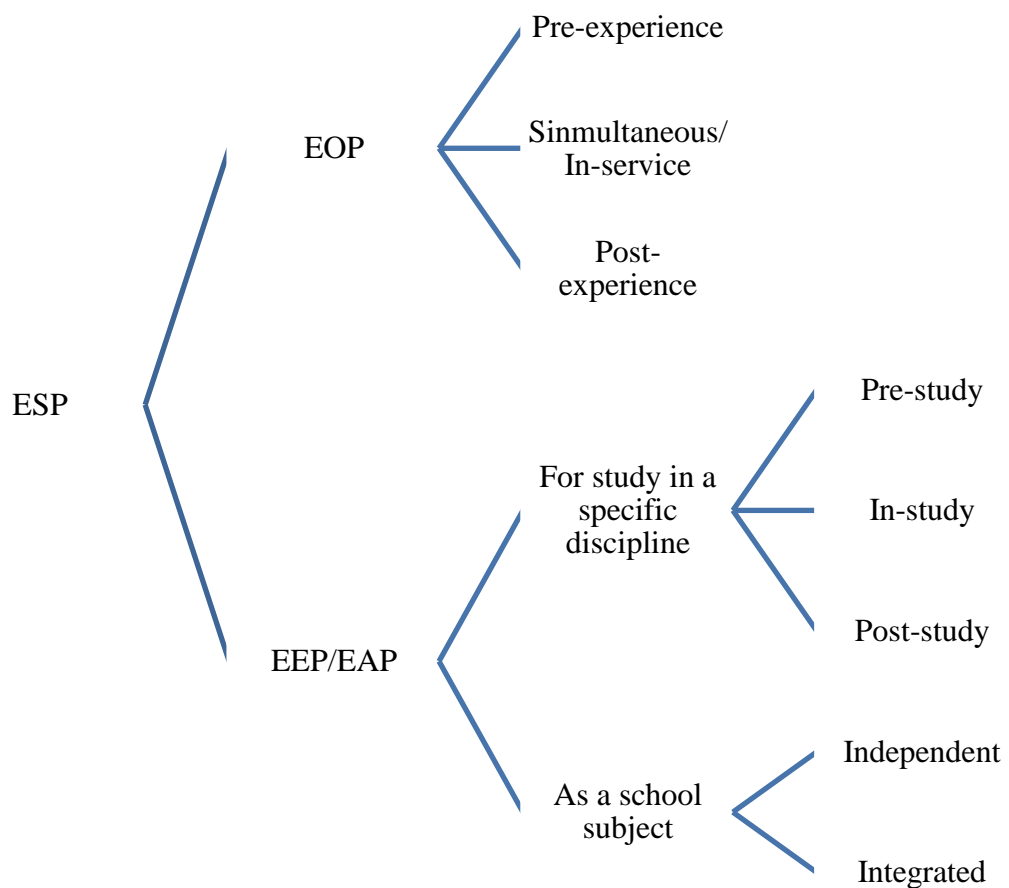


Figure (2.1) the ESP ‘family tree’

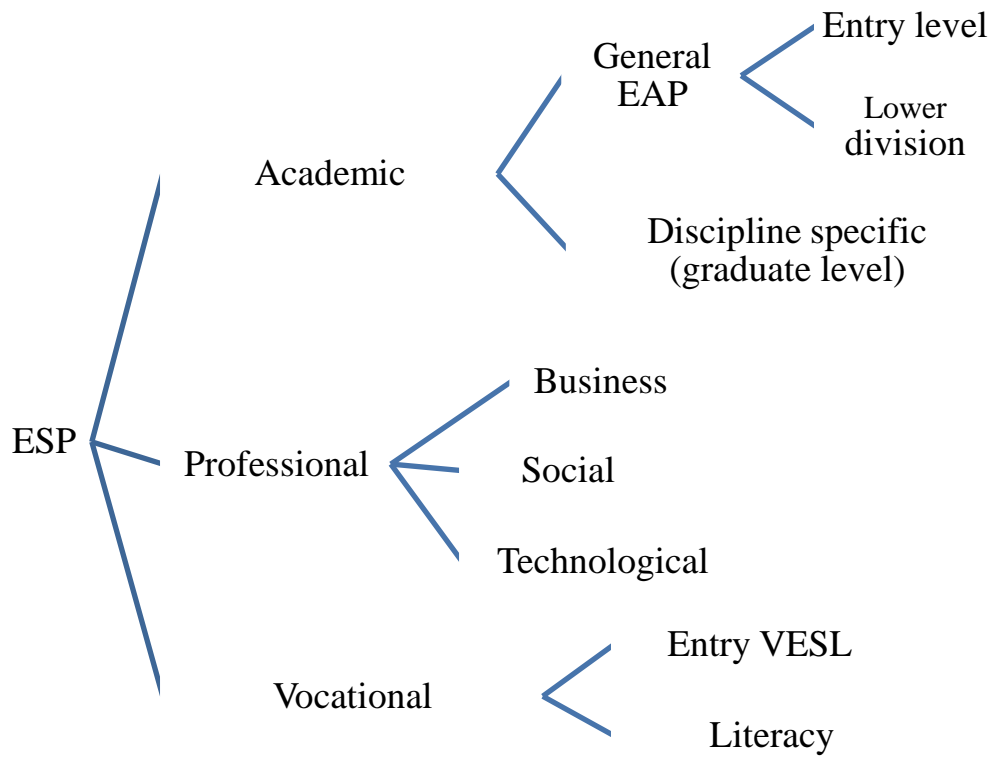


FIGURE (2. 2) ESP in the USA.

Since ESP concern is to turn learners into users and English for Academic Purposes and English for Occupational Purposes have been classified as the main branches of ESP, David Carter (1983), the emphasis should be placed on EAP and EOP in the sense that, the study of these two branches may serve the aims and the objectives of the current study. This approach necessitates the importance of making distinction between English for instructional purposes and English for operational purposes, Strevens (1983). Jordan (1997) argues that 'EAP is concerned with those communication skills in English which are required for study purposes, in formal education system'.

ESP has two main strands: English for Occupational/Vocational/Professional Purposes (EOP/EVP/EPP), and English for Academic Purposes EAP, Jordan (1997). He also notes that 'EAP may be either common core or subject-specific; these two divisions include English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). The large proportion of the common core element is more usually known as 'study skills'.

....abilities, techniques, and strategies which are used when reading, writing or listening for study purposes. For example, study skills needed by university students studying from English language textbooks include: adjusting reading speed according to the type of material being read, using the dictionary, guessing word meanings from contexts, interpreting graphs, diagrams and symbols, note-taking and summarizing, (Richards, Platt and Platt 1992 as cited in Jordon,1997).

Generally speaking, the relationship between EAP, study skills and ESP needs to be examined. The figure 3 below shows the generally accepted purposes for which English is needed. The global language skills are central to all the language purposes. As it is illustrated in the figure 3 below, English language

skills are categorized into two broad divisions: speech-based skills which include receptive and productive skills i.e. listening and speaking respectively and text-based skills which include reading as a receptive skill and writing as a productive skill. These macro skills are vital for any language learner to master the language in question. In ESP, English is also categorized into English for General and Social Purposes. In some situations, English for General Purposes has been named (TENOR)-'the Teaching of English for No Obvious Reason'. Abbott (1981 cited in Jordan 1997) devises this acronym, and explains it as follows:

Most of the world's learners of English are schoolchildren ... [who] are too young or too distant from any real communication in English to have any identified needs.

Components of English for Social Purposes are often added to EAP courses, especially when they take place in English-speaking countries. For example, aspects of letter-writing may be included, and 'survival English', i.e. practice in listening and speaking to ensure an ability to operate functionally in a local English-speaking environment. English for Specific Purposes is shown as a separate entity from EAP in Figure 3 listed below. However, when the EAP courses are held in English-speaking countries it is highly desirable to include some practice in the spoken language needed for everyday living, often referred to as 'survival English'. A principled approach to survival English has been made by Nation and Crabbe (1991, as cited in Jordan 1997) who investigated the needs of students, and analyzed language guide books for visitors. They devised a syllabus and divided the language items into eight categories; adapted for students as follows:

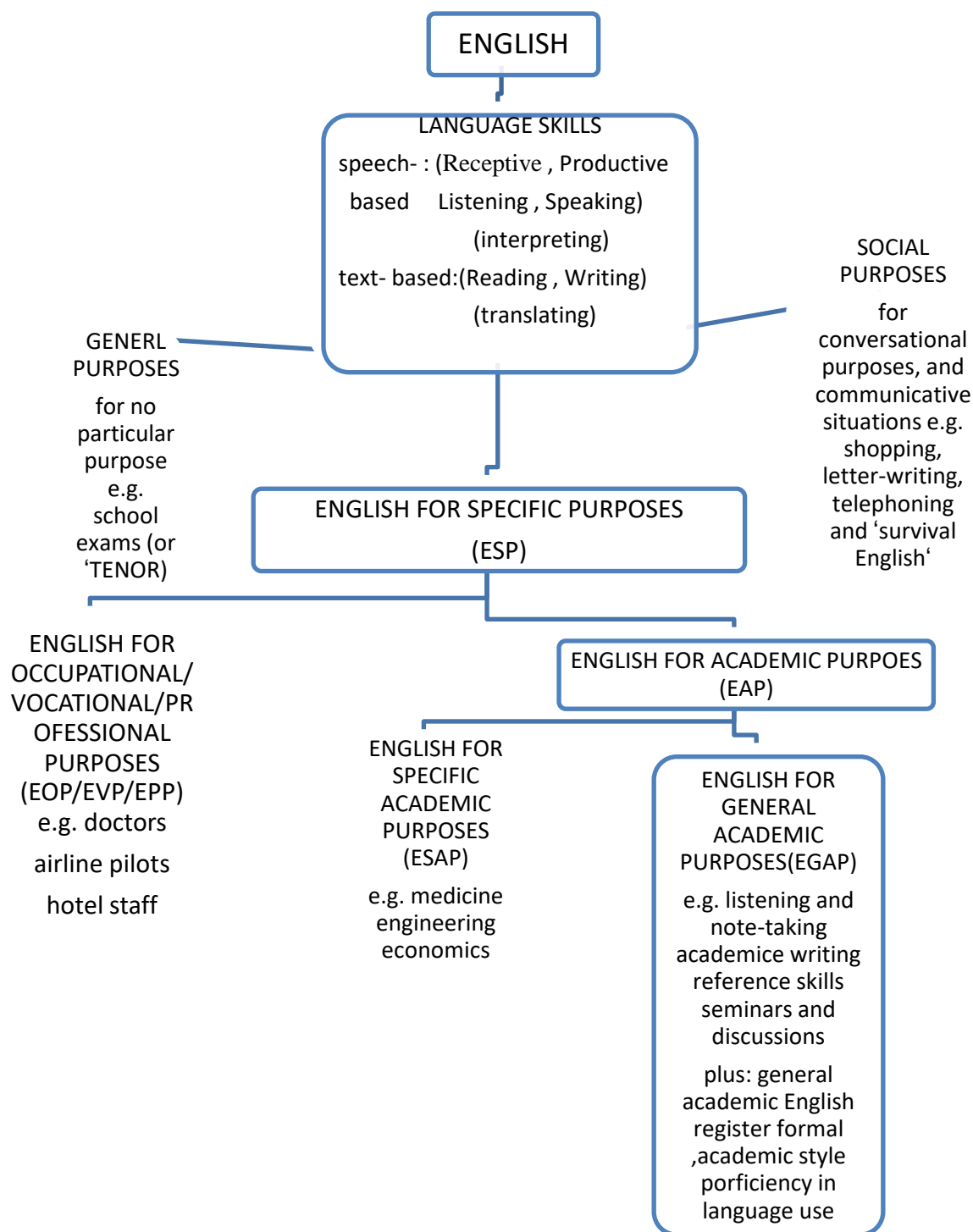
1-greeting and being polite;

2- shopping-numbers, money, weights, size and measures;

- 3-reading signs;
- 4-getting to places;
- 5-finding accommodation;
- 6-ordering food-names of dishes and drinks, and cooking terms;
- 7-talking about yourself;
- 8- Controlling and learning language.

Typically, such syllabuses include dialogue practice, based on a situational approach, e.g. opening a bank account, at the post office, registering with the police, etc. It might also include making enquires over telephone and understanding the responses.

Another aspect of social English to consider is that reported by Nunan (1991) in the context of (NNS) non-native speakers in Australia. The advanced learners nominated conversation with (NS) native-speakers and practicing English outside the classroom as the two aspects that most helped them to learn English. The more practice you have in using a language, the more comfortable you become with it, and the less inhibited you feel about using it in other contexts. In addition, students learn a lot from each other, and the more they are able to exchange information and ideas and opinion, the better they will understand the content of their course.



Figure(2. 3) English for Specific Purposes

2.1.3.4 Characteristics of ESP Courses

As far as the characteristics of ESP courses are concerned, (Carter 1983) argues that there are three features common to ESP courses: a/ authentic material b/ purpose-related orientation, and c/ self-direction.

Authentic material is material originally produced for a purpose other than the teaching of language. Authentic materials in ELT, refer to the use of print, audio, video and pictorial materials (Robinson, 1991, 54) .Thus, authentic material is any kind of material taken from the real world and not specifically created for the purposes of language teaching. It can be text, visual, or audio material, it can be tickets, menus, maps, and timetables. Dudley-Evans (1997) claims that ESP should be offered at an intermediate or advanced level, and use of authentic materials is entirely feasible. Closer examination of ESP materials will follow; suffice it to say at this juncture that use of authentic content materials, modified or unmodified in form, are needed a feature of ESP, practically in self-directed study and research tasks.

Purpose-related orientation refers to the simulation of communicative tasks required of the target sitting. Carter (1983) cites student simulation of a conference, involving the preparation of papers, reading, note-taking, and writing.

Describing self-direction as a characteristic of ESP courses, Carter (1983) suggests that "...point of including self-direction...is that ESP is concerned with turning learners into users". In order for self-direction to occur, the learners must have a certain degree of freedom to decide when, what, and how they will study. Carter (1983) goes on to suggest that there must be a systematic attempt by teachers to teach the learners how to learn by teaching about learning strategies.

Robinson (1991) stresses the importance of needs analysis in defining ESP courses. Her key criteria of ESP are that " ESP is normally goal-directed

and that ESP courses develop from a needs analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English (p,3). According to her, ESP courses are generally constrained by a limited time period in which their objectives have to be achieved, and are taught to adults in 'homogeneous classes' in terms of the work or specialist studies that the students are involved in.

2.1.3.5 The Meaning of the Word 'Special' In ESP

Obviously, special language and specialized aim are two entirely different notions. Confusion always arises over these two notions. Mackay and Mountford's (1978) restricted repertoire clearly illustrates the idea of a special language. They state that: the only practical way in which we can understand the notion of special language is as a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, text or vocation. On the other hand, a specialized aim refers to the purposes for which learners learn a language, not the nature of the language they learn (Mackay and Mountford, 1978). Consequently, the focus of the word 'special' in ESP ought to be of the purpose for which learners learn and not to the specific jargon or registers they learn.

2.1.4 Distinction between Curriculum and Syllabus

The distinction between the terms 'syllabus', 'syllabus design', 'curriculum' and 'course' in terms of meaning, has raised different points of view. Since syllabus and curriculum are strongly related to ELT in general and ESP in particular, it is so important to reflect the different views of language theorists over the distinction between the two terms.

The term syllabus is used in the British sense, referring to a plan of work to be taught in a particular course. It can also be stated that in many American publications, curriculum is used with the same meaning, (Robinson, 1991, 33). Breen (1987,83), defines syllabus as: the meeting of a perspective upon language itself, upon using language, and upon learning which is a contemporary and commonly accepted interpretation of the harmonious links between theory, research, and classroom practice. Prabhus (1987,89), puts definition of syllabus in a more specific as "specification of what to be learnt". As for Allen's (1984,61), the syllabus is '...that subpart of curriculum which is concerned with a specification of what units will be taught'. It is primarily a teacher's statement about objectives and content, with formal and functional components in a dual progression of linear and spiral learning (Yalden, 1987). (Nunan, 1982) is of opinion that syllabus is "...a framework within which activities can be carried out: a teaching devices to facilitate learning". Kumaravadivelu claims that syllabus is "a preplanned, preordained, pre-sequenced inventory of linguistic specification imposed in most cases on teachers and learners,(1993,72).

The concept of 'curriculum' has a vital role in second language teaching programs throughout the history of EFL/ESL, though, 'curriculum theory' as a field of educational studies is fairly new, (Stern, 1983,434). In this regards, Richards, J., (2001), points out that curriculum development in language teaching began in 1960s, whereas issues of syllabus design emerged as a

major factor in language teaching much earlier. Moreover, he states that curriculum development is more comprehensive process than the syllabus design. It includes the processes that are used to determine the needs of a group of learners, to develop aims or objectives for a program to address those needs. He also continues to say that syllabus design is one aspect of curriculum development but is not identical with it. A syllabus is specification of the content of a course of instruction and lists what will be taught and listed. According to Wilkins (1981), syllabuses are defined as "specification of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process". Hutchinson and Waters (1987), simply define syllabus "as a statement of what is to be learnt". Yalden (1987), refers to syllabus as "a summary of the content to which learners will be exposed to. Stern (1983) argues that the field of curriculum studies is part of the discipline of educational studies. In its broadest sense, it refers to the study of goals, content, implementation and evaluation. In its restricted sense, curriculum refers to a course of study or content of particular course or program. It is in narrower sense of curriculum that the term 'syllabus' is employed. Thus, "syllabus design" is just one phase in a system of interrelated curriculum development activities.

It was believed that some linguists view curriculum development as a large vehicle in the domain of ELT, while syllabus design is only one box of the language teaching tools on the board of that vehicle. Syllabus design is one aspect of curriculum development but is not identical with it. A curriculum in a school context refers to the whole body of knowledge that children acquire in schools (Richards, J., 2001) . To illustrate the difference between curriculum and syllabus, Rodgers (1989, 26,cited in Richards,2001) comments:

Syllabi, which prescribe the content to be covered by a given course, form only a small part of the total school program. Curriculum is a far broader concept. Curriculum is all those activities in which children engage under the auspices of the school. This includes not only what pupils learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities.

Stern (1983, 436) suggests three major components recognized by curriculum philosophies, which are further broadened by Breen and Candlin (1980) and Stenhouse (1975). These components are demonstrated in the table below:

Table (2.1): Major curriculum components of second language programs:

Stern (1983)	Breen & Candlin (1980)	Stenhouse (1975)
Purposes and content;	Language teaching (what is to be learned?);	Planning;
Instruction;	Methodology (how is the learning to be undertaken and achieved?);	Empirical study;
Evaluation.	Evaluation (to what extent is it appropriate and effective?).	Justification.

Shaw (1975) refers to the following distinction between "curriculum" and (syllabus". He states:

... curriculum includes the goals, objectives, contents, processes, resources and means of evaluation of all the learning experiences planned for pupils both in and out of the school and in and out of community, through classroom instruction and related programs.

(Shaw, 1975)

He further defines "syllabus" as "[A] statement of the plan for any part of the curriculum, excluding the element of curriculum evaluation itself"(1975).

Strevens (1977) suggests that syllabus is:

partly an administrative instrument, partly a day-to-day guide to the teacher, partly a statement of what is to be taught and how, sometimes partly a statement of an approach ... The syllabus embodies that part of the language which to be taught, broken down into items or otherwise processed for teaching purpose .

(Strevens,1977:27).

Breen (1984,49), argues that:

Any syllabus will express-however indirectly- certain assumptions about language, about the psychological process of learning, and about the pedagogic and social processes within a classroom.

The distinction between the term curriculum and syllabus has been concluded in a summary by Allen (1984, cited in Nunan, 1988, 8) as follows:

... [a] clear distinction, similar to that which has been prevalent in Europe, the curriculum being concerned with planning, implementation, evaluation, management, and administration of education programmes, and the syllabus focusing more narrowly on "the selection and grading of content"..

To emphasize the fact that syllabus is a part of curriculum, Lim (1988.2, cited in Ho 1994) comments that curriculum development includes" needs analysis, goal setting, syllabus design, materials design, language programme design, teacher preparations, implementation of programs in schools, monitoring, feedback and evaluation." Curriculum, therefore, is viewed by linguists as a road map of general education, includes English language teaching as well as other school subjects.

2.1.5 The Syllabus

2.1.5.1 The Importance of having a Syllabus in ELT course

A syllabus, as suggested earlier (section 2.5), is a plan of work. Thus, it is essential for the teacher, as a guideline and context for class content.

Therefore, designing syllabus is a vital step in breaking down this complexity of language teaching. Hutchinson & Waters (1987) include the following points to illustrate the importance of having a syllabus in teaching/learning process.

- 1- Language is a complex entity. It cannot be learnt in one go. We have to have some way of breaking down the complex into manageable units. The syllabus, in defining the constituent parts of language knowledge, thus provides a practical basis for the division of assessment, textbooks and learning time.
- 2- In addition to its practical benefits, a syllabus also gives moral support to the teacher and learner, in that it makes the language learning task appear manageable.
- 3- A syllabus, practically an ESP syllabus, also has a cosmetic role. Sponsors and students will want some reassurance that their investment of money and/ or time will be worthwhile. If nothing else, the syllabus shows that some thoughts and planning have gone into the development of a course. This aspect is obviously, of particular importance when there are commercial sponsors involved.
- 4- The syllabus can be seen as a statement of projected routes, so that teacher and learner not only have an idea of where they are going, but how they might get there.
- 5- A syllabus is an implicit statement of views on the nature of language and learning. A syllabus will normally be expressed in terms of what is taken to be the most important aspect of language learning. If we lay out a syllabus in structural terms, we are saying that knowledge of the structures

- of the language constitutes the most important element of language competence. If we take a skills basis, we are saying that skills are the most important aspect and so no. A syllabus, then, tells the teacher and the student not only *what* to be learnt, but, implicitly, *why* it is to be learnt,
- 6- A syllabus provides a set of criteria for materials selection and/or writing. It defines the kind of texts to look for or produce the items to focus on in exercises etc.
 - 7- Uniformity is a necessary condition of any institutionalized activity, such as education. It is deemed to be important that standards within a system are as equal as possible. A syllabus is one way in which standardization is achieved (or at least attempted).
 - 8- In that teaching is intended to lead a learner to a particular state of knowledge, there need to be criteria against which success or failure in reaching that state will be assessed. A syllabus, therefore, provides a visible basis for testing.
 - 9- Syllabuses cannot express the intangible factors that are so crucial to learning: emotions, personalities, subjective views, motivation.
 - 10- Syllabuses cannot take account of individual differences. Just as they are a statement of the ideal in language terms, they also implicitly define the ideal learner.

The role of the syllabus is a complex one, but it clearly satisfies a lot of needs. We need crucially to be aware of the different roles that the syllabus plays, so that it can be used most appropriately. In particular, we need to recognize its ideal nature and, therefore, its limitations as an indicator of learning

2.1.5. 2 Syllabus Types

The selection of a syllabus in language teaching is a major decision and it should be made after gathering much information. Types of syllabus rarely occur independently of each other when it comes to design a syllabus for a language program. Language teaching syllabi are combination of two or more of these types. Language syllabus in this respect has been known as the multi syllabus, and termed as eclectic syllabus.

The multi syllabus or eclectic syllabus is based on more than one method. Most modern courses combine elements from several types of syllabus in order to maximize their usefulness, both for the teacher and the learner.

Most language teaching programmes operate from a basis of informed eclecticism rather than by attempting to rigidly implement a specific method. A policy of uniformed eclecticism (which is how the term 'eclectic' or 'eclectic method' is often used), on the other hand, would be where techniques, activities, and features from different methods are selected without explicit reference to programme objectives.

(Richards and Rodgers, 1986, 159).

Different types of syllabus have been used over the last few decades (Jordan, 1997). These syllabus types have been approached by different linguists. According to Jordan (1997, 60-63), the various types of syllabus can be subsumed under three broad headings, which include their overall kind of approach:

- a) Content or Product (focusing on the end result)
- b) Skills
- c) Method or Process (focusing on the means to an end)

Type a: Content/Product

1- Grammatical/Structural/Language form

It is one of the oldest and exists in a variety of forms (e.g. Hornby 1954, 1959). In essence a grammatical syllabus focuses on aspect of grammar, e.g. verb tenses, sentence patterns, articles, nouns, etc. and then grades them for teaching supposedly from the simple to the complex, and according to frequency and usefulness. It usually entails a cumulative step-by-step approach. If implemented with an emphasis on the spoken language, it is often referred to as an oral-structural method.

2- Notional-Functional

This lists conceptual meanings (notions: e.g. time, space, quantity) expressed through language (logical relationship, etc.) and the communicative purposes (functions) for which we use language (e.g. greetings, requests, apologies, descriptions, comparison, cause and effect, etc. The origin of a functional syllabus can be traced back to Hornby (1954). This use of language for communicative purpose is termed as communicative approach. The communicative approach stresses the process of teaching/learning e.g. problem-solving, obtaining information, interacting with people.

3- Situational

This shows the situations or contexts in which the language will be used, and analyses the language needed for those situations. For example, in an EAP course in an English-speaking country, the situations in which students might find themselves, can be utilized e.g. registration with the institution and the police; opening a bank account; finding accommodation; visiting the doctor or dentist, etc, and various academic settings.

4-Topic

A topic-based syllabus may have a similar approach to that based on situations. Topics are selected from the students' specialist studies and the language analyzed: appropriate syntax and lexis are then practiced. Example from economics might include: economic growth, economic development, industrialization, international trade, inflation, etc.

4- Content-Based

Although all the above types of syllabus are based on content of one form or another, 'content-based' has come to mean, in recent years, the particular requirements of specific academic disciplines, e.g. economics, engineering, etc. In other words, such a syllabus or approach focuses on teaching students the language, skills and academic conventions associated with their particular subject and its content (subject-matter).

Type b: Skills-Based

1- Skills

Sometimes this involves a syllabus being based on one or the four traditional *language skills*. In such a skills-based syllabus, the constituents of the skills are often highlighted- the *sub-skills* or *micro-skills*. For example, reading (which may be described as a macro-skill) may be sub-divided into a number of micro-skill, e.g. skimming, scanning, reading for information, ideas, opinion, etc. Where some of the micro-skills involve more than one *language skill*, e.g. summarizing for both writing and speaking, there may be courses in learning skills, with the stress on effective strategies. *Cognitive skills* are closely allied

to language and learning skills, and their development is a necessary of specialist disciplines.

If study purposes are added to language skills, then a study skills syllabus may be developed. For example, if the style of formal writing is combined with an appropriate structure and academic conventions, various types of academic writing will ensue, e.g. essays, reports, dissertations, etc. In turn, these will often specify or practice appropriate language (thus combining syllabuses). *Communication skills* is a term used for an approach that focuses on the means of effectively conveying information, ideas, opinion, etc, e.g. in a talk, the style of presentation and use of aids, etc. will be stressed. Robinson (1991) has suggested that:

Skill-based syllabuses are something of a half-way house between content or product syllabuses on the one side and method or process syllabuses on the other.

Skill-based syllabus as the name suggests, refers to the development of syllabus focusing mainly on one of the four traditional language skills, e.g. a course in writing business letters, or in oral skills for business people, or in academic reading, (White,1988). The skills which are acquired naturally in a first language 'primary language skills' are also taught in education system in a second language programme, (Bloor, 1984). An important issue for ESP is the extent to which the development of the cognitive skills should be an explicit part of the syllabus. Also important and in need of further research, is the extent to which transfer of skill can be made from the first language to the second (Green& Lapkin, 1984)

Type c: Method/Process

The two following types of syllabus focus on some kind of task to be performed. After target tasks are analyzed, pedagogic tasks can be listed and selected after negotiation between student and teacher. The purpose of the tasks is to develop the method or process involved with learning activities.

1- Process

The focus is the learner and learning and preferences. A process syllabus considers the questions:

Who does what with whom, on what subject-matter, with what resources, when, how, and for what learning purpose(s)?

(Breen, 1984)

The negotiation process is part of the syllabus: among sets of options, the final selection is made by students. An example of a task might be agreeing on a definition of a problem, organizing data, followed by discussion.

2- Procedural/Task-based

The basis is a problem or task, with teaching/learning aimed at cognition and process. The task needs to be intellectually challenging in order to maintain students' interest. The aim is to complete the task and to focus on meaning. Pedagogic tasks often involve opinion-gap, reasoning-gap, and information-transfer activities.

3-Learning-centred/Negotiated

These focus on the learner, with the learner responsible for making a number of decisions (Nunan 1988b). Although the primary focus is on process/methods, a choice of approaches is possible: a tailor-made syllabus for an individual; adapting a syllabus in the light of perceived needs; providing a range of alternatives or options of content and methods; self-access (Dickison

1987; Sheri 1991); self-determined, self- directed. According to Nunan, a learning-centered approach:

will be concerned with the development of a sensitization of learners to their role as learners... A focus on the development of learner autonomy and independent learning skills will be particularly important in systems which can offer the learner only short-term courses.

(Nunan, 1988b).

To lay down the bases for language syllabuses, Robinson (1991), also classifies language syllabus types into three categories: content-based, skills-based and method-based syllabi. The first, content-based syllabuses according to her include: language form, language notion, language function, situation, and topic-based syllabus. The latter is considered as the most important for ESP course design since it deploys the content of a student's work or specialist study. The second category is skill-based syllabus. Skill-based syllabuses are something of a half-way house between content or product syllabuses on the one side and method or process syllabuses on the other, (Robinson, 1991, 37). The third category is the method-based syllabuses, which include process syllabuses and procedural or task syllabus.

(Robinson,37-38)

Irrespective of these different perspectives, every syllabus is seen by Breen as subject to six universal requirements, which require the designer to i) focus upon; ii)select iii) subdivide, and iv) sequence the appropriate outcomes of language learning (Breen,1987a:83):

- Provision of an accessible framework of required knowledge and skills;
- Provision of continuity for its users;

- Ability to give a retrospective account of what has been achieved;
- Evaluation-provision of accountability to colleagues, to learners, and to the wider institution and society;
- Precision of purpose, so that it may be assessed for appropriateness through implementation;
- Sensitivity to the environment for which the plan is intended.

(Breen,

1987a:82).

2.1.5.2.1 The Formal Syllabus

The formal syllabus, which can also be termed as "structural or grammatical", syllabus, has been approached differently by syllabus designers. Richards, (2001), for example, focuses on the term grammatical syllabus. Grammatical syllabuses which are organized around grammatical items, have been used as the basis for planning general courses, particularly for beginning-level learners. In developing a grammatical syllabus, the syllabus planner seeks to solve the following problems:

- to select sufficient patterns to support the amount of teaching time available.
- to arrange items into a sequence that facilitates learning;
- to identify a productive range of grammatical items that will allow for the development of basic communicative skills.

However, grammatical syllabuses have been criticized by some linguists on the following grounds:

- They represent only a partial dimension of language proficiency;

- They do not reflect the acquisition sequences seen in naturalistic second language acquisition;
- They focus on the sentence rather than on longer units of discourse;
- They focus on form rather than meaning;
- They do not address communicative skills.

In advocating grammatical syllabus, Richards points out that "grammar remains a core component of many language courses." He further states that there are several reasons for this claim:

- Teaching a language through its grammar represents a familiar approach to teaching for many people. In many parts of the world, teachers and students expect to see a grammar strand in a course and react negatively to its absence.
- Grammar provides a convenient framework for a course: grammar can readily be linked to other strands of a syllabus such as functions, topics, or situations.
- Grammar represents a core component of proficiency: communicative competence includes the ability to use grammar and therefore deserves a place in the curriculum.

(Richards.2001.153-154).

As far as formal syllabus is concerned, Breen (1987a) addresses the main questions of what the learner of a new language needs to know, with its sub-questions as reflected in (table 2.2) below:

Table (2.2): The formal syllabus

<i>The formal syllabus</i>	
<p>What knowledge does it focus on?</p>	<ul style="list-style-type: none"> • A systematic and rule-based view of the nature of language itself. • A primary concern with a language learner's knowledge of the code of a new language. • Subsystems of phonology, grammar, lexis (morphology) and discourse as text are prioritized. • Only a supportive role to the meanings or ideas conveyed through language (ideational language) and to the ways in which we behave socially with language (interpersonal knowledge).
<p>2. What capabilities does it focus on and prioritise?</p>	<ul style="list-style-type: none"> • Language use and skills use, typically proposing that the skills be worked upon in a sequence from the receptive to the productive.
<p>3. On what basis does it select and subdivide what is to be learned?</p>	<ul style="list-style-type: none"> • Pronunciation, grammar, vocabulary and morphology, and the structural features of discourse are separately identified. • Those aspects of each sub-system which are taken to be appropriate to the 'level' of the learners. • The criterion of 'level' is derived from the extent to which a learner has mastered – in terms of accurate production- the linguistic

	<p>sub-systems.</p> <ul style="list-style-type: none"> • The criteria for selection and subdivision of a formal syllabus "approximate very closely to the analysis of language undertaken by the linguist."
<p>4 . How does it sequence what is to be learned?</p>	<ul style="list-style-type: none"> • "Anticipates that a learner will gradually accumulate and synthesize the various parts of components of the new system." • Sequenced primarily from simplicity to complexity but in ways which may also honor frequency of usage.
<p>5. What is its rationale?</p>	<p>Four main arguments:</p> <ul style="list-style-type: none"> • It is well established and is informed by a long tradition of linguistic analysis. It captures a view of language which many teachers find familiar. • It represents learners with a subject-matter which is systematic and rule-governed. "The Formal Syllabus has the potential to provide the learner with generative knowledge." • Because the linguistic system is analyzable in terms of propositions, the new language is more amenable to planning as subject matter. • Such a syllabus calls upon the human capacity to be metalinguistic; to reflect upon, talk about, and try to work out just how a language works. It directly addresses our wish to impose order upon the seeming chaos of a new language.

(Breen,1987:85-87).

2.1.5.2.2 The Functional Syllabus

The functional syllabus (also termed notional/ or notional/functional) is viewed by linguists as an alternative to the formal/ structural/grammatical syllabus. The notional-functional syllabus remains "the most popular alternative" to the structural-grammatical approach (Finch, 2000). In essence, function or speech acts, refer to the communicative purpose of language items; it is the use of the language to achieve a purpose, (inviting somebody, writing an apology, ordering, promising, requesting, etc), it is what linguists referred to as speech acts, such as: request, complaints, apology, compliments and suggestions, (Richards, 2001). Due to its communicative nature, the function syllabus is named by Jordan (1997) as "the communicative approach." It was concluded that there are three basic claims attributed to functional-notional approach:

- It focuses on the purposes for which language is used. It emphasizes communicative purposes of speech act;
- It underlies what people want to do or what they want to accomplish;
- It helps learners to use real and appropriate language for communication.

Notional-functional syllabuses are characterized by:

- Language learning material should incorporate both formal and functional elements; syllabuses are not used independently of each other.
- Notional-functional syllabuses are most readily applicable for courses and programs for learners with special purposes.

Breen's (1987a) analysis of functional syllabi according to his five sub-questions is shown below in table (2.3)

Table (2.3): The functional syllabus

Functional syllabus	
1- What knowledge does it focus on?	<ul style="list-style-type: none"> • The learner's knowledge of Speech acts. • The purposes a learner may achieve through language, in particular social activities or events. • The different purposes which a language can serve and how these functions are coded through the language are prioritized.
2-What capabilities does it focus on and prioritise?	<ul style="list-style-type: none"> • The learner's capacity to be correct in the interpretation and production of those linguistic components- or features of code- which realize particular uses of language and which express specific concepts. • A skill-oriented view of learner capabilities (as in the formal syllabus).
3-O what basis does it select and subdivide what is to be learned?	<ul style="list-style-type: none"> • It is categorical, in that "it identifies main types of language purposes in sets and sub-set... and

	<p>it further specifies how these functions may be realized in various ways through the language code"</p> <ul style="list-style-type: none"> • Similar principles of selection and subdivision to those of a comprehensive phrase book.
<p>3- How does it sequence what is to be learned?</p>	<ul style="list-style-type: none"> • From general sets of functions to more specific functions. • From most common linguistic realizations of certain function to more varied 'refined' realizations of these functions. • From the general to particular-cyclic nature.
<p>5-What is its rationale?</p>	<ul style="list-style-type: none"> • Initially a response to the disillusionment with the seemingly 'mechanistic' methodology associated with grammar-translation and audio-lingualism. • Also a attempt to incorporate the new perspectives on language knowledge offered by linguistics. • Concern for meaningfulness as an important element in the language learning experience."...wish to enable learners to use language-virtually from the outset of their learning- in order to achieve in an interpersonal or social way".

	<ul style="list-style-type: none"> • Language as a means for getting things done is given priority over linguistic knowledge accuracy, and as the 'carrier; of accuracy.
--	---

Communicative competence has led to the emergence of two important elements to syllabus design: the first is notional (time, space, movement, cause and effect); and the second is a functional aspect (intentional or purposive use of language). This influential concept of communicative competence came to being as an adoption of the functional syllabus of the communicative knowledge concept by Sauvignon (1972,1983) along with the ideas of sociolinguist Hymes (1971,1972) who developed Chomsky's concept of competence [Chomsky 1965] in a sociolinguistic context. They propose that knowledge of language also embraces knowledge of how to use the language in appropriate ways.

Although the notional/functional syllabus places emphasis on the "meanings expressed or the functions performed through language" (Wilkins, 1981:83), it is (like the formal syllabus) a content-based, propositional, synthetic, Type A plan of language knowledge and capabilities, except that its communicative focus leads to "different applications of the organizing principles of syllabus design from those of formal syllabus" (Breen 1987a:87). Thus, the target language is no longer presented as a collection of discrete linguistic items subject to isolated linguistic sub-skills, but as groups of linguistic devices (Long & Crookes 1997:15). Syllabus content for functional syllabi is not tied solely to structural teaching goals, and it is thus possible to present similar language functions, with differing structures. As with the formal syllabus however, designers "lack any empirical evidence upon which to base their selection of structures and exponents when working within a functional framework, and to date there has been an unsatisfactory reliance on intuition"

(White 1988:82). Issues of matching functional and formal selection and grading have proved to be problematic, so functionally based syllabi (e.g. Threshold (van Ek 1975) have tended to rely on considerations such as the needs of the learners, both in terms of classroom functions and in the 'real world', usefulness, coverage or generalisability, interest or relevance and complexity of form. Beyond an awareness of the communicative value of language (Widdowson, 1978:11) and a concern for students' current or future language needs, functional/notional syllabi "offer few obvious improvements, and have several flaws" (Long & Crookes, 1993:16):

- 1- Preparation, as in formal syllabi, involves fragmenting the target language, presenting one notion or function at a time, and assuming that learners can eventually synthesise the whole, whereas functions actually co-occur in discourse, and take on communicative value from that discourse content (Widdowson, 1978);
- 2- The set of functions is non-finite, and many individual notions and functions are difficult to define or distinguish and their linguistic exponents are often difficult to establish (Long & Crookes, 1993:16).
- 3- A sound psychological basis is lacking: "No consideration was given to the psychological reality of notions until more than a decade after their introduction" (Cook,1985);
- 4- Functional syllabi pay little attention to a theory of language acquisition and are based on reasoning rather than empirical evidence (Paulston, 1981). Brumfit (1981) observes that "until we have some way of saying X is a notion and Y is not, and we can test them in the following ways, we are talking about a vacuous concept" (Brumfit, 1981:2).

2.1.5.2.3 The Lexical Syllabus

The lexical syllabus is a form of the propositional paradigm that takes 'words' as the unit of analysis and content for syllabus design. Various vocabulary selection studies can be traced back to the 1920s and 1930s (West 1920; Ogden 1930; Faucet et al. 1936), and recent advances in techniques for the computer analysis of large databases of authentic text have helped to resuscitate this line of work. The modern lexical syllabus is discussed in Sinclair & Renouf (1988), who state that the main benefit of a lexical syllabus is that it emphasizes utility- the student learns that which is most valuable because it is frequent. Related work on collocation is reported by Sinclair (1987) and Kennedy (1989), and the Collin COBUILD English Course (Willis & Willis 1988) is cited as an exemplary pedagogic implementation of the work, though "in fact, however, the COBUILD textbooks utilise one of the more complex hybrid syllabi in current ESL texts" (Long & Crookes 1993:23).

Sinclair & Renouf (1988:155) find that (as with other synthetic syllabi), claims made for the lexical syllabus are not supported by evidence, and the assertion that the lexical syllabus is "an independent syllabus, unrelated by any principles to any methodology" (Sinclair et al, 1988:155) is subject to the criticism leveled by Brumfit against notional functional syllabi, i.e. that it (in this case, deliberately) takes no cognizance of how a second language is learned. Since these observations were made, however, Willis, (1990) and Lewis (1993) have gone some way to provide such a theoretical justification.

Lexical syllabus is not designed as a mere word list, but in principle links the learning of vocabulary thematically to real-world communicative contexts, COBUILD English Language Dictionary.

2.1.5.2.4 Task-based Syllabus

Language theorists do not agree upon one definition of task-based syllabus. Despite their different points of view on defining task, theorists have a common core characteristic; they suggest that task-based syllabus is concerned with communicative language and focusing on meaning rather than form. Thus, definitions of this type are demonstrated as follows:

Nunan (1988) defines a task as "a unit of planning/teaching containing language data and activity or sequence of activities to be carried out by the learner on the data." As for Long's (1985) definition, a task is "a piece of work undertaking for oneself or others, freely or for some reward [...]. In other words, task is meant the thing people do in everyday life, at work, at play and in between." According to Kramke (1987), "The defining characteristic of task-based content is that it uses activities that the learners have to do for language learning. Tasks are distinct from other activities to the degree that they have non-instructional purposes." Nunan (1989) suggests that a task is:

"A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. Task should also have a sense of completeness, being able to stand alone as a communicative act in its own right."

The theory of task-based syllabus could be attributed to the recognition of certain theory of language and theory of learning. In connection to theory of language, it is emphasized that i) language is primarily a means of making meaning; ii) Multiple models of language are involved in task-based learning; iii) Lexical units are central I language use and language learning; iv)

Conversation is the central focus of language and the keystone of language acquisition. With respect to theory of learning, it is believed that i) Tasks provide both the input and output processing necessary for language acquisition ; ii) Task activity and achievement are motivations; iii) Learning difficulty can be negotiated and fin-tuned for particular pedagogical purposes, (Richards, & Rogers 2001:223-234).

The task-based syllabus, according to White (1988:102), is a "particular expression of changes in our frames of reference, through i) its representation of communicative competence as the undertaking and achievement of a range of tasks; ii) its direct reliance on the contributions of learners in terms of the mobilisation of the prior communicative competence which learners bring to any task, iii) its emphasis upon the learning process as appropriate content during learning."

Breen (1987), stresses the importance of the communicative role in the task-based syllabus, tasks" call upon and engage the same abilities which underlie communication itself." His analysis of the task-based according to his five sub-questions can be illustrated in the table below:

Table (2.4): The task-based syllabus

Task- based syllabus	
1. What knowledge does it focus on?	<ul style="list-style-type: none"> • Communicative knowledge as a unity text, interpersonal behavior, and ideation. • The learner's experience and awareness of working upon a new language.
2. What capabilities does it focus	<ul style="list-style-type: none"> • Communicative abilities and learning capability. • The ability to negotiate meaning: the ability to interpret meaning; the ability to express meaning.

<p>on and prioritise?</p>	
<p>3. On what basis does it select and subdivide what is to be learned?</p>	<ul style="list-style-type: none"> • Analysis of the actual tasks which a person may undertake when communicative through the target language. • Learning tasks: selected on the basis of metacommunicative criteria. They provide the groundwork for the learner's • engagement in communication tasks and deal with learner difficulties which emerge during these tasks, addressing i) how the knowledge systems work, and ii) how the learning may be best done.. <p>Subdivision is the basis of task types (various ways).</p>
<p>How does it sequence what is to be learned?</p>	<ul style="list-style-type: none"> • Sequencing can be characterized as cyclic in relation to how learners move through task, and problem-based (or problem-generated) I relation to the ongoing difficulties which learners themselves discover. • There is a sequence of refinement as tasks require more and more learner competence. • There is a sequence of diagnosis and remediation in parallel with the refinement. • Sequencing here "depends upon: a) the identification of learning problems or difficulties as they arise; b) the prioritizing of particular problems and the order in which they may be dealt with; c) the identification of appropriate learning tasks which address the areas,"
<p>5. What is its</p>	<ul style="list-style-type: none"> • Broader view of what is to be achieved in

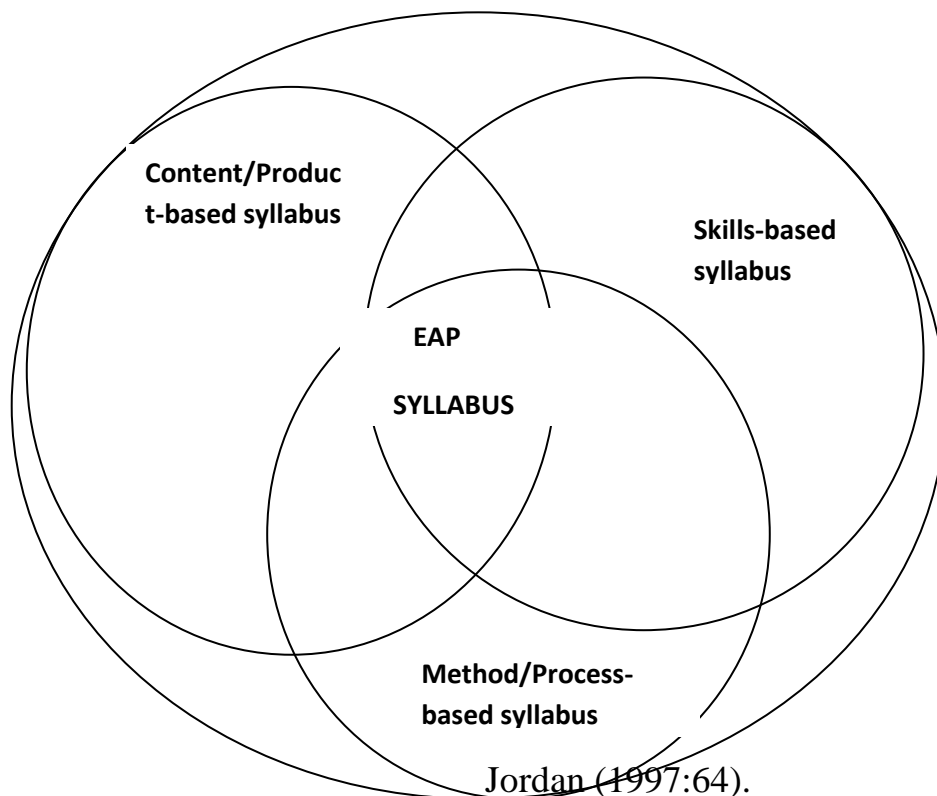
<p>rationale?</p>	<p>language learning.</p> <ul style="list-style-type: none"> • The learner's initial competence can be engaged as the foundation upon which new knowledge and capabilities may be accommodated during the undertaking of tasks, matching the process which occurs when learners mobilize knowledge systems when undertaking actual tasks in the L1. • Participation in communication tasks which require the learners to mobilize and orchestrate knowledge and abilities in a direct way will itself be a catalyst for language learning. • A more sensitive methodology: represents the effort to relate content to how that content may be worked upon, and thereby, learned more efficiently. • Means-focused and ends-focused. • Assumes that learning is necessarily both met-communicative and communicative. • Based on the belief that learners can be analytical in their exploration of communication in the target language and of the knowledge and ability use it entails,"... rests on the principle that meta-communicating is itself a powerful springboard for language learning."
-------------------	--

Breen, 1987:161-164)

2.1.5. 3 Syllabus types summary

Broadly speaking, types of syllabus rarely occur independently of each other at the time of designing a syllabus for a language teaching program. Therefore, language teaching syllabi are combination of two or more of these types. Language syllabus in this case has been known as the multi-syllabus, and termed as eclectic syllabus. Jordan (1997:64) has summarized the interference of syllabi in the figure below to claim that there is no a single syllabus that can stand alone in language teaching program.

Figure :(2.6) The basis of an EAP syllabus



2.1.6 Needs Analysis

2.1.6.1 Definition

Needs analysis in ESP is one of the basic processes of curriculum and syllabus design, it is the process of collecting information about learners' learning needs to master a foreign language. A number of people have discussed the different meanings or types of needs required by language learners, [Berwick, (1989), Brindely (1989), Mounford (1981), Widdowson (1981)] . According to Jordan (1997) needs analysis generally precedes syllabus making and course designing. Thus, he points out that “needs analysis should be the starting point for devising syllabuses, courses, materials and the kind of teaching and learning that takes place. This has been recognized for some time by (Higgins 1966, Richterich in Trim et al. 1973, Strevens 1977; Coffey 1984). In broad terms, Jordan (1997, 20) to define needs analysis, has quoted (Richards et al. 1992) as saying that needs analysis is:

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.

(Richardset al. 1992)

Needs are viewed differently by different linguists. The term needs is not as straightforward as it might appear. Hence, the term is sometimes used to refer to wants, desires, demands, expectation, motivations, lacks, constraints, and requirements Brindley (1984, as cited in Richards, 2001, 54). In this respect, there are, at least four definitions of needs. First, needs can refer to students study or job requirements that is, what they have to be

able to do at the end of their language course. This definition according to (Widdoson, 1981, cited in Robinson 1997, 7) is a goal-oriented definition of needs. Needs in this sense are more appropriately described as ‘objective’, (Berwick, 1989, in Robinson, 1991). Second, needs can mean ‘what the user-institution or society at large regards as necessary or desirable to be learnt from a program of language instruction’ (Mountford,1981, in Robinson,1991). Third, ‘what the learner needs to do to actually acquire the language. This is a process-oriented definition of needs and relates to transitional behavior, the means of learning’ (Widdoson, 1981, in Robinson, 1991). Fourth, what the students themselves would like to gain from the language course. This view of needs implies that students may have personal aims as oppose to the requirements of their studies or jobs. Finally, Robinson, 1991, points out that “...we may interpret needs as lacks, that is, what the students do not know or cannot do in English.” In defining needs, Richards,(2001,54-55), argues that “ Needs are often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do.” He also adds that “needs are often described in terms of language needs, that is, as the language skills needed to survive in an English-dominant society”.

In many cases, learners’ needs may be relatively easy to determine, particularly if learners need to learn a language for very specific purposes, for example, employment in field such as tourism, nursing, or the hotel industry. In this case the tasks employees typically carry out in English can be observed and the language needs of those tasks determined. The information obtained can then serve as a basis for planning training, this is on one hand. On the other hand, learners’ needs may not be so immediate- for example, students learning English as a secondary school subject in an EFL context. Here English may be a compulsory subject that is considered

an important part of a child's general education. However, even though the students may not have any immediate perception of needs, curriculum planners will generally have consulted employers, parents, teachers, and others to find out what knowledge of English they expect high school graduates to achieve. In many countries, the introduction of English or another foreign language in elementary or secondary school is based on what curriculum planners consider best for students to study at school in the same way that math, history, and physical education are included in the school curriculum. Learners are not consulted as to whether they perceive a need for such knowledge. Their needs have been decided for them by those concerned with their long-term welfare, Richards, (2001, 53).

According to Nunan (1988a) needs analysis is classified into two headings: 'objective needs' and 'subjective needs'. Objective needs are to be determined by the teacher on the basis of the personal data of learners. Based on this the teacher can develop a suitable syllabus. Subjective needs on the other hand, are determined by the learners. Hence, Nunan argues that "objective data is that factual information which does not 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 perceptions, goals, and priorities of the learners. 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: 1988a:18)

To highlight the contrast between objective and subjective needs, Robinson,(1991), suggests that,"...it is the teachers who will perceive the objective needs and learners who will perceive their subjective needs. In this regard , Brindley (1989), views the needs as follows:

The first of these terms... refers to needs which are desirable from different kinds of factual information about learners, their use of language in real-life communication situations as well as their current language proficiency and language difficulties. The second term refers to the cognitive and affective needs of the learner in the learning situation, derivable from information about affective and cognitive factors such as personality, confidence, attitudes, learners' wants and expectations with regard to the learning of English and their individual cognitive style and learning strategies (Brindly, 1989, cited in Robinson, 1991, 8).

Furthermore, Brindley (1984), who calls for 'a broad or process-oriented interpretation of needs, sees needs mainly in terms of needs of the learner as an individual in the learning situation. Needs analysis means, for him, trying to identify and take into account a multiplicity of affective or cognitive variables which affect learning, such as learner's attitudes, motivation, awareness, personality, wants, expectations, and learning styles. He sees objective needs analysis as to aim at collecting factual information for the purpose of setting broad goals related to language content, whereas subjective needs analysis aims to gathering information about learners which can be used to guide the learning process. In a research project system to investigate the feasibility of implementing a learner-centered system in Australian Adult Migrant Education Project, Brindley (1984) made a survey on teachers' understanding of 'student needs'. The result of the survey can be categorized under three headings: the 'language proficiency' view of needs, the 'psychological-humanistic' view and the 'specific purpose view.

Table (2.8) Comparison of Approaches to Needs Analysis

	Language proficiency' orientation	'Psychological/humanistic' orientation	Specific purposes' orientation
View of the learner	Learner as a language learner	Learner as a 'sentient human being' in society with the capacity to become self-directing.	
View of needs	Objective needs stressed. Needs seen as gap between present and desired general language proficiency.	Subjective needs stressed. Needs seen as gap between current state of awareness and state of awareness necessary for learner to become self-directing.	Objective needs stressed. Needs seen as gap between present language performance in a language performance required in a particular communication situation.
Emphasizes	Ease of administration where the learner is at in terms of language. Proficiency in one or more	Sensitively to adults' subjective needs where learner is at terms of awareness. Relevance of learning content and methods to individual learning styles.	Collection of detailed data on objective needs. Whereas the learner is going in terms of language performance

	skills. Relevance of language content to learner's proficiency level.		relevance of language content to learner's personal goals and social roles.
Educational rational	Language learners learn more effectively in a group containing learners of a similar proficiency level. Language learners learn more effectively if programmed content is geared to their proficiency level.	Adults learn more effectively if they are involved in the learning proceed through consultation and negotiation. Their past experience and present capacities should be valued and taken into account.	Language users learn more effectively if programmed content is relevant to their specific area of need or interest. General language proficiency is not as important as the ability to operate effectively in specific areas relevant to the learners' needs and interest.
Type of	Biographical	Biographical information.	Biographical

information	information. Information on learners' language proficiency information on learners' language difficulties.	Information on learners' attitudes, motivation and awareness. Information on learners' personality and learning style. Information on learners' desires and expectations about learning English.	information on native speakers use of language in learners' target communication situation information, where relevant, on the needs of other parties in the relevant communication situation e.g. factory foremen.
Method of information collection	Standardized forms language proficiency test observation.	Standard forms observation counseling/interview oral survey Group discussion.	Standardized forms Intensive language analysis in target communication situation language proficiency test Survey of language use survey of needs of particular

			bodies of individuals.
Time of information collection	Mainly pre-course some in-course diagnostic assessment and feedback, depending on teacher.	Pre-constant in course consultation and feedback.	Mainly pre-course some ongoing in course consultation and feedback depending on teacher.
How analysis of information is used	Decision made concerning learners' current ability to use English decision made concerning language priorities in light of present proficiency and diagnosed difficulties.	Decision provisionally made about types of learning environment, methods, and content which might be appropriate for learner's subjective needs, taking into account their attitudes, motivation and awareness Decision constantly revised and objectives modified in the light of ongoing negotiation.	
Purposes for collecting information	So that learners can be placed in groups of	So that adult individuals characteristic as learners can be given due consideration in providing	So that learners will be presented with language data

	<p>homogeneous language proficiency so that teachers can plan language content relevant to learners' proficiency.</p>	<p>learning opportunities so that adult can be helped to become self-directing by being involved in decision making about their own learning.</p>	<p>relevant to their own personal goals, social goals and social roles so that motivation will be enhanced by the relevance of his language content and learning will thus be facilitated.</p>
--	---	---	--

Richards, (2001,32) argues that “an important principle of ESP approaches to language teaching is that the purposes for which a learner needs a language rather than a syllabus reflecting the structure of general English should be used in planning an English course. Rather than developing a course around an analysis of the language, an ESP approach starts instead with an analysis of the learner’s needs”. He has quoted Schutz and Derwing (1981) as saying: this was a new concern with ESP, “most language planners in the past have bypassed a logically necessary first step, they have presumed to set about going somewhere without first determining whether or not their planned destination was reasonable or proper.” Richards goes on to say that “different types of students have different language needs and what they are taught should be restricted to what they need. These needs are fairly specific; they can be identified and they should determine the content of any course. In this regard, Strevens (1977), cited in Richards, 2001) points out that:

The content of [ESP] courses are thereby determined, in some or all of the following ways: (i) restriction: only those “basic skills” (understanding speech, speaking, reading, writing) are included which are required by the learner’s purposes; (ii) selection: only those items of vocabulary, patterns of grammar, functions of language are included which are required by the learner’s purposes; (iii) themes and topics: only those themes, topics, situations, universes of discourse, etc. are included which are required by the learner’s purposes; (iv) communicative needs: only those communicative needs... are included which are required for the learner’s purposes.

In ESP learner’s needs are often described in terms of performance, that is, in terms of what the learner will be able to do with the language at the end of a course of study. Whereas in a general English course the goal is usually an overall mastery of the language that can be tested on a global language test, the goal of an ESP course is to prepare the learners to carry out a specific task or set of tasks. To consolidate this point of view, (Robinson, 1980, cited in Richards, 2001) comments:

the student of ESP is usually studying to perform a role. The measure of success for students learning English for hotel waiters, or the English for food technology, is whether they can perform convincingly as hotel waiters in English or whether they can act appropriately as food technologists in English (and pass exams in food technology, rather than exams in English).

Robinson (1980, cited in Richards, 2001).

To determine the learner’s needs as the starting point for developing ESP programs, a number of approaches were suggested. Richterich and Chanceril

(1978, cited in Richards, 2001:33), proposed that learners, teachers, and employers could all be involved in determining learners' needs. Information could be collected about the resources of the teaching institution, objectives, the methods of assessment used, and needs analysis should be an ongoing process throughout a course. Information would also be needed about the different kinds of activities the learner would be using the language for (e.g., telephoning, interviewing), the language functions involved (e.g., explaining, requesting, complaining), the situations (e.g., face-to-face, in a work group), and which of the four language skills would be needed.

Generally speaking, needs analysis is basically undertaken to determine the type of syllabus and content, materials, teaching/learning, for placement on an appropriate teaching materials and methods. This process comprises the needs of the students; the sponsor's institutions or country; the specialist department etc. Thus the needs of all these parties are taken into account at the time of designing a language teaching program. Needs analysis is generally performed by sponsor; teacher; student; researcher/consultant etc. Needs analysis process includes; target situation; present situation; deficiencies; strategies; means; constraints; necessities; lacks; wants....

Needs analysis will be conducted through the following methods: tests; questionnaires; interviews; observations; documentation and survey etc. To get the best results of needs analysis, it can be undertaken before the ESP course; at the start of the course; during the course; and at the end of the course. To support this claim, Richards, (2001, 54) points out that "needs analysis may take place prior to, during or after a language program". In the same context, needs analysis is not only considered as a pre-stage for the design of language courses; but in fact, it is an "ongoing process", (White.1998,91).

Furthermore, Long (2005) adds three important factors in conducting needs analysis, they are as follows:

➤ Sources:

Major sources for needs analyses are a) previous analyses, which can provide working examples as well as valuable insight into needs of students in similar programs 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 or students who have previous experience in dealing with the target situation.

➤ Triangulation:

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

➤ Multiple methods”

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

2.1.6.2 The purposes of needs analysis

A number of analysts have contributed to highlight the purposes of conducting a needs analysis before giving a language program. Jordan (1997, 22) has raised the following question “why is the analysis being undertaken?” To give an answer to this question, he replies that needs analysis is intended (to determine the type of syllabus and content, materials, teaching/learning; for placement on an appropriate course; to inform EAP teachers through articles in journal...). Richards (2001, 52), states that needs analysis in

language teaching may be used for a number of different purposes for example:

- to find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university student.
- to help determine if an existing course adequately addresses the needs of potential students.
- to determine which students from a group are most in need of training in particular language skills.
- to identify a change of direction that people in a reference group feel is important.
- to identify a gap between what students are able to do and what they need to be able to do.
- to collect information about a particular problem learners are experiencing.

Linse (1993, in Richards 2001,) also identifies the following purposes for ESL students in public schools needs analysis:

- to compile a demographic profile of all the languages and language groups presented by the students .
- to assess their level of language acquisition in their native language and English.
- to determine their communicative abilities in English.
- to determine their formal knowledge of English.
- to find out how students use language on daily basis.
- to determine what English skills are necessary to enable students participate in all school and community activities in English.

- to find out what prior experience students have had with formal education.
- to determine the attitudes of the students and their families toward formal schooling and education.
- to find out what pre-literacy and literacy skills the students possess.
- to ascertain the students' level of cognitive development and acquisition of academic skills in their native language(s).
- to ascertain what cognitive and academic skills students have acquired in English.
- to determine the cultural, political and personal characteristics of students.
- It is agreed upon that the first step in conducting a needs analysis is to decide exactly what its purpose or purposes are, then other steps such as deciding the approaches to needs analysis, selecting methods of collecting data, collecting data, analyzing and interpret results, should follow. For example, when a needs analysis of restaurant employees is conducted, the purposes might be:
 - to determine current levels of language proficiency of employees,
 - to determine how many employees are in need of the language training.
 - to identify senior restaurant staff's perception of language problems employees have on the job.
 - to identify employees' perceptions of language difficulties they face on the job.
 - to ascertain the types of transactions employees typically perform in English.

- to determine the language characteristics of those transactions.
- to assess the extent to which employees' needs are met by currently available programs and textbooks.

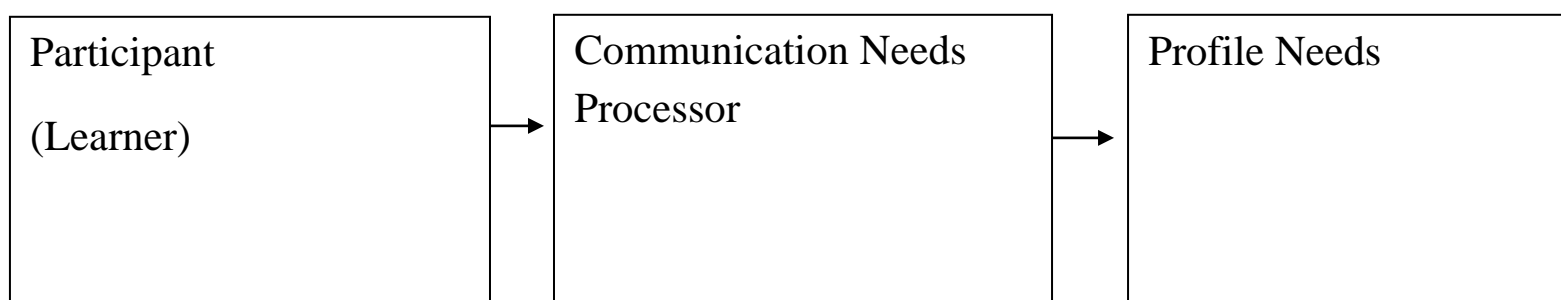
Richards,(2001,52-53)

2.1.6.3 Approaches to needs analysis

2.1.6.3.1 Target-situation analysis

A needs analysis which focuses on students' needs at the end of a language course can be called a target situation analysis (TSA) Robinson (1991:8). The term needs analysis is introduced and discussed in a useful article by Chambers (1980). In introducing the term Target Situation Analysis for the first time in the history of ESP, Chambers has made use of the Munby's work as a guideline. The best known framework for a TSA type of needs analysis is formulated by Munby (1978) who presents a communication needs processor, which comprises a set of parameters within which information on the students' target situation can be plotted. The Munby model figure :(2:5) below has been widely studied and discussed. The communication needs processor, (CNP), is considered the center of Munby's model for needs analysis. Based on his influential model, Munby stated that any design of syllabuses for language courses should only take place after a thorough work on the learners' needs.

Figure :(2.5) The Munby Model



Among its useful features are comprehensive data banks, for example, micro-skills and attitudes, which can be used as checklists for the resultant syllabus. A helpful insight which Munby codifies relates to target-level performance: for certain jobs students may require only a low level of accuracy, of native-speaker-like ability. The TSA may thus pinpoint the stage at which ‘good enough’ competence for the job is reached. Munby’s model set for needs analysis includes the following essential elements:

1- Participants: information about the identity and language of the learners: age, sex, nationality, present command of target language, other languages known and extent of command;

2-Communication Needs Processor: investigates the particular communication needs according to socio-cultural and stylistic variables which interact to determine a profile of such needs;

3-Profile of Needs: is established through the processing of data in the CNP;

4-In the Meaning Processor: “parts of socio-culturally determined profile of communication needs are converted into semantic subcategories of a predominantly pragmatic kind and marked with attitudinal tone” (Munby, 1978:42);

5- The Language Skills Selector: identifies “the specific language skills that are required to realize the events or activities that have been identified in the CNP” (Munby, 1978:40);

6-The Communicative Competence Specification: indicates the target communicative competence of the participant and its translated profile of needs.

The Munby’s model which describes the kind of information needed to develop a profile of the learner’s communicative needs has been summarized by Schutz and Derwing (1981) as follows:

Table (2:6) Profile of Communicative Needs

1- Personal	Culturally significant information about the individual, such as language background.
2- Purpose	Occupational or educational objective for which the target language is required.
3- Setting	Physical and psychological setting in which the target language is required.
4-Interactional variables	Such as the role relationship to be involved in the target language use.
5- Medium, mode, and channel	Communicative means whether spoken or written; face to face.
6- Dialects	Information on dialects to be utilized, both formal and casual styles.
7- Target level	Level of competence required in the target language, whether basic, intermediate, or advanced level.
8-Anticipated communicative events	Micro- and macro activities, for example, greetings, taking requests, clarifying information.

9-Key	The specific manner in which communication is actually carried out.
-------	---

Many linguists have supported Munby's model of needs analysis, amongst them are Hutchinson and Waters (1987,54) who say:

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

Hutchinson and Waters (1987,54).

2.1.6.3.1.1 Target situation analysis framework

According to Hutchinson and Waters (1987), course designers generally seek to gather information from an analysis of target situation. Hence, the two authors pose the following framework:

1-**Why** is the language needed?

- for study;
- for work;
- for training;

--for a combination of these;

-- for some other purpose, e.g. status, examination, promotion.

2- **How** will the language be used?

--medium: speaking, writing, reading etc.

-- channel: telephone, face to face;

--types of text or discourse: e.g. academic, text lectures, informal conversations, technical manuals, catalogues.

3- **What** will the content areas be?

--subjects: e.g. medicine, biology, architecture, shipping, commerce, engineering;

4- **Who** will the learner use the language with?

-- native speakers or non-native;

-- level of knowledge of receiver: e.g. expert, layman, student;

-- relationship: e.g. colleague. teacher, customer, superior, subordinate.

5- **Where** will the language be used?

--physical setting: e.g. office, lecture theatre, hotel, workshop, library.

--human context: e.g. alone, meetings, demonstrations, on telephone;

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

6- **When** will the language be used?

--concurrently with the ESP course or subsequently;

-- frequently, seldom, in small amounts, in large chunks.

2.1.6.4. Framework for analyzing learning needs

According to Hutchinson and Waters (1987), putting course design only on the target objective is not enough. They continue to say that “it is naive to think that a journey can be planned solely in terms of starting point (needs) and destination (necessities). The needs, potential and constraints of the route (i.e. the learning situation) must also be taken into account, if we are going to have any useful analysis of learning needs”. To analyse learning needs, they use the similar checklist to that used for target situation analysis, and propose the framework as follows:

1-Why are the learners taking the course?

- compulsory or option;
- apparent need or not;
- are status, money, promotion involved?
- what do learners think they will achieve?
- what is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?.

2- How do the learners learn?

- what is their learning background?
- what is their concept of teaching and learning?
- what methodology will appeal to them?
- what sort of techniques are likely to bore/alienate them?

3-What resources are available?

- number and professional competence of teachers;
- attitude of teachers to ESP;
- teachers’ knowledge of and attitude to subject content;
- materials;

- aids;
- opportunities of out-of-class activities.

4- **Who** are the learners?

- age/sex/nationality;
- what do they know already about English?
- what subject knowledge do they have?
- what are their interests?
- what is their socio-cultural background?
- what teaching styles are they used to ?
- what is their attitude to English or to the culture of the English-speaking world?

5- **Where** will the ESP course take place?

- are the surroundings pleasant, dull, noisy, cold etc

6- **When** will the ESP course take place?

- time of day;
- every day/ once a week;
- full-time/part-time;
- concurrent with need or pre-need.

2.1.6.5.1 Present situation analysis

Present situation analysis as a needs analysis approach is introduced by Richterich and Chancerel (1980). It specifies the students' state of language development at the beginning of the language course. Present situation analysis gives information about what the learners are able to do now in the target language. It also informs us about their strengths and weaknesses in

language and skills, and about their past language learning experiences that can affect how they can learn. A present situation analysis seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses, Robinson (1991:9). Richterich and Chancerel (1980, cited in Robinson 1991) give the most extensive range of devices for establishing the PSA. In this regard, 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 all these, information shall be sought regarding their respective levels of ability, their resources, for example, financial and technical, and their views on language and learning. The surrounding society and culture might be studied: the attitude held towards English and towards the learning and use of a foreign language. There have been developments in needs analysis which have stemmed from the two approaches TSA and PSA. In fact a combination of the two approaches is followed in the process of needs analysis. While, target situation analysis seeks to establish what the learners are expected to be like at the end of the language course, present situation analysis, on the other hand attempts to identify what they are like at the beginning of it. Thus, Robinson is of the opinion that needs analysis merges target situation analysis TSA and present situation analysis PSA during the process of gathering information (...needs analysis may be seen as a combination of {TSA} and {PSA} Robinson, 1991). In this respect, Jordan (1997) agrees with Robinson 1991, by emphasizing the importance of the two approaches of conducting needs analysis, by saying that "in practice, course designers are likely to want information concerning both TSA and PSA. Consequently, the resulting analysis will be a combination of the two approaches, Jordan (1997:25).

2.1.6.6 Deficiency analysis

Deficiency analysis in course design is an element of needs analysis described under the umbrella of pedagogic needs analysis which proposed by West (1998). To define deficiency analysis, Jordan (1997) points out that “generally, the necessities that the learner lacks can form the basis of the language syllabus. Thus, it can provide data about the gap between the present and target language skills. In this respect, Hutchinson and Waters (1987) have likened deficiency analysis to lacks, because both of them give the sense of the difference between the learner’s present competence and the desired language competence. It can be said that deficiency analysis is the route to bridge the gap between (present situation) and (the target situation), that gives priority to the learning needs and wants to be tackled.

2. 1.6.7 Strategy analysis or learning needs analysis

Learners adopt this type of needs analysis in order to learn another language. Allwright (1982) was the first one and a pioneer in this area to make distinction between *needs* (the skills which student sees as being relevant to him/herself) , *wants* (those needs on which a student puts a high priority in the available, limited time) and *lacks* (the difference between the student’s present competence and the desired competence). Hutchinson and Waters (1987) advocate a learning-centered approach in which learner’s learning needs play a significant role. What learners should be taught are skills that enable them to reach the target, the process as well as the fact that different learners learn in different ways (Dudley-Evans and St. John, 1998).

2.1.6.8 Means analysis

Means analysis is an important strand in the development of needs analysis. It is the attempt to adapt language courses to local situations; in other words, to accommodate what are frequently seen to be ‘constraints’ e.g. cultural attitudes, resources, materials, equipment, methods. It also involves a study of the local situation, i.e. the teachers, teaching methods, students, facilities, etc. to see how a language course may be implemented. This is the reverse order of the usual approach, Jordan (1997). Dudley-Evans and St. John (1998) suggest that, means analysis provides us with “information about the environment in which the course will be run”. Hence, this can allow us to adapt ESP course to the cultural environment in which it will be conducted.

Holliday (1994a) develops means analysis further into what he terms a learning- centered approach, which acknowledges the social context of education, and gives more latitude to teachers. The purpose is to prevent alienation caused by imported teaching methods that may be culturally inappropriate. According to him, this approach does not suit a large class of learners. He compares large-and small-class cultures, and discusses appropriate methodology and notes that communicative activities:

can take more forms than simply practicing oral communication in pairs and groups. They can involve text analysis, for example, when students communicate, not so much with each other as with a text to solve a language problem about how the text works.

(Holliday,1994a)

2.1.6.9 Procedures for conducting needs analysis

A variety of procedures can be used in conducting needs analysis and the kind of information obtained is often dependent on the type of procedure selected. Since any one source of information is likely to be incomplete or partial, a triangle approach (i.e., collecting information from two or more sources) is advisable. Many different sources of information should be sought. To clarify this, Richards (2001:59) points out that when needs analysis of the writing problems encountered by foreign students enrolled in American universities is conducted, information could be obtained from the following sources:

- samples of students writing;
- test data on student performance;
- reports by teachers on typical problems students face;
- opinions of experts;
- information from students via interviews and questionnaires;
- analysis of textbooks teaching academic writing;
- survey or related literature;
- examples of writing programs from other institutions;
- examples of writing assignments given to first-year university students.

Procedures for collecting information during a needs analysis are many: questionnaires, interviews, observations, case studies, tasks analysis, inter alia. For the benefit of this current study, however, the

researcher will only focus on the three of these procedures, i.e. questionnaires, interviews and observations.

▪ 1-Questionnaires

Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze. They can be used to elicit information about many different kinds of issues, such as language use, communication difficulties, preferred learning styles, preferred classroom activities, and attitudes and beliefs. Questionnaires have been defined differently by different people. This definition includes: surveys, schedules, profiles, studies, opinionnaires, tests, checklists, etc. Hence, Brown (2001), states that questionnaires are:

...any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers,

Brown (2001).

According to Richards, (2001), questionnaires are either based on a set of structured items (in which the respondent chooses from a limited number of responses) or unstructured (in which open-ended questions are given that the respondent can answer as he or she chooses). Structured items are much easier to analyze and are hence normally preferred. Questionnaires in needs analysis are not always free of disadvantages, in this regard, Richards continues to say that the information obtained may be fairly superficial or imprecise and will often need follow-up to gain a fuller understanding of what respondents

intend. It should also be recognized that there are many badly designed questionnaires in educational research, and that it is advisable to become familiar with the principles of good questionnaires design to ensure that the information obtained is reliable. Piloting of questionnaires is essential to identify ambiguities and other problems before the questionnaire is administered. The obvious disadvantage of questionnaire is that not many people will bother to fill it in and return it. On the other hand, the advantages of a questionnaire are that it can be sent fairly easy to a large number of people. It is advisable that needs analysis has more control if the interview method is used, Robinson (1991).

-2 Interview

It is recommended that interview as data collecting instrument must be used to supplement questionnaire as a tool of gathering information in needs analysis. Structured interview in particular consists of prepared question to which the answers are noted or recorded, allowing follow-up of points arising. In this respect, MacKay (1978, cited in Jordan 1997) strongly favors this method of gathering information, and highlights its advantages:

'firstly, since the gatherer is asking the questions, none of them will be left unanswered as frequently happens in questionnaires. Secondly, the gatherer can clarify any misunderstanding which may crop up in the interpretation of the question. Thirdly, and perhaps most advantageously, the gatherer can follow up any avenue of interest which arises during the question and answer session but which had not been foreseen during the designing of the structured interview.'

(MacKay,1978 as cited in Jordan 1997:34).

Advocating its usefulness, Jordan (1997:61) argues that “interviews allow for a more in-depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups. An interview may often be useful at the preliminary stage of designing a questionnaire, since it will help the designer get a sense of what topics and issues can be focused on in the questionnaire. A structured interview in which a set series of questions is used allows more consistency across responses to be obtained. Interviews can be conducted face-to face or over the telephone.”

Methods of conducting interview: there are three methods of conducting interview, the structured, semi-structured and unstructured interview. The choice of these styles, however, depends on the effect they may leave on the analysis of data. Unstructured interview, for example, is more difficult to analyse; a highly structured interview, despite the fact that it gives the necessary data; it may not allow illustrative examples or richness of responses. In some cases semi-structured is preferred. Which method a researcher will choose depends on what he/she wants to find out, the interviewee and the researcher’s personal style, Winstanley (2010). In the table (2.7) below, Winstanley highlights features and some of advantages and disadvantages of different approaches to interviewing:

Table (2.7) Features of Different Kinds of Interviews

Structured	Semi-structured	Unstructured
Uses direct and specific questions only	Some key questions planned, with allowance for other issues to be raised	Free-flowing discussion; no fixed agenda
Specific order of questions	Indicative order of questions, but okay to depart from the order	No specific order for questions

The focus is on how many people make the same points rather than individual view	Supplementary questions are offered to collate people's different viewpoints, but all are expected to answer the main questions	The interviewer is seeking depth of responses and follows the interests of the interviewee
Must follow fixed schedule	Can leave out some questions as appropriate	Difficult to replicate as follows interests of interviewee and these will differ from person to person
Rather rigid style	Relaxed style	Conversational

Winstanley (2010:148).

-3 Observations

Obviously, questionnaires and interviews are tools of gathering information mainly used to deal with the respondents' opinions. Therefore, direct observation of learners' behavior in a target situation is another method of assessing learners' needs (Rbinson, 1991, Richards, 2001). This method is needed by the analysts to supplement the above mentioned mechanisms. Nevertheless, observation has been criticized for its some limitations. People often do not perform well when they are being observed. In addition, observation is a specialized skill. Knowing how to observe, what to look for, and how to make use of the information obtained generally requires specialized training, Richards (2001).

2.1.6.10 Summary of needs analysis in ESP

It is well accepted that needs analysis is the key stage in ESP (English for Specific Purposes). It is the corner stone of ESP. In this respect, Robinson (1991:7) argues that ‘needs analysis is generally regarded as critical to ESP, although ESP is by no means the only educational enterprise which makes use of it’. In the same context, Strevens (1977) suggests that needs analysis is a necessary first step for specific purposes language teaching. It is more concerned with the nature of scientific course. Hutchinson and Waters (1987:55) also emphasize that any language course should base on needs analysis. According to them, needs analysis is the most characteristic feature of course design. It is a complex process, involving more than simply looking at what the learners will have to do in the target situation. Dudley-Evans and St. John (1998:121) state that “needs analysis is the process of establishing the/*what* and *how* of a course”. They argue that “needs analysis is neither unique to language teaching-needs assessment, for example, is the basis of training programs and aid development programs-nor, within language training, it is unique to LSP and thus to ESP”. They stress three aspects of needs analysis:

first, needs analysis aims to know learners as people, as language users and as language learners. Second, needs analysis also aims to know how language learning and skills learning can be maximized for a given learner group. Third, needs analysis study aims to know the target situations and learning environment so that data can appropriately be interpreted.

(Dudley-Evans and St. John: 1998:126).

It can be concluded that, needs analysis is conducted to get information about learners’ needs, wants, and lacks. Many different approaches have been used

by different linguists, it include: target situation analysis, present situation analysis, strategy analysis, deficiency analysis, means analysis, etc. Needs analysis can be conducted in three stages: pre-course, mid-course and at the end of the course. A variety of procedures can be used in conducting NA, among which are: questionnaires, interviews, observations, case studies, tasks analysis, inter alia.

2.2.0 The Review of the Previous Studies

2.2.1 *from Common Core to Specific*, (2006). By Chen, Y. Chong Qing University. China. The Asian ESP Journal June 2006, Vol. 1. Article 3.

The aims of this paper:

This paper looks at the process of designing (ESP) program for learners of various disciplines in a Chinese industrial institution. It stresses the importance of General English language needs of discourse and genres to meet learners' specific needs.

The main findings:

- 1- ESP course designers should explore the potential learners actual and various needs, wants, shortfalls and requirements.
- 2- The designers should also help learners identify their needs since sometimes the learners do not have a clear picture of their own.
- 3- Although ESP learners are usually adults at the intermediate or advanced level, they still need to improve their General English or General technical English before they actually take English for specific subject areas.

The researcher of the above mentioned study agrees to some extent with the current study. His third finding in particular carries the same idea of the current study's second hypothesis which says "most of oil and gas

employees need in first place to acquire the four basic skills to cope with the oil industry partners.

2.2.2 (ESP Syllabus for Hotel Tourism Students). By Mohammed Adarob Onoor. It is an unpublished PhD. thesis, Sudan University of Science and Technology, (2015).

The objectives of the study:

- To identify the language needs, wants and lacks of the students of the hotel and tourism in Port Sudan Technology College.
- To design an ESP course for students in conformity with their needs and that addresses the avowed goals of the hotel and tourism.
- To explore the ways in which syllabuses can be specified, categorized and described.
- To explore some of the basic theoretical stances that underlying approaches to syllabus design and to identify the nature of ESP courses and discuss some related issues.
- To give an overview of practical factors that affect syllabus design such as needs analysis, different teaching perspectives and methods.

The main findings:

- The mastery of English language is considered as a vital instrument in making good progress in the students' present and future life.
- The students need to learn all the four basic skills of English language, with emphasis on speaking skill.
- The students need course material in the field of ESP, English for hotel and tourism studies. This course material must include material of interest to the students and integrate the four basic skills.
- Students believe that present approach and course material do not contribute to the improvement of their English. They have a favorable opinion to the suggestion that a modern ESP approach that

meets their needs can be helpful in improving their learning of English.

The findings of the above mentioned study strongly support the four hypotheses of the current research.

The first finding (the mastery of English language is considered as a vital instrument in making good progress in the students' present and future life) and the first hypothesis (English mastery is vital for oil and gas employees) are to some extent identical. The second hypothesis explains that most of the oil and gas employees need to acquire the four basic skills to cope with oil industry partners in the world. This hypothesis strongly agrees with the second finding. The fourth hypothesis reflects the necessity of designing an ESP syllabus which contributes to narrowing the gap between oil and gas employees' current levels and their actual need for English mastery. It is firmly supported by the fourth finding.

2.2.3 Workplace Oral and Written Needs for Graduates Students: A Review, (2015), by Mohammad, S. and Masoudi, M. It is a research paper intended to investigate the oral and written needs of English language in the context of workplace.

The goal of this paper:

This paper aims to review the role of English language as well as the written needs at the context of workplaces.

The findings:

- 1- The study confirms that foreign language skills are an increasingly important basic component of professional academic skills, particularly in countries which have major business contracts with the world and their native languages are not among the major world languages.

- 2- The study findings also indicate that there were substantial uses of English with greater use of written compared with spoken English.
- 3- Close co-operation is needed in order to tailor language teaching to adequately meet the needs of the future academic workforce.

The above mentioned research paper carries the aims and objectives of the current study, in that its first finding strongly supports the first hypothesis of the current study which refers to the vital role of mastering English language by oil and gas employees. The third finding also agrees with the fourth hypothesis of the current study “designing an ESP syllabus would contribute to narrow the gap between oil gas staff current level and their needs of English mastery”. Both of the studies demand identifying the learning needs of the workforce.

2.2.4 (Guidelines for Designing an Islamic-oriented English language Program for Khartoum State Private Kindergartens). By Abedl-Rahman Ahmed El-Sherif Ibrahim. It is an unpublished Ph.D. thesis, University of Gezira, (2015).

The objectives of the study:

- To find out how far the current English courses of study, syllabuses and programs at private KGs in Khartoum State have fulfilled the desired goals.
- To identify the contents of EL syllabi applied in Khartoum State KGs help develop language skills, i.e. verbal communication and reading.
- To suggest the appropriate methods, materials techniques and resources needed for teaching/learning English in public private pre-school institutions.
- To provide the pre-school English teacher with basic criteria as regards English program evaluation.

- To propose guidelines for a new English program based upon Islamic teachings and Islamization of knowledge, for kindergarteners in the whole country.

The main findings of the study:

- The aims and objectives of EL curricula, as well as their content at the pre-school or KG level affirmed the child's active participation in learning. He/she could recognize some religious concepts and attitudes.
- There are relevant learning materials and teaching techniques included in English syllabi at private KGs in Khartoum State.
- The experiment of teaching at KGs had proved to be successful.
- The assessment of the syllabi in use at private KGs helps design a new course of study or curriculum for young learners in Khartoum State.

The researcher of this study attaches great importance to the concept of Islamization of knowledge in designing English language program for KGs learners. However, he agrees with the researcher of the current study particularly in his fourth finding which to some extent supports the fourth hypothesis of the present study which demands the inclusion of learners' needs in designing a new syllabus for oil and gas employees.

2.2.5 (Designing a Syllabus for ESP Learners: The Case of 2nd Year Commercial Sciences' Students at the University of Constantine. By Nawal Krarzia. It is an MA, dissertation in Applied Linguistics, University of Constantine, Faculty of Letters and Language, (2013). Algeria.

This study aims at determining:

- Students' level of English language.
- Students' expectations in applying to the studies in question, and their vision and attitudes towards the learning of English within the curriculum.

- Students' short-term and long-term objectives.
- The time allocated for the teaching of English within the whole curriculum.
- The data and materials needed to enable the students acquire sufficient linguistic knowledge and up-dated economic one.

The main findings:

- The participants have demonstrated positive attitudes towards learning English for the sake of better qualifications for a future job and flawless communication.
- Great effort should be given to the speaking skill.
- Learners need specialized references, i.e books of commerce/finance/marketing/banking etc. edited in English.
- To achieve the long term objectives, the study has classified the four basic skills in order of importance consecutively as: Speaking, Listening, Writing and Reading.

The writer of this dissertation in his first finding agrees with the researcher of the current study in the first hypothesis which emphasizes the importance of English language for oil and gas employees. This study also emphasizes the significance of acquiring the four basic skills, a thing that similarly referred to in the current study in the second hypothesis (most of oil and gas employees need to acquire the four basic language skills).

2.2.6 English Communicative Events and Skills Needed at the Workplace: Feedback from the Industry, (2010). By Hafizoah, Kassim and Fatima, Ali. Centre for Modern Languages and Human Sciences, Universiti Malaysia. It is a research study that investigates ways to help and develop communication skills among engineering students.

The main objectives:

- 1- To highlight the feedback from the engineering industry identifying the communicative skills required by the industry as well as the various types of communicative events engaged in by professional engineers in the workplace.
- 2- To describe an effort to identify and evaluate the needs of engineering students with the hope of providing appropriate communication skills needed at the workplace.

The main findings:

- 1- The fluency in the English language is considered as an opportunity in the engineering field to advance towards becoming a global engineer.
- 2- Emphasis should be placed on oral, rather than written throughout the lessons.
- 3- The most important communicative events for engineers are: teleconferencing, networking for contact, and presenting new ideas.
- 4- Module design and development should take into account the incorporation of workplace scenarios as the basis for activities.

This study emphasizes the importance of English communicative skills for engineering graduates to excel in their fields of specialization as well as ensuring its importance to the engineering-related industries. It is to be recalled that the current study also aims at emphasizing the vital role of English language communicative skills for oil and gas employees. Since oil and gas industry is strongly related to the new technologies, new methods of exploration, development, production, and marketing, mastering English language will enable oil and gas employees to properly carry out their duties and turn them into an international staff to secure jobs in the multinational companies in the ever changing and competitive global market.

The first finding of this study supports the first hypothesis of the current study which read “English language mastering is vital for oil and gas

employees since oil and gas industry is totally based on advanced technologies and modern methods of promotion and marketing which use English as a means of communication”. Hence, oil and gas employees are required to be able to function in English at the workplace.

2.3 Summary of the Chapter

As it has been mentioned earlier, this chapter has entirely been devoted to the literature review. First, it highlights the role and importance of English language as a means of communication, and as a vehicle of science and technology transfer in today’s fast changing world. Second, communication as a vital part of everyday interaction amongst people has also been broadly defined. Third, the chapter sheds light on the concept of ESP as a means of teaching English language. Fourth, distinction between curriculum and syllabus design in the domain of ESP has been widely approached. Fifth, a section for needs analysis, which is the essence of ESP studies, has also been incorporated in this chapter.

After surveying different opinions of a number of scholars over the notion of ESP syllabus design as well as viewing the previous studies, the researcher has arrived to the fact that conducting a needs analysis of employees as learners in the area of ESP syllabus design is of utmost importance to identify their learning needs irrespective of their fields of specialization

Chapter Three

Research Methodology

3.0 Introduction

This chapter deals with the method and procedures adopted to explore the respondents' (teachers and learners) insights so as to gather information pertaining to the designing of an ESP syllabus for promoting Sudanese oil and gas staff communicative skills. It includes the study population, the selected samples, the instruments used and the statistical method employed for data analysis.

As it has been referred to in chapter one, both quantitative and qualitative approaches have been used in this study to ensure satisfactory results and effective evaluation. A descriptive and analytic methods have been used. The researcher uses the questionnaires and interviews as a means of data collecting. To achieve this goal, he has developed two questionnaires for data collection. One of them was administered to the teachers of English language at the Petroleum Training Center the PTC. The other one was addressed to the learners (trainees) at the PTC. The two questionnaires were tested for validity and reliability to make sure of their ability to achieve the objectives of this research. Both a detailed description of subjects and data collection instruments will be explained in this chapter.

3.1 The study population

The population of this study is the employees of the Sudanese Petroleum Corporation and the teachers who teach English at the PTC. The whole number of the employees is approaching 1200. Those who participated in the study were 50 employees. They are learners of English language at the PTC.

There are more than 12 teachers who teach English language at the PTC on a part-time basis. Five of them took part in this study.

3.2 The Subject

3.2.1 The learners

Complaints were frequently reported by top management officials regarding weak standard of English language on the part of the employees. This weakness can be clearly noticed when the fresh university graduates are recruited to join different departments at the Ministry of Oil and Gas. To tackle these communicative inabilities, the Sudanese Petroleum Corporation used to enroll most of its employees in English language courses at the Petroleum Training Centre to upgrade their communicative abilities at the workplace.

Hence, fifty learners at the Petroleum Training Center, who were receiving training courses on English language, were invited to take part in this study. Those whose ages range from 23 to 30 represent 60% of the study sample and those who are above 36 years old represent 40% of the respondents. 60% of them are male learners whereas 40% are female learners. All of them are native speakers of Arabic language attending training courses in General English as part of their qualification requirements imposed on them by their employer, the Sudanese Petroleum Corporation (SPC). Thus, studying English language is compulsory for most of them to fulfill the requirements of managerial promotion besides qualifying them to cope well in their respective departments.

3.2.2 The Teachers

The Petroleum Training Centre employs free-lance teachers to teach English language on a part-time basis. Five teachers who were present at the time of conducting this study have agreed to fill out this questionnaire. All of

them are highly qualified in teaching English language. Some of them obtained diploma in teaching English as a second language besides having refresher courses at different universities in the UK and the United States of America.

3.3 Tools of Data Collection

In this study the researcher will use the following tools: questionnaires, observations and interviews.

3.3.1 The Questionnaire

A questionnaire is the most common instrument used in data gathering. It is a list of questions about a particular topic to be answered by many participants.

According to Richards, (2001), questionnaire is either based on a set of structured items (in which the respondent chooses) or unstructured (in which open-ended questions are given that the respondent can answer as he/she chooses). Structured items are much easier to analyze and are hence normally preferred. Thus, the former pattern has been applied in this study.

3.3.2 The interview

A single method of gathering information may not provide a complete picture: unstructured interviews used to supplement questionnaires, for example, may add essential insights, Long, (2005).

To identify senior staff's perception of language problems that employees encounter from time to time at the workplace, the researcher has interviewed some senior officials and engineers besides English language teaching experts to get acquainted with the real problems of communication in English language.

3.3.3 The Learners Questionnaire

The first questionnaire of this study was designed and administered to the employees who receive English courses at the PTC (see appendix 1). This questionnaire has been divided into four categories: The first category deals with the importance of acquisition of English language by the Sudanese oil and gas staff. The second category is associated with the most important skills needed by the oil and gas sector employees. Category three is concerning the gaps between the employees' current language skills and their actual needs for English at the workplace. The fourth category is about designing an ESP syllabus for promoting Sudanese oil and gas staff communicative skills.

3.3.4 The Teachers' Questionnaire

The second questionnaire of this study has been directed to English language teachers working at the Petroleum Training Centre (see appendix 2). This questionnaire consists of two parts: the first part is about teachers' personal information i.e. names, their academic degrees and years of experience in teaching English. The second part includes fourteen questions about teachers' views on ESP data and course content.

The data collected in this questionnaire is intended to support information provided by the learners' questionnaire. The teachers' questionnaire also intended to obtain teachers' opinions about the learners' needs, the most important skills and suggestions about the course content and its method.

3.4 Data Collection Procedures

Depending on his personal observations and benefited by the previous studies in the same area, the researcher has designed two questionnaires for the learners and the teachers. To identify senior staff's perception of language problems that employees encounter from time to time at the workplace, he

has interviewed some senior officials and engineers to get acquainted with the real problems of communication in English language. He sought to get permission from the PTC management to conduct this research survey in order to identify the learners' needs that to be incorporated into a new syllabus. To analyze the data collected, the researcher has used the computer program SPSS. He used tabulations, frequencies, percentages and the mean as tools of statistical analysis.

3.4.1 The Learners' Questionnaire

The researcher has distributed the questionnaire to 50 learners in one large classroom. He read and explained it to them and gave them oral instructions about how to fill it out. The process of filling it out took the respondents about (45) minutes. After that the researcher collected back 50 copies of the questionnaire.

3.4.2 Teachers' Questionnaire

The researcher gave copies of the questionnaire to (5) English language teachers who engaged in teaching English at Petroleum Training Centre. He explained to them the purpose of this questionnaire and requested them to fill it out as soon as possible. After one week all the teachers returned back the copies of the questionnaire.

3.4.3 Senior Officials and Experts' Interviews

The researcher believes that adopting more than one technique in collecting data, provides more credible results. Therefore, after collecting the data through the learners and teachers' questionnaires, he has interviewed some senior officials, engineers and English language teaching experts. All participants in this section have been individually interviewed.

3.5 Validity of the Two Questionnaires

These two questionnaires before being distributed to the study individuals have been judged and approved by a number of arbitrators who are university lecturers enjoying long teaching experience in the field of ELT in general and ESP in particular. The researcher's supervisor is the first judge who has seen and approved the validity of these questionnaires.

The list of the judges includes:

- Dr. Mahmoud Ali Ahmed, Associate Professor, Head of English language Department, College of languages, Sudan University of Science and Technology.
- Dr. Kirya Ahmed Mohammed Nasr, Assistant professor, Head of English language department, Faculty of Education, Open University of Sudan.
- Dr. Abdelmagid Abdurahman Awad elKareem, Assistant professor, English language Department, Mugmaah University, Kingdom of Saudi Arabia.
- Ustaz Ahmed Elsheikh Elbasheir, Consultant at language Training department, Petroleum Training Centre, Ministry of Oil and Gas. Sudan.

3.6 Reliability and Validity of the Trainees' Questionnaire.

The researcher has used alpha equation to calculate the reliability coefficient of the scale in the questionnaire and came out with the following results:

RELIABILITY COEFFICIENT	VALIDITY COEFFICIENT
0.730	0.854

$$Validity = \sqrt{Reliability}$$

The results in the table above show that all reliability and validity coefficients of this questionnaire are greater than (50%) and very close to one. This explains that the questionnaire is characterized by high reliability and validity. Therefore, it reflects credibility of statistical analysis.

Chapter Four

Data Analysis, Results and Discussion

4.0 Introduction

In this chapter, the researcher will analyze the data collected, discuss and interpret results of the two questionnaires: the learners' questionnaire which reflects the importance of English language and highlights the most important skills to master a language, besides the needs for English at the workplace. Designing an ESP syllabus and its function in promoting communicative skills will be analyzed and discussed too. The teachers' questionnaire which is intended to complement the learners' needs analysis is also to be analyzed and discussed in this chapter. Finally, all results will be discussed in relation to the hypotheses of the study. Besides interviewing some senior staff and English language teaching experts. After summarizing the results obtained, the researcher will make recommendations and suggestions for future studies in chapter five.

4.1 Data Analysis and Results of the Learners' Questionnaire.

The first questionnaire of this study was administered to the employees who receive English courses at the PTC (Appendix 1). This questionnaire has been divided into four categories in which frequency and percentage as statistical tools have been used to obtain the required results.

The first category deals with the importance of mastering English language by the Sudanese oil and gas staff. The second category is associated with the most important skills needed by the oil and gas sector employees. Category three is concerning the gaps between the employees' current language skills and their actual needs for English language at the workplace. The fourth category is about designing an ESP syllabus for promoting Sudanese oil and gas staff communicative skills. In the analysis of this questionnaire, personal experience and observations of the researcher as an

(SPC) staff working in this field of oil and gas for more than ten years have also been included.

Table: (4.1) the participants' gender

Gender	Frequency	Percent
Male	30	60.0%
Female	20	40.0%
Total	50	100.0%

Gender

Table (4.1) above shows that 60% of the respondents are male and 40% of them are female. It is apparent that most of oil activities are conducted in fields; therefore, the percentage of 60% and 40% for male and female respectively is in accordance with the workforce at the ministry of oil and gas.

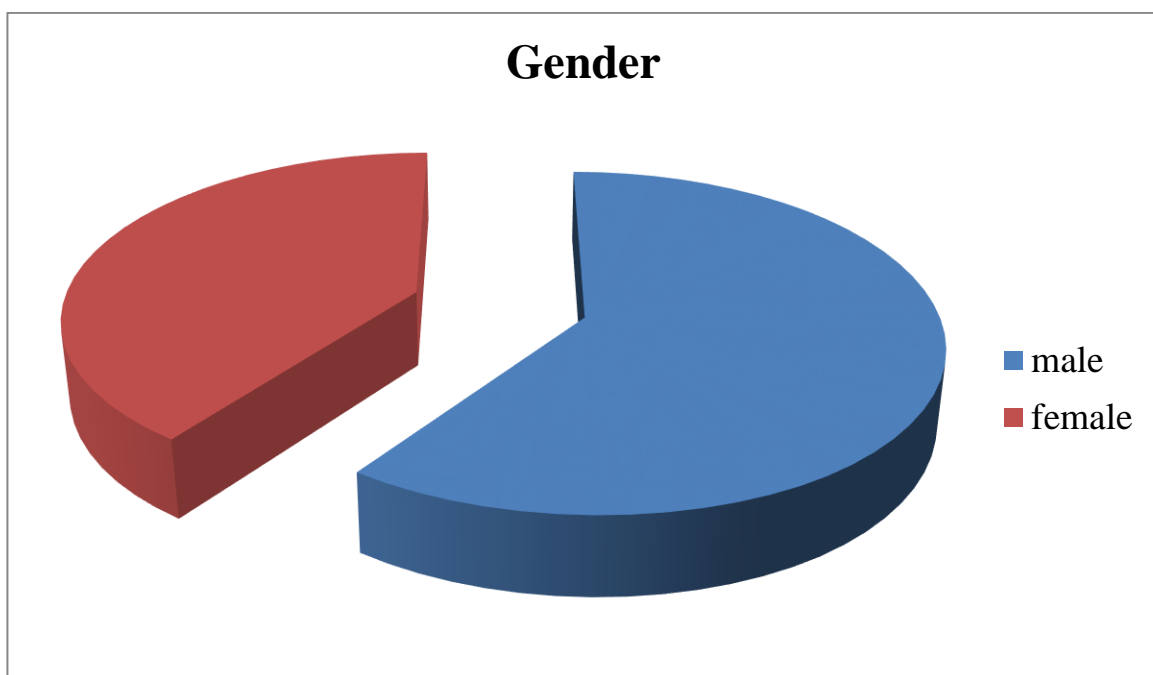


Figure: (4.1) The participants' gender.

Table (4.2) the participants' age

	Frequency	Percent
23-25	5	10.0%
25-30	1	2.0%
31-35	15	30.0%
36-more	29	58.0%
Total	50	100.0%

Age

It is clear from the table (4.2) above that (10%) of the study sample are between 23 – 25 years, and (30%) of the respondents are between 31 – 35years, whereas the majority of the study sample are above the age of 36. The pie chart below also reflects the same percentages.

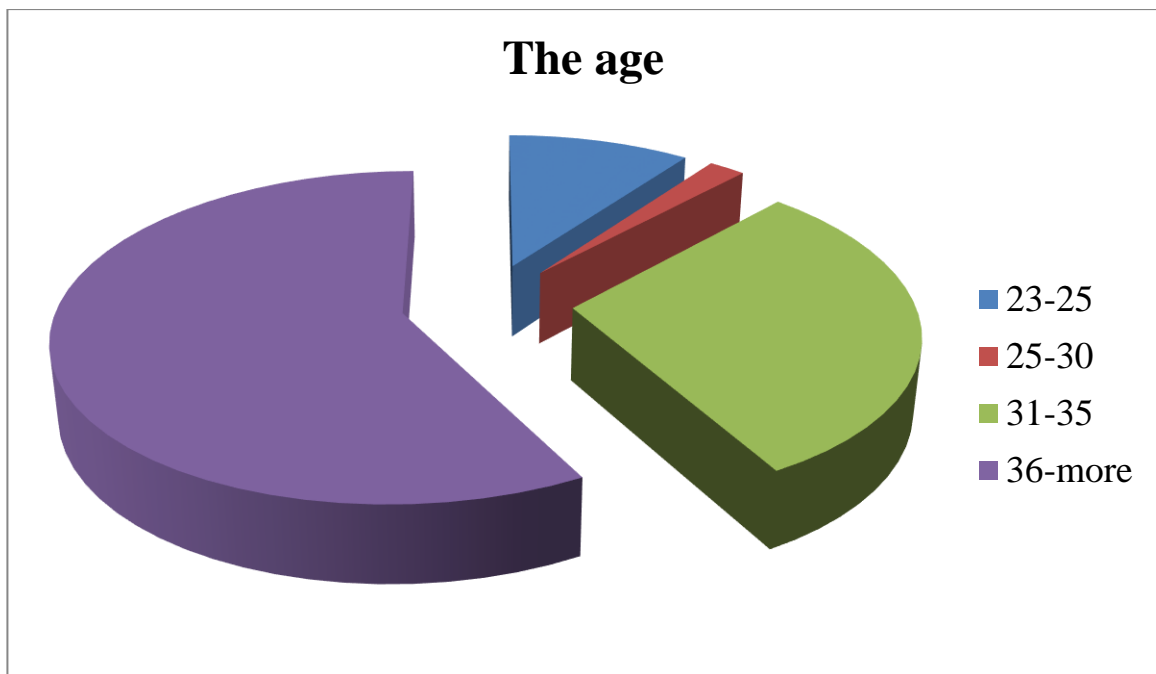


Figure: (4.2) Participants' age.

Table (4.3) the participants' specializations

Specialization	Frequency	Percent
Engineer	16	32.0%
Accountant	8	16.0%
Administrator	14	28.0%
Technician	12	24.0%
Total	50	100.0%

Specialization

As displayed in table (4.3) above, 32% of the study sample are engineers, 16% accountants, 28% administrators and 24% are technicians. It is to be noted that the results in the above mentioned table and the pie chart below show that the learners are heterogeneous group. It is apparent that 56% of the total sample work for technical departments. Therefore, the majority of the employees at the Ministry of oil and gas need to be acquainted with general English as well as technical English in order to perform their duties efficiently.

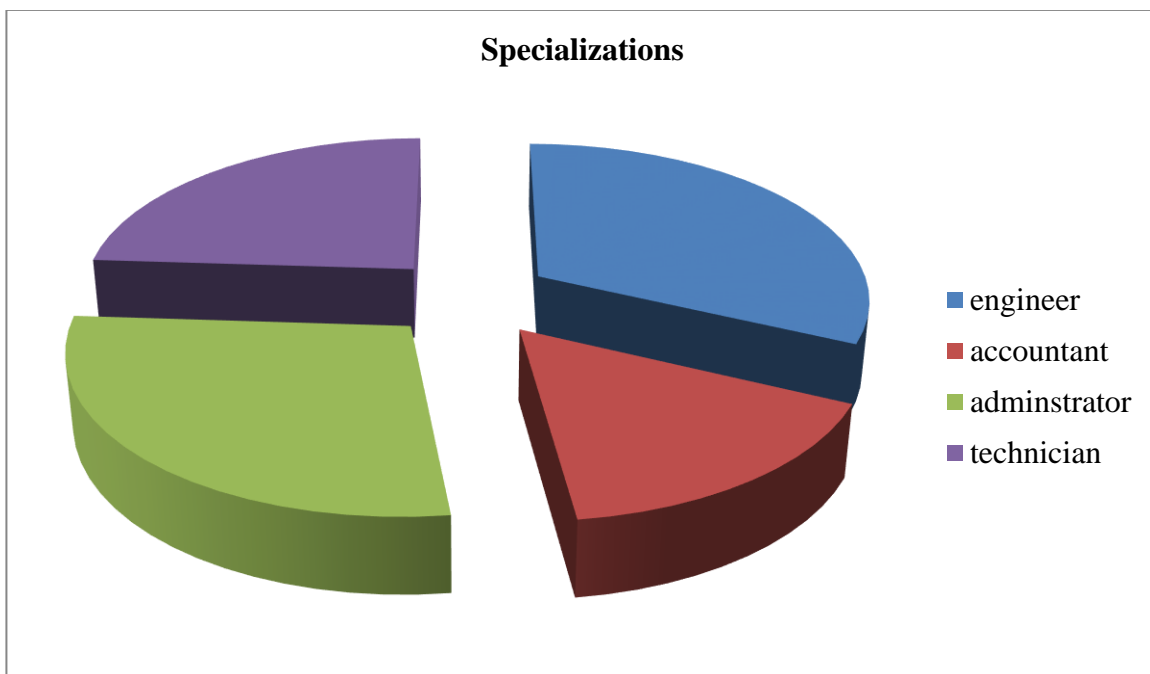


Figure: (4.3) Participants' specializations.

Category 1: The Importance of Mastering English Language by the Sudanese Oil and Gas Staff

Table: (4.4) how important is English to you?

Options	Frequency	Percent
Very important	45	90.0%
Important	3	6.0%
Neutral	0	0.0%
Unimportant	2	4.0 %
Very unimportant	0	0.0%
Total	50	100.0%

As far as the importance of mastering English language for the Sudanese oil and gas staff is concerned, table (4.4) shows how English language is highly valued by the respondents. 96% of the study sample (90% strongly agree and 6% agree) answered that English language is extremely important. Only 4% of the respondents see that it is unimportant. The pie chart below also demonstrates the same results.

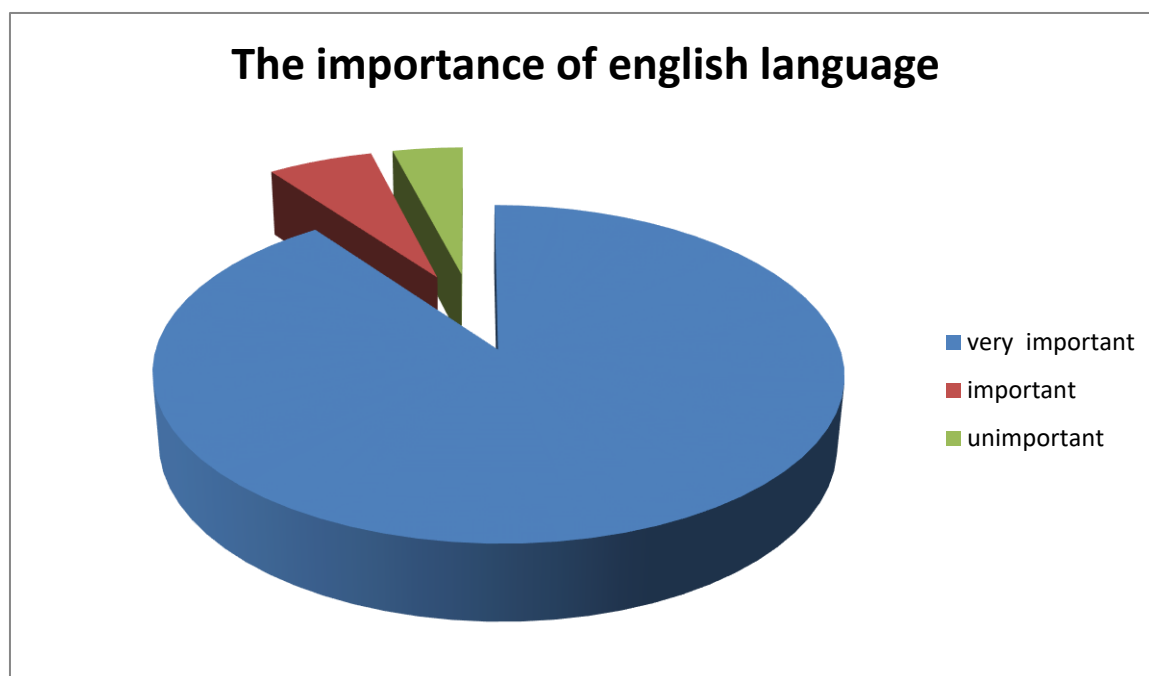


Figure: (4.4) The importance of English language.

What do you need English for?

Table :(4.5) performing language activities such as asking and answering questions.

options	Frequency	Percent
Strongly agree	33	66.0%
Agree	15	30.0%
Neutral	1	2.0%
Disagree	0	0.0%
Strongly disagree	1	2.0%
Total	50	100.0%

Performing language activities

In table (4.5) the majority of the respondents 96% - (66% strongly agree, 30% agree) - replied that they need to study English language to perform activities such as asking and answering questions ,discussing, etc. . 2% of them refused the statement and the remaining (2%) were undecided. It can also be seen through the pie chart below.

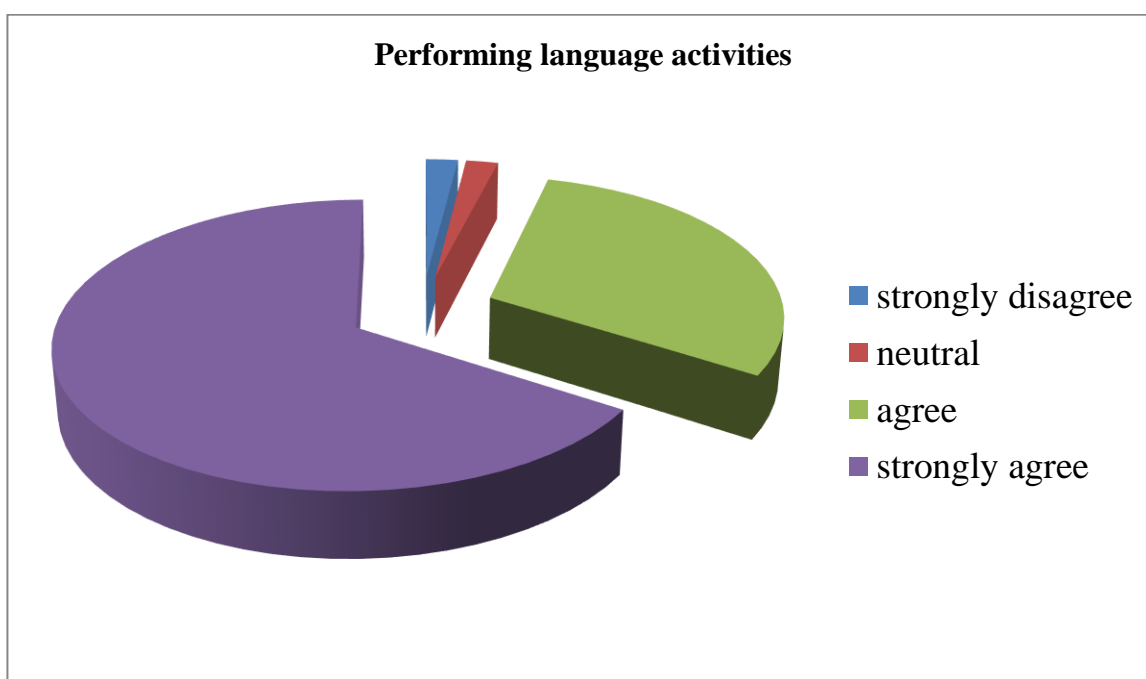


Figure: (4.5) Performing language activities.

Table: (4.6) conducting face to face conversations.

Options	Frequency	Percent
Strongly agree	29	58.0%
Agree	16	32.0%
Neutral	4	8.0%
Disagree	1	2.0%
Strongly disagree	0	0.0%
Total	50	100.0%

Conducting conversations

In table (4.6) the majority of respondents 90%, (54% strongly agree, 32% agree) see that they need English to conduct face to face conversations at workplace. It is obvious that the nature of work in the field of oil and gas always requires talking to business partners where English language is generally the most dominant language, thus, mastering of communication skills is vital for oil and gas employees. While 8% were neutral, only 2% of the respondents did not see any importance for conducting conversations in English. The same percentages have been illustrated by the following pie chart.

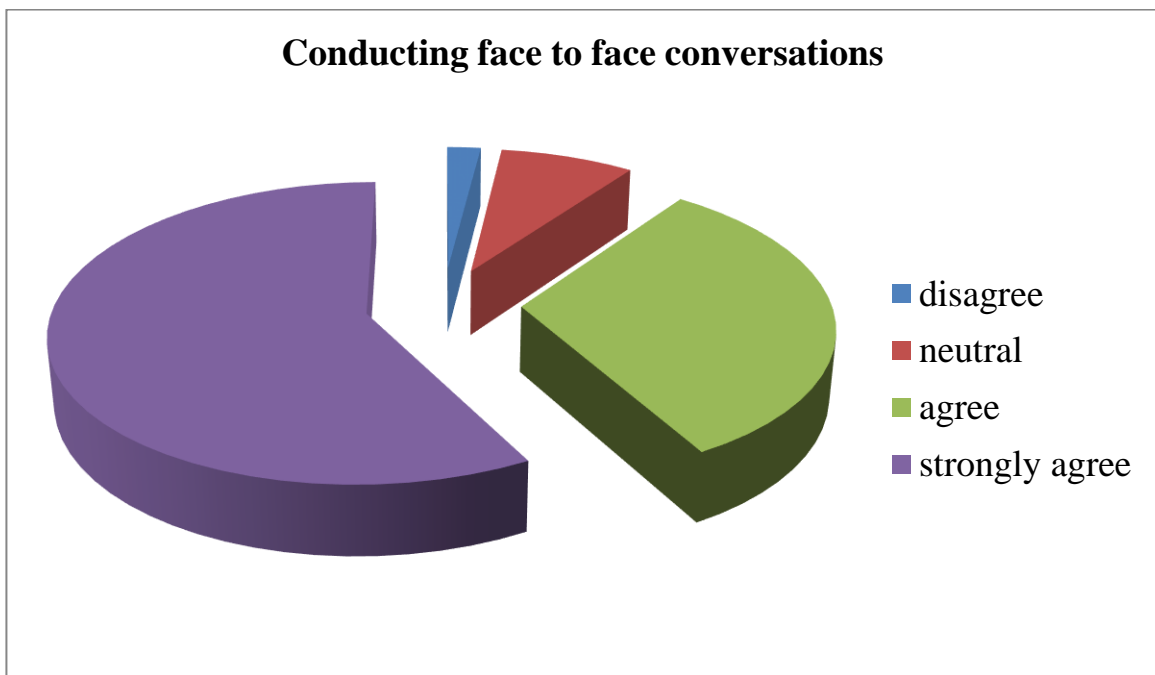


Figure: (4.6) Conducting face to face conversations.

Table: (4.7) giving presentations at workplace, etc.

options	Frequency	Percent
Strongly agree	32	64.0%
Agree	12	24.0%
Neutral	5	10.0%
Disagree	0	0.0%
Strongly disagree	1	2.0%
Total	50	100.0%

Giving presentations

As for giving presentation table (4.7), 12 and 32 participants (24% agree and 64% strongly agree, respectively) hold that giving presentation in English at workplace is of vital importance. (10%) of the respondents have no ideas. Only (2%) of them strongly disagreed the need for English to give presentations at workplace. The acceptance of the statement can also be seen in the following pie chart.

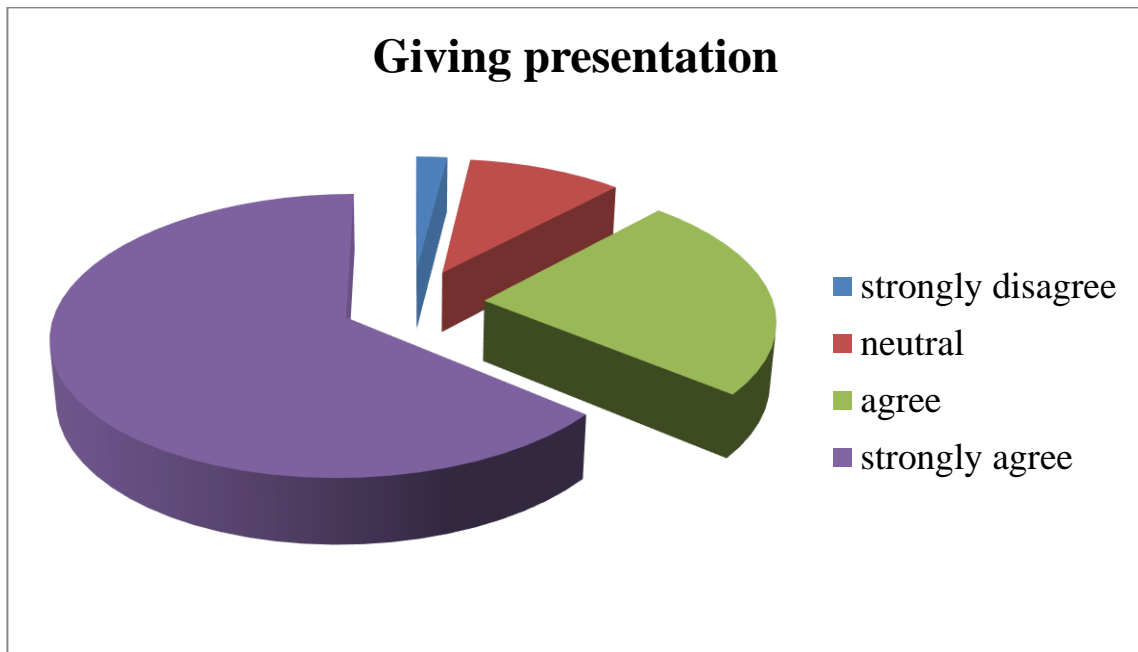


Figure: (4.7) Giving presentation

Table: (4.8) Reading Articles and Printed Materials

Options	Frequency	Percent
Strongly agree	36	72.0%
Agree	10	20.0%
Neutral	3	6.0%
Disagree	0	0.0%
Strongly disagree	1	2.0%
Total	50	100.0%

Reading articles in English

It can be seen in the table (4.8) that the majority of the study sample (92%) - (72% strongly agree and 24% agree) - replied that they need to learn English to enable them to read things written in English language. In responding to this statement - reading articles in English -6% of the respondents were undecided. Only 2% of them strongly opposed the statement. The percentages shown in the pie chart below also support the acceptance of the statement.

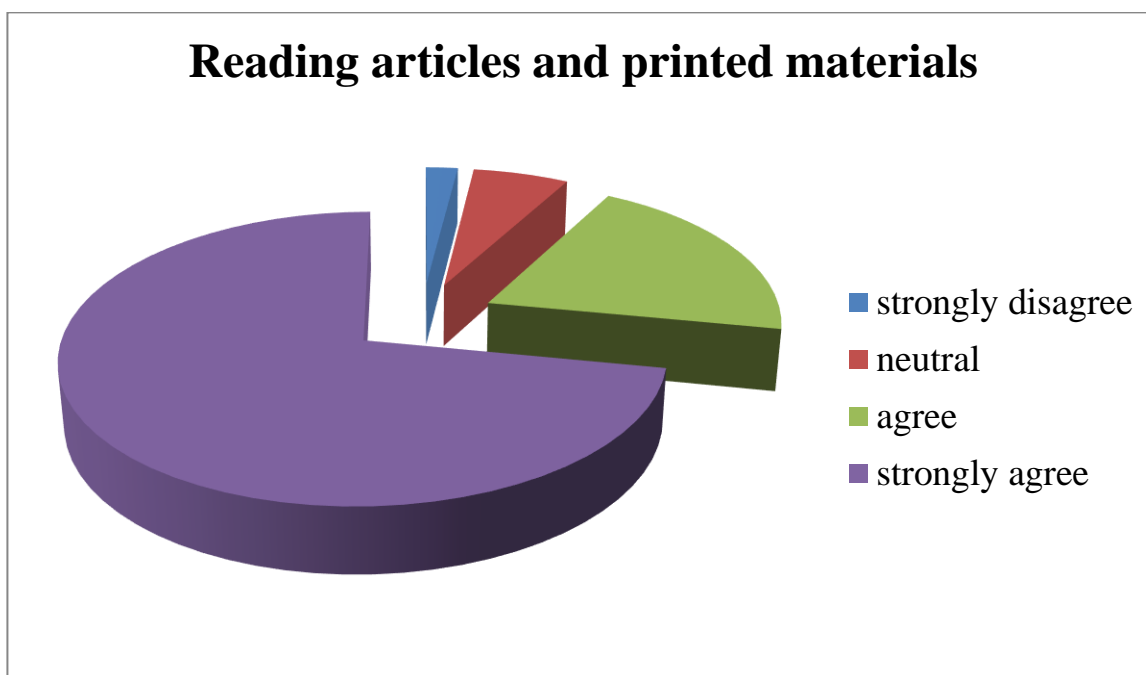


Figure: (4.8) Reading articles and printed materials.

Table: (4.9) listening to radio and watching TV.

Options	Frequency	Percent
Strongly agree	24	48.0%
Agree	12	24.0%
Neutral	12	24.0%
Disagree	2	4.0%
Strongly disagree	0	0.0%
Total	50	100.0%

Listening to radio and watching TV.

According to the table (4.9) above, the percentages of those who need English for listening to radio and watching TV are (48% strongly agree and 24% agree). These percentages reflect the importance of listening among the study sample. However, 24% of the respondents have no idea whether they need it for such activity or not. Only (2%) of them do not agree that they need English for listening to radio and watching TV. It also well illustrated in the pie chart below.

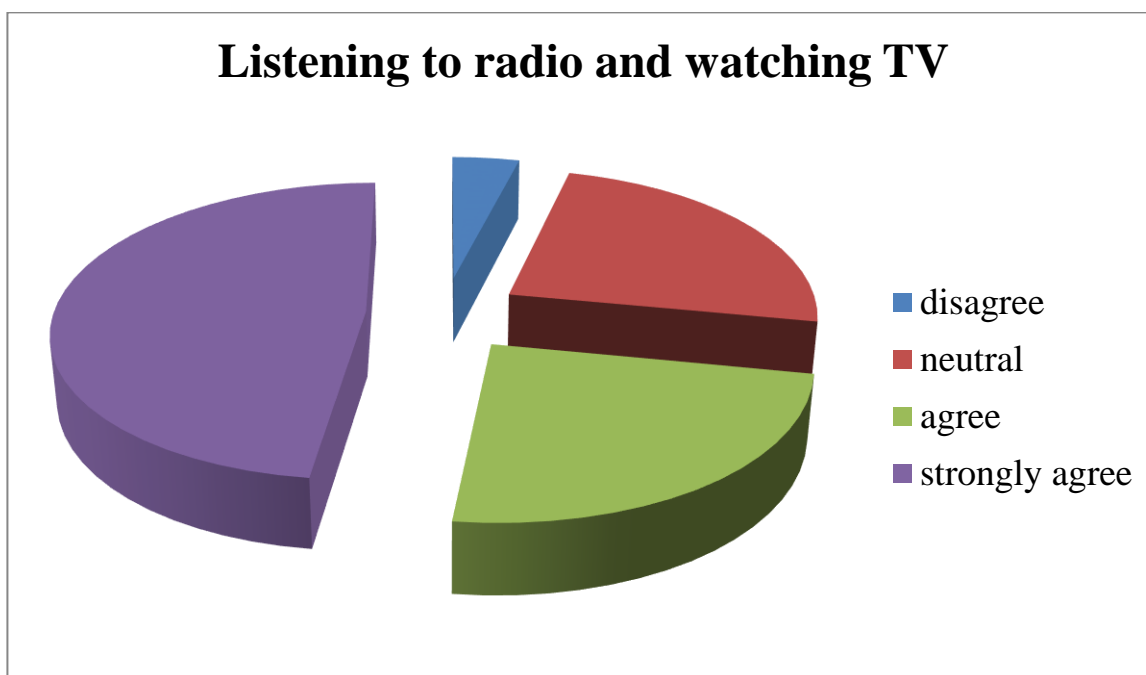


Figure: (4.9) Listening to radio and watching TV.

Table: (4.10) communicating and taking part in conference abroad

Options	Frequency	Percent
Strongly agree	36	72.0%
Agree	11	22.0%
Neutral	3	6.0%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	50	100.0%

Need of English for communicating and taking part in conference

In table (4.10), it is evident that (94%) of the study sample (72% strongly agree, 22% agree) responded that they need English to communicate when they are abroad as trainees or taking part in a conference. This could be attributed to the fact that most of oil and gas employees take part in activities held inside and outside the Sudan where the most likely language of deliberations is English. In the above mentioned table, only (6%) of the respondents were not sure whether they need English language for communication or not. The pie chart below also reflects this result.

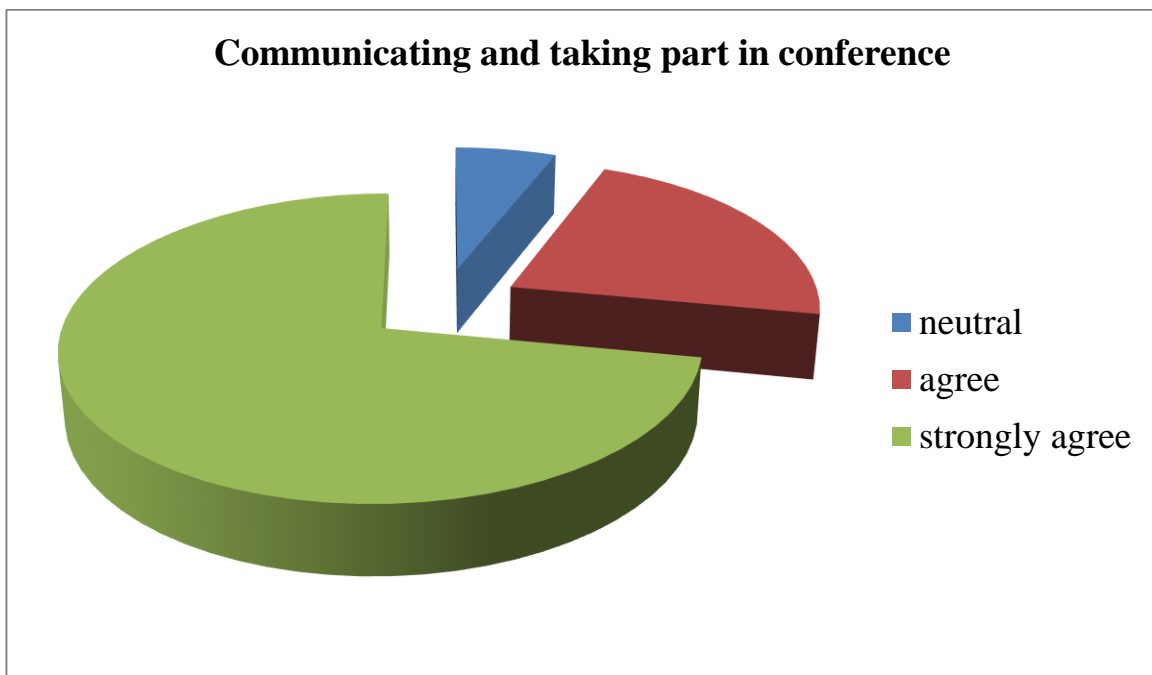


Figure: (4.10) Communicating and taking part in conference

Table: (4.11) reading literature for pleasure

Options	Frequency	Percent
Strongly agree	15	30.0%
Agree	27	54.0%
Neutral	7	14.0%
Disagree	1	2.0%
Strongly disagree	0	0.0%
Total	50	100.0%

Reading literature for pleasure

Concerning reading literature for pleasure as it was shown in the table (4.11) above; we can notice that the majority of the study sample (54%) agrees that they need English language to read original English literature books. (30%) strongly agree, (14%) not sure, whereas only (2%) of the respondents disagree with the statement.

This result shows that the participants are aware of the importance of reading literature books which help in bridging the cultural gaps between peoples.

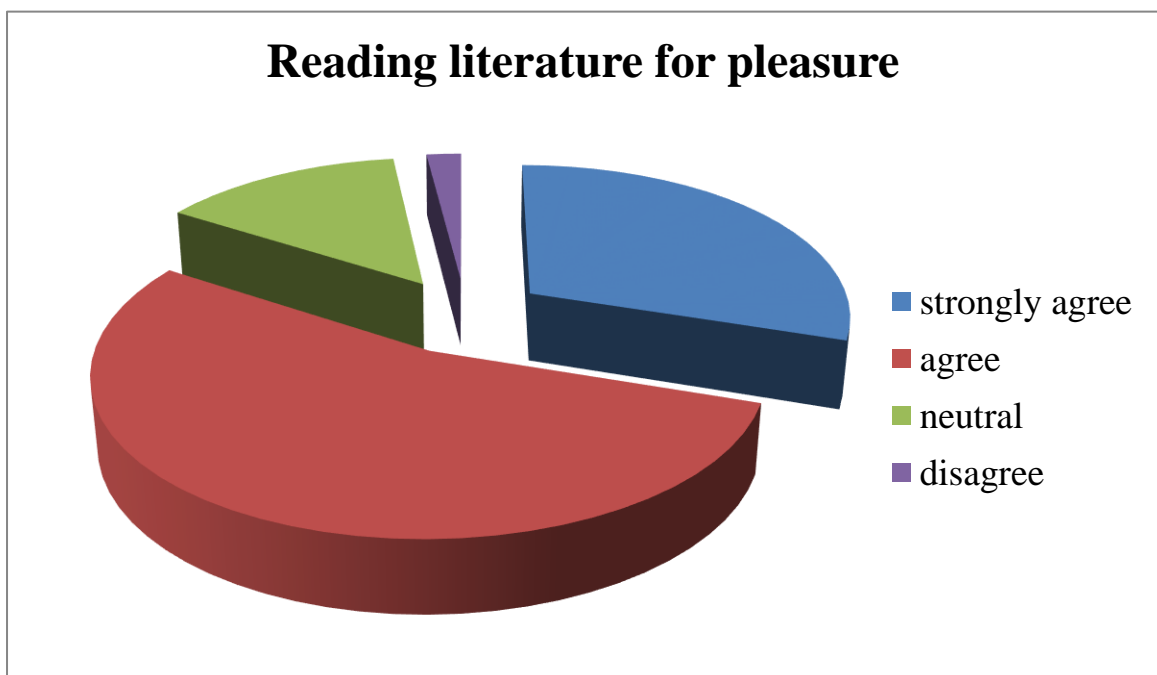


Figure: (4.11) Reading literature for pleasure.

Category (1) Table (4.12): The Importance of Mastering English by the Sudanese Oil and Gas Employees.

Phrases	Frequency and percentages										Mean	Stand ard devia tion	Trend of opinion
	Strongly disagree		Disagree		Neutral		Agree		Strongly agree				
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%			
To perform language activities such as asking and answering questions, discussing, etc.	1	2	0	0	1	2	15	30	33	66	4.58	.8154	strongly agree
To conduct face to face conversations with my colleagues or business partners at work place.	0	0	1	2	4	8	16	32	29	58	4.46	.7342	strongly agree
Give presentation at work place, in conference held internally or abroad.	1	2	0	0	5	10	12	24	32	64	4.48	.8388	strongly agree
To read articles and printed materials related to my job.	1	2	0	0	3	6	10	20	36	72	4.60	.7824	strongly agree
To listen to the radio, to watch TV programs.	0	0	2	4	12	24	12	24	24	48	4.16	.9337	agree
To be able to communicate when (being abroad as a tourist or taking part in a conference)	0	0	0	0	3	6	11	22	36	72	4.66	.5928	strongly agree
To read original English literature for pleasure	0	0	1	2	7	14	27	54	15	30	4.12	.7182	agree
The hypothesis	0	0	0	0	1	2	14	28	35	70	4.68	.5127	strongly agree

As a result of the analysis of the above mentioned table (4.12), the researcher has come to the conclusion that the first hypothesis “English language mastery is vital for oil sector employees due to the fact that oil industry is totally based on advanced technologies and modern methods of promotion and marketing which use English as a means of communication”, is accepted and in favor of strongly agree (4.68).

Category two: The Most Important Skills Needed by Learners.

Table: (4.13) how do you assess your proficiency in listening?

Options	Frequency	Percent
Excellent	8	16.0%
Very good	21	42.0%
Good	12	24.0%
Satisfactory	8	16.0%
Weak	1	2.0%
Total	50	100.0%

Listening skills

In table (4.12) the total percentage of the participants who have a good standard in listening skills is (82%): (16%) excellent, (42%) very good and (24%) good. Whereas, (16%) satisfactory and (2%) weak. Generally speaking, these results show that most of the participants have got a listening standard above the average i.e. good, thus, they could understand what they are exposed to. The above mentioned results can also be clearly seen in the pie chart below.

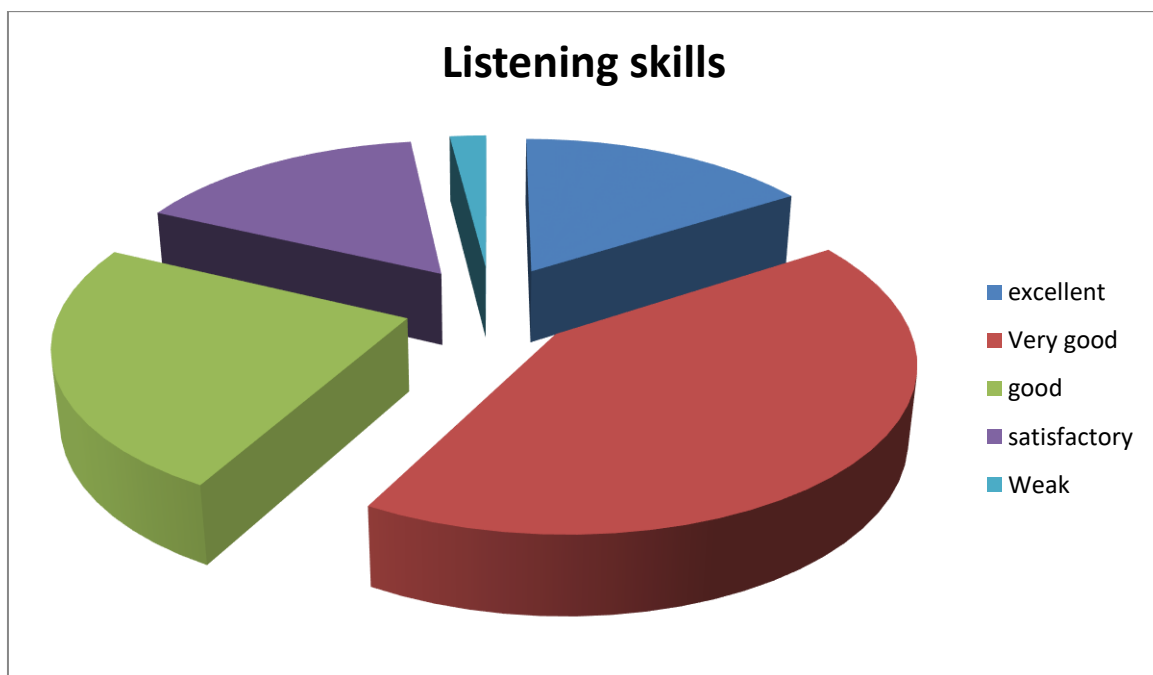


Figure: (4.12) Listening skills.

Table: (4.14) how do you assess your proficiency in speaking?

Options	Frequency	Percent
Excellent	5	10.0%
Very good	15	30.0%
Good	22	44.0%
Satisfactory	6	12.0%
Weak	2	4.0%
Total	50	100.0%

Speaking skills

Concerning proficiency in speaking, the participants have been asked to evaluate their levels in this particular skill. The results in the table (4.13) above, show that the majority of them (84%), 10% excellent, 30% very good and 44% good) claim that they have good standard of speaking skills. Therefore, they could positively express themselves and take part in a communicative situation. Similarly it is also reflected in the pie chart below.

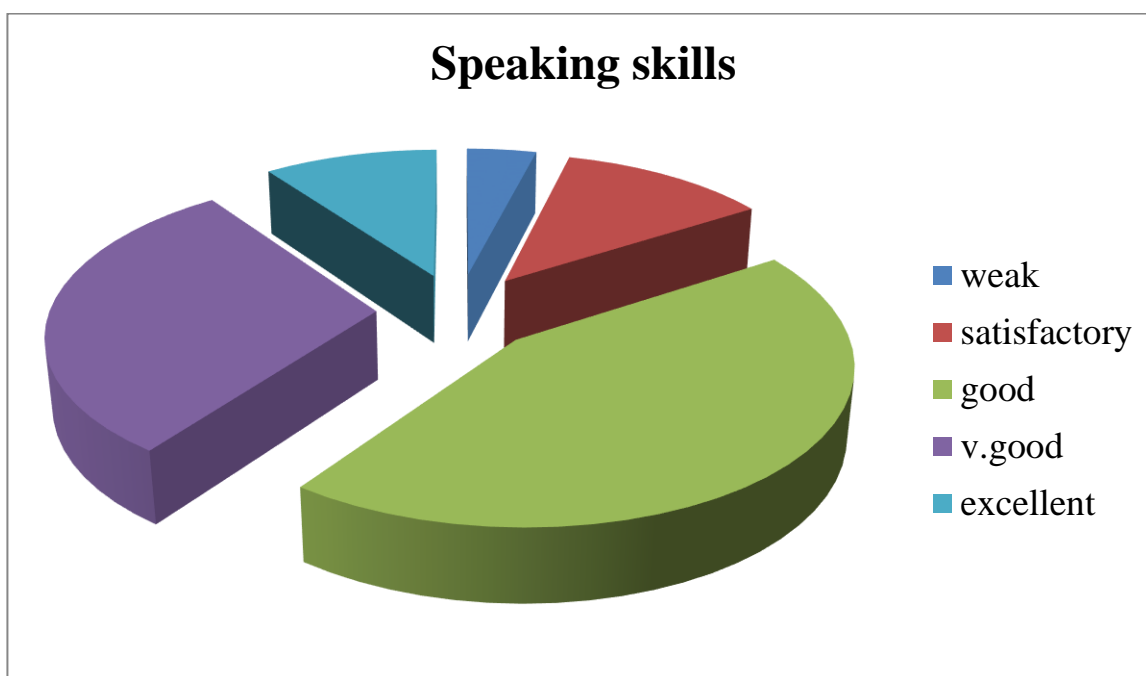


Figure (4.13) Speaking skills.

Table: (4.15) how do you assess your proficiency in reading?

options	Frequency	Percent
Excellent	13	26.0%
Very good	24	48.0%
Good	12	24.0%
Satisfactory	1	2.0%
Weak	0	0.0%
Total	50	100.0%

Reading skills

Similarly, the participants have been invited to assess their proficiency in reading skills. As it was reflected in table (4.14) located above, the vast majority of the study sample (98%) – 48% very good, 26% excellent and 24% good) - replied that they have a standard of speaking skills above good.(74%)of them have assessed themselves as very good and excellent speakers. Only 2% of the respondents see that their spoken English is satisfactory. This can also clearly be read in the below pie chart.

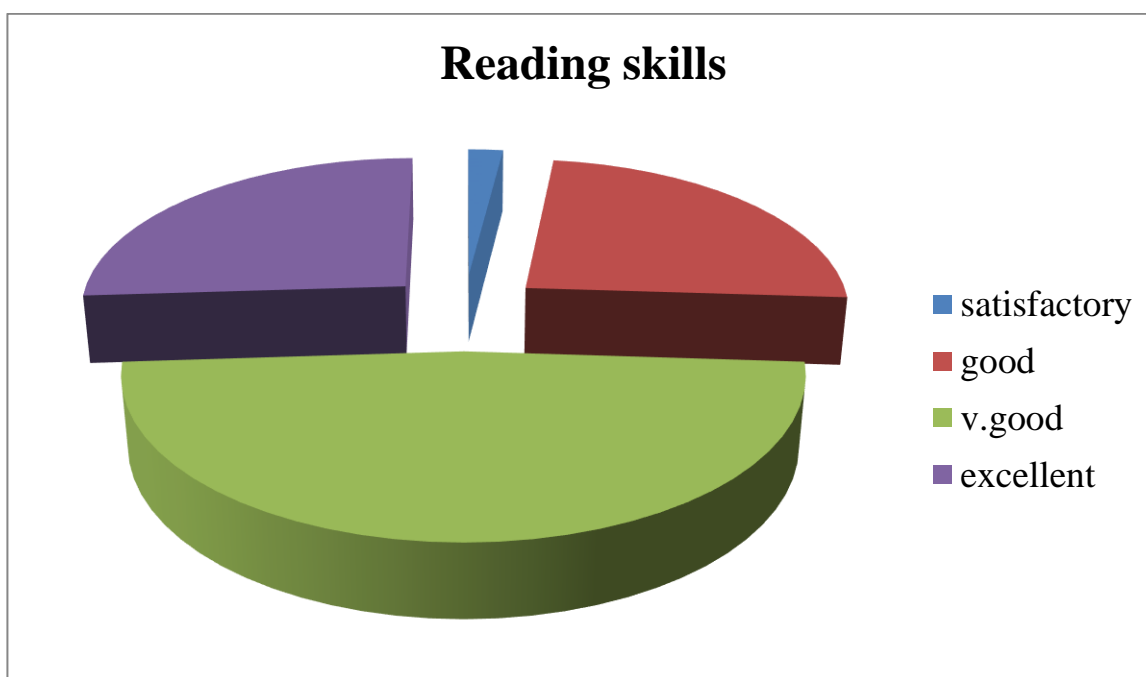


Figure: (4.14) Reading skills.

Table: (4.16) how do you assess your proficiency in writing?

options	Frequency	Percent
Excellent	6	12.0%
Very good	22	44.0%
Good	15	30.0%
Satisfactory	7	14.0%
Weak	0	0.0%
Total	50	100.0%

Writing skills

In response to how do you assess your proficiency in writing table (4.16), (86%) of the respondents see that they are good at writing skills. Those who mark good, are (30%), very good are (44%) and those who mark excellent are (12%). Very few participants (14%) assess their level in writing as satisfactory. Likewise, the percentages shown in the below pie chart are similar to the above mentioned ones.

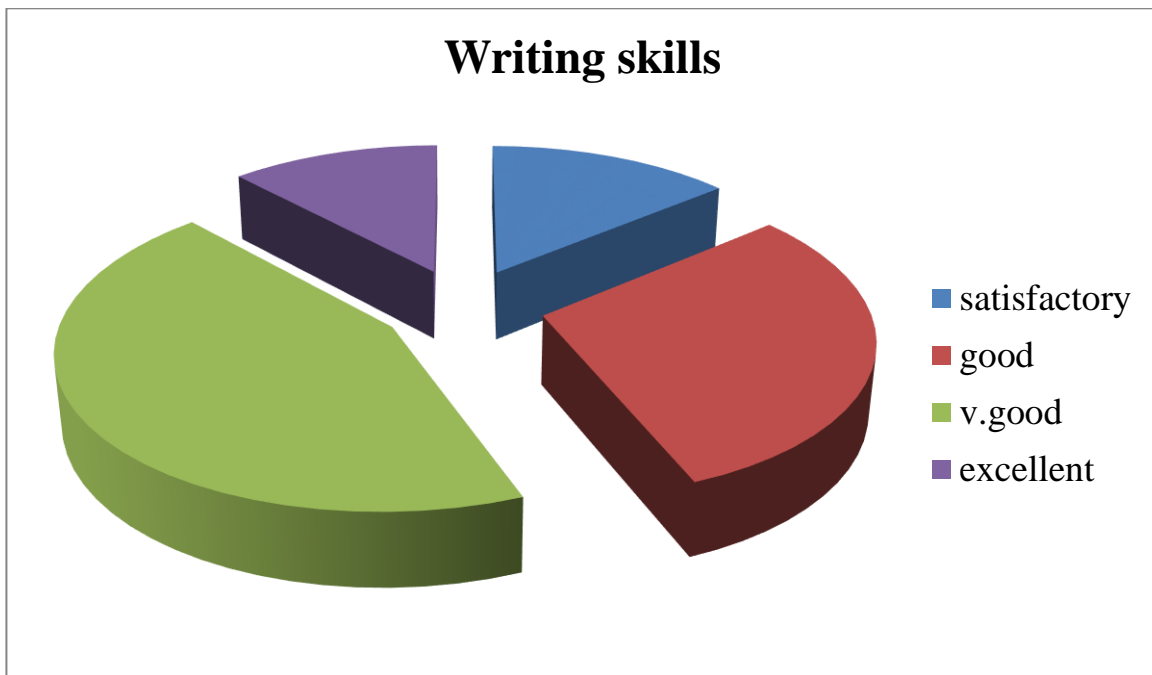


Figure: (4.15) Writing skills.

Table: (4.17) how do you assess your proficiency in grammar?

options	Frequency	Percent
Excellent	4	8.0%
Very good	13	26.0%
Good	28	56.0%
Satisfactory	4	8.0%
Weak	1	2.0%
Total	50	100.0%

Grammar

Concerning the present level of the participants in grammar proficiency table (4.17), we can notice that the vast majority of the respondents (90%) have a good level and above in grammar. (56%) of them are good, (26%) are very good and (8%) described themselves as excellent. However, (8%) and (2%) of the respondents assessed their levels in grammar as satisfactory and weak respectively. The following pie chart also reflects the same percentages.

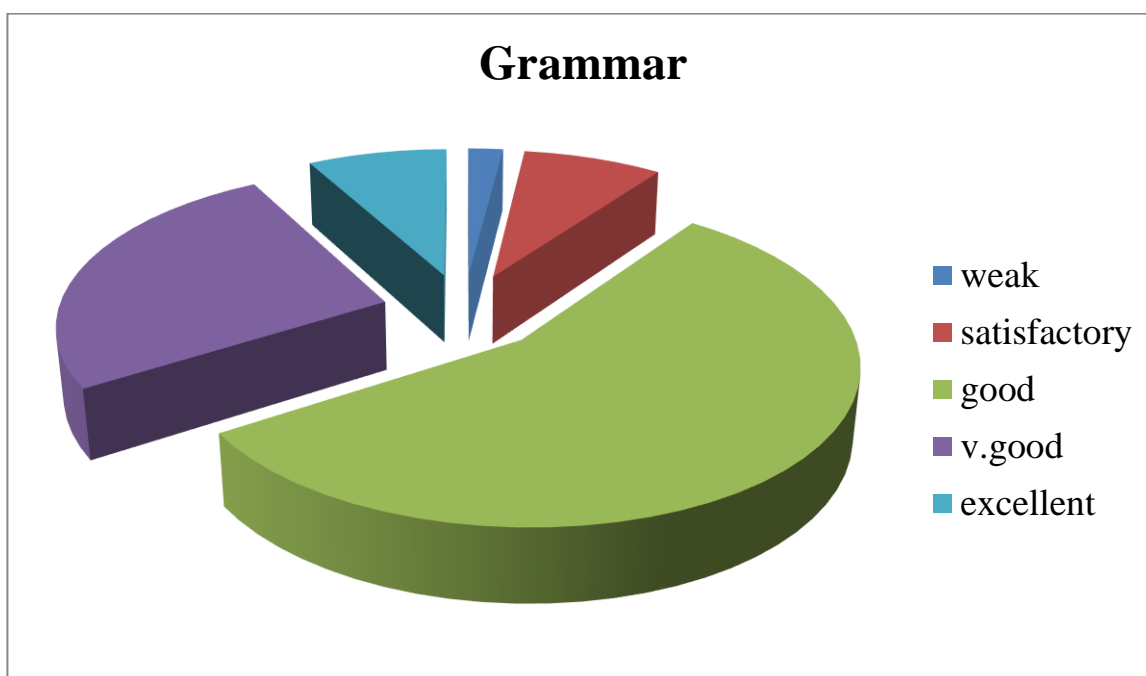


Figure (4.16) Grammar

Table: (4.18) how do you assess your proficiency in vocabulary?

options	Frequency	Percent
Excellent	8	16.0%
Very good	15	30.0%
Good	15	30.0%
Satisfactory	10	20.0%
Weak	2	4.0%
Total	50	100.0%

Vocabulary

With respect to the proficiency in vocabulary table (4.18), (76%) of the study sample say that their vocabulary is above the average “good”, (30%) of them replied that their standard in vocabulary is good, the same percentage (30%) is obtained by those who described themselves as very good; while(26%) are excellent. Those who fell behind the average “satisfactory and weak” are (20%) and (4%) respectively. Percentages in the pie chart below also support this analysis.

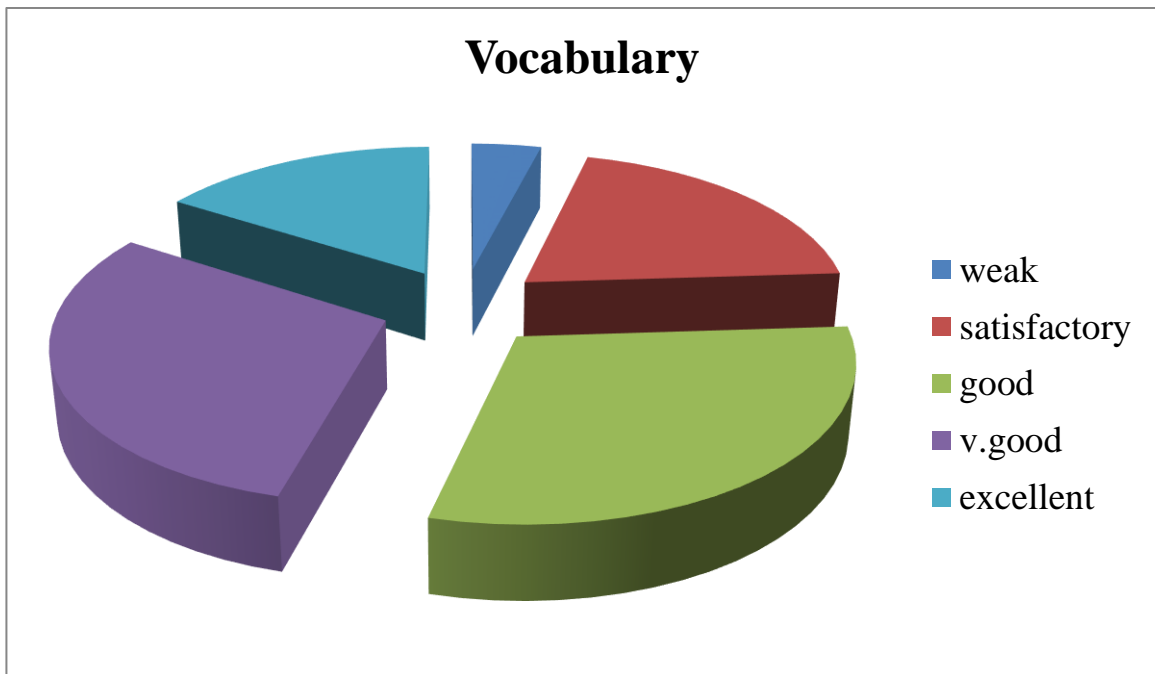


Figure: (4.17) Vocabulary

Table: (4.19) how do you assess your proficiency in pronunciation?

options	Frequency	Percent
Excellent	4	8.0%
Very good	15	30.0%
Good	18	36.0%
Satisfactory	10	20.0%
Weak	3	6.0%
Total	50	100.0%

Pronunciation

As far as pronunciation is concerned, the majority of the study sample (74%) as in the table (4.19) claims that they have good pronunciation. (36%) are good, (30%) very good and (8%) are excellent. Whereas, (26%) of the subjects are below the average. (20%) of them are satisfactory and (6%) are weak. It is also clearly shown in the pie chart below.

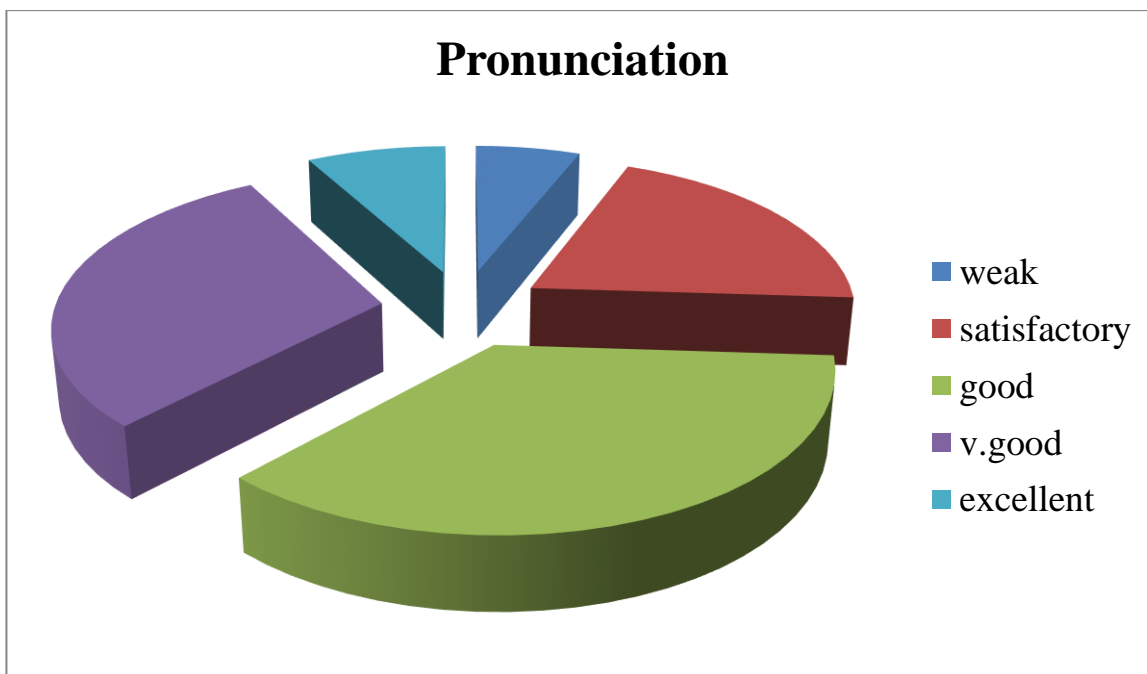


Figure: (4.18) Pronunciation

Question ten: Which language areas do you need to develop more?

Table: (4.20) developing listening skills

Options	Frequency	Percent
Strongly agree	36	72.0%
Agree	8	16.0%
Neutral	3	6.0%
Disagree	3	6.0%
Strongly disagree	0	0.0%
Total	50	100.0%

Developing listening skills

When the participants had been asked whether they need to develop listening skill, the vast majority table (4.20) replied that they need to develop this skill. (72%) of them marked strongly agree and (16%) marked agree. On the other hand, 6% of the study sample marked disagree and the same percentage 6% were undecided. It is evident that the high response to this question reflects the importance of listening skills for those who work in the field of oil and gas since they need from time to time to listen and talk to foreigners in English.

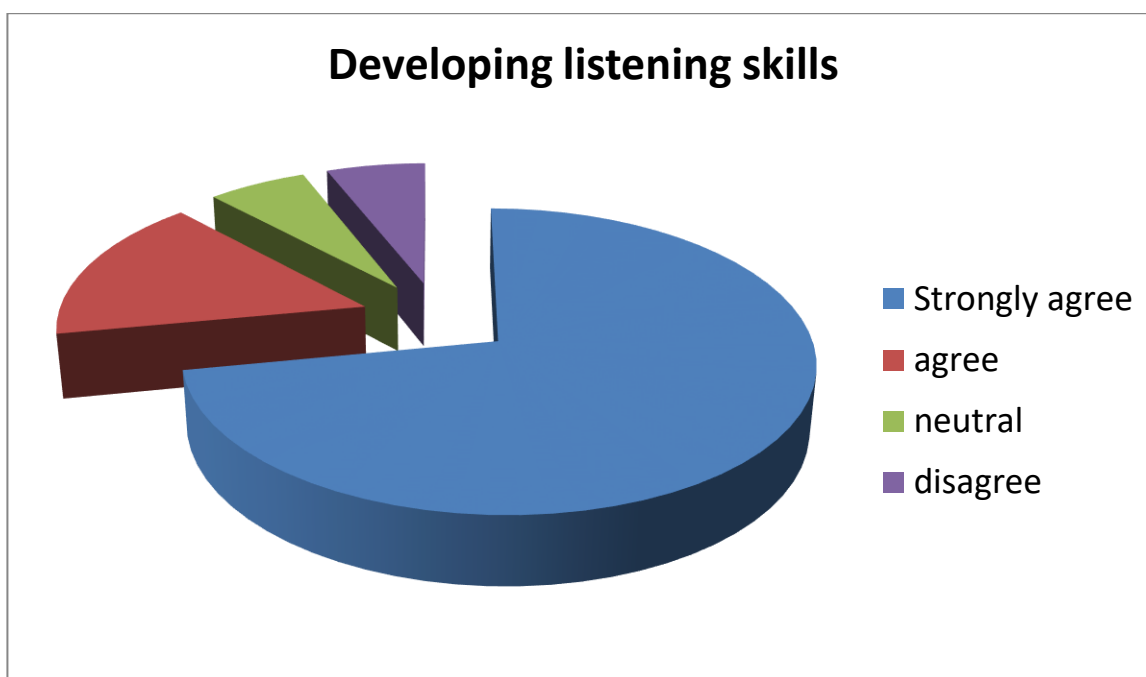


Figure: (4.19) Developing listening skills.

Table (4.21) developing speaking skills

Options	Frequency	Percent
Strongly agree	37	74.0%
Agree	12	24.0%
Neutral	1	2.0%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	50	100.0%

Developing speaking skills

According to data in table (4.21), it is remarkable that a significant number of the study sample (74% strongly agree and 24% agree) replied that they need to develop the speaking skills. Only one participant representing 2% of the subject was neutral towards the idea of developing speaking skills. Similarly, developing speaking skills is vital for oil and gas employees who always seek to effectively communicate with their business partners in English. The above mentioned percentages can also clearly be seen through the following pie chart.

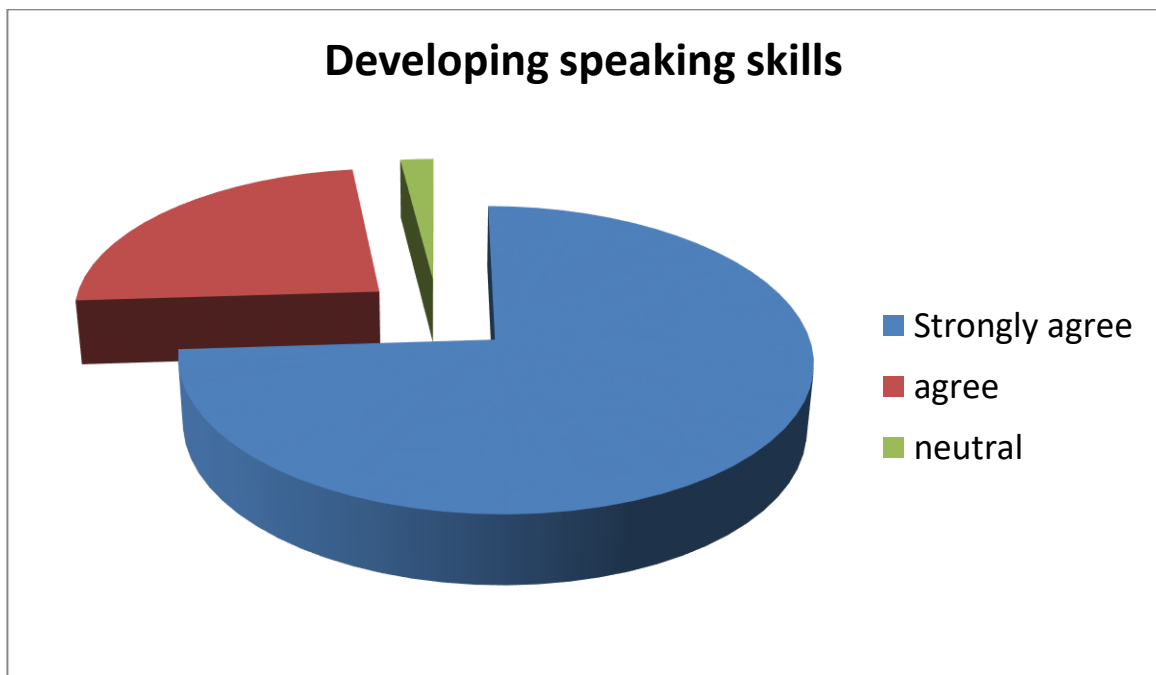


Figure: (4.20) Developing speaking skills.

Table: (4.22) developing reading skills

reading	Frequency	Percent
Strongly agree	20	40.0%
Agree	21	42.0%
Neutral	9	18.0%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	50	100.0%

Developing reading skills

Regarding developing reading skills table (4.22), the respondents in their vast majority (40% strongly agree and 42% agree) declared that they need to develop speaking skills. However, 18% of them were undecided. The participants' positive tendency towards developing speaking skills is justified since the nature of their jobs in oil and gas requires reading issues written in English. The same results also have been reflected in the pie chart mentioned below.

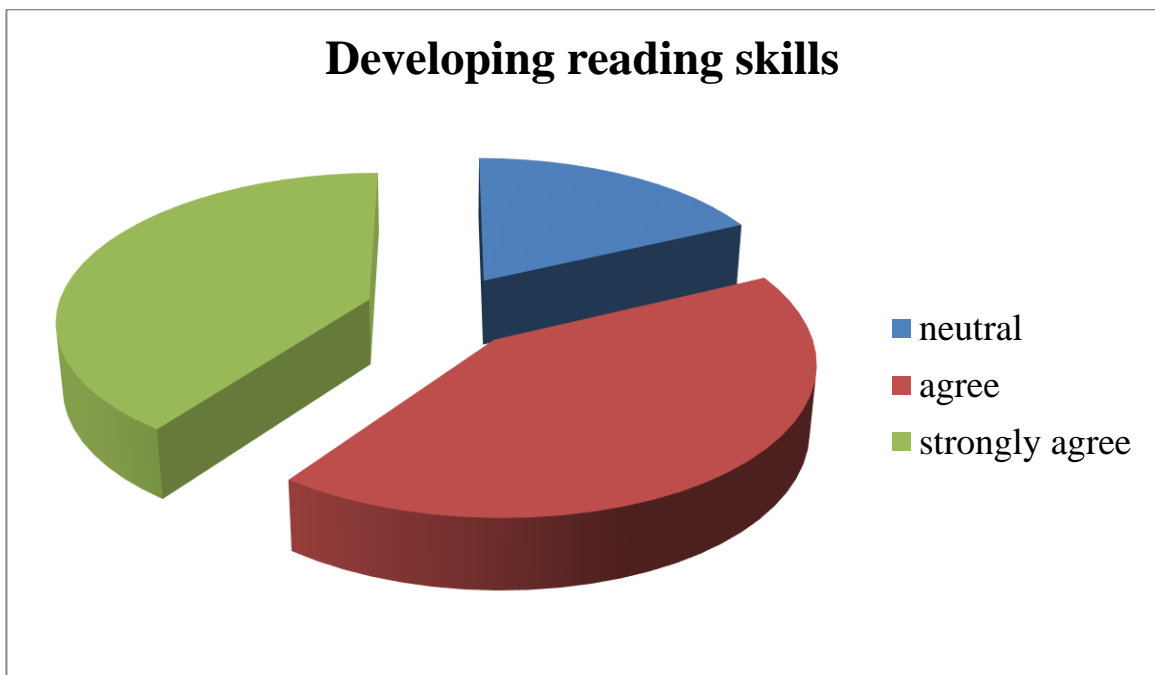


Figure: (4.21) Developing reading skills.

Table: (4.23) developing writing skills

Options	Frequency	Percent
Strongly agree	26	52.0%
Agree	16	32.0%
Neutral	8	16.0%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	50	100.0%

Developing writing skills

In table (4.23) the data shows participants' positive attitude towards developing writing skills (52% strongly agree and 32% agree). Nevertheless, 18% of the subject replied that they were neutral towards developing writing skills. This result also emphasizes that the respondents are in need of writing skills in some of their day to day works.

Percentages in the pie chart below support respondents' positive tendency.

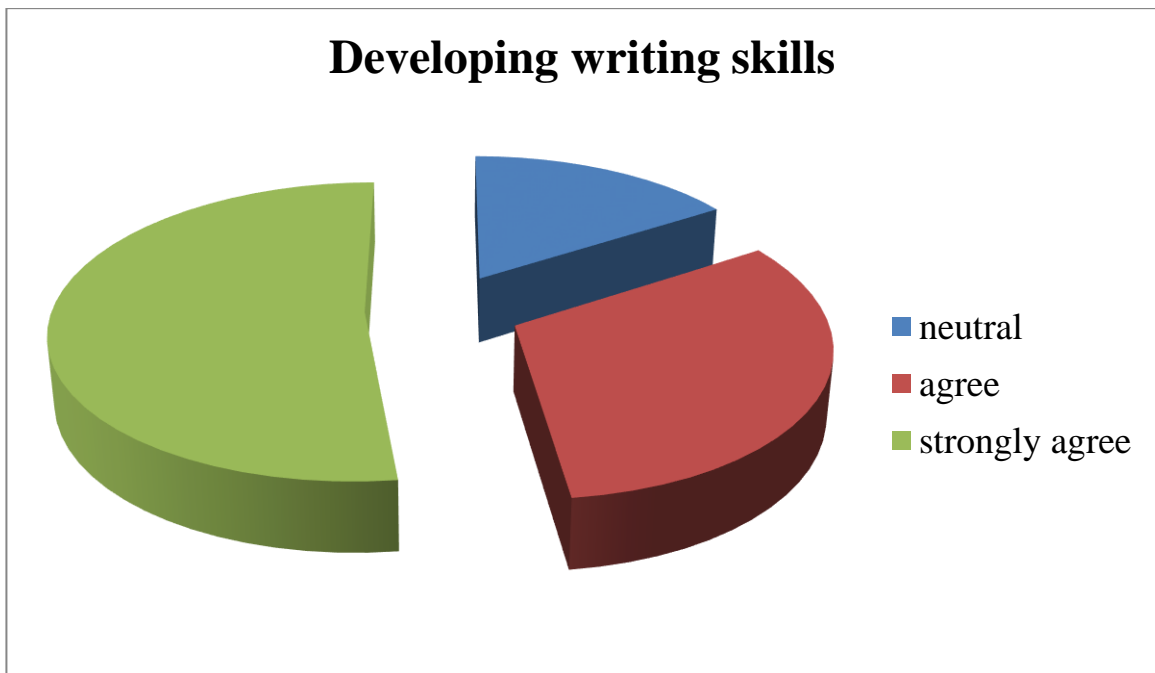


Figure: (4.22) Developing writing skills.

Table: (4.24) developing grammar

Options	Frequency	Percent
Strongly agree	23	46.0%
Agree	18	36.0%
Neutral	8	16.0%
Disagree	1	2.0%
Strongly disagree	0	0.0%
Total	50	100.0%

Developing grammar

For the majority of respondents, results in table (4.24) show their strong need for developing grammar (46% strongly agree and 36% agree). However, there are 8 participants representing 16 % marked neutral and only 2% of them disagreed with the idea of developing grammar. It can also be seen through the pie chart below.

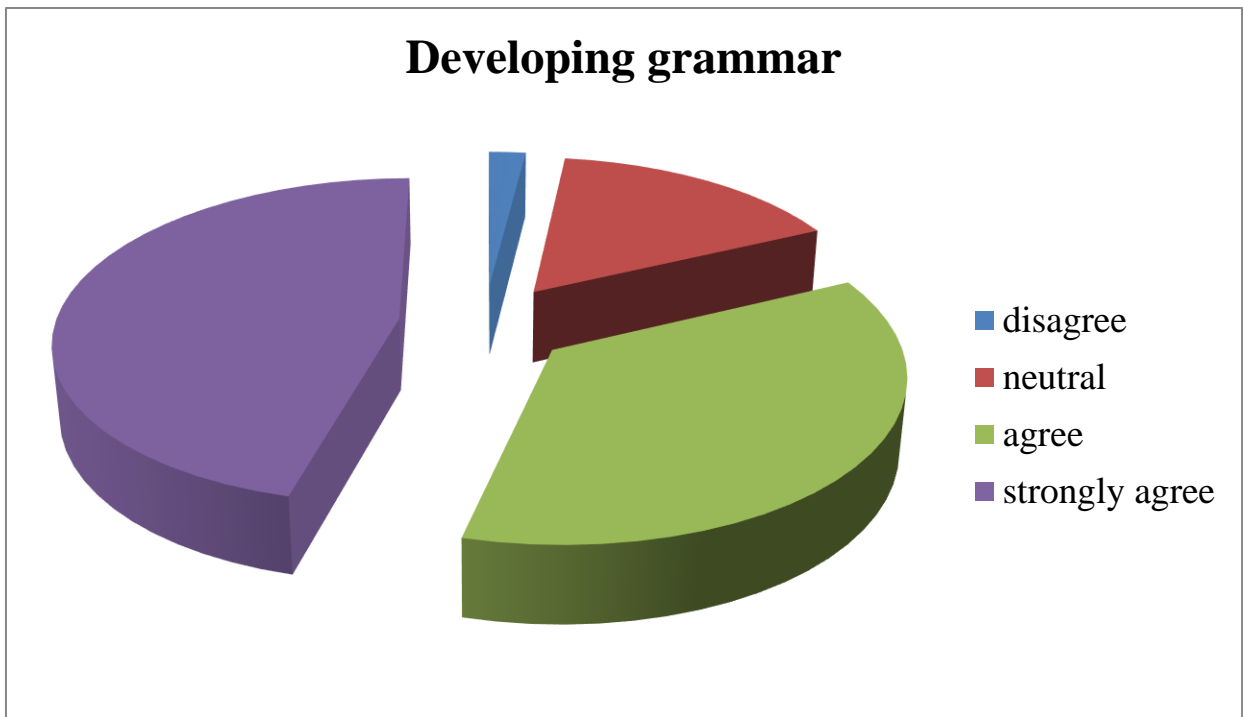


Figure: (4.23) Developing grammar.

Table: (4.25) Developing vocabulary

Options	Frequency	Percent
Strongly agree	35	70.0%
Agree	9	18.0%
Neutral	6	12.0%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	50	100.0%

Developing vocabulary

In the table (4.25), a great number of the respondents (70% strongly agree and 18% agree) declared their need for developing vocabulary. 12% of the total number marked neutral.

It is to be noticed that the majority of the study sample (88%) have strong desire to develop this language area because they are aware of the fact that vocabulary forms the backbone of the language. These percentages also clearly appear in the following pie chart.

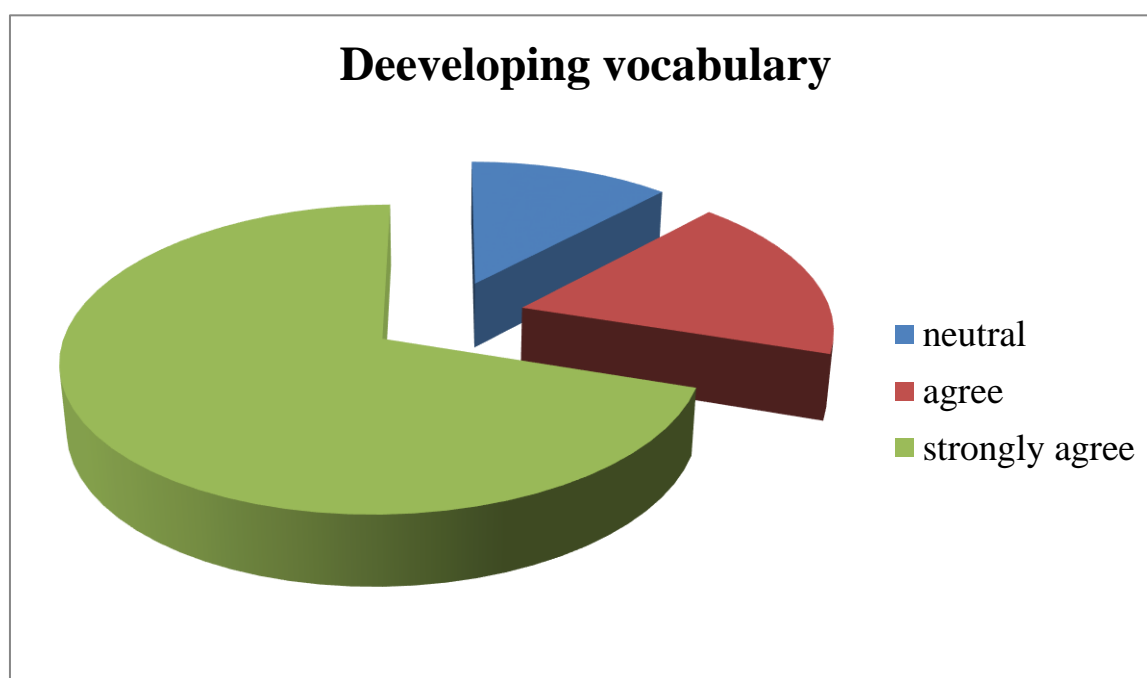


Figure: (4.24) Developing vocabulary.

Category (2) Table: (4.26), the Most Important Skills Needed by

	Frequency and percentages										Mean	Standard deviation	Trend of opinion
	Strongly disagree		Disagree		Neutral		Agree		Strongly agree				
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%			
Listening	0	0	3	6.0	3	6.0	8	16.0	36	72.0	4.5400	.86213	Strongly agree
Speaking	0	0.0	0	0.0	1	2.0	12	24.0	37	74.0	4.7200	.49652	Strongly agree
Reading	0	0.0	0	0.0	9	18.0	21	42.0	20	40.0	4.2200	.73651	agree
Writing	0	0.0	0	0.0	8	16.0	16	32.0	26	52.0	4.3600	.74942	Strongly agree
Grammar	0	0.0	1	2.0	8	16.0	18	36.0	23	46.0	4.2600	.80331	agree
Vocabulary	0	0.0	0	0.0	6	12.0	9	18.0	35	70.0	4.5800	.70247	Strongly agree
Hypothesis 2	0	0.0	0	0.0	1	2.0	16	32.0	33	66.0	4.6400	.52528	Strongly agree

the Learners.

After analyzing the results in table (4.26) above, the researcher concludes that the second hypothesis “Most of oil and gas employees need to acquire the four basic language skills so as to cope with oil production partners and all people involved in oil industry across the globe”, has been accepted and in favor of strongly agree (4.64).

Category (3) Gaps between the employees’ current language skills and their actual needs for English at work place

In your job, what do you need English for?

Table: (4.27) Conversing with English-speaking colleagues.

Options	Frequency	Percent
Strongly agree	22	44.0%
Agree	18	36.0%
Neutral	7	14.0%
Disagree	3	6.0%
Strongly disagree	0	0.0%
Total	50	100.0%

Conversing with colleagues:

When the participants were asked to give their opinions if they need English to converse with English-speaking colleagues as table (4.27) indicates, a great number of them (44% strongly agree and 36% agree) replied that they need English for this purpose.

Nevertheless, 14% of the study sample marked neutral and 6% disagreed the statement. It is to be noticed that in the field of oil industry, most of the employees engage in a way or another with English- speaking people, thus, the respondents in this study highly rated this statement (conversing with English – speaking colleagues).

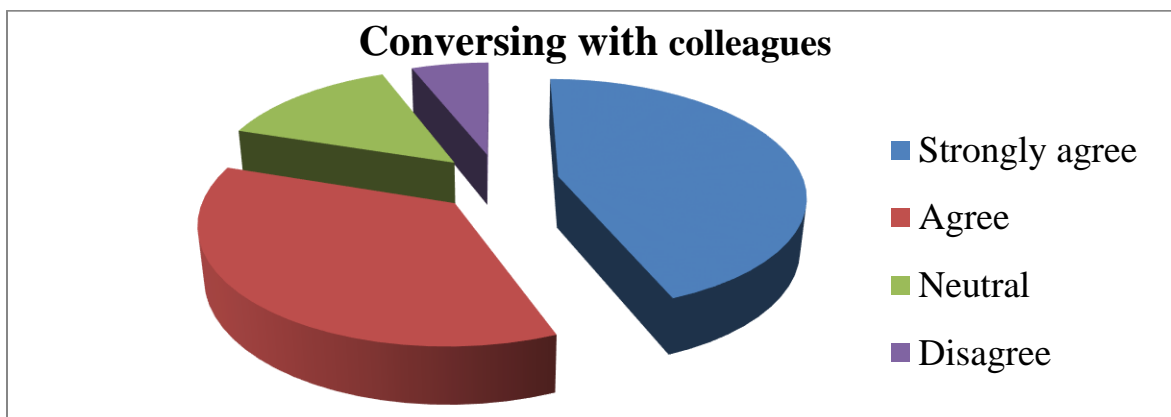


Figure: (4.25) Conversing with colleagues.

Table: (4.28) Reading written or printed materials related to the job.

Options	Frequency	Percent
Strongly agree	36	72.0%
Agree	13	26.0%
Neutral	1	2.0%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	50	100.0%

Reading written or printed materials

As displayed in table (4.28), 98% of the respondents (72% strongly agree and 26%) agree) have agreed with reading written or printed materials related to their jobs. Only (2%) of the subjects are neutral. This reflects the importance of reading skill at workplace in an institution such as ministry of oil and gas. Pie chart below also shows the same results.

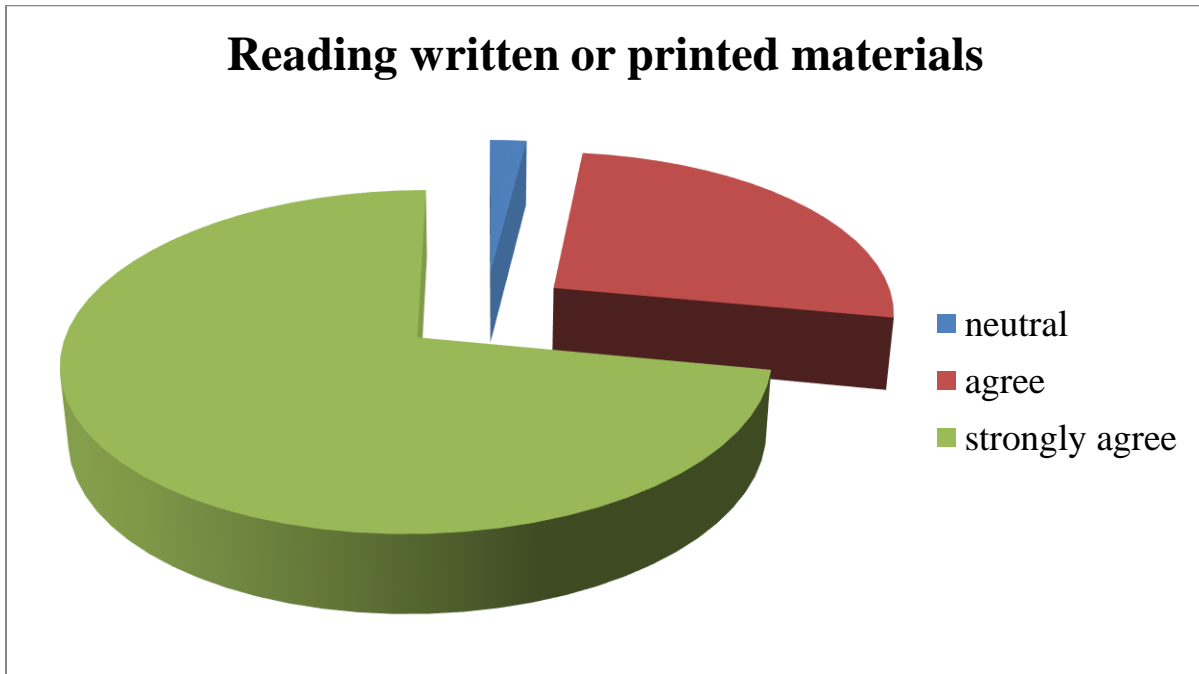


Figure: (4.26) Reading written or printed materials.

Table: (4.29) Conveying information or instructions from English to Arabic speaking workers in Arabic or vice versa.

Options	Frequency	Percent
Strongly agree	20	40.0%
Agree	21	44.0%
Neutral	5	10.0%
Strongly disagree	2	4.0%
Disagree	2	4.0%
Total	50	100.0%

Making translation

As shown in table No. (4.29), 84% of the study sample have agreed that they need English at workplace to convey information or instructions from English language to Arabic speaking – workers in Arabic or vice versa. While 10% of the respondents are neutral, 4% of them disagreed with the statement. It is apparent that at oil production fields, engineers sometimes need to make translation from English into Arabic or vice versa where the low skilled employees are hired to deliver certain services. Thus, the respondents’ claim is justifiable. The same results also have been displayed by the pie chart below.

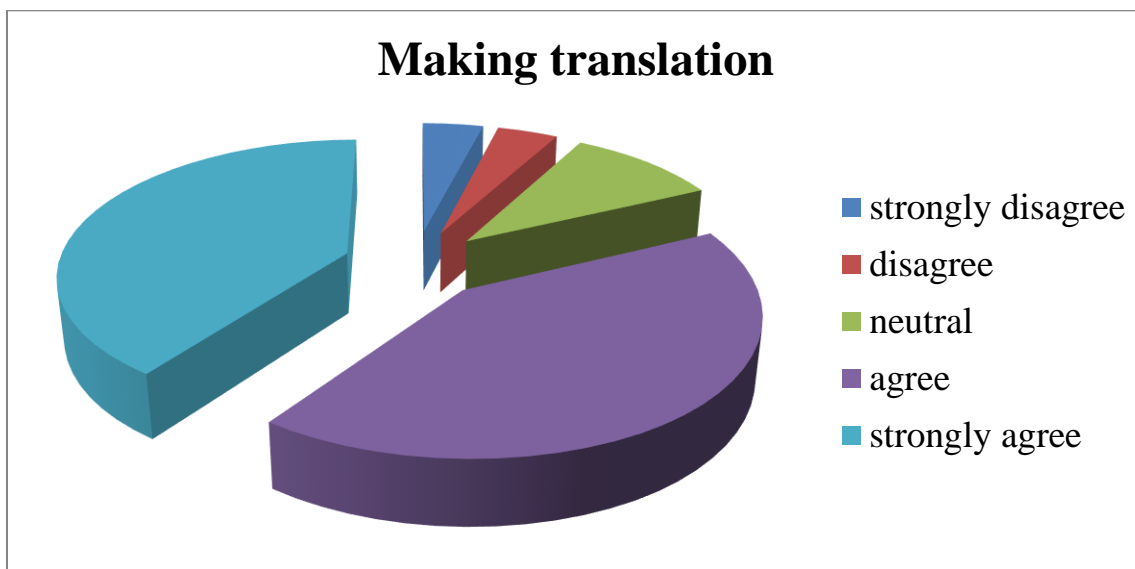


Figure: (4.27) Making translation.

Table: (4.30) to follow in-service courses in English

Option	Frequency	Percent
Strongly agree	19	38.0%
Agree	20	40.0%
Neutral	8	16.0%
Disagree	2	4.0%
Strongly disagree	1	2.0%
Total	50	100.0%

English as a medium of instruction

It is clear from the table (4.30) above, that 78% of the respondents see that following in service courses in English represents an actual need for English at work place. Whereas, 16% of the study sample are neutral, 4% are disagree and 2% are strongly disagree. It is true that those who work for oil sector institutions are frequently taking part in programs held in English language. In addition to that a number of oil workers are granted scholarships to obtain degrees (masters or PhD) in their respective field of specializations in countries where the medium of instruction is English. Therefore, the respondents strongly accepted this statement.

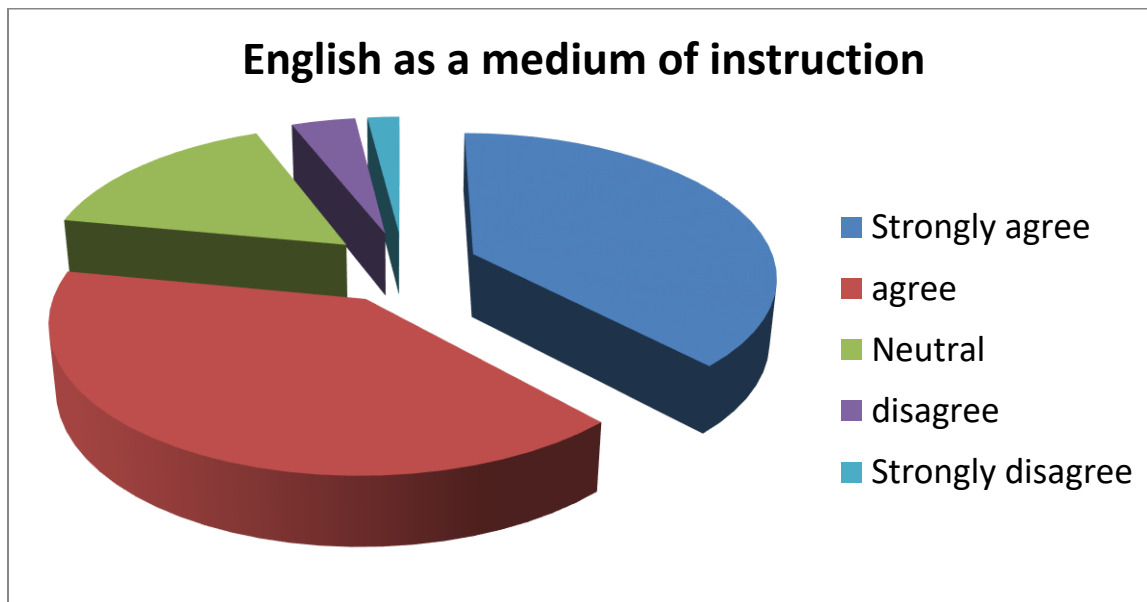


Figure: (4.28) English as a medium of instruction.

Table (4.31) reading or writing letters, memos or report in English

Options	Frequency	Percent
Strongly agree	39	78.0%
Agree	8	16.0%
Neutral	2	4.0%
Disagree	1	2.0%
Strongly disagree	0	0.0%
Total	50	100.0%

Reading and writing in English

As displayed in table No. (4.31), that the majority of the respondents 94% - (78% strongly agree and 16% agree) – have agreed with reading or writing letters, memos or reports in English. 4% of them are neutral and 2% responded that they were disagree with the statement. Once again writing letters, memos or reports in English constitutes a vital need for oil and gas employees since the nature of this industry requires using English language in day to day activities.

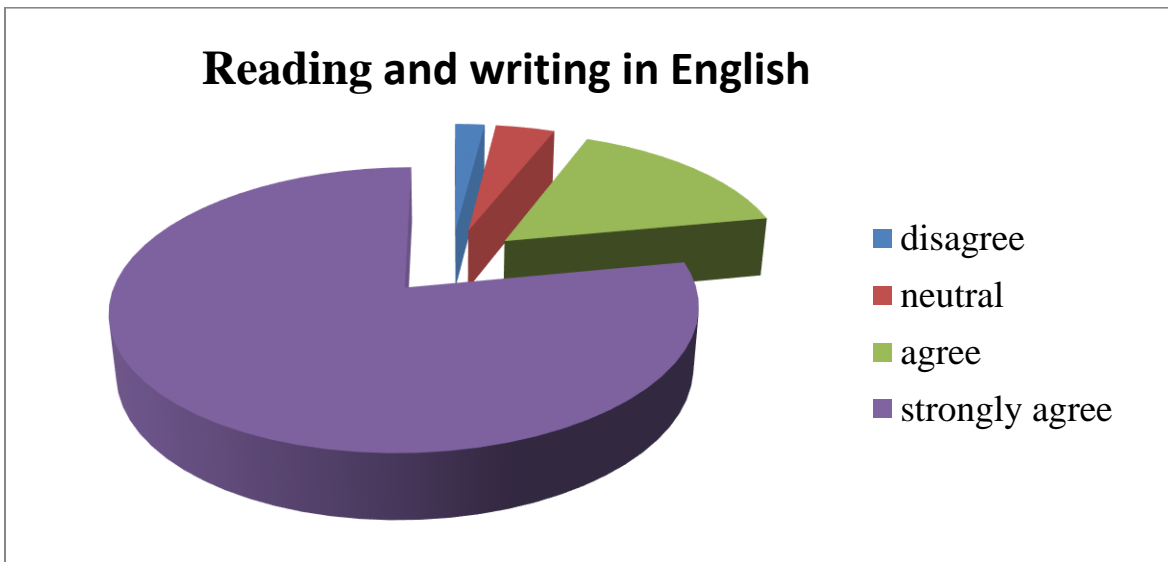


Figure: (4.29): Reading and writing in English

Category (3): Gaps between the employees’ current language skills and their actual needs for English at work place. Table: (4.32)

Phrase	Frequency and percentages										Mean	Standard deviation	Trend of opinion
	Strongly disagree		Disagree		Neutral		Agree		Strongly agree				
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%			
Conversing with English -speaking colleagues.			3	6	7	14	18	36	22	44	4.18	.896	agree
Reading, written or printed materials related to the job.	0	0	0	0	1	2	13	26	36	72	4.70	.505	strongly agree
Conveying information or instructions from English language to Arabic speaking workers in Arabic or vice versa.	2	4	2	4	5	10	21	44	20	40	4.10	1.015	agree
Following in-service courses in English	1	2	2	4	8	16	20	40	19	38	4.14	.841	agree
Reading or writing letters, memos or reports in English.	0	0	1	2	2	4	8	16	39	78	4.70	.646	strongly agree
Hypothesis	0	0	0	0	3	6	10	20	37	74	4.68	.586	strongly agree

From the analysis of information in the table (4.32), above the researcher has arrived to the conclusion that the third hypothesis “There is a huge gap of English language mastery between what the employees of oil and gas have and their actual needs for English at workplace” is proved to be true and in favor of strongly agree (4.68).

Category (4): designing an ESP syllabus and its influence on promoting oil and gas staff communicative skills.

Table: (4.33) designing a new English language syllabus based on learners' actual needs affects positively their Communicative abilities.

Options	Frequency	Percent
Strongly agree	30	60.0%
Agree	17	34.0%
Neutral	3	6.0%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	50	100.0%

Designing a new syllabus

It is clear from the table (4.33) above, that 94% of the learners, (60% strongly agree and 34% agree) see that designing a new English language syllabus based on their actual needs positively affects their communicative ability. Only (6%) of the respondents are neutral.

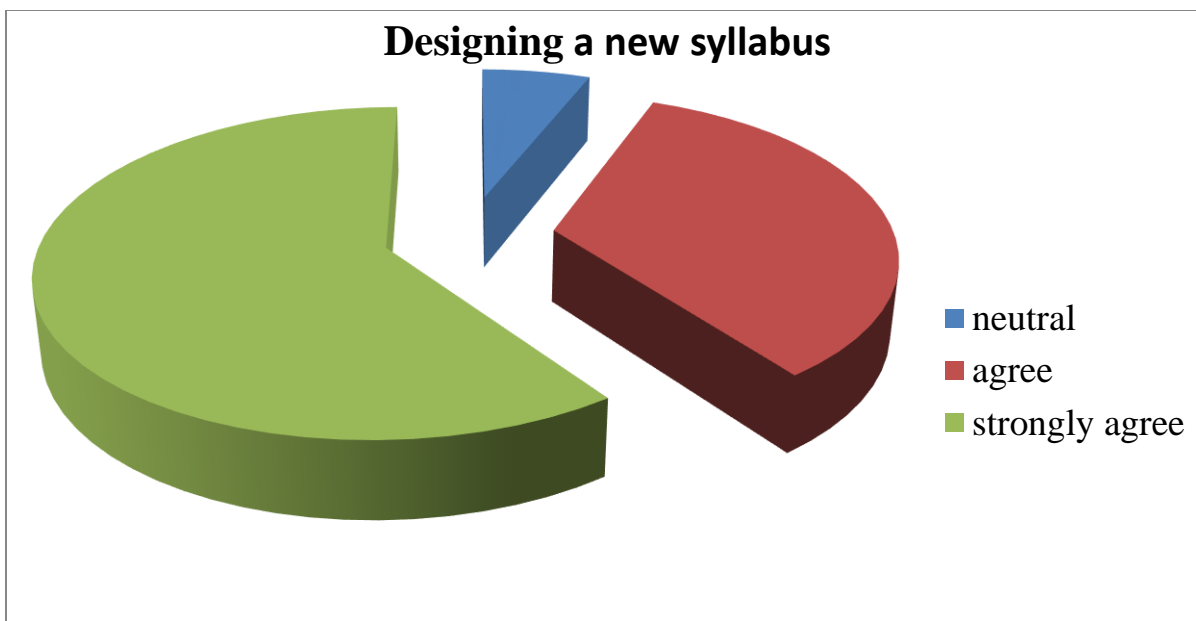


Figure: (4.30): Designing a new syllabus

Table: (4.34) the current syllabus (New Cutting Edge) applied by the PTC in teaching English does not help learners master the four basic language skills

Options	Frequency	Percent
Strongly agree	20	40.0%
Agree	17	34.0%
Neutral	8	16.0%
Disagree	3	6.0%
Strongly disagree	2	4.0%
Total	50	100.0%

The syllabus does not help master language skills

As displayed in table (4.34), most of the respondents (74%) have agreed that the current syllabus new cutting edge applied by the PTC in teaching English language does not help them master the four basic language skills. Whereas 16 % of them are neutral, 6% and 4% are disagree and strongly disagree with the statement respectively. The pie chart below also reflects the same results.

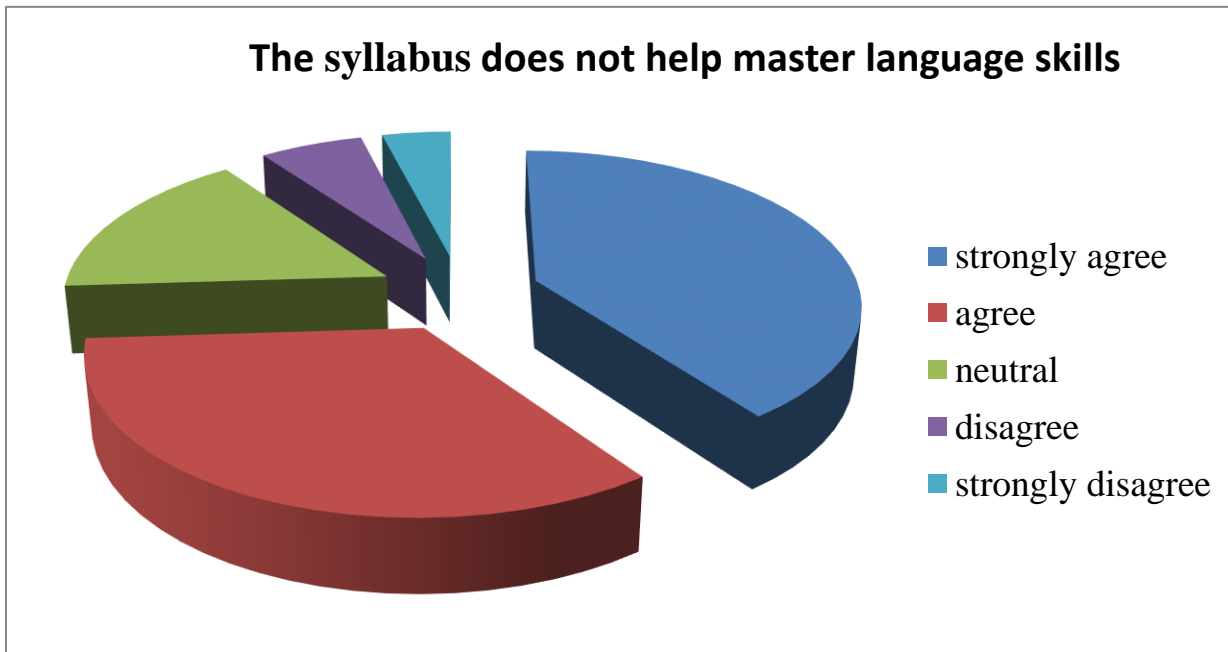


Figure: (4.31) the syllabus does not help master language skills.

Table: (4.35) the new Cutting Edge Syllabus needs to be revised to meet oil & gas staff learning needs.

Options	Frequency	Percent
Strongly agree	21	42.0%
Agree	16	32.0%
Neutral	7	14.0%
Disagree	4	8.0%
Strongly disagree	2	4.0%
Total	50	100.0%

The revision of syllabus

Table No. (4.35) above shows that 74% of the learners (42% strongly agree and 32% agree) see that the New Cutting Edge syllabus needs to be revised to meet Oil and Gas employees' learning needs. While 14% of them are neutral, 8% disagree and 4% are strongly disagree with the statement. It is also clearly displayed by the pie chart below.

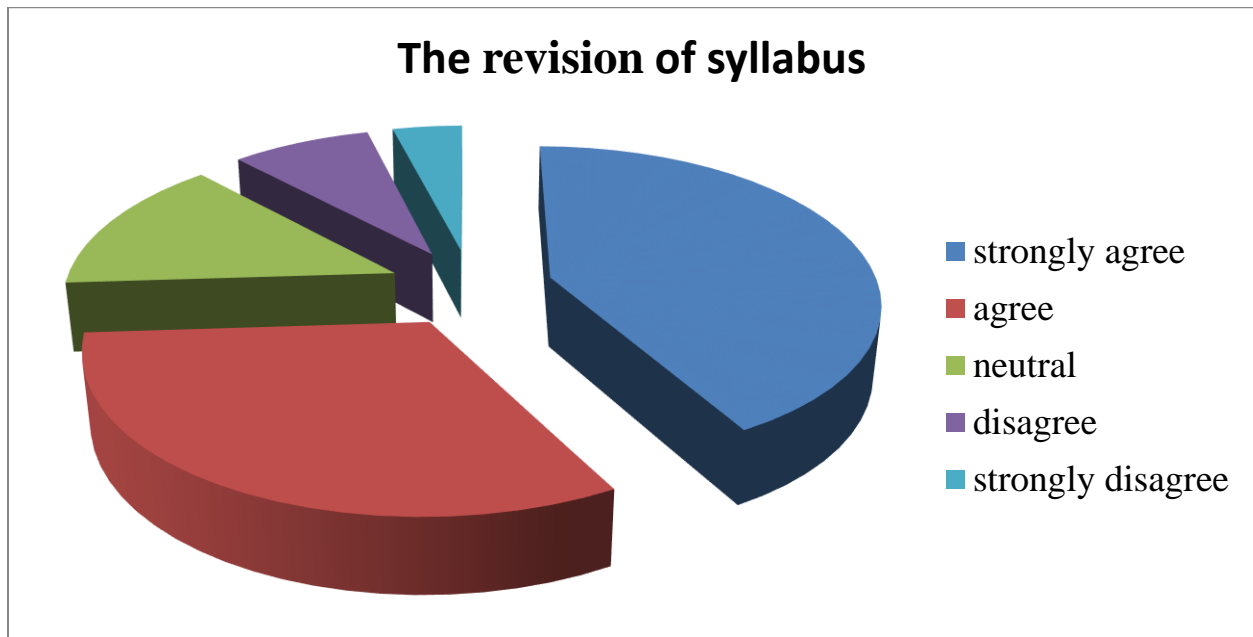


Figure: (4.32) the revision of syllabus.

Table: (4.36) the syllabus used in teaching English at the PTC is not based on trainees' needs analysis, thus it does not meet their learning needs.

Options	Frequency	Percent
Strongly agree	19	38.0%
Agree	17	34.0%
Neutral	10	20.0%
Strongly disagree	3	6.0%
Disagree	1	2.0%
Total	50	100.0%

The extent to which the current syllabus is suitable

As it was reflected in table (4.36), the majority of the respondents- (38%, strongly agree and 34% agree)- see that the New Cutting Edge Syllabus which is applied by the PTC without taking into account their learning needs does not suit them. While (20 %) of them were undecided, only (8%) of them see that this syllabus meets their learning needs.

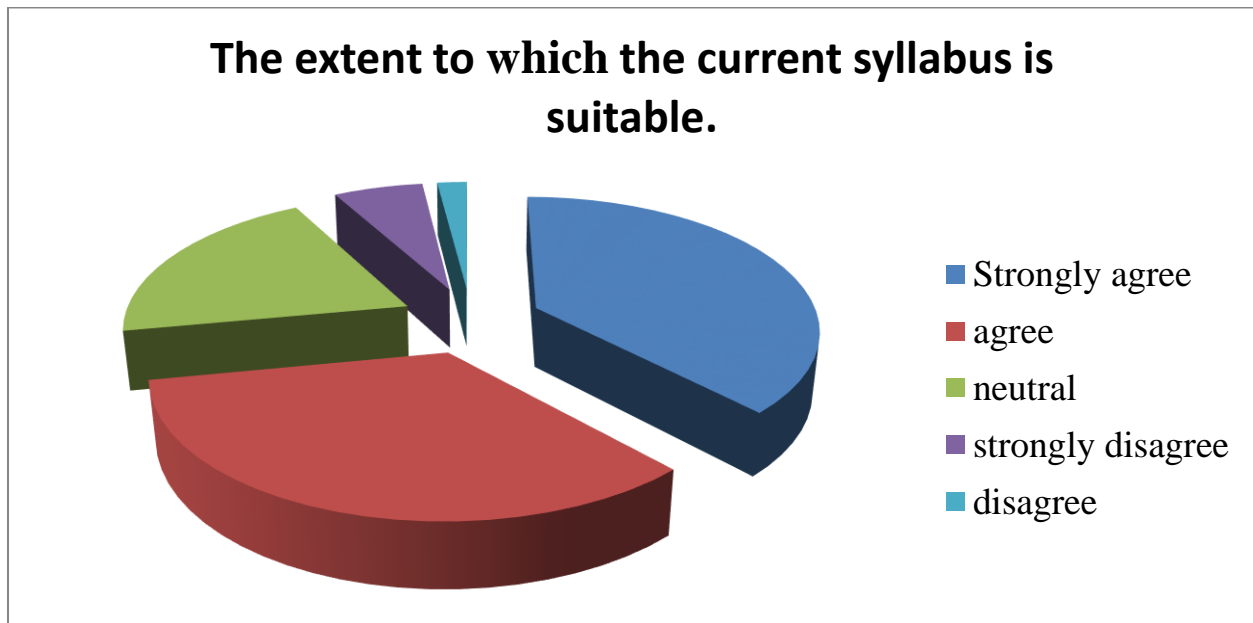


Figure (4.33) The extent to which the current syllabus is suitable.

Category (4): Designing an ESP syllabus and its influence on promoting oil and gas staff communicative skills. Table: (4.37)

Phrase	Frequency and percentages										Mean	Standard deviation	Trend of opinion
	Strongly disagree		Disagree		Neutral		Agree		Strongly agree				
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%			
Designing a new English language syllabus based on learners' actual needs affects positively their communicative ability.	0	0	0	0	3	6	17	34	30	60	4.54	.613	strongly agree
The current syllabus (New Cutting Edge) applied by the PTC in teaching English does not help learners master the four basic language skills	2	4	3	6	8	16	17	34	20	40	3.94	1.057	agree
The new Cutting Edge Syllabus needs to be revised to meet oil & gas staff learning needs.	2	4	4	8	7	14	16	32	21	42	4.00	1.124	agree
The syllabus used in teaching English at the PTC is not based on trainees' needs analysis, thus, it does not meet their learning needs.	1	2	3	6	10	20	17	34	19	38	4.00	1.010	agree
The hypothesis	0	0	0	0	6	12	18	36	26	52	4.40	.699	strongly agree

The researcher can infer from the table (4.37), above that the fourth hypothesis “ Designing an ESP syllabus would contribute in narrowing the gap between oil and gas employees’ current level and their actual needs of English language mastery”, has been achieved in favor of strongly agree (4.4). Thus, this hypothesis is accepted and proved to be true.

4.2 Teachers' Questionnaire Analysis

The researcher has also designed a questionnaire for English language teachers working at the Petroleum Training Centre (Appendix 2). This questionnaire consists of two parts: the first part is about teachers' personal information i.e. names, their academic degrees and years of experience in teaching English. The second part includes fourteen questions about teachers' views on ESP data and course content. Since the data provided by the learners is insufficient and cannot be taken for granted, the data collected in the teachers' questionnaire is intended to complement the information provided by the learners in a previous questionnaire administered to them. The teachers' questionnaire is also intended to obtain teachers' opinions about the learners' needs, the most important skills students need and suggestions about the course content and its method. The researcher believes that teachers' opinions about learners' needs and course content are vital because their views are equally important in determining the learners' needs as well as designing a new syllabus for promoting Sudanese oil and gas employees' communicative skills.

- Part one: Teachers' Qualifications

The Petroleum Training Centre employs from time to time free-lance teachers to take part in teaching English language. Five teachers who were present at the time of administering the questionnaire have agreed to fill it out. All of them are well experienced and highly qualified in teaching English language.

Question 1: Would you please specify your degree?

Table (4.38): Teachers' degree.

Answers	Bachelor	Post graduate diploma	Master	PhD
Number	5	4	0	0

The results displayed in table (4.38) above show that all teachers hold Bachelor of Arts in English language. Four of them obtained post graduate diploma in teaching English as a second language besides their taking part in refresher courses at different universities in the UK.

Question 2: How long have you been teaching English for non-native speakers?

Table (4.39): Period of English language teaching

Teachers	Teaching period
2	50 years
1	43 years
1	35 years
1	10 years

As it is shown in table (4.39) above, all teachers at the PTC have enjoyed long experience of teaching English for non-native speakers. Two of them are in the field of ELT for fifty years. Two other teachers have got teaching experience between 35 and 43 years, and only one teacher has been in the domain of teaching for 10 years. These experiences in the field of teaching enable the teachers to

tackle problems and difficulties encountered by the learners. It is worth mentioning that most of the questioned teachers had spent many years in Gulf countries teaching and training oil employees on language skills.

Question 3: How long have you been teaching English at the Petroleum Training Centre?

Table (4.40): Teachers’ experience at the PTC.

Answers	2 years	5 years	6 years
Numbers	1	2	2

Table (4.40) above reflects that teachers’ experience of teaching English language at the PTC is relatively short, despite the fact that all the questioned teachers have enjoyed long teaching experience in general. Two teachers spent 6 years teaching English at the PTC, while two other teachers have spent 5 years in teaching at this center. The least experience at the PTC is one teacher who has had two years involvement in teaching at the Petroleum Training Centre.

Teachers’ views on ESP data

Question 1: What do you think are the learners’ needs?

By asking the respondents to give their opinion about the learners’ needs, one teacher replied that learners need material which is intended to reinforce and consolidate the four basic language skills which are learned or acquired by actual and constant practice. Two teachers have the same view and say that learners need

to master the receptive skills (listening & reading) as well as the productive skills (speaking& writing). They are adding that a reasonable command of the language is required. The fourth teacher has stressed the importance of a sound base of General English to enable the learners to comprehend, digest and master their ESP course. He added that a well-planned, practical and an interesting ESP curriculum which is closely job-related is beneficial. The last teacher highlighted the significance role of the target language environment. In this regard, he points out that learners need real life communicative practice to acquire natural English by constant exposure to English speaking communities, a matter that most of them are lacking since English language is taught in Sudan as a foreign language rarely spoken outside the classrooms.

Question 2: What do you think are the short- term objectives of English language for Oil and Gas employees?

To answer the question about what are the short- term objectives of learning English language by learners at the PTC, the respondents have shown to some extent similar points of view over this point. Two of them see that the learners need to communicate effectively in the field of oil industry and to be able to do their jobs efficiently such as reading manuals, giving and following instructions in addition to reporting incidents and coping well in their line organizations. These respondents think that learners must have reached a standard of English that could help them to progress in the oil and gas world. In the same context, two other teachers also believe that learners must develop and strengthen the four basic skills in a balanced way so that they can easily communicate in a business setting. Similarly, the fifth teacher thinks that learners need to engage in spoken activities to be able to communicate in their professional life effectively.

Question 3: What do you think are their long-term objectives?

The respondents were divided over the long-term objectives of learning English by oil and gas employees. Three participants see that English will be used by learners in future for occupational and academic objectives. In this respect two teachers say that students should build up their communicative competence so that they can use it in their future life e.g. post graduate studies or to be able to participate in meetings conducted in English and be able to give presentations in English. A third teacher argues that the learners must reach a level of English that can lead them to study abroad or deal with other oil and gas organizations beside doing their own research and raising their professional skills. After getting acquainted with a sound knowledge of General English, fourth and fifth teacher are of the opinion that the learners must study technical English which is related to their different line organization jobs.

Question 4: What are the capacities or language skills that learners need most to achieve their short-term objectives?

Table (4.41): Language skills needed by learners to achieve short-term objectives.

Choices	Teachers' answers
1 st Choice	
Reading	1
Writing	0
Listening	4
Speaking	0
2 nd Choice	

Reading	0
Writing	1
Listening	0
Speaking	4
3 rd Choice	
Reading	3
Writing	1
Listening	0
Speaking	1
4 th Choice	
Reading	1
Writing	2
Listening	1
Speaking	1

Teachers were asked to give their views about the capacities and language skills learners need most to achieve their short-term objectives. They were told to give their answers by order of importance about the skills which the learners need to improve performance in the short- turn. Thus, the first most important skill in the eyes of the respondents is the listening skill. As displayed in the table (4.41) above, 80% of the participants believe that the listening skill is the most important for the learners to achieve their short-term objectives. The second important skill is the speaking skill. Again 80% of the teachers questioned replied that speaking ability is vital for the learners to achieve their short-term objectives. The reading skill has been classified by the respondents as the third important skill and finally, writing skill has been selected as the least needed skill in this stage.

Question 5: What are the capacities or language skills that learners need most to achieve their long-term objectives? Table (4.42): Language skills needed by the learners to achieve long-term objectives.

Choices	Teachers' answers		
1 st Choice			
Reading	0		
Writing	0		
Listening	3		
Speaking	2		
2 nd Choice			
Reading	1		
Writing	1		
Listening	0		
Speaking	3		
3 rd Choice			
Reading	1		
Writing	3		
Listening	1		
Speaking	0		
4 th Choice			
Reading	3		
Writing	2		
Listening	0		
Speaking	0		

Again teachers have been asked to put in order of importance the most needed skills by the learners to achieve the long-term objectives. In this question, table (4.42) above, the importance has been given by three teachers to the listening ability as the first choice while speaking has been given the second rank of importance. Writing was placed in the third position of importance and reading skill was classified in the fourth position of importance.

Teaching data or course content

Question 6: Is there any syllabus provided by the PTC for teaching English language?

Table (4.43): Syllabus provided by the PTC.

Answers	Teachers
Yes	5
No	0

According to the table (4.43) above, all the respondents answered (yes) to the question if there is any syllabus provided by the PTC for teaching English language. In fact the PTC has a comprehensive syllabus (New Cutting Edge) with thorough grammar, vocabulary and skills work. This syllabus is mainly designed to serve as a means to consolidate general English; hence, it gives priority to the four basic language skills: listening, speaking, reading and writing. To make this syllabus much beneficial, learners at the PTC have been grouped into four levels: elementary, pre intermediate, inter-mediate and upper-intermediate after being subjected to a placement test to determine their levels.

Question 7: If “Yes”, does it cover all learners’ needs?

Table (4.44): Teachers’ views about the covering of learning needs.

Answers	Teachers
Yes	3
No	2

As it appears in the table (4.44) above, three of the respondents believe that the said syllabus provided by the PTC management meets learners’ needs. Two teachers, however, did not hold the same view. They believe that this syllabus lacks technical English which is much needed by oil and gas employees, besides it lacks reading materials of interest to the learners. It is worth mentioning that one teacher had pointed out that in the part of teaching listening skills some native speakers’ accents were not clear a matter that may demotivate the learners due to their inability to understand spoken language. Thus, these points may constitute a disadvantage of a ready- made syllabus in which learners’ learning needs were not considered.

Question 8: If does not cover their needs, what does it lack?

In their response to the question about what the current syllabus lacks to meet the learners’ needs, one teacher replied that there are some difficulties regarding teaching listening lessons. He claims that some speakers’ accents are not Standard English; hence their pronunciation is not clear. Furthermore, he sees that the current syllabus (New Cutting Edge) does not consist of reading material which

is of interest to the learners. According to a second teacher's view, General English which characterizes this syllabus is not sufficient in the field of oil and gas industry. Therefore, learners are in an urgent need for both technical and business English. Thus, the above mentioned concern must be considered if a beneficial syllabus for oil and gas employees is intended to be in place. In category two the respondents place great importance on the listening and speaking skills. In category four, the teachers questioned have raised two concerns: First, some speakers' accents are not Standard English. The second concern is that the New Cutting Edge is mainly characterized by general English and not sufficient in technical English.

Question 9: Do you make some changes to the established program (adding or deleting)?

Table (4.45) Changes made by teachers on the program.

Answers	Teachers
Yes	5
No	0

It is clear from the table (4.45) above; that all teachers have opted for making some sort of modifications to the program they have been provided by. In this respect, one teacher argues that due to the constraints he sometimes be very selective about some activities. Since different learners have different needs, it is imperative that teachers have to make some changes to meet the learners' needs.

Question 10: If “Yes”, please give example.

Teachers have several points of making modifications to the program either by adding to or deleting certain elements from it. One teacher prefers to add extra things such as giving English club if time permits, giving general presentations by every learner at least one time during the course. A second teacher says that he changes some areas which are culturally not suitable by others related to learners’ culture and surroundings, besides adding supplementary material to areas that are not emphasized by course material. A third teacher browses the Internet for videos with clear accents and creates relevant situations that encourage the learners to speak English. Finally, two respondents said that they would omit scenarios which are less relevant in favor of more work related scenarios.

Question 11: Where do you get your teaching materials from?

Table (4.46): Source of teaching materials.

Sources	Teachers’ answers
Internet	4
Books	5
Magazines	1
Others	3

In the table (4.46) above, respondents were asked about their teaching material sources. They use more than one source to obtain teaching materials. All teachers

replied that they use books as main sources of teaching materials; four teachers said that they depend on the Internet as the second important source of teaching materials. Besides, using Internet, books and magazines, three teachers claimed that they use their own handouts which are relevant to each topic. Only one teacher said that he would consult some magazines to get teaching materials.

Question 12: Do you think the time allocated (120hours/level) for teaching General English at the PTC is appropriate for meeting learners’ needs?

Table (4.47): Time allocated to the program.

Options	Teachers’ answers
Yes	1
No	4

In their response to the question about the appropriateness of time allocated for teaching one level at the PTC, the majority of the teachers - four out of five - see that this time (120hours/level) is insufficient. Due to time constraints, teachers usually rush the learners in order to finish the course before the final test even if this hasty approach is at the expense of the learners’ understanding. Only one respondent claims that time allocated for a course is sufficient.

Question 13: If “No”, what do you suggest?

Most of the teachers have agreed that the time allocated is not enough. One teacher suggests that the time allocated should be doubled i.e. at least (240hours/level). Another teacher believes that extending of time will allow more time for pair/group work and give teachers time to take care and give more attention to individual differences and more work on speaking. Two respondents

suggest that time should be 160hours per level. It is obvious that time specified by the PTC management for teaching English language courses is insufficient.

Question 14: What are your suggestions for improving teaching English at the PTC?

Teachers have expressed their dissatisfaction with the syllabus adopted by the PTC in teaching English language. They mentioned the following suggestions to improve the teaching situation so as to enable learners to achieve their short and long term objectives of studying English language:

- More care should be considered as far as the placement test is concerned. Sometimes some learners are placed in a level which is either lower or higher than their true standard. An aural test is suggested to be administered before or after the placement test;
- There should be short gaps between levels. Short refresher courses before starting a new level (2-3weeks) in writing and reading for those who have successfully passed upper intermediate level. Participants should be given full release during class time. Absence affects learning negatively;
- Group size should not exceed 15 participants so as to make class as controllable as possible and to give attention to individual differences by exerting more effort on speaking and other language skills;
- Learners should engage in reading English books, magazines, periodicals and newspapers. They should watch English TV programs regularly;
- Making the scenarios related to a work setting and providing students with extra practices outside a formal class for all levels. A conversations club or any other additional practice outside of the classroom would be a great advantage.

- Increase of the time allocated by doubling it i.e. 240hours/level to allow more pair/group work. This is one opinion, another opinion is to increase time allocated to by 160hours per level instead of 120 hours which is already specified by the PTC management;
- Internet connection should be available in all classrooms at all time to facilitate the teaching process;
- High achievers at the end of each level can be sent, for instance, to summer or short courses in the UK, USA or any other English-speaking country. This will send a message which will be clearly read by the learners and encourage them to join English training programs.

4.3 Senior officials and engineers' interviews

In this section five senior officials and engineers were interviewed to get their opinions about spoken English difficulties encountered by oil and gas employees. The majority of the interviewees attributed employees' inability of spoken English to the fact that most of them are lacking exposure to real situations in which English is spoken by native speakers. Therefore, they lack the basic vocabulary to talk or write about any topic. It is to be noticed that English language cannot be learnt only through classroom lessons. It requires direct social interaction with other people who speak English naturally, a matter that almost all Sudanese learners are lacking. One senior engineer referred to some psychological factors such as shyness, fear and lack of confidence. He went on to say that some of middle management levels are unable to express their opinions in a meeting that involves English-speaking people because they are afraid of making mistakes while speaking. Another engineer, who is a head of department at the Oil Exploration and Production Authority (OEPA), noticed that newly recruit engineers always experience fear and lack of trust when they orally

communicate in English in their first days at work. Since the nature of work in this directorate depends mainly on writing documents and communicating with oil companies and foreigners in English, these newly recruits turn gradually to communicate in English, build confidence and get rid of fear of making mistakes, he said .

It is clear that most of oil and gas lack access to a conducive environment of practicing spoken English. When get involved, they soon eliminate their communication inabilities such as shyness and fear of making mistakes.

4.4 Experts' interviews

To consolidate the data collected through the questionnaires in sections (4.2,4.3), the researcher has interviewed two English language teaching experts who deliver consultancy and teaching service to the Petroleum Training Centre. This step is intended to get the experts' opinions about problems facing employees in English oral communication.

One of the interviewees replied that employees lack the basic vocabulary to talk or write about any topic. This teacher says “ in my opinion, employees have a very limited vocabulary even in their field of study. They cannot name the objects in the office, at home, in building or on the street. They do not know the verbs for giving instructions, giving directions, expressing opinions, they are unable to construct a simple sentence let alone a compound one.” He attributed this deterioration to poor English language curricula in secondary schools and university where teachers tend to translate whatever subject they are teaching into students' mother tongue. Teachers are mainly concerned with getting the subject matter concepts across rather than laying greater emphasis on developing speaking skill.

In his response to the question of what are the difficulties of acquiring spoken English skills by Sudanese oil and gas employees?, the second expert

mentioned several reasons that explain why foreign language learners speaking skill is under-developed compared to other skills: First, in his view, it is obvious that developing the receptive skills (listening & reading) where the role of the learner is to receive information is much easier than developing the productive skills (speaking & writing) where the learner is required to produce information himself. Second, learners of a foreign language in an environment other than its own environment usually have very limited opportunities to practice the language outside the classroom. Thus, they are denied from the necessary practice for developing their speaking skills. Third, some psychological factor can have a negative effect on many learners' ability to speak fluently in a foreign language; some are afraid of making mistakes or are very shy to speak in a foreign language. To avoid embarrassment, they prefer to remain silent, depriving themselves of the necessary practice for developing their speaking skill. Fourth, there are structured exercises in all classroom courses for developing the reading, writing and listening skills but almost none for developing the speaking skill. Speaking skill is practiced only as a 'by-product' of the other activities. Most teachers refrain from setting speaking activities for their students because they believe that such activities are very problematic-(students will keep silent; end up talking in their own language, become very noisy and hard to control).

To conclude this section, the experts assume that the root causes behind spoken English inability are: lack of vocabulary due to inappropriate learning curricula, absence of target language environment, some psychological factors such as fear and shyness, and negligence of including speaking activities in teaching materials on the part of English language teachers.

4.5 Verification of the Study Hypotheses.

The purpose of this study as mentioned in chapter one is to provide a framework for developing an ESP syllabus for oil and gas employees to develop their communicative skills. Hence, a learner-centered specialized English syllabus is needed to help them communicate effectively in their respective fields. Questionnaire which is an indispensable element in determining learners' needs has been administered to the study samples. It has been analyzed in relation to the hypotheses.

4.5.1 Hypothesis (1): *“English language mastering is vital for oil and gas employees due to the fact that oil industry is totally based on advanced technologies and modern methods of promotion and marketing which use English as a means of communication”.*

To verify the first hypothesis, it is important to recall the analysis and discussion of the findings of the first category –the importance of mastering English language by the Sudanese oil and gas staff- referred to in this chapter.

Results in table (4.4) show how English language is highly valued by the respondents. 96% of them answered that English language is extremely important. When the same respondents were asked about their need for English, 96% of them in table (4.5), replied that they need to master English to perform activities such as asking and answering questions. Likewise, the majority of the respondents 90% table (4.6) agrees that they need English to conduct face to face conversations at workplace. It is obvious that the nature of the work at the field of oil and gas always requires talking to business partners where English language is generally the dominant language, thus, mastering of communicative skills is vital for oil and gas employees.

The participants also mentioned that they need English to communicate when they are abroad as trainees or taking part in a conference 94%, table (4.10). The justification of this, in the researcher's point of view is due to the fact that most of oil and gas employees participate in activities held inside or outside the Sudan where the most likely language of proceedings is English.

Based on the above mentioned results, the researcher has come to the conclusion that the first hypothesis is accepted and in favor of strongly agree (4.68) table (4.12).

4.5.2 Hypothesis (2): *“Most of the oil and gas employees need to acquire the four basic language skills so as to cope with oil industry partners across the globe”.*

This hypothesis has been verified by some extracts of the analysis of the trainees' questionnaire and teachers' questionnaire as well.

Concerning developing listening skills table (4.2), the majority of the respondents replied that they are in need of this skill.

It is true that the high response to this item reflects the importance of listening skills for those who work in the field of oil and gas since they need time and time again to listen and talk to foreigners in English. So their assumption is justified.

In the teachers' questionnaire, the respondents were asked to give their views on the capacities and language skills learners need most to achieve the short-term objectives. The answers in table (4.41), was 80% of the participants believe that the listening skill is the most important for the learners to achieve their short-term objectives. These respondents also gave the priority to the listening skills as the most important for the learners to realize their long-term objectives.

In table (4.22) 74% of the respondents agree that they need to develop speaking skills. This comes in accordance with what (Stterwhite, 2007) refers to as vital role of speaking in the professional life. To clarify this, he argues that “communicating by speaking is an important skill in the work world. It helps people make communications to achieve everyday jobs. This can be done through telephone’s conversations and face to face conversations.”

To stress the significance of speaking skill, one of the respondents in the teachers’ questionnaire, pointed out that learners need real life communicative practice to acquire natural English by constant exposure to English speaking communities, a matter that most of them are lacking since English which is taught in Sudan as a foreign language, rarely spoken outside the classroom. In line with this, the experts interviewed have also mentioned to the absence of conducive environment of practicing spoken English in a natural setting as the major factor behind oil and gas employees’ deterioration in oral communication, besides non-inclusion of speaking activities in teaching materials on the part of English language teachers.

These results reinforce the second hypothesis and agree with the researcher’s opinion that most of oil and gas employees need to acquire the four basic language skills. Thus, the hypothesis is in favor of strongly agree (4.64), table (4.26) and proved to be true.

4.5.3 Hypothesis (3): *“there is a huge gap of English language mastery between what the employees of oil and gas have and their actual needs for English at the workplace.”*

This hypothesis was verified by taking the information provided in the third category which is read “gaps between the employees’ current language skills and their actual needs for English at workplace.”

In the first study sample-learners’ questionnaire- the respondents emphasized their needs for English to converse with English-speaking colleagues, to read written or printed materials related to everyday jobs. Translation is also needed, besides reading or writing letters, memos or reports in English. It is worth mentioning that writing letters, memos or reporting in English constitute a vital need for oil and gas employees because the nature of oil industry requires using English language in everyday activities. In the second study sample- teachers’ questionnaire- the respondents replied that learners need to master the receptive skills (listening& reading) as well as productive skills (speaking & writing). Teachers also said that the learners need to communicate effectively in the field of oil industry and be able to do their jobs efficiently such as reading manuals, giving and following instructions in addition to reporting incidents and coping well in their line organizations, besides reaching a standard of English that could help them update in the oil and gas world.

Based on the above mentioned findings, the researcher could conclude that the third hypothesis “gaps of English language mastery between what the employees have and their actual needs for English at workplace.” is accepted and in favor of strongly agree (4.68) table (4.32).

4.5.4 Hypothesis (4): *“Designing an ESP syllabus would contribute to narrow the gap between oil and gas staff current level and their actual needs of English mastery.”*

The verification of this hypothesis can be derived from the information provided by the study sample in the category four which says: designing an ESP syllabus and its influence on promoting oil and gas communicative skills.

In table (4.33) 94% of the respondents see that designing a new English language syllabus based on their actual needs would positively affect their communicative skills. This assumption is supported by what has been mentioned in the literature review chapter two that ESP is an approach to language teaching “ which all decisions as to content and method are based on the learners’ reasons for learning .” Hutchinson and Waters, (1987, 19).

The findings in table (4.35) also reveal that 74% of the participants agree that the New Cutting Edge syllabus needs to be revised so as to meet oil and gas employees’ learning needs.

In teachers’ questionnaire, question No. 8, one teacher replied that the current syllabus (New Cutting Edge) does not consist of reading material which is of interest of the learners. In category two the respondents place great importance on the listening and speaking skills. In category four, the teachers questioned have raised two concerns: First, some speakers’ accents are not Standard English. The second concern is that New Cutting Edge is mainly characterized by General English and not sufficient in technical English. This is considered a disadvantage in the respondents’ points of view.

As General English is indispensable for any learner, General English, technical English and business English must go side by side in a syllabus to enable the learners to excel in their professional life. Thus, a syllabus must be in a bottom-up manner. It must include General English, and technical English. However, a sound base of General English to enable learners to acquire technical and semi-technical

vocabulary within specific language functions applicable to the workplace is needed in the first place. In conclusion, the findings of both learners' and teachers' questionnaires do support the idea of developing a new syllabus for oil and gas employees. In this syllabus, a broad needs analysis is to be conducted to determine the employees' actual needs of learning English language.

As it has been shown above, this result proves the fourth hypothesis which suggests that the learners strongly agree to have a new English language syllabus that meets their learning needs (4.4) table (4.37).

It is to be recalled that opinions and views were also sought from some senior officials, engineers and language teaching experts. They assume that the root causes behind spoken English inability on the part of oil and gas employees are due to: lack of vocabulary due to inappropriate learning curricula, absence of target language environment, some psychological factors such as fear and shyness, and negligence of including speaking activities in teaching materials on the part of English language teachers.

4.6 Summary of the Chapter

To sum up, the above mentioned chapter, which tackles the field work of the study, consists of five sections. The first section is an introduction to what has been reported in the whole chapter. The second section is about the data analysis. It includes the analysis of the quantitative and qualitative data and its pertinent interpretations. The questionnaire which is the main instrument of data collection in this study, also has been incorporated in this section. The first questionnaire which has been divided into four categories, is considered the main pillar and a reference to interpret the study hypotheses. To supplement the first questionnaire analysis, another questionnaire (teachers' questionnaire) has also been included in

this section. Section three is intended to utilize as a qualitative instrument of data gathering. It has been devoted to senior officials and engineers' interviews. Similarly, section four-expert' interviews- has also been utilized to consolidate the data collected through the two questionnaires in this study. The experts interviewed in this section, revealed that the poor standard of the English language that most of oil and gas employees have, is attributed to the following: lack of vocabulary due to inappropriate learning curricula, absence of conducive environment, some psychological factors such as fear and shyness, and negligence of including spoken activities in teaching materials. Section five is the last section in this chapter. It is concerning the verification of the study hypotheses. In this section results have been analyzed in relation to the hypotheses.

It is evident that all the hypotheses have been proved true by the analysis and interpretations of the data collected to serve this study.

In the next chapter, the researcher will summarize the results; make recommendations and suggestions for further studies.

Chapter Five

Summary of the Study, Conclusions and Recommendations

5.0 Introduction

Based on the literature review and the findings of study samples, this chapter has been assigned for summary of the study, findings, conclusions, recommendations and finally suggestions for further studies.

5.1 Summary of the Study

As the title suggests, this study is about designing an ESP syllabus for promoting Sudanese Oil and Gas employees' communicative skills. It is a case study of the Sudanese Petroleum Corporation employees. The idea of this study emerges from answering the following questions: To what extent are Oil and Gas employees able to use the four basic language skills to efficiently communicate in an oil industry environment? To what extent is there a gap of English language mastery between what the employees of Oil and Gas have and what they actually need at the workplace? And to what extent does designing an ESP syllabus could contribute in promoting Sudanese Oil and Gas employees' communicative skills?

In the structural organization of the study which consists of five chapters, chapter one is providing description of the theoretical framework of the study focusing largely on the study problem and methodology. Chapter two has two essential parts. Part one is the conceptual framework of the study, and part two includes some previous related studies. Chapter three is about the research methods in which both quantitative and qualitative approaches have been used to collect the study data. Chapter four focuses on data analysis, results and discussion. It

provides the following results: most of Oil and Gas employees need to acquire the four basic language skills. There is a huge gap between what employees of Oil and Gas have and their actual needs for English language at the workplace. Besides, designing an ESP syllabus could contribute in narrowing the gap between Oil and Gas employees' current level and their actual needs of English mastery. Key recommendations have also been incorporated in this chapter. The gap of learning needs and skills needed at the workplace should be tackled by devising a new English language syllabus that meets the learners' learning needs. This syllabus should include reading materials of interest to the learners and vocabulary in different fields to meet their everyday needs and great focus should be placed on the four basic language skills with greater emphasis on listening and speaking. And chapter five provides summary of the study, findings, conclusions, recommendations and some suggestions for further studies, such as Sudanese Oil and Gas employees' English communicative needs at the workplace has been suggested for the further research in future.

Finally, a ten-point plan has been suggested for writing an ESP syllabus based on the trainees and learners' needs assessment.

5.2 The Findings

According to the data provided by the learners' analysis and discussion of the results, the researcher has arrived at the following findings

1- Results in the table (4.4) reflect how English language is highly valued by the oil and gas employees. They responded that English language is extremely important.

2- Respondents replied that they need to master English to perform activities such as asking and answering questions table (4.5). This emphasizes the importance of

acquiring the communicative skills and goes in line with the nature of the work at the field of oil and gas which requires talking to business partners in English language. Therefore, mastering of English communicative skills is vital for oil and gas employees.

3- Learners need English to communicate when they are abroad as trainees, or taking part in conferences or conducting postgraduate studies where the dominant language of proceedings and instructions is English table (4.10)

4- The learners need to acquire the four skills. In this respect, Listening skills are given the priority then followed by the speaking skills tables (4.2, 4.22). The results also show that the learners need real life communicative practice to acquire natural English by constant exposure to English speaking communities. Thus, these findings support the second hypothesis that suggests most of the oil and gas employees need to acquire the four basic language skills so as to cope with oil industry partners across the globe.

5- The learners expressed their dissatisfaction with their current language skills by saying that they need English to converse with English-speaking colleagues, read written or printed material related to everyday jobs. Besides their needs for translation, reading or writing letters, memos or reports in English.

6- Teachers also emphasized the urgent need for both productive and receptive skills by the learners if they are to be able to do their jobs efficiently in activities such as reading manuals, giving and following instructions, reporting incidents and coping well in their line organizations. These results prove the third hypothesis which refers to the assumption that there is a huge gap of English language mastery between what the employees of oil and gas have and their actual needs for English at workplace.

7- The respondents table (4.33), believe that designing a new English language syllabus based on their actual needs would positively affect their communicative skills. The respondents' assumption is fully supported by what has been mentioned by Hutchinson and Waters (1987) that all decisions as to content and method are based on the learners' reasons for learning.

8- According to the information provided by the respondents table (4.35), the current New Cutting Edge syllabus needs to be revised so as to meet oil and gas employees' learning needs.

9- In the eyes of the teachers questioned, the New Cutting Edge is mainly characterized by General English and not enriched with technical English. This is considered a disadvantage of the said syllabus.

10- The findings of both learners and teachers' questionnaires support the idea of developing a new syllabus for oil and gas employees taking into account the employees' actual needs of learning English language.

To conclude, the above referred to results prove the fourth hypothesis which suggests that the respondents strongly agree to have a new English language syllabus that meets their learning needs (4.4) table (4.37).

5.3 Conclusion

As it has been referred to in chapter one, the purpose of this study is to provide a framework for developing an ESP syllabus for oil and gas employees to upgrade their communicative skills. It is intended to design a particular learner-centered specialized English language syllabus to improve the Sudanese oil and gas staff communicative skills.

Questionnaires, interviews and observations as instruments of data collection have been applied to investigate the hypotheses of this study.

Firstly, observations: since the writer of this research is part of the staff of the Sudanese Petroleum Corporation (SPC), his personal experience and observations have been served to gather the initial information that helps in determining what kind of activities and learning styles the employees need in order to tackle the linguistic difficulties that encounter them at workplace and in their professional life. He has interviewed some teachers as well as some top officials, individual personnel at different managerial levels to get acquainted with the linguistic problems the learners encounter when they speak English.

Secondly, questionnaire which is the most common instrument used in data collection has been employed in this study. Two questionnaires were administered to the two study samples, i.e. the learners and the teachers.

In literature review, learners' needs have been fully addressed to ensure a successful course design. Needs analysis which is vital for students or learners involvement in every stage of educational process, was extensively addressed in this study. Jordan (1997), argues that "needs analysis should be the starting point for devising syllabuses, courses, materials and the kinds of teaching and learning that take place."

The subject:

Fifty learners at the Petroleum Training Centre, who were receiving training courses on English language, were invited to take part in this study. Their age range was 23 -- 30 represents 60% and those who are above 36 year represent 40% of the respondents. All of them are native speakers of Arabic language attending training courses on General English as part of their qualification requirements

imposed on them by their employer, the Sudanese Petroleum Corporation (SPC). Hence, studying English language is compulsory for most of them to fulfill the requirements of managerial promotion besides qualifying them to cope well in their line organizations and the fast technological growing world of today.

To complement the information gathered from the learners' questionnaire, another questionnaire has been administered to teachers at the PTC. The teachers questioned have enjoyed long experience of teaching English for non-native speakers. All of them hold Bachelor of Arts in English language. Four of them have got post graduate diploma in teaching English as a second language, besides having refresher courses in the UK universities. Some senior officials, engineers and English language teaching experts have also been interviewed to get their opinions about spoken English difficulties encountered by oil and gas employees.

In conclusion the researcher holds that English language mastery is vital for oil and gas employees. He associates this with the fact that oil industry is totally based on advanced technologies, new methods of explorations and modern styles of marketing where the most likely language of proceedings is English. So, it is a must for the oil and gas employees to excel in English. They will not be able to do well in their respective areas of specialization without exerting a substantial effort on acquiring the four basic language skills. They must be more confident when they engage in spoken activities and meetings conducted in English. This cannot be attained without working hard and practice constantly in promoting both listening and speaking skills.

A practical and an interesting ESP syllabus which is closely job-related, is more beneficial to oil industry employees. Such a syllabus if it is carefully designed may enable them to do their jobs efficiently in activities such as reading manuals, giving and following instructions in addition to reporting incidents and coping well

in their line organizations. Therefore, in the researcher's opinion, designing a balanced English language syllabus based on a sound knowledge of General English consists of technical and business English would be beneficial for the employees in different line organization jobs.

Despite the fact that the PTC management has provided a ready-made English language syllabus (New Cutting Edge) with through grammar, vocabulary and skills work, this syllabus - according to the findings of this study - lacks reading materials of interest to the learners, besides problems with some native speakers accents a matter that may demotivate the learners due to their inability to understand the spoken language. This justifies- in the opinion of the researcher- the inclusion of the learners' learning needs in any language course to make learning English language interesting and successful process.

5.4 Recommendations

The findings of this study have strongly emphasized the importance of English language for those who work in the field of oil and gas industry. Therefore, designing an ESP syllabus that meets employees' learning needs is indispensable for them to cope well in oil industry world.

Despite the fact that the PTC management provides a ready-made English language syllabus with through grammar, vocabulary and skills work, a new ESP syllabus for oil and gas employees which takes into consideration their actual learning needs based on needs assessment has been strongly recommended by both the learners and the teachers. Thus, the findings of this study provide the following recommendations:

- Designing a new syllabus

1-The gap between oil and gas employees' current language levels and what they actually need at workplace should be tackled by devising a new English language syllabus that meets their needs.

2- English language syllabus should include reading material which is of the interest to the learners and vocabulary in different fields to meet their everyday needs.

3- English language syllabus should place great importance on the four basic language skills with greater emphasis on listening and speaking.

4- A new English language syllabus should be enriched with sufficient technical English which is needed by oil and gas employees.

5- Efforts of experienced oil industry English language teachers and technical trainers in the field of oil and gas are needed to design an ESP syllabus for promoting oil and gas employees' communicative skills.

➤ Suggestions to improve English language teaching situation at the Petroleum Training Centre.

1- More care should be considered as far as the placement test is concerned to avoid placing some learners in a level either lower or higher than their true standard.

2- There should be short gaps between levels. Short refresher courses before starting a new level (2-3weeks) in writing and reading for those who have successfully passed upper-intermediate level should be introduced.

3- Participants should be given full release during class time because absence affects learning negatively.

4-Group size should not exceed 15 participants so as to make class as controllable as possible and to give attention to individual differences by exerting more effort on speaking and other language skills.

5- Learners should engage in reading English books, magazines, periodicals and newspapers. They should watch English TV programs regularly. These activities increase their exposure to English and improve their English standard.

6- Making the scenarios related to a work setting and providing students/learners with extra practices outside a formal class for all levels.

7- English discussion club or any other additional practice outside of the classroom would be a great advantage.

8- Increase of the time allocated by doubling it i.e. 240hours/ level instead of 120hours/level which is already specified by the PTC management to allow more pair/group work.

9- Internet connections should be available in all classrooms at all time to facilitate the teaching process.

10- High achievers at the end of each level can be sent, for instance, to summer or short courses in the UK, USA or any other English-speaking country. This will send a message which will be clearly read by the learners and encourage them to enthusiastically join English language training programs.

5.5 Suggestions for further studies

Research and studies in the field of ESP related to Sudanese Oil and Gas employees' communicative abilities seem to be limited, if any. Accordingly, the researcher assumes that this study of designing an ESP syllabus for promoting Sudanese oil and gas employees communicative skills is probably the first of its kind in Sudan. Thus, he suggests the following topics for further studies in this area:

- 1- Analyzing English oral communicative inabilities facing Sudanese Oil & Gas Sector employees.
- 2- Sudanese Oil and Gas employees' English communicative needs at the workplace.
- 3- To what extent does listening as a receptive skill enhance Oil and Gas employees' oral communicative abilities and mastering English in general?

References

- Abbott, G. (1981). *Encouraging Communication in English*, cited in Jordan (1997).
- Allen, J. P. B. (1984). Functional-analytical course design and the variable focus curriculum, cited in Robinson (1991).
- Allwright, R. (1982). *Perceiving and Pursuing Learner's needs* in M. Geddes and G. Sturtridge (eds) individualization. Oxford: Modern English Publication.
- Brown, J. D. (2001). *Using Survey in Language Programs*. Cambridge: Cambridge University Press.
- Brindley, G. (1984). *Needs Analysis and Objective Setting in the Adult Migrant Education Program*. Sydney: NSW Adult Migrant Education Service.
- Breen, M. P. (1987). "Contemporary Paradigms in Syllabus design, part 1". *Language Teaching*, 20/3, 158-174.
- Breen, M. P., and Candlin, C. (1980). "The essential of a communicative curriculum in language teaching." *Applied Linguistics*, 1(2), 89-112.
- Breen, M. P. (1984). *Process Syllabuses for the Language Classroom*, in C. J. Brumfit (ed.) *General English Syllabus Design*. ELT Documents 118.
- Bloor, M. (1984). 'Identifying the Components of a Language Syllabus: A problem for the designers of courses in ESP or communicative studies,' in William et al.

Breen, M. P. (1987A). “*Contemporary paradigms in syllabus design, part 11.*” *Language Teaching*, 20/2, 81-91.

Berwick, R. (1989). *Needs assessment in language programming: From Theory to Practice*, cited in Robinson (1991).

Brindley, G. P. (1989). *The role of needs analysis in adult ESL Programme Design*: in Johnson (1989) *the Second Language Curriculum*: Cambridge: Cambridge University Press.

Brindley, G. P. (1984). *Needs Analysis and Objective Settings in the Adult Migrant Education Programmes*.

Crystal, D. (1997). *English as a Global Language*. Cambridge: Cambridge University Press.

Carter, D. (1983). “*Some Propositions about ESP.*” *The ESP Journal*, 2, 131-137.

Celce-Murcia, (1979). *Teaching English as a Second Language*. Boston: Heinle and Heinle.

Chen, Y. (2006). From Common Core to Specific. Chong Qing University. China. *The Asian ESP Journal*, June 2006, Vol. 1. Article 3. Retrieved from

[AESP-Volume-2-Issue-1-June-2006.pdf](#)

Coffey, B. (1984). *ESP-English for Specific Purposes*. *Language Teaching in Jordan* 1997.

Dudley-Evans and St. John, M. (1998). *Developments in English for Specific Purposes :A multi-diciplinary approach*. Cambridge: Cambridge University Press.

Ewer and Latorre (1969). *A course in Basic Scientific English*. London: Longman.

Graddol, D. (1997). *The Future of English*. The UK: The British Council.

Gatehouse, K. (2001). Key issues in English for Specific Purposes (ESP) Curriculum development. (Electronic version). Internet TESL Journal, VII (10).

Holliday, A. (1994a). The house of TESEP and the communicative approach: the special needs of state English language education. *ELT Journal*, 48(1).

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

Hymes, D. (1972). *On Communicative Competence*. Penguin. Harmondsworth.

Ho, W. K. (1994). *The English language curriculum in perspective: Exogeneous influence and indigenization*. In S. Gopinathan, A. Pakir, H. W. Kan, and V. Saravanan (eds.) *language, society, and education in Singapore* (2d ed.) Singapore: Times Academic Press. 22-244.

Hornby, A. S. (1954). *Guide to Pattern and Usage in English*. Oxford: Oxford University Press.

Hornby, A. S. (1954). *The teaching of structural words and sentence pattern*. Oxford: Oxford University Press.

Ibrahim, A. A. (2015). *Guidelines for Designing an Islamic-oriented English language Program for Khartoum State Private Kindergartens* (An unpublished Ph.D.thesis). University of Gezira, Institute of Islamization of Knowledge. Medani.

Joseph, P. and Efron, S.(2009). *Seven Words of Moral Education* (vol. 8. 2th ed.) McGraw-Hill. New York.

Jordan, R. (1997). *English for Academic Purposes*. Cambridge: Cambridge University Press.

Kassim, H. and Ali, F. (2010). "*English Communicative Events and Skills Needed at the Workplace: Feedback from the industry*,". *English for Specific Purposes*, 29, pp. 168-182.

Krarzia, N. (2013). *Designing a Syllabus for ESP Learners: The Case of 2nd Year Commercial Sciences' Students*. It is an MA. Dissertation in Applied Linguistics. University of Constantine, <http://bu.umc.edu.dz/theses/anglais/KRA1348.pdf>.

Little, W. (1981). *Communicative Language Teaching*. Cambridge University Press.

Long, M. H. and Crookes, G. (1993). "*Three Approaches to Task-Based Syllabus Design*." *TESOL Quarterly*, 26/1.

Makay, R. (1978). *Identifying the nature of the learner's needs*. In R. Makay and A. Mountford (eds.) *English for Specific Purposes*. London. Longman.

Mackay, R. and Mountford, A. (1978). *English for Specific Purposes: A case study approach*. London: Longman.

Mahammad, S. & Masoudi, M. (2015). *Workplace Oral and Written Language Needs for Graduates Students: A Review*. Science Publishing Group: Communications. Vol. 3, No. 5, pp. 99-101. Retrieved from:

<http://article.sciencepublishinggroup.com/pdf/10.11648.j.com.20150305.13.pdf>

Mountford, A. (1981). *The what, the why and the way*. In Aupelf/Goethe Institute /British Council (1), pp. 19-34.

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.

Nation, P. and D. Crabbe (1991). *A survival language learning syllabus for foreign travel*. Cited in Jordan (1997).

Nunan, D. (1991). *Language Teaching Methodology*. Hemel Hempstead: Phoenix ELT.

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

Nunan, D. (1988b). *The Learner-centred curriculum*. Cambridge: Cambridge University Press.

Prabhu, N. S. (1987). *Second Language Pedagogy*. Oxford: Oxford University Press.

Onoor, M. A. (2015). *ESP Syllabus for Hotel Tourism Students*. (An unpublished Ph.D. thesis). Sudan University of Science and Technology-College of Languages. Khartoum.

Oxford Advanced Learners' Dictionary, 7th edition (2006). Oxford University Press.

Robinson, P. C. (1997). *ESP Today: A practitioner's Guide*. Prentice Hall International (UK) Ltd. Hemel Hempstead.

Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

Richards, J. C., and H. Platt (1992). *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Longman.

Rodger, (1989, cited in Richards 2001) *Curriculum Development in Teaching*. Cambridge: Cambridge University Press.

Richards, J. C., and Rodger (1986). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.

Satterwhite, M. (2007). *College English and Communication, 9th edition* McGraw-Hill. Boston.

Swales, J. (1971). *Writing Scientific English*. London: Nelson.

Stevens, P. (1988). 'The learner and Teacher of ESP', in Chamberlin and Baumgardner (6), pp. 39-44.

Stern, H. H. (1983). *Fundamental Concept of Language Teaching*, Oxford: Oxford University Press.

Stenhouse, M. (1975). *An introduction to curriculum research and development*. London: Heinemann.

Shaw, A. M. (1975). “*Approaches to a Communicative Syllabus in Foreign Language Curriculum Development*”. PH.D. Dissertation, University of Essex. In www.scribd.com.

Stevens, P. (1977). *New Orientation in the Teaching of English*. London: Oxford University Press.

Sauvignon, S. J. (1983). *Communicative Competence: Theory and classroom practice reading*, Mass: Addison Wesley.

Trim, J. et al (1973). *System development in adult language learning*. Strasbourg: Council of Europe /Oxford Pergamon.

Van, EK, J. (1975). *Threshold Level English Oxford, Pergamon*. Council of Europe.

Winslanley, C. (2010). *Writing a Dissertation, for Dummies*. A John Wiley and Sons, ltd. Publication.

White, R. (1988). *The ELT curriculum*. Oxford: Black Well.

Wilkins, D. A. (1981). “*Notional Syllabuses Revisited*” *Applied Linguistics* 11, (1981): 83-89.

Wilkins, D. (1976). *Notional Syllabuses* . Oxford: Oxford University Press.

White, R. V. (1988). *The ELT Curriculum : Design, innovation and management*, Oxford: Basil Blackwell.

Widdowson, H. G. (1978). *Teaching Language as Communication*. Oxford: Oxford University Press.

West, M. (1953). *A general Service List of English words*. In Richards, J. (2001,6).

Willis, D. (1990). *The Lexical Syllabus*. London: Collins.

Widdowson, H. G. (1991). '*English for Specific Purposes: Criteria for course design*, in Robinson (1991).

Yalden, J. (1987). *Principles of Course Design for Language Teaching*. Cambridge: Cambridge University Press.

APPENDICES

APPENDIX (1)

Learners' Questionnaire

Dear learner,

This questionnaire is part of a PhD thesis project entitled (Designing an ESP Syllabus for Promoting Sudanese Oil & Gas Staff Communicative Skills). It is intended to determine your English language needs in order to design a syllabus based on the information that you present, therefore, I kindly request you to tick the options that match your point of view as accurately and honestly as possible. I assure you that any information you give will be treated confidentially and will be used only for the purpose of this research.

Firstly: Trainees' personal information

Name, optional.....

Gender : Male Female

Age : 23-25 25-3031-3536-more

Specialization: Engineer Accountant Administrator
Technician If other,

specify.....

Ahmed Hussein Adam, the researcher.

Petroleum Training Centre (PTC henceforth).

Secondly: The Questionnaire's Categories

Category (1). The Importance of Mastering English Language for the Sudanese Oil and Gas Staff.

1- How important is English to you?

No.	Question	Very. important	important	Neutral	Unimportant	very unimportant
1	How important is English to you?					

2- What do you need English for?

No.	Phrases/Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	To perform language activities such as asking and answering questions, and discussing.					
2	To conduct face to face conversations					

	with my colleagues or business partners at work place.					
3	To give presentation(s) at work place, in conferences held internally or abroad.					
4	To read articles and printed materials related to my job.					
5	To listen to the radio/ to watch T.V programs.					
6	To be able to communicate when (being abroad as a trainee or taking part in a conference) in non-Arabic-speaking country.					
7	To read English literature for pleasure.					

Category (2). The most important skills needed by learners.

3- How do you assess your proficiency in the following language areas? Tick (✓) the appropriate choice.

Items	Excellent	V. good	Good	Satisfactory	Weak
Listening					
Speaking					
Reading					
Writing					
Grammar					
Vocabulary					
Pronunciation					

4-Which language areas do you need to develop more?

Language item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Listening					
Speaking					
Reading					
Writing					
Grammar					
Vocabulary					

Category (3): Gaps between the employees' current language skills and their actual needs for English at workplace.

In your job, what do you need English for?

No.	Phrases/Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Conversing with English-speaking colleagues.					
2	Reading written or printed materials related to the job.					
3	Translating information or instruction from English language to Arabic speaking workers in Arabic or vice versa.					
4	Following in-service courses in English.					
5	Reading or writing letters, memos or reports in English.					

Category (4) 6-Designing an ESP Syllabus and its Influence on Promoting Oil & Gas Staff Communicative Skills.

No.	Phrases/Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Designing a new English language syllabus based on learners' actual needs affects positively communicative ability/competence					
2	The current syllabus (New Cutting Edge) used by the PTC in teaching English Language does not help learners master the four basic language skills.					
3	The New Cutting Edge syllabus needs to be Revised/modified to meet oil & gas staff's learning needs.					
4	The syllabus (New Cutting Edge) used in teaching English at the PTC is not based on trainees needs analysis. Thus, it does not meet their learning needs.					

APPENDIX (2)

Teachers' Questionnaire

Dear teacher,

This questionnaire is part of a PhD thesis project entitled (Designing an ESP Syllabus for Promoting Sudanese Oil & Gas Staff Communicative Skills). It is intended to determine learners' English language needs in order to design a suitable syllabus based on the information that you present. The researcher has incorporated the opinions, comments and remarks of scholars, specialists in the field of syllabus design and language studies. He hopes that you, too, as a practitioner and an expert in English language teaching answer all the questions carefully and honestly.

It is to be ensured that, the information that you give will be treated confidentially and only used for research purpose. You are kindly requested to answer all the questions, and return the script as soon as possible.

Ahmed Hussein Adam, the researcher.

Petroleum Training Centre (PTC henceforth).

Firstly: Teachers' personal information

– Name, optional.....

– Would you, please specify your degree:

a. Bachelor

b. Master

c. PhD.

D. Others (please specify).....

– How long have you been teaching English for non-native speakers?

– How long have you been teaching English in the Petroleum Training Centre?

Secondly: ESP data

1- What do you think are the learners' needs?

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

2- What do you think are the short-term objectives of English language teaching for Oil and Gas Staff?

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

3- What do you think are their long-term objectives?

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

4- What are the capacities or language skills that learners need most to achieve their short-term objectives?

(Arrange by order of importance: 1, 2, 3 ...)

- a. Reading skills
- b. Writing skills
- c. Listening skills
- d. Speaking
- e. Others (please specify).....
.....
.....

5- What are the capacities or language skills that learners need most to achieve their long-term objectives?

(Arrange by order of importance: 1, 2, 3, ...)

- a. Reading skills
- b. Writing skills
- c. Listening skills
- d. Speaking
- e. Other (please, specify).....
.....

Teaching data or course content

6- Is there any syllabus provided by the PTC for teaching English Language?

Yes

No

7- If “yes”, does it cover all (or most) learners’ needs?

Yes

No

8- If does not cover their (all or most) needs, what does it lack?

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

9- Do you make some changes to the established program (adding, modifying, changing or deleting)

Yes

No

10- If “yes:, please, give examples:

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

11- Where do you get your teaching materials from?

a. Internet

b. Books

c. Magazines

d. Other (please, specify).....

.....

12- Do you think the time allocated (120 hours/level) for teaching General English at the PTC is appropriate for meeting the learners’ needs?

Yes

No

13- If “No”, what do you suggest?

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

14- What are your suggestions for improving teaching English at the PTC?

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

APPENDIX (3)

Proposed Syllabus

Rationale for a new syllabus

Based on the findings of this study chapter four - the current syllabus New Cutting Edge is mainly characterized by General English and not enriched with technical English - technical English courses for the Ministry of Oil and Gas employees are much needed, besides courses in General English. Therefore, the researcher has suggested steps of writing a syllabus based on trainees' needs assessment.

In this respect, the researcher strongly recommends that the Ministry of Oil and Gas should hire experienced oil industry English language teachers who know in depth how curricula and syllabuses should be designed, developed, implemented and evaluated. Then assistance from experienced technical trainers in the field of oil and gas should be sought to design the said syllabus.

Stages of writing a syllabus

Stage No. 1:

Data collection

To conduct a needs assessment, a three-member committee should be established. This committee should hold a meeting to write the questions for the questionnaires, interviews and focus groups.

The requirements:

1- The members of the committee should have to be provided with new laptops.

2- They need flash memories, notebooks and pens.

3- The PTC management should allocate an expert typist to do the job of typing. She/he should be stationed in one of offices of the PTC at all times.

4- The office has to have a computer, a colored printer, packets of paper and a telephone connection.

The typist will start immediately with the job of typing the questionnaire questions.

Experienced trainers should be appointed to conduct the job of questionnaires, interviews and focus groups. One trainer will work among employees in the Ministry of Oil and Gas. The administration should notify the employees that a trainer will be visiting them in their offices, workshops, the oil product distribution depots, and if possible in the oil fields. Another experienced trainer should work among unit supervisors, managers, academic teachers and other technical instructors.

Finally, the efforts of these experts will yield in a collection of the data required for designing a syllabus.

Stage No. 2:

Sorting out of the data

Data should be sorted out by experts. So experts who have got a solid experience in syllabus and materials writing should be hired to carry out this job.

Stage No. 3:

Incorporating the sorted data in a syllabus draft

This stage has to be preceded by a meeting for the members of the above mentioned committee in stage one. The members should be assigned with the following: Expert number one should be assigned with the task of the group leader. Expert two is the analyst and expert three is to be assigned with the academic job.

Stage No. 4:

Writing the draft

This is a brainstorming session in which participants will discuss the topics that will be incorporated in the syllabus. The committee should seek assistance from other technical teachers, management, and ex-learners.

As it is a stage of writing the syllabus draft, professional writers should be hired and assigned with the task of writing the syllabus.

For the listening components of the syllabus, two native - speaker teachers are to be hired and assigned with the job of the recordings.

Stage No.5:

Revising the draft

After the typist has typed the draft, the experts will go through it for revision before giving it back to the typist for editing.

Stage No. 6:

Modifying the draft

The draft should be modified, revised and transferred to the typist for final editing.

Stage No. 7:

Proofreading the draft

After preparing a draft for each level, photocopies of it should be given to oil industry teachers for proofreading and criticism. These teachers meet to discuss their feedback then the final copy should be sent to the print house.

Stage No. 8:

Publishing the draft

In this stage the group leader of the experts should take the draft to an excellent print shop. Initially three copies will be enough to be distributed among the members of the expert committee. After discussing their feedbacks, the experts will approve the final design of the draft.

Stage No. 9:

Implementing the draft

In this stage, enough copies of the draft should be published in order to be implemented among two or three groups of trainees to be selected from different departments of the Ministry of Oil and Gas to implement the new syllabus.

Stage No. 10:

Evaluating the draft

Again the members of the committee referred to in stage one, will conduct class observations in order to evaluate the new syllabus after its implementation. They should hold regular meetings to discuss their findings and make necessary recommendations for adopting the final copy of the syllabus.