Sudan University of Science & Technology

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ESP- Needs Analysis for Evaluating the Unified English Language Syllabus of Khartoum State Vocational Training Centers

تحليل إحتياجات اللغة الإنجليزية للأغراض المحددة

لتقويم منهج اللغة الإنجليزية الموحد لمراكز ولاية الخرطوم للتدريب المهني

A Thesis Submitted In Fulfillment of the Requirements for PhD Degree In English Language (Applied Linguistics)

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Dedication

This study is dedicated to the members of my family

For their endless care, support and encouragement.

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Abstract

This study aims to investigate and evaluate the unified English language syllabus of Khartoum State vocational training centers to see to what extent it meets the trainees' needs. To achieve that the study sets four hypotheses: which suggest that the current English language syllabus does not sufficiently meet the trainee's vocational purposes. , and that the teaching and administrative staffs at the training centers are not sufficiently satisfied with the current English language syllabus. The study adopts the descriptive analytical methodology, with a questionnaire for 50 trainees, 9 English language trainers, alongside a structured interview for 3 administrative staff. The key findings of the study are: The current English language syllabus does not sufficiently meet the trainees' vocational purposes. The trainees will be sufficiently motivated to learn English language through a course that concentrates more on technical language. Teaching a syllabus meeting the trainees, and the vocational purpose will satisfy the trainer. The vocational training's general administration is interested in making some amendments to the current syllabus so as to meet the trainees' vocational needs. It is also aware that the current English language syllabus lacks the sufficient amount of technical vocabulary. The general administration of vocational training is ready to discuss the suggested syllabus, In addition it supports any positive changes in the current syllabus that help trainees to learning English. The study recommends: The current English language syllabus should be provided with sufficient amount of technical vocabulary to meet the trainees' needs. Trainees' expectations being taught sufficient amount of technical vocabulary at the preparatory course should be considered. To motivate the trainees in learning English language it is recommended that the course should concentrate on the language they might encounter at work field. Further studies are suggested: On ESP- needs analysis in broader way. On the opinions and experiences of the trainees and English language trainers about the suggested syllabus to examine whether the current study is effective.

المستخلص

(Arabic Version)

تهدف هذه الدراسة لتقصي وتقويم مقرر اللغة الإنجليزية الموحد لمراكز التدريب المهني بولاية الخرطوم لمعرفة مدي ملاءمته لإحتياجات المتدربين .لإنجاز ذلك وضعت أربع فرضيات : مقرر اللغة الإنجليزية الحالي لا يلبي بصورة مرضية إحتياجات المتدربين المهنية. لحدٍ ما مدربي اللغة الإنجليزية والإداريين بمراكز التدريب المهني غير راضين بشكل كافي عن مقرر اللغة الإنجليزية الحالي. تتبنى الدراسة المنهج الوصفي التحليلي مع إستخدام الإستبانة ل 50 متدرب,و 9 مدربي لغة إنجليزية والمقابلة الشخصية لعدد 3 إداريين. يتبين من نتائج الدراسة : مقرر اللغة الإنجليزية الحالي لا يلبي بصورة مرضية إحتياجات المتدربين المهنية . سيكون المتدربين متحفزين بصورة مرضية لتعلم اللغة الإنجليزية من خلال مقرر يركز علي اللغة الفنية. يشعر المدرب بالرضي عند تدريس مقرر يقابل إحتياجات المتدربين المهنية. الإدارة العامة للتدريب المهني راغبة فى عمل تغيرات علي المقرر الحالي حتي يقابل إحتياجات المتدربين لمهنية . وهي أيضاً مدركة لغياب القدر الكافي من المفردات المهنية فى المقرر الحالي . الإدارة العامة للتدريب المهني جاهزة لمناقشة المقرر المقترح , بالإضافة إلي ذلك هي أيضاً تدعم أى تعديلات إجابية علي المقرر الحالي لمساعدة المتدربين فى تعلم اللغة الإنجليزية. توصي الدراسة : ينبغي ان يزود مقرر اللغة الإنجليزية الحالي بالقدر الكافي من المفردات المهنية لمقابلة إحتياجات المتدربين. ينبغي مراعاة توقعات المتدربين بدراسة قدر كافي من الفردات المهنية في الكورس التحضيري. لتحفيز المتدربين لتعلم اللغة الإنجليزية يوصي بتركيز المقرر علي اللغة التي من الممكن أن تقابلهم في مجال العمل. يجب أن تدعم الإدارة العامة للتدريب المهني المقرر المقترح الذي يجمع بين اللغة الإنجليزية للأغراض العامة والمحددة . الدراسات المستقبلية مقترحة فى: تحليل إحتياجات اللغة الإنجليزية للاغراض المحددة بشكل أوسع . آراء وتجارب المتدربين ومدربي اللغة الإنجليزية حول المقرر المقترح لمعرفة مدي فعالية الدراسة الحالية.

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Chapter One

Introduction

1.0. Overview:

This chapter provides a description of the theoretical framework of the study. It mainly focuses on the statement of the study problem, questions, hypotheses and methodology.

1.1. Background:

Since this study is to be conducted at Khartoum state vocational training centers, some light on them should be shed. There are centers built by the government of the State in 2009 and have been financially supported by the European Union, while the United Nations Organization for Industrial Development (UNIDO) provided the technical support. Four centers have been built in different locations in Khartoum State. Each center has different vocations, and every now and then a huge number of trainees is admitted with their different interests in different vocations; for instance, Halfaya vocational training center which is located in Bahri has five sections: Welding with three sub-sections, Hotels and tourism, Electronics with two sub-sections, and Electricity installations, Beauty section. The centers' direct aim is to assist the local communities specifically the IDPs (the internally displaced people).The centers provide means of acquiring a quicker skill and the quality of being competent at the same time. CBT system is adopted in the centers (competency based training system), which means that the trainee stays at/works on the same task until the task being mastered, regardless to how much raw materials are consumed.

Admission eligibility is for those aged between 15and 25 males and females with basic school certificate as a minimum admission requirement. After admission they are called trainees, and have to go at first through the preparatory course. This course lasts for thirteen months, in which they take six different subjects; English language is one of them. The end of the preparatory course is marked by a final assessment that qualifies the successful trainees to the technical level/course. The technical course duration is about sixteen weeks. At the technical level the trainees take

specified vocations upon their choices, and under general regulations that organize admission's issue. Here they remain until they leave certified as skilled workers.

The demand for the skilled workers is an ongoing process in both local and regional labor market.

The trainees are given an English language course to prepare them for labor market. At least the amount that makes him/her able to communicate professional information and to perform some particular job related functions.

The English language course prescribed for the vocational trainees at Khartoum State vocational training centers is a compulsory one. The aim behind getting the trainees to study English language is not for intellectual nor amusing purposes. In contrary, the course is meant to be as an assistance for the trainees in communication. Communication is very important for the successful trainee as stated below.

Good communication skills are essential for successful personal and business relationships. Communication is the process of people sharing thoughts, ideas and feelings with each other in commonly understandable ways. It is the exchange of useful messages that serve the reader's needs, which make their exact meaning clear and enable them to share information with one another. In the basic model of communication, some basic elements of the communication process are encoding and decoding. Encoding is the process of putting message into the form in which it is communicated; whereas, decoding is the process by which the receiver interprets the precise meaning. Therefore, the encoder and the decoder have to share the same frame of reference which includes the same code or language, educational background, race, attitudes, some experiences and much more in order to successfully communicate (Hamilton & Parker, 1997).

Communication is very important to all organizations. A business person cannot provide a good service if one does not communicate effectively and efficiently. A misinterpreted message can create costly delays; a poorly written report can lead to a wrong decision; confusing instructions can cause injury, the destruction of expensive equipment or the loss of an important customer. Communication errors are often expensive. English has come to be seen as one of the resources that businesses need to manage efficiently if they are to maximize competitive advantage in the market place (Erreygers & Jacobs, 2006).

This study attempts to investigate the current English language syllabus (New English File- Beginner), or the unified English language syllabus. This syllabus is completely (EGP) English for general purposes it has been designed for trainees whose scope and purpose is technical/ vocational. Some questions and hypotheses have been raised   to see if the current syllabus is sufficiently appropriate for the trainees' needs.

1.2. The Statement of the Study Problem:

The aim of this study is to investigate and evaluate the current English language syllabus to see to what extent it meets the trainees' needs.

According to (Brumfit & Roberts, 1987)

"Needs analysis is an investigation, in light of specification of the tasks. A learner or group of learners will be required to perform in the target language needed to be learnt in order to bring about proficiency in these particular tasks. The results of needs analysis can be used to determine suitable teaching techniques".

Brumfit and Roberts have shed light on the importance of needs analysis and that it is the stage prior to syllabus designing, also it determines the suitable teaching technique.

Needs analysis is an initial step in designing a course which motivates the subsequent course activities through its validity and relevancy.

1.3. The Research Questions:

In this study the following questions are raised:

1- To what extent does the current English language syllabus meet the trainees' vocational purposes?
2- To what extent does the current English language syllabus motivate trainees in language learning?
3- To what extent are the teaching and administrative staff at the training centers satisfied with the current English language syllabus?
4- To what extent are the trainees themselves satisfied with the current syllabus?

1.4. The Research Hypotheses:

To match the study questions the following hypotheses are formulated:

1- The current English language syllabus does not sufficiently meet the trainee's vocational purposes.
2- The current English language syllabus does not sufficiently motivate the trainees in language learning.
3- The teaching and administrative staffs at the training centers are not sufficiently satisfied with the current English language syllabus.
4- The trainees themselves are not sufficiently satisfied with the current syllabus.

1.5. The Objectives of the Study:

The objectives of the study are as follows:

1- To investigate the unified English language Syllabus of Khartoum State Vocational Training Centers, to see to what extent it fits the trainees' vocational purposes.
2- The study proposes a new syllabus that combines both English for general purposes (EGP) and English for specific purposes (ESP).
3- To encourage curricula designers to pay attention to the vocational trainees needs regarding English language learning.
4- To promote the awareness of the decision makers to the importance of the suggested syllabus.

1.6. Significance of the Study:

The study acquires its importance from diagnosing the current syllabus and highlighting its strengths and weaknesses allowing all those who are concerned to participate, such as the teaching and administrative staff.

Furthermore this study is not only for theoretical investigation, but also for actual application as well.

The findings of the study are expected to encourage the decision makers at Khartoum State vocational training centers' administration to take actions towards a new syllabus. A syllabus that combines both English for general purposes (EGP) and English for specific purposes (ESP).

The findings of the study are also expected to be useful to the curriculum designers to evaluate the adequacy of the existing syllabus.

1.7. Limits of the Study:

This study will be limited to the trainees and trainers of Khartoum State vocational training Centers at both preparatory course and technical level, in addition to some of general administration of vocational training staff . It only seeks to investigate the current syllabus (New English File-Beginner) to see if it fits the target group.

1.8.   Research Methodology:

In order to conduct this study, a descriptive analytical method will be followed, and (SPSS) program will be used to analyze the data. A questionnaire for trainees at technical level in addition to English language trainers at the preparatory level as well as structured interview for some of general administration of vocational training staff members will also be used. The questionnaire will be designed according to the main questions and hypotheses of the study. These questionnaire and interview will then be distributed to the selected sample to get their feedback about the current syllabus, and of course will be checked by some language experts before distribution in order to insure their validity and reliability.

The population is all centers under the authority of General administration of vocational training- Khartoum State, in addition to the general administration of vocational training itself. The suggested sample is about 63 from both trainers (teachers) trainees, and general administration staff members. The sample is as follows: 50 trainees, 10 trainers, and 3 administrative staff members.

In light of the study results the hypotheses of the study will be tested to see if confirmed or rejected.

1.9.   Summary of the Chapter:

This chapter has provided the theoretical framework of the study, focusing particularly on the description of the study problem, and the research methodology adopted. The next chapter will be the literature review.

Chapter Two

Literature Review and Previous Study

2.0. Introduction:

This chapter will review some relevant literature on some fundamental concepts of relevance to the study problem, for the purpose of providing more explanation of the study problem. Farther more, it will review some related previous studies with the aim of highlighting the expected contribution of the study.

2.1. Conceptual Framework:

This part of the chapter reviews and discusses some relevant literature written on English for Specific Purposes, ESP and needs analysis. It also tries to display some theories and factors related to both topics. In addition, some other basic concepts relevant to the present study will be discussed in details. Finally some relevant previous studies will be reviewed for more elaboration of the study problem.

2.1.1. ESP Background:

The emergence of the ESP was mainly affected by three main factors, they are as follows:

a- The demands of a Brave New World

The period after the termination of the Second World War in 1945 was an era of expansion in scientific, technical and economic activities. This expansion created a unified world dominated by two factors: technology and commerce. For many parts in that world there were urgency to learn English language not for the pleasure or prestige of knowing the language, rather to benefit from technology and to share the world commerce.

b- A revolution in linguistics (The shift from grammar to communication)

During the period before 1945 the traditional aims of linguistics had been to describe the rules of English usage, which was grammar. The earliest scholars in linguistics at that time started to think about the ways in

which language is used in real communication. They were completely convinced that language in different situations varies. For instance there are big differences between the English of commerce and that of engineering. Making language instruction to meet the needs of learners in specific context has to be thought of. The outcome was that English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study.

c- Focus on the learners:

The new trends in educational psychology also played a big role regarding the rise of ESP, by making the learners and their attitudes to learning English language the central issue. IF Learners have different needs and interests then courses have to be designed in accordance to that. This is in short was the notion of ESP.

The term ESP goes back to 1960s. At that time the textbooks neglected the specific language needed by science students.

Ewer and Lattore (1969) say:

> *"The aim was to produce a syllabus which gave high priority to the language forms students would meet in their studies and in turn would give low priority to forms they would not meet".*

Hutchinson & Waters (1987), explain:

> *"ESP has increased within in structional practice due to market forces and improved awareness within the academic and business communities that the needs of learners and students should be met wherever possible".*

There were many factors which led to the growth of ESP. One of them was the failure of traditional language teaching to provide the type of language which meets the new specializations' needs. The second reason was many professions have been created during 1960s. When the traditional

language failed to take learners needs into consideration the call for different approaches (ESP) became a necessity.

Ahmed (2012), says:

> *"ESP was the solution for professionals who had to learn English to be able to enter the job market"*

The beginning of ESP was an attempt to make science textbooks go the same line with students' needs and goals.

2.1.2. ESP versus EGP:

ESP is a learner-centered approach compared to teaching English as a foreign/second language (Ahmad, 2012). ESP is a program specifically designed for specified group of learners, who aim to learn the language for specific purpose.

Day & Krzanowski (2011), say:

> *"The P in ESP is often a professional purpose — a given skill set that learners presently require in their task or will require in their careers".*

ESP courses differ from General English because they broaden one's knowledge about specific subject matter, by offering intensively specialized vocabulary that in turn prepares learners to use the language in their future professions (Varnosfadrani, 2009).

Varnosfadrani (2009) discusses an extremely valuable point about the ESP course route and direction. A course that put more emphasis on the learners and how to be equipped with the language which make them communicatively competent in their future vocations. The researcher agrees with this idea as it supports the study's notion.

According to Ahmad (2012),

> *"Instructors teaching General English concentrate more on the language in general. They aim at giving the learners a course that may satisfy their urge to know and understand a certain language. However, when it comes to ESP, teachers give more importance to needs analysis and the writers of the material think very carefully about the goals of the learner".*

2.1.3. Communicative Competence

Language teaching is based on the idea that the goal of language acquisition is communicative competence: the ability to use the language correctly and appropriately to accomplish communication goals (Savignon, 1983).

The ultimate goal for most English learners as a second/foreign language is to communicate competently, not to use the language exactly as a native speaker does. If taken into consideration that those who choose the vocational training centers of Khartoum state. They take vocational training as a final option, the idea of being sent directly to the workshop without going through a preparatory course is what they come with. The researcher assumes that they escape the academic education to avoid meeting the theoretical subjects again (including English language). Hence a course that meets their training needs will satisfy and motivate them.

The words of Savignon (1983) about the communicative competence goes the same way, and strongly support one of the study objectives. This study proposes a new syllabus which combines both GPE and ESP with more concentration on the language the trainees are expected to meet.

Communicative competence is made up of four sub competences: linguistic, sociolinguistic, discourse, and strategic competence (Savignon, 1983):

1-Linguistic competencies knowing how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?

2-Sociolinguistic competencies knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing?

3-Discourse competencies knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?

4-Strategic competencies knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use?

In the early stages of language learning, instructors and students may want to keep in mind the goal of communicative efficiency: that learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message (due to faulty pronunciation, grammar, or vocabulary); to avoid offending communication partners (due to socially inappropriate style); and to use strategies for recognizing and managing communication breakdowns.

2.1.4. ESP Syllabus Design According to (Autumn Rivers) www.wisegeeks.com

The importance of a curriculum and syllabus is an essential issue in every educational institution, though they vary this difference is not obvious to everyone. A curriculum is a guiding information which shows teachers what they need to teach the learners. Ensuring that every single student has learned the necessary material, is also one of the curriculum's characteristics. On the other hand, a syllabus is a more detailed list of concepts that have to be taught in a particular class. Also the student always given the syllabus on the first day of the course, while the curriculum is not handed to them unless by request.

The curriculum is usually developed by the educational institution's administration so that teachers are aware of what to teach at the specific course throughout the academic year. It breaks down what to be taught, in addition it gives ideas on how that should be presented to learners. The curriculum also enables educators how to measure the effectiveness of their teachings, this is always done by using standard types of test.

A syllabus is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing some goals to be attained. Hutchinson and Waters (1987:80) define syllabus as follows: at its simplest level a syllabus can be described as a statement of what is to be learnt. It reflects language and linguistic performance.

This is a rather traditional interpretation of syllabus focusing as it does on outcomes rather than process. However, a syllabus can also be seen as a "summary of the content to which learners will be exposed" (Yalden.1987: 87). It is seen as an approximation of what will be taught and that it cannot accurately predict what will be learnt.

2.1.5. Needs Analysis in English for Specific Purposes:

In the late twentieth century, language researchers shifted the emphasis from linguistic competence to an emphasis on communicative competence performance in English-language teaching. Subsequently, this

resulted to "a switch from 'content,' which normally meant grammar and lexis, to 'objectives' which refers to many variables other than linguistic content" (Shahriari & Behjat, 2014, p. 321).

The growing interest in occupational and vocational purposes forced language programs to provide adequate curricula to meet this interest. The attention was increased about syllabus design in the field of English language teaching. English being an international language, this concept has played an extremely important role in increasing emphasis on the field of English for Specific Purposes (ESP).

According to Shahriari and Behjat (2014), to meet the rapid growth of English speakers round the globe, the demands for learning English varied accordingly. Some may learn English to communicate when traveling; others may learn the language for academic purposes, or to meet the demand of specific professions and jobs.

It is vital to be aware of learners' needs when designing courses and lesson objectives, especially in the field of second-language acquisition (SLA) (Long, 2005).

Group members' needs vary greatly when learning a second or a foreign language; for example, immigrants, international students, and those who require learning a language for occupational or vocational motivation have distinct purposes for learning English. Each group acquires English for different registers, skills, genres and lexicons. From the point of view of ESP practitioners, the problems in education are "unique to specific learners in specific contexts" (Belcher, 2006).

A course design process, must consider the learners' needs, otherwise, a general English language program for all learners will be inadequate and ineffective. This is exactly the study problem which the researcher is trying to solve through applying a suitable needs analysis approach.

Long (2005), mentions:

"Just as no medical intervention would be prescribed before a thorough diagnosis of what ails the patient, so no language teaching program should be designed without a thorough needs analysis. Every language course should be considered a course for specific purposes, varying only in the precision with which learner needs can be specified – from little or none in the case of programs for most young children to minute detailed in the case of occupationally-, academically- or vocationally-oriented programs for most adults".

Pioneers such as Jordan (1997) and Hutchinson and Waters (1987) have laid the foundation for needs analysis in ESP. However, researchers in the field of applied linguistics and TESOL professionals must shed light on detailed methodologies and give serious attention to needs analysis. The effort now should be made to investigate needs analysis generalizations that vary from one population to another (Ananyeva, 2014; Long, 2005).

2.1.5.1. Definition of Needs Analysis

The term, "analysis of needs" first appeared in the 1920's in West Bengal, a province of India when Michael West introduced the concept of "needs" to cover what learners will be required to do with the foreign language in the target situation and how learners might best master the language during the period of learning (West, 1994).

Needs analysis (NA) (also known as needs assessment) is the groundwork for ESP or any general English program (Belcher, 2006); and the ESP program itself is driven by learners' needs (Benesch, 1996). It plays an essential and important role in any course design, which mainly aims at obtaining "learning needs of a particular group of learners" (Shahriari & Behjat, 2014, p. 322).

According to Iwai, Kondo, Lim, Ray, Shimizu & Brown (1999), needs analysis is defined as gathering information from a specific group of learners with the intent of developing a curriculum that meets their learning needs.

They clarify: In the case of language programs, those needs will be language related. Once identified, needs can be stated in terms of goals and objectives which, in turn, can serve as the basis for developing tests, materials, teaching activities, and evaluation strategies, as well as for reevaluating the precision and accuracy of the original needs assessment. (p. 6)

Shahriari and Behjat (2014), Say about the relation between a group's needs and curriculum objectives:

> *"The goals of the needs-analysis phase of curriculum design are to determine what a particular group of learners expects from use of English or   what their present level of competence is".*

As a result, those needs will be the guidelines in launching any curriculum. "It is the first step in course design, which provides relevancy for all course design activities and places the learners' purposes in the central position within its framework" (Shahriari & Behjat, 2014, p. 322).

Brown (1995), defines needs assessment as analyzing the basic data that is collected to help in designing a static curriculum objectives in order to meet students' needs of language learning within the setting of a specific language program that will, in return, develop the learning process.

For Shahriari and Behjat (2014), needs analysis is a combination of Target Situation Analysis (TSA), and Present Situation Analysis (PSA).It covers three essential periods of the course, which are the beginning, current, and the future, so as to design an English course that fits the learners' levels of ability.

A needs assessment approach should be considered when designing any language programs or curricula. Needs analysis helps students to be engaged in classroom activities because they will be motivated to learn the type of

language they aim to master. Also, it is one way to bridge the gap between the teachers' and the students' expectations toward learning a language. Needs analysis allows instructors to understand student's local needs; in other words, when teachers aware of the needs of a particular group of students, they will make decisions that lead to better assessment and pedagogy (Tarone & Yule, 1989).

The researcher strongly agrees with what have been said by (Tarone & Yule 1989) that if needs analysis applied correctly considering the trainees (students) as a central part of it, this will result in highly motivated trainees regarding language learning, because they have given a chance to choose the type of language they aim to master. It also reflects the importance of the research problem raised by the researcher (… to what extent the current syllabus meet the trainees needs…). If we consider motivation as one of the trainees needs. No doubt that motivation is a very important factor in language learning.

(Tarone & Yule, 1989), State:

> *"In other words, when teachers are aware*
> *of the needs of a particular group of*
> *students, they will make decisions that lead*
> *to better assessment and pedagogy"*

The above words of (Trone & Yule 1989) are exactly as the case in this study where the researcher is one of English language teaching staff at Khartoum State vocational training centeres, who is fully aware of what is the current syllabus looks like. The researcher assumes that the current syllabus is of no relevance to the trainees (students) needs. Hence a needs analysis process may lead to a better syllabus.

To conclude, all needs analysis definitions include an emphasis on investigating learners' needs through gathering information that relates to the target-language community, which supports the process of syllabus and language program design. This is what the study is trying to do.

They also emphasize that a needs analysis must constantly and frequently be carried out throughout the program. This is what the researcher calls as evaluation, which is one of the main objectives of this study.

Jordan (1997), State:

> *"The question of who must be involved in curriculum design and in making decisions is not easy to answer. Yet, ESP professionals remind us that syllabus design should not be an individual decision made by an independent authority or institution, for instance, because learners' wants might conflict with course designers' views"*

Jordan (1997), reflected the importance of needs analysis. What to be taught is not an easy decision and cannot be made in isolation from the trainees (students) needs.

Needs analysis is a cooperative process that involves different parties of the community such as government, educators, parents, and learners. The conflict, hence, arises because any community is a combination of "members holding multiple race, class, and gender subject position" (Belcher, 2006).

However (Belcher 2006) sees that needs analysis process of which outcomes will be used in evaluating and designing a syllabus, might be faced by factors of race, class, and gender. Syllabus design is an organized process always carried out by institutions that works under authorities which are ruled by clear constitutions that don't allow such matters to be discussed. On the other hand it could be said this is not the case for this study.

If this is the case, then the dilemma arises of whose needs should be investigated when collecting data. In other words, in the needs analysis process, a curriculum cannot serve authorities' needs only, because they are no more important than are other members of the community. Learning a

language is a communicative and a sociocultural process that occurs within a social context between members within and outside the community, so many community members should give input. Integrating administrators and students' needs is critical in curriculum design, as reported by Watanabe (2006).

According to Ananyeva (2014),

> *"Adult ESL learners are mostly "self-motivated" and "well aware of their needs and goals". They have an image of their target professional or academic community; however, they might not be fully aware of the expectations and requirements of these target communities. "As a result these students struggle with directing their learning toward successfully functioning in those communities"* (Ananyeva, 2014, p. 9).

The above mentioned words of Ananyeva (2014), are generally discussing the importance of motivation in language learning. If the trainees (students) satisfied with the course they study, this will motivate them to learn. 'To what extent are the trainees satisfied with the current English language syllabus' is a question raised by the researcher. The answer for the previous question will show how much they are motivated.

Ananyeva (2014), argues that ESL curricula should be directed in accordance to the students' need. Students should be engaged from the early stages of planning the curriculum until applying it, considering students' local, cultural and personal needs.

The above lines of Ananyeva(2014) reflected the importance role of the trainees(students) in any syllabus design process. The following words of Ananyeva: "*Students should be engaged from the early stages of planning the curriculum*" refers to what is meant by the researcher as investigation, while the importance of syllabus evaluation suggested by the researcher is referred to as: *"until applying it"* .

Often it is impossible for learners to participate extensively in curriculum planning because they lack knowledge and experience. Students can work as contributors guided by their teachers, but the decision about the curriculum's "tasks" and "products" should be made primarily by teachers (Nunan, 1988).

Nunan (1988) highlighted the significance of the trainees (students) contribution, and that they are considered as a main source of information (needs analysis), which will later be used in developing a syllabus. This to some extent supports the study's notion, as well as it flashes the rational of the study's problem.

In pursuit of designing a successful curriculum for adult ESL programs (ESP and EAP), a needs analysis should be the foundation. Needs assessment must also receive further attention in terms of ESP generalization because each ESL context is different from the other and should be studied distinctively (Ananyeva, 2014).

The three main stages of a course or program development include planning, implementation, and evaluation. Curriculum designers need to cycle through the stages constantly.

2.1.5.2. Data Collection as a Part of Needs Analysis

There are many suggestions for data collection procedures in needs analysis; for example, questionnaires, observations, interviews (Hutchinson & Waters, 1987; Jordan, 1997; Nunan, 1998).

The questionnaire   the interview will be used for data collection in this study. How they will be formulated, administered, as well as ensuring their validity and reliability, will partially be the subject of the next chapter.

In order to diagnose students' needs, information collected should include biographical facts such as "current proficiency level, age, educational background, previous learning experiences, time in the target culture and previous and current occupation" (Nunan, 1988, p. 4).

 Though Nunan (1988), has referred to the importance of the trainees' biographical information. Most of them (biographical information) are going

to be taken into consideration, while some others are not identical for this study.

According to Nunan (1988), teachers at the beginning of each course should start by providing the students with learning experiences that enable them to participate in making considerable choices in what they want to obtain from a language. "Learners should be encouraged to reflect upon their learning experiences and articulate those they prefer, and those they feel suit them as learners" (p. 6). He suggests assisting the students in giving feedback about the learning activities by using their first language or by providing "translated activity evaluation sheets" (p. 6).

Even when the objectives are set and the content is selected, the decision should not be absolute and final. "It is the outcomes of the ongoing dialogue between teachers and learners which will determine content and learning objectives" (Nunan, 1988, p. 5).

That is right, teachers and learners are very important factors in determining the course content and objectives. Nunan (1988), ignores the authority or the institution which teachers and learners cannot exceed. The institution's role is very crucial in terms of accepting or refusing, financial support, etc.

The needs-assessment process must be continuous, debatable, and adaptable during the course. "There is a need to occasionally re-evaluate its goals and objectives" (Iwai et al., 1999, p. 7) because "learners' skills develop, their self-awareness as learners grows and their perceived needs change" (Nunan, 1988, p.5).

As a result, Nunan (1988) insists on avoiding a pre-determined curriculum because "the most valuable learner data can usually only be obtained in an informal way after relationships have been established between teachers and learners" (p. 5).

However Nunan(1988), sees "the most valuable learner data can usually only be obtained in an informal way after relationships have been established between teachers and learners". The researcher sees that the learners and even teacher's voice or suggestions cannot be heard, unless it

presented in a formal way of needs analysis. Only at that time the data obtained will be of a real value.

The final stage in curriculum design is evaluation. Nunan (1988) differentiates between traditional means of student assessment and course evaluation in a traditional way versus the modern perspective. Student assessment and course evaluation could be overlapped, but they are not identical. Course evaluation traditionally takes place at the end of the course, whereas in the modern learner-centered approach it should be "parallel with other curriculum activities" and happen in frequent phases during the course. Assessment and evaluation vary in their targets. Assessment aims at determining if the objectives of the course have been met; to the contrary, evaluation aims at determining the reasons behind the failure to achieve the objectives. Again, data collection tools such as interviewing learners or surveys must not stop at the beginning of the course, but should be applied several times during the course to ensure its validity.

Needs-analysis objectives and curricula are flexible, adaptable, and varied from one context to the other because learners' needs vary as well as do their use of English.

Needs assessment, according to Belcher (2006), Becomes a matter of bringing together different parties, educators, and learners. Needs assessment is not a simple procedure; and as mentioned earlier, there is no clear methodology to follow.

Hutchinson and Waters (1987) refute the idea of one particular ESP methodology.

Belcher (2006) claims that ESP needs analysis should be materials oriented, not methods oriented. Needs analysis should be applied continuously to investigate learners' needs. It must always link between curriculum objectives, and student expectations. It is a learner-centered approach, which is the target of any successful learning program. When needs are defined, the ESP curriculum is designed to meet these defined needs.

2.1.5.3. Different Approaches to Needs Analysis:

The term needs analysis /needs assessment has a very significant role when designing any language course, it makes no difference if the course is English for specific purposes (ESP) or general English one. Its importance has been recognized by many scholars and linguists.

According to Iwai et al. (1999),

> *"The term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students".*

According to Iwai et al. (1999), formal needs analysis is quite new to the field of language teaching. However, informal needs analyses which have been conducted by instructors to assess what language areas their students need to master. In fact, what made different approaches to come to existence then to be replaced by others is that teachers wanted to meet the needs of their students during the learning process.

For Johns (1991), needs analysis has to be the first step in syllabus design, if so the whole following activities will be of relevancy and validity.

The validity and relevancy of any course cannot be measured unless needs analysis process being applied, once needs analysis is applied evaluation is made. Depending on the findings of needs analysis the course should be designed. Only through the previous procedures the course would be valid and of relevance to the trainees (students) needs. Hence comes the importance of needs analysis, and this is exactly what the researcher intended to do, in order to evaluate the current syllabus to see to what extent it meets the trainees' needs.

Though needs analysis, as we know it today, has gone through many stages, with the publication of Munby's Communicative Syllabus Design in 1978, situations and functions were set within the frame of needs analysis.

In his book, Munby introduced 'communication needs processor' which is the basis of Munby's approach to needs analysis.

The term Target situation Analysis has been introduced by Chambers (1980) based on Munby's work. Since that time many other terms have also been introduced: Present Situation Analysis, Pedagogic Needs Analysis, Deficiency Analysis, Learning Needs Analysis, Means Analysis, Register analysis, Discourse analysis, and Genre Analysis. They will be talked about in details below

- **Target Situation Analysis (TSA):**

Needs analysis was firmly established in the mid-1970s (West, 1998). During the past times needs analysis was mainly concerned with linguistic and register analysis, and as Dudley-Evans and St. John (1998) suggest, needs were seen as separated language items of grammar and vocabulary. The term Target Situation Analysis (TSA) was, firstly used by Chambers in his 1980 written work through which he tried his best to clarify the term. For Chambers TSA is: "*communication in the target situation*".

In his work Munby (1978) introduced Communicative Needs Processor (CNP).

As Hutchinson and Waters (1987: 54) 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".*

In Munby's CNP, the target needs and target level performance are established by investigating the target situation, and his overall model clearly establishes the place of needs analysis as central to ESP, indeed the necessary starting point in materials or course design (West, 1998).

In the CNP, account is taken of "the variables that affect communication needs by organizing them as parameters in a dynamic relationship to each other" (Munby, 1978: 32).

Munby's overall model is made up of the following 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 sociocultural 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 the socioculturally 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 Linguistic Encoder: considers "the dimension of contextual appropriacy" (Munby, 1978: 49), one the encoding stage has been reached.

7. The Communicative Competence Specification: indicates the target communicative competence of the participant and is the translated profile of needs.

From the above-mentioned elements of the Munby model, the predominant one or at least the one that has been referred to by other researchers of needs analysis is the Communication Needs Processor (CNP) which is the basis of Munby's approach to needs analysis and establishes the profile of needs through the processing of eight parameters the processing of which gives us a detailed description of particular communication needs (Munby, 1978).

The parameters specified by Munby (1987) are:

• Purposive domain: this category establishes the type of ESP, and then the purpose which the target language will be used for at the end of the course.

• Setting: the physical setting specifying the spatial and temporal aspects of the situation where English will be used, and the psychological setting specifying the different environment in which English will be used.

• Interaction: identifies the learner's interlocutors and predicts relationship between them.

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

• Dialect: dialects learners will have to understand or produce in terms of their spatial, temporal, or social aspect.

• Communicative event: states what the participants will have to do productively or receptively.

• Communicative key: the manner in which the participants will have to do the activities comprising an event, e.g. politely or impolitely.

• Target level: level of linguistic proficiency at the end of the ESP course which might be different for different skills.

The aim of Munby's CNP is to find as much complete as possible the linguistic form that the expected ESP learner is likely to use in various situations in his target working environment.

The outcome of the processing data by means of Munby's model is, as Hutchinson and Waters (1987) say, what the learner needs to know in order to function effectively in the target situation. Most subsequent target needs analysis research was based on Munby's model for the reason that it offers comprehensive data banks and target performance (Robinson, 1991).

In ESP, needs analysis process is the basic ground of any learning program it must be conducted prior to every program that is to be developed. In the field of ESP, there are a number of scholars who wrote about, and suggested different models of needs analysis such as Munby (1978), McDonough (1984), Hutchinson & Waters (1987), and many others. The models of ESP needs analysis that were suggested by these writers are similar to some extent. It was an attempt to identify the English language needs of learners. However, the writers have their own views on the focus of needs analysis, the data analysis and the development of the learning program within the context of ESP. In this part, the researcher will review the earliest and the most common model of needs analysis which is Munby's "Communicative Syllabus Design (1978). The model is illustrated in Figure 1. The model suggested by Munby provides the participants' needs, which are analyzed in terms of the "Purposive Domain" (ESP classification), "Setting", "Interaction", "Instrumentality" (medium, mode, and channel), "Dialect", "Target Level", "Communicative Event"(activities and subject matters), and "Communicative Key" (the manner in which communicative needs to be carried out). As for Munby, he made a great deal of concentration on communicative syllabus design, where the final product is a profile of the students language needs after using his model, 'Communication Needs Processor'. His 'Communication Needs Processor' (CNP) was a detailed profile of the students' needs. His model, (CNP) has its limitations. It merely provides an unordered list of linguistics features, as Hutchinson and Waters, refer to that the model ignores considering the target needs from different angles (of teachers, learners, and sponsors).
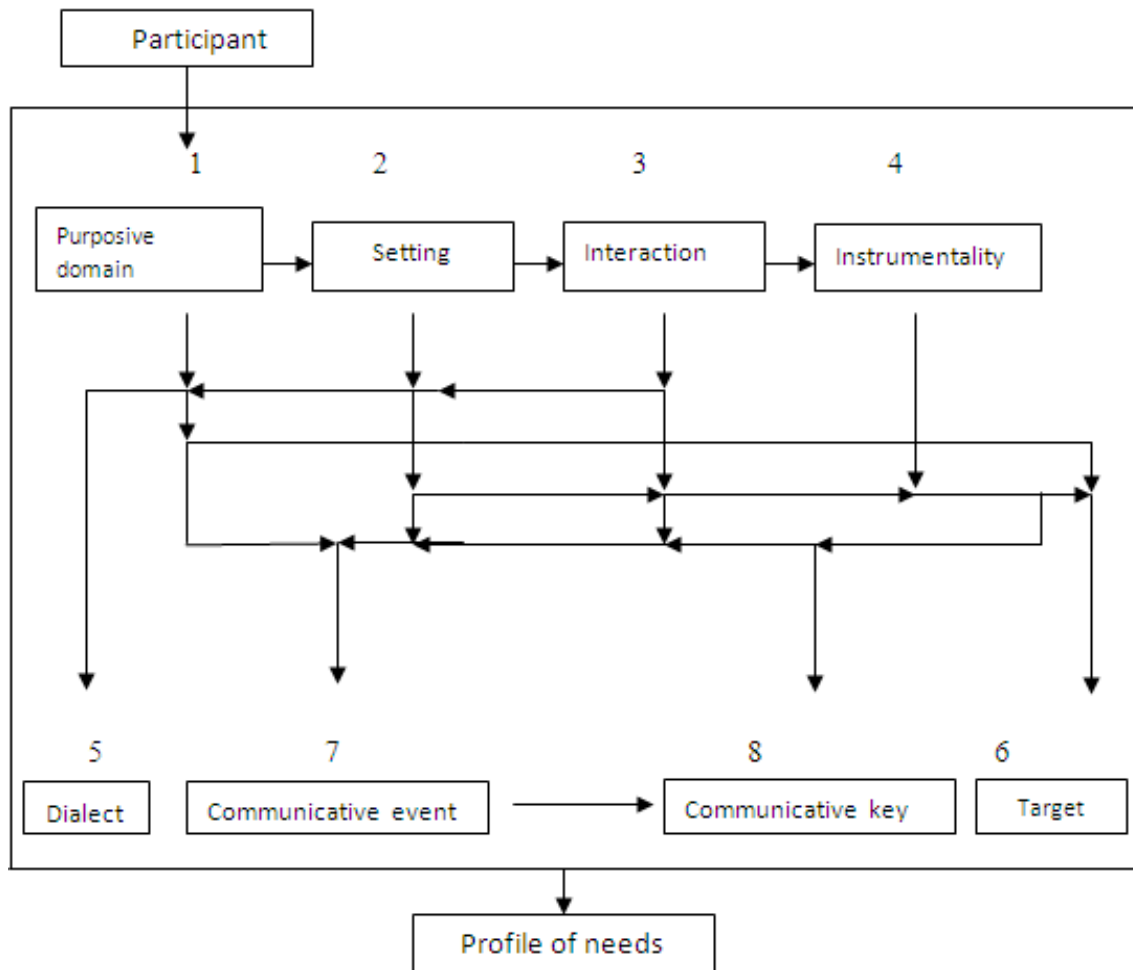
Source: Munby (1978) .   Figure 1 Communication Needs Processor

Many researchers in the field of target situation needs analysis followed Munby's CNP. Hutchinson and Waters (1987) provide a comprehensive target situation analysis framework, which consists of a list of questions the analyst should find answers to.

For Hutchinson and Waters (1987) the analysis of target situation needs is:

> *"In essence a matter of asking questions about the target situation and the attitudes towards that situation of various participants in the learning process"* (p. 7 59).

Nevertheless, most of these questions relate to the Munbian model.

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These relations can be found summarized below:

1-Why is language needed? ▪ For study ▪ For work ▪ For training ▪ For combination of these. ▪ For some other purposes, e.g. Status, examination, promotion.	*cf*. Munbian purposive domain
2- How will the language be used? ▪ Medium: speaking, writing, reading, etc. ▪ Channel: e.g. telephone, face to face. ▪ Types of text or discourse: e.g. academic text, lectures , catalogues, etc.	*cf*. Munbian instrumentality
3- What will the content areas be? ▪ Subjects: e.g. medicine, biology, commerce, shipping, etc.; ▪ Level: technician, craftsman, postgraduate, etc.	*cf*. Munbian Communicative event
4- Where will the language be used? ▪ Physical setting: e.g. office, lecture, theater, hotel, workshop, library. ▪ Human context: alone, meetings, demonstrations, on telephone; ▪ Linguistic context: e.g. in own country, abroad.	*cf*. Munbian Setting (physical and psychological)
5- When will the language be used? ▪ Concurrently with the ESP course or subsequently; ▪ Frequently, seldom, in small amounts, in large chunks.	

 Sourse: Hutchinson and Waters (1987).   Figure:2

Like any other model/approach, however, Munby's model is not without its critics. Munby provided detailed lists of micro functions in his CNP. What

he did not include was how to prioritize them or any of the affective factors which today are recognized as important (Dudley-Evans and St. John, 1998).

West (1994: 9-10) mentions the shortcomings of the Munby's model in terms of four headings:

1. Complexity:

Munby's attempt to be systematic and comprehensive inevitably made his instrument inflexible, complex, and time-consuming.

2. Learner-centeredness:

Munby claims that his CNP is learner-centered. The starting point may be the learner but the model collects data about the learner rather than from the learner.

3. Constraints:

Munby's idea is that constraints should be considered after the needs analysis procedure, while many researchers feel that these practical constraints should be considered at the start of the needs analysis process.

4. Language:

Munby fails to provide a procedure for converting the learner profile into a language syllabus. Hutchinson and Waters (1987) also point out that it is too time-consuming to write a target profile for each student based on Munby's model. This model only considers one viewpoint, i.e. that of the analyst, but neglects others (those of the learners, user-institutions, etc.). Meanwhile, it does not take into account of the learning needs nor it makes a distinction between necessities, wants, and lacks.

- **Present Situation Analysis (PSA)**

Present situation analysis may be posited as a complement to target situation analysis (Robinson, 1991; Jordan, 1997).

As Dudley-Evans and St. John (1998) state:

"A Present situation analysis gives estimation to strengths and weaknesses in language, skills, learning experiences"

If the destination point to which the students need to get is to be established, first the starting point has to be defined, and this is provided by means of PSA. In this approach the sources of information are the students themselves, the teaching establishment, and the user-institution, e.g. place of work (Jordan, 1997).

The PSA can be carried out by means of established placement tests. However, the background information, e.g. years of learning English, level of education, etc. about learners can provide us with enough information about their present abilities which can thus be predicted to some extent. Needs analysis may be seen as a combination of TSA and PSA. As noted, within the realm of ESP, one cannot rely either on TSA or PSA as a reliable indicator of what is needed to enhance learning and reaching the desired goals. Consequently, other approaches to needs analysis have been proposed, such as Pedagogic Needs Analysis.

- **Pedagogic Needs Analysis**

According to West (1998), pedagogic needs analysis is a term that works as an umbrella to describe the following three components of needs analysis. The term 'pedagogic needs analysis' covers deficiency analysis, learning needs analysis, and means analysis. He states that target needs analysis' shortage should be fixed by gathering data about the learner and the learning environment.

- **Deficiency Analysis:**

What Hutchinson and Waters (1987) define as lacks can be matched with deficiency analysis. From what has already been said, it is obvious that deficiency analysis is the route to cover from point A (present situation) to point B (target situation), always keeping the learning needs in mind. Therefore, deficiency analysis can form the basis of the language syllabus (Jordan, 1997).

Because it should provide data about both the gap between present and target extra linguistic knowledge, mastery of general English, language skills, and learning strategies.

- **Learning Needs Analysis:**

   As it is apparent from the name, this type of needs analysis has to do with the strategies that learners employ in order to learn another language. This tries to establish how the learners wish to learn rather than what they need to learn (West, 1998). All the above-mentioned approaches to needs analysis, TSA, PSA, and to some extent deficiency analysis, have not been concerned with the learners' views of learning. Allwright who was a pioneer in the field of strategy analysis (West, 1994) started from the students' perceptions of their needs in their own terms (Jordan, 1997).

   What learners should be taught are skills that enable them to reach the target, the process of learning and motivation should be considered as well as the fact that different learners learn in different ways (Dudley-Evans and St. John, 1998).

Hutchinson and Waters' (1987) suggest a framework for analyzing learning needs which consists of several questions, each divided into more detailed questions.

   The framework proposed by Hutchinson and Waters (1987) for analysis of learning needs is the following:

1. Why are the learners taking the course?

• Compulsory or optional;

• 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?

3. What sources are available?

• Number and professional competence of teachers;

• Materials;

4. Who are the learners?

• Age/sex/nationality.

• What do they know already about English?

• What are their interests?

- **Means Analysis:**

Means analysis tries to investigate those considerations that Munby excludes (West, 1998), that is, matters of logistics and pedagogy that led to debate about practicalities and constraints in implementing needs-based language courses (West, 1994).

Dudley-Evans and St. John (1998: 125) suggest that means analysis provides us

> *"Information about the environment in which the course will be run" and thus attempts to adapt to ESP course to the cultural environment in which it will be run. One of the main issues means analysis is concerned with is an "acknowledgement that what works well in one situation may not work in another"*

- **Register Analysis:**

Register analysis Changing approaches to linguistic analysis for ESP involve not only change in method but also changing ideas of what is to be included in language and its description (Robinson, 1991).

One of the earliest studies carried out in this area focused on vocabulary and grammar (the elements of sentence). This stage took place

mainly in the 1960s and early 1970s and was associated with the work of Peter Strevens, Jack Ewer, and John Swales. The main motive behind register analysis was the pedagogic one of making the ESP course more relevant to learners' needs   (Hutchinson and Waters, 1987).

The assumption behind register analysis was that, while the grammar of scientific and technical writing does not differ from that of general English, certain grammatical and lexical forms are used much more frequently (Dudley-Evans and St. John, 1998).

As noted, register analysis operates only at word and sentence level and does not go beyond these levels. The criticism on register analysis can be summarized as the following:

• It restricts the analysis of texts to the word and sentence level (West, 1998);

• It is only descriptive, not explanatory (Robinson, 1991);

• most materials produced under the banner of register analysis follow a similar pattern, beginning with a long specialist reading passage which lacks authenticity (Dudley-Evans and St. John, 1998).

▪ **Discourse Analysis:**

    Since register analysis operated almost entirely at word and sentence level, the second phase of development shifted attention to the level above the sentence and tried to find out how sentences were combined into discourse (Hutchinson and Waters, 1987).

 Here ,Hutchinson and Waters (1987), show that the attention was directed to discourse analysis, where the focus is on the whole text as cohesively connected sentences forming one piece of discourse rather than only the sentence, as well as on the purpose of the writer.

Also, West (1998) says that the reaction against register analysis in the early 1970s concentrated on the communicative values of discourse rather than the lexical and grammatical properties of register.

The pioneers in the field of discourse analysis (also called rhetorical or textual analysis) were Lackstorm, Selinker, and Trimble whose focus was on the text rather than on the sentence, and on the writer's purpose rather than on form (Robison, 1991).

One of the shortcomings of the discourse analysis is that its treatment remains fragmentary, identifying the functional units of which discourse was composed at sentence/utterance level but offering limited guidance on how functions and sentences/utterances fit together to form text (West, 1998).

There is also the danger that the findings of discourse analysis, which are concerned with texts and how they work as pieces of discourse, fail to take sufficient account of the academic or business context in which communication takes place (Dudley-Evans and St. John, 1998).

▪ **Genre Analysis:**

Discourse analysis may overlap with genre analysis. Dudley-Evans and St. John (1998: 87) give a clear distinction between the two terms:

The following lines give description to discourse analysis, where the study concentrates on the sentences of the text any text, and how they are cohesively connected to ensure its texture.

"Any study of language or, more specifically, text at a level above that of sentence is a discourse study. This may involve the study of cohesive links between sentences, of paragraphs, or the structure of the whole text. The results of this type of analysis make statements about how texts - any text-work. This is applied discourse analysis".

Genre analysis in short is the study of the text style for instance comedy, tragedy, etc the following words of Dudley-Evans and St. John (1998: 87) give more details on this issue.

> *"Where, however, the focus of text analysis is on the regularities of structures that distinguish one type of text from another, this is genre analysis and the results focus on the differences between text types, or genres".*

To conclude this part of needs analysis, different approaches to needs analysis attempt to meet the needs of the learners in the process of learning a second language. Not a single approach to needs analysis can be a reliable indicator of what is needed to enhance learning. A modern and comprehensive concept of needs analysis is proposed by Dudley-Evans and St. John (1998: 125) which encompasses all the above-mentioned approaches. Their current concept of needs analysis includes the following:

• Environmental situation - information about the situation in which the course will be run (means analysis);

• Personal information about learners - factors which may affect the way they learn (wants, means, and subjective needs);

• Language information about learners - what their current skills and language use are (present situation analysis);

• Learner's lacks (the gap between the present situation and professional information about learners);

• Learner's needs from course - what is wanted from the course (short-term needs);

• Language learning needs - effective ways of learning the skills and language determined by lacks;

• Professional information about learners - the tasks and activities English learners are/will be using English for (Target Situation Analysis and objective needs);

• How to communicate in the target situation – knowledge of how language and skills are used in the target situation (register analysis, discourse analysis, genre analysis).

2.2.   Review of Related Previous Studies:

The field of ESP so far includes a number of needs analysis conducted on language programs in different areas. Needs analysis has been done in ESL and EFL settings representing academic and vocational ESP programs. The following are some of them:

1-   Fatah-ELrahman Dafa-Allah .A.M. English for Specific Purposes World, ISSN 1682-3257, http://www.esp-world.info, Issue 36, vol. 12, 2012 conducted a study entitled: '**ESP Learners' Needs: A case Study of Medicine Students at Some Sudanese Universities'**.

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

 2- Jafer- Bin Zainal- Abidin (1992) conducted a study on science graduates in Malaysia **'reading English language needs for business purpose'**. The

outcome of the questionnaire for science students, personal managers, and employees revealed the following points:

The participants ranked the use of English and the importance of each language skill.

The students ranked reading as the most important skill.

The employees ranked each skill differently based on the nature of their jobs.

All skills were needed to perform basic tasks.

3- Eggly(1999) 'conducted a study on international and internal medicine residents at Wayne State university in Michigan in the USA. '**The relationship between English language proficiency and medical residency success'**. The outcome of the test of English for international communication, and a questionnaire for 20 students revealed that:

The participants scored high grades in the test of English for international communication.

Language skills were identified in the questionnaire as the primary weakness.

The medical knowledge was not linked to English ability.

A training course in English for medical purpose was recommended.

4- Al-Bazzaz (1994) conducted a study on the students of college of business studies in Kuwait regarding **A needs analysis study to investigate low achievement in English**. A questionnaire, interviews and observations for students and teachers revealed the following points:

English was used to communicate with non-native speakers of Arabic in different areas involved with the business sector.

The language knowledge required to deal with the labor market was attainable, but it was not adequately covered in the English language course taught to students of business.

5- Dr Md. Momtazur Rahman- English for Specific Purposes World ISSN 1682-3257 Issue 34, Volume 12, 2012. Conducted study entitled: **The English Language Needs of Computer Science Undergraduate Students at Putra University, Malaysia: A Focus on Reading Skills.**

The study explored needs for reading skills among undergraduate students in the field of computer science at Putra University, Malaysia. It explored the difficulties encountered by the students in reading texts for the computer science program. The Study was based on the three fundamental components of exploring language needs: TSA (Target Situation Analysis), PSA (Present Situation Analysis) and LSA (Learning Situation Analysis). The subjects of the study were fifty undergraduate students of computer science discipline in the final semester at the university. The instrument used for data collection was a survey questionnaire. The study revealed the reading skills needed by the undergraduates of computer science for academic purposes. The study also revealed that a majority of the students of this specialized discipline faced difficulties and problems in reading in English for academic purposes. It is suggested that the findings of the study may be utilized for designing an English language course, namely "English for Computer Science" that suits the target needs of undergraduate students to develop their reading skills in English language for this specialized discipline at the university.

Summary of the Chapter:

This chapter reviewed some relevant literature on some fundamental concepts of relevance to the study problem. It also discussed some relevant literature written on English for Specific Purposes, and needs analysis. Finally the review of some relevant previous studies concluded this chapter. The chapter to follow will be the research methodology.

Chapter Three

Methodology

3.0. Introduction:

This chapter of the study provides the description of the research methodology, the population, sampling technique, research instruments, procedure of data gathering, and statistical treatment that will be used for accurate data analysis and interpretation.

3.1. Research Method:

- **Procedures of Data Gathering:**

The researcher adopted the descriptive analytical method in conducting this research. A closed- ended questionnaire for both trainers and trainees as well as a structured standardized interview for administrative staff were employed for collecting data. The participant were well informed about the study and that they are part of a study and have the right whether to participate or not implementing the informed consent.

3.1.1. The Research Population and Sample:

a/ The Population:

The population of this research was all the trainees at the centers in addition to the trainers of English language at the four vocational training centers of Khartoum State. The actual respondents or sample were fifty trainees from different specializations, the distribution of specialization will be referred to in special tables later in this chapter. While the trainers (teachers) were nine English language trainers in addition to three administrative staff members.

b/ Research Sampling Technique:

For the trainees' sampling, a probabilistic sampling technique, namely: a cluster sampling, is chosen to derive the sample. This is chosen because the respondents are distributed between many

different physical locations. For the trainers' sampling, a total coverage sample was taken due to the limited number of trainers, as there are only 13 English trainers (teachers) in all centers, three of them are newly appointed, so they have not taught the New English File (the subject of the study). The other one is the researcher himself. The remaining 9 trainers are all taken for the questionnaire. The former procedure also applied to administrative staff members.

The following diagrams illustrates the socio-demographic profile of trainees (students) respondents, and how they were selected from different centers according to their different specializations.

3.1.2. socio-demographic profile of trainees (students):
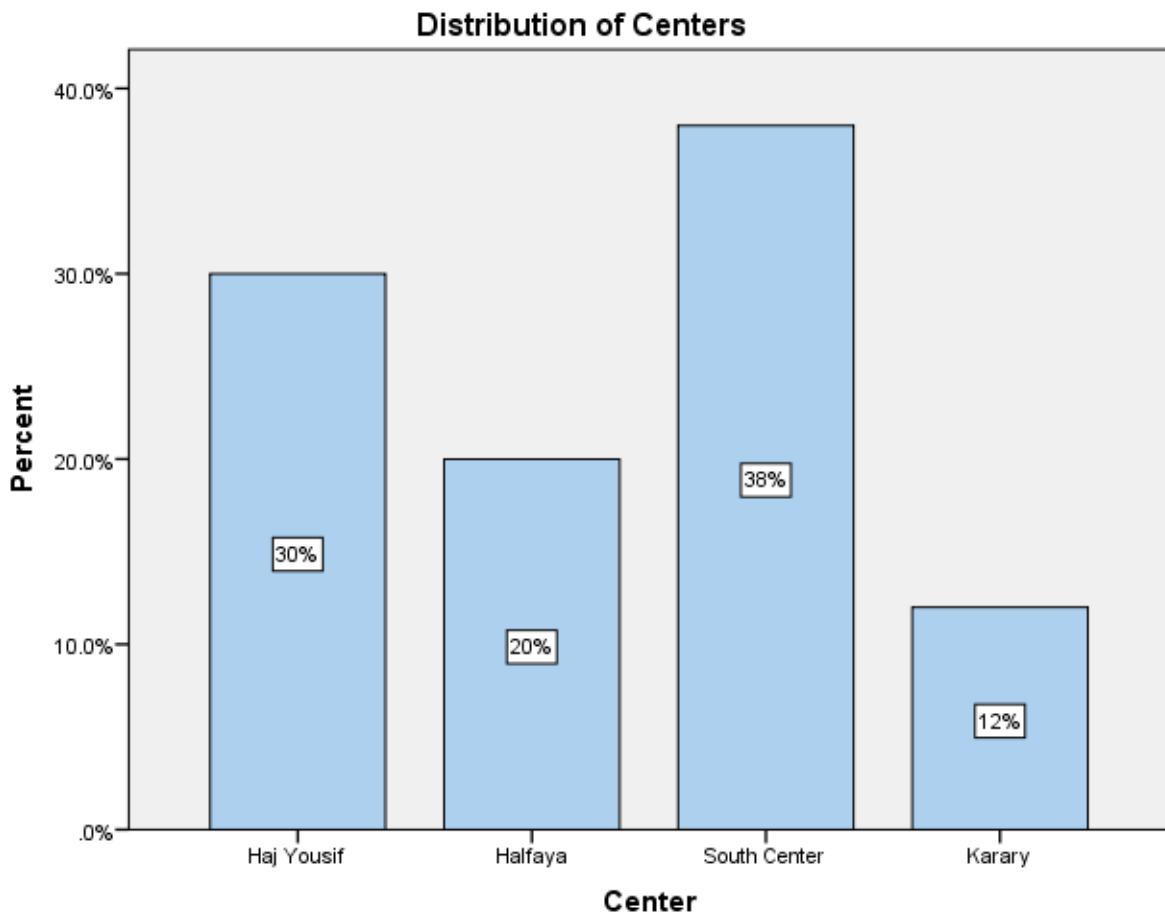
Figure: 1{Centers}

This diagram shows the trainees sample percentage according to each center. Varying in percentage is due to the fact that the clusters chosen in the sampling procedure are the specializations, not the centers. South center took the highest percentage as shown above, because the participants available were from the two main specializations there (Cooling & Air-conditioning, General Electric).While only some participants from Footing & Leather Good, made Karary Center the lowest one
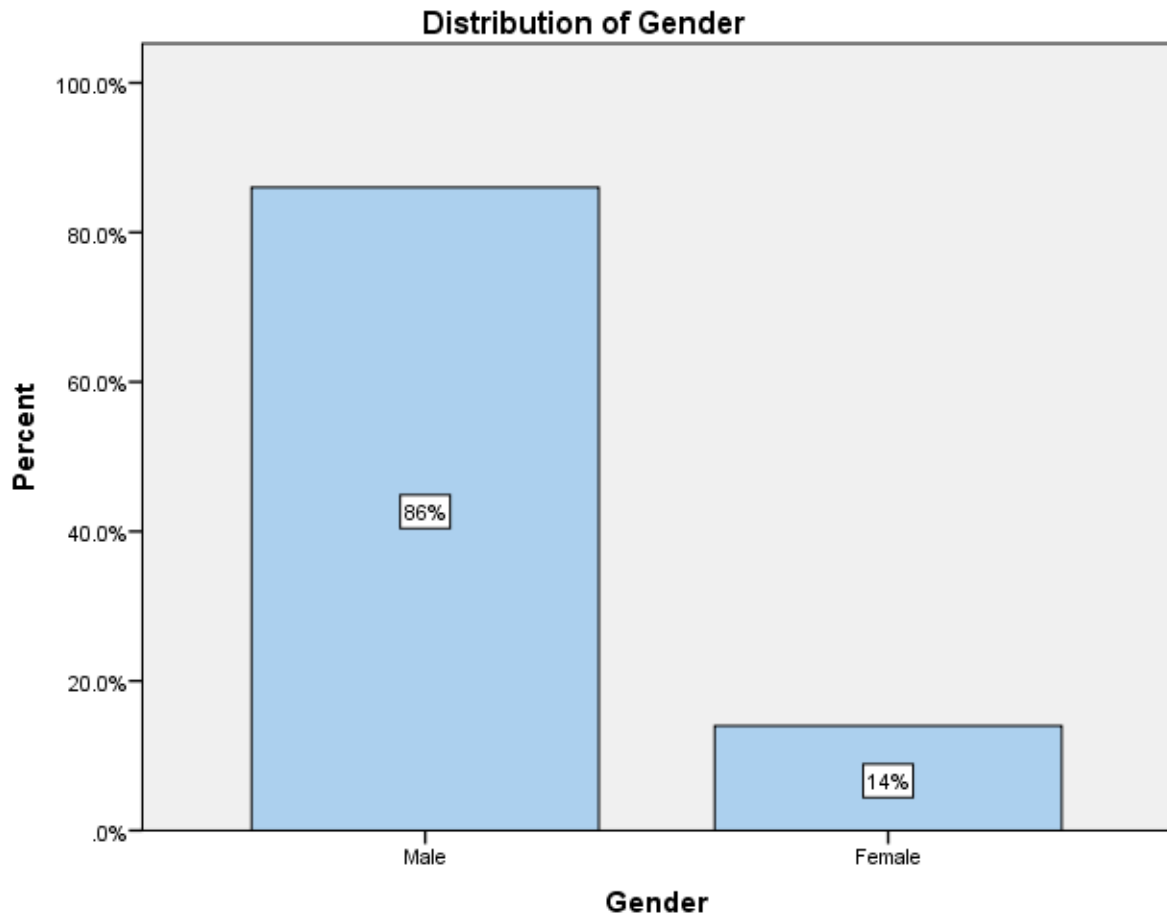
Figure: 2 {Trainees gender}

The vast majority of trainees (students) were males (86%).This is because some specializations such as Car Mechanics, General Electric, females do not prefer.

Table: 1 Descriptive Statistics of Trainees

	N	Range	Minimum	Maximum
Age	49	10	16	26
Valid N (leastwise)[a]	49[a]			
a: 1 missing value.				

Descriptive Statistics of Trainees

Table 2: Age Description

Age Description

			Statistic	Std. Error
Age	Mean		19.96	.400
	95% Confidence Interval for Mean	Lower Bound	19.16	
		Upper Bound	20.76	
	5% Trimmed Mean		19.88	
	Median		20.00	
	Variance		7.832	
	Std. Deviation		2.799	
	Minimum		16	
	Maximum		26	
	Range		10	
	Interquartile Range		5	
	Skewness		.394	.340

Kurtosis	-.835-	.668

As shown in Table , we see a large range of age (range=10yrs, and St. dev. ~2.8yrs), although it is well shifted towards the lower side (mean~20yrs). The above table illustrates statistically the age of trainees which must be between 15 - 25 as admission requirement.

Distribution of Trainees' Specializations
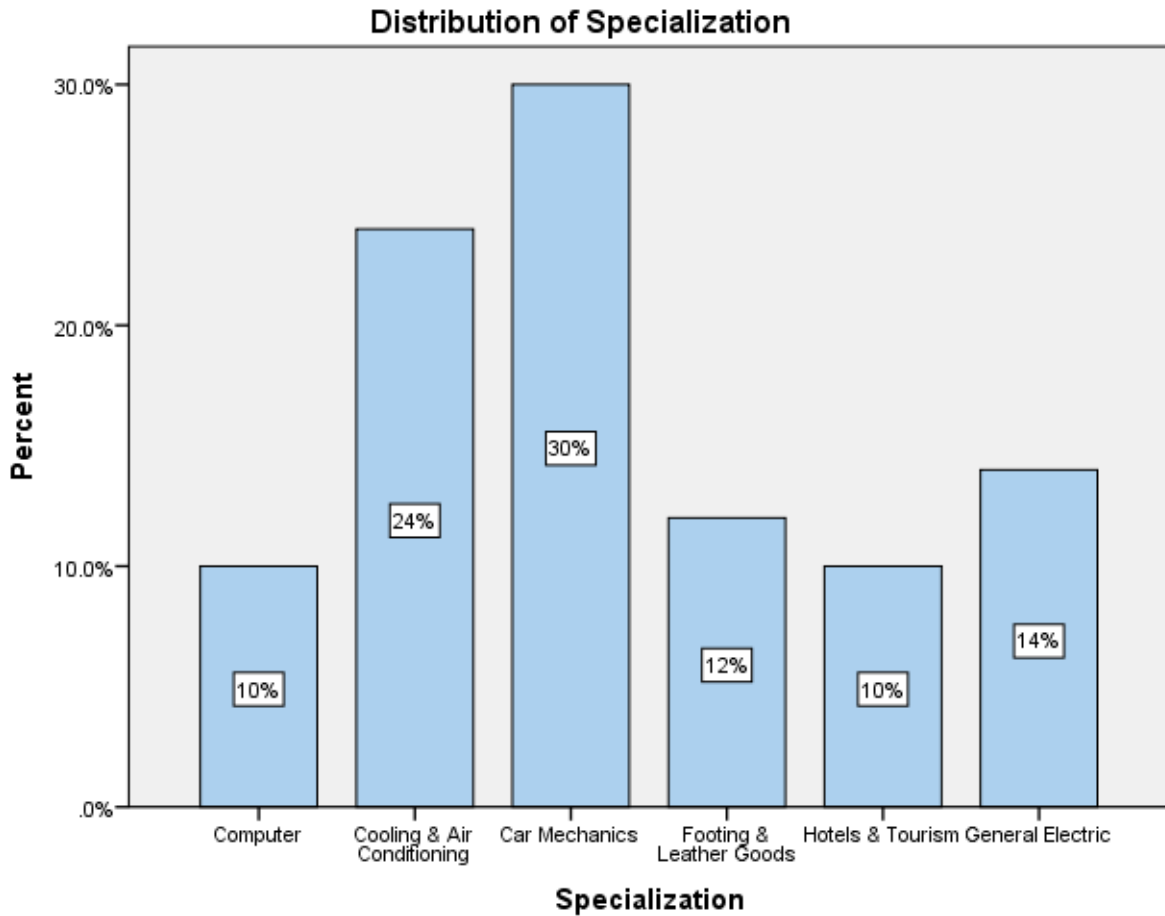
Figure: 3 {Trainees specializations}

Most of the specializations have a percentage of presence around 12%, except for the Cooling & Air Conditioning (24%), and the Car Mechanics (30%), most probably because they have more weight of occurrence in the sample. The matter is due to number of trainees available at the time of study, in addition to some specific admission's conditions to technical sections. Computer section takes only trainees with no less than 70% from the preparatory section. That is why the number of trainees in computer section is always few.

3.1.3. Socio-demographic Profile of Trainers (Teachers)
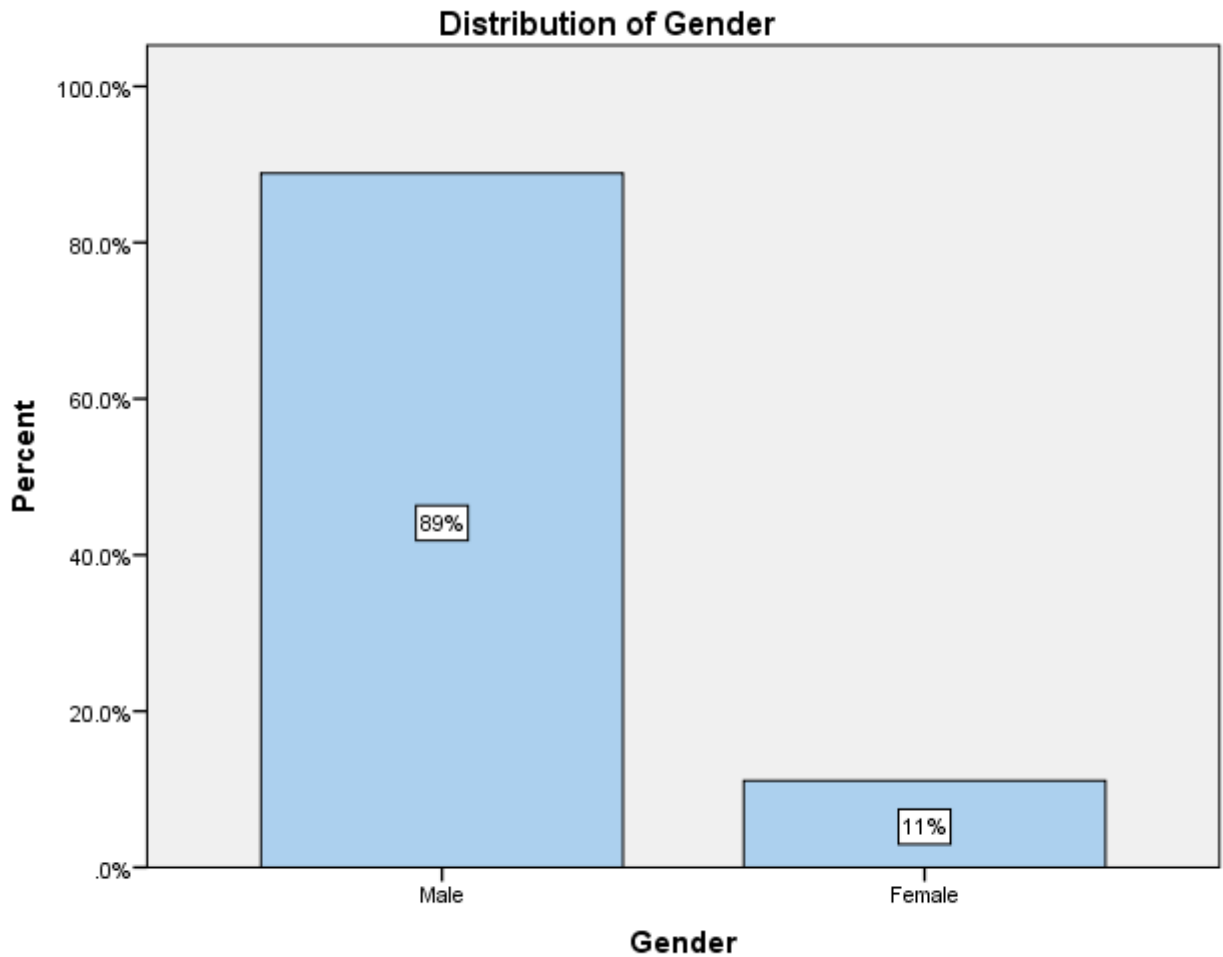
Figure 4: {Distribution of Gender for Trainers}

Only one female trainer is there in the study, as shown in Figure . The actual number of female trainers (teachers) is only two. Only one was taken to the study because the trainer was newly appointed and has not yet taught (The New English File) - at the time of study-which is the subject of the study.

Distribution of Qualifications
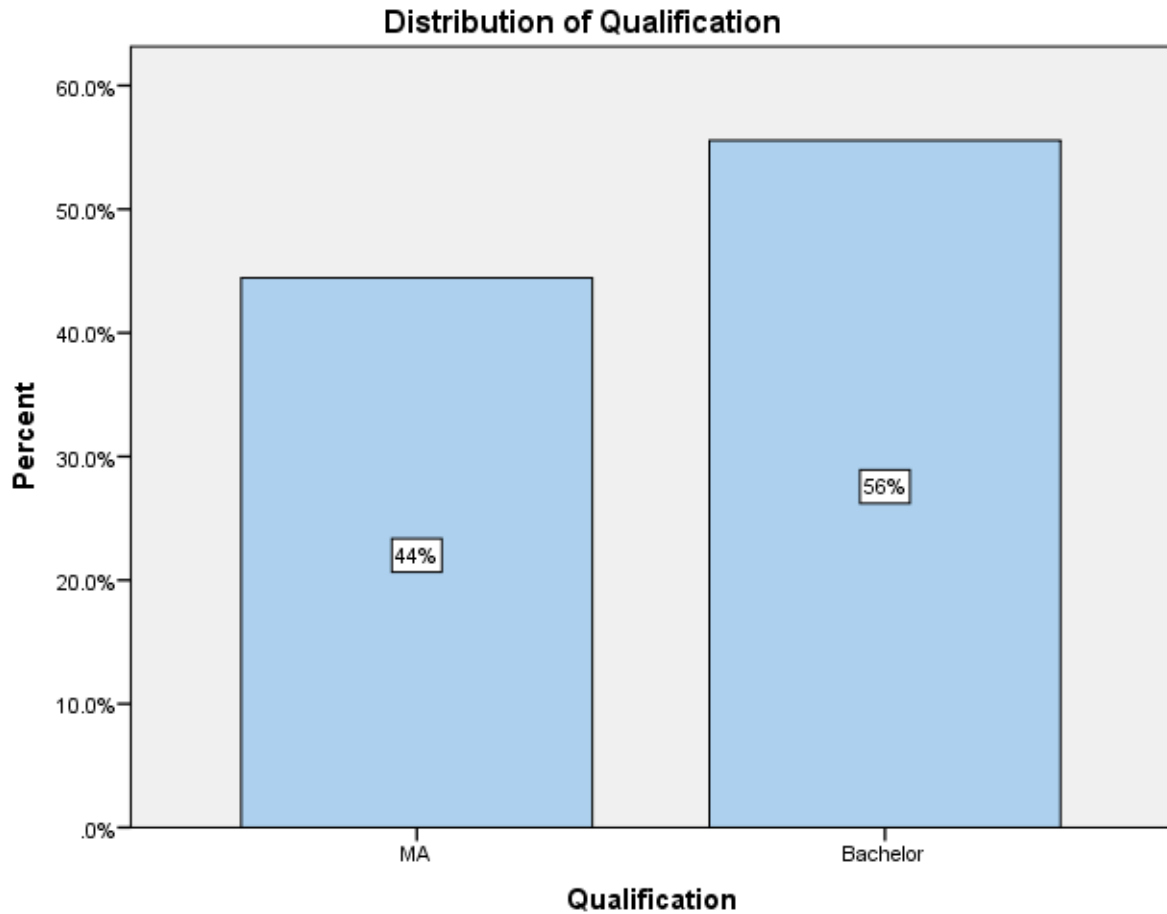
Figure 5: {Distribution of Trainers Qualification}

The trainers are roughly divided into two halves as qualification is considered, between Bachelor & Master degrees holders, as Figure suggests. Four trainers are Master degree holders while the remaining five ones are qualified with Bachelor degree.

Table 1: Trainers' Years of Experience Summary

Trainers' Years of Experience Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Years of experience	7	77.8%	2	22.2%	9	100.0%

Table 2: Description of Trainers' Years of Experience

Description of Trainers' Years of Experience

			Statistic	Std. Error
Years of experience	Mean		9.43	1.771
	95% Confidence Interval for Mean	Lower Bound	5.10	
		Upper Bound	13.76	
	5% Trimmed Mean		9.14	
	Median		7.00	
	Variance		21.952	
	Std. Deviation		4.685	
	Minimum		5	
	Maximum		19	
	Range		14	
	Interquartile Range		4	
	Skewness		1.704	.794
	Kurtosis		3.207	1.587

a. Lillie for Significance Correction

Table **2** shows that the mean years of experience for all trainers is over 9yrs, which is a decent experience in the field of education. In addition, the table shows a large std. dev. (>4.5yrs), which reflects a good variation in experience which should affect positively the interaction and mutual avail between generations.

Table 5: Socio Demographic Profile for Administrative Staff

Position	Gender	Qualification	Years of Experience
Director General for Vocational Training Administration	Male	PhD	9
Director of Scientific Affairs	Male	MA	9
Head of Curriculum Development	Male	MA	5

Table 5 clearly sheds light on an important part of the study sample. The part upon which the study findings can be translated into a tangible syllabus, it is obvious that the trainees and English language trainers' opinions are fundamental for this study, the same weigh should be given to administrative staff's opinions as they are crucial for getting the whole issue into actions.

3.2. Research Instruments:

The main instrument used in conducting this study was questionnaire for both trainers (teachers) as well as trainees these questionnaires were not divided into sections rather they made to address syllabus design issue only. Likert five scale was the type of the questionnaire for both groups (trainees and trainers).

It was distributed to the respondents both trainers(teachers) at Halfaya, Khartoum South, HajYousif, and Karary vocational training centers, the trainers' questionnaire consists of ten statements focusing on the research questions and hypotheses, regarding the trainees' questionnaire which was

five statements one ,we have to mention that it was written in Arabic language for many reasons firstly for the extreme youth of most of them secondly the weakness of their English language , and finally to ensure the easiness of the statements so as to get the information needed. The validity and reliability of the research tools was insured before conducting it. The questionnaires were distributed after they were given to two experts at Khartoum University, and the researcher took their suggestions into consideration, and after consulting   the supervisor.

As for the administrative staff it was planned to be given a questionnaire too, but after consulting the statistician and because of their small number the plan was shifted to a structured interview which consist of five questions the interview items were checked by the supervisor also an expert at Khartoum university, and an ESP specialist at Cyprus university of technology.

3.3. Validity and Reliability of Research Tools:

   All questionnaires were distributed to participants by the researcher personally. The questions were formulated in simple language for clarity and ease of understanding. Clear instructions were given to the subjects. External validity as the extent to which study findings can be generalized beyond the sample used. All the participants in the study completed the questionnaires. No single person who was approached refused to participate. Generalizing the findings to all members of the population is therefore justified.
   Reliability which is the degree of consistency with which an instrument measures what is set to measure. The two questionnaires which were filled in by both groups, the trainees and trainers, revealed consistency in responses. Reliability can also be ensured by minimizing sources of measurement error like data collector bias. Data collector bias was minimized by the researcher's being the only one to administer the questionnaires. Of course it not as easy as saying the tool is reliable, rather there are many statistical tools for measuring reliability for example Cronbach's alpha that measures tools or tests with multiple possible answers. The researcher used Cronbach's alpha equation in measuring reliability and the results were as illustrated beneath in table 5, 6, 7 and 8.

Table 6: Case Processing Summary for Trainees' Questionnaire:

Case Processing Summary for Trainees Questionnaire:

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

Table 7: Reliability Statistics for Trainees' Questionnaire:

Reliability Statistics

Cronbach's Alpha	N of Items
.770	5

Table 8: Case Processing Summary for Trainers' Questionnaire:

Case Processing Summary for Trainers Questionnaire:

		N	%
Cases	Valid	9	100.0
	Excluded[a]	0	.0
	Total	9	100.0

Table 9: Reliability Statistics for Trainers' Questionnaire:

Reliability Statistics

Cronbach's Alpha	N of Items
.317	10

3.4. Statistical Treatment of Data:

It is necessary to interpret the data gathered to show what results and findings you have. In order to do this statistical treatment for the collected data .Statistical Package for Social Science (SPSS) program was used.

Summary of the Chapter:

This chapter provided the description on the research method, the population, sampling technique, research instruments, validity and reliability of research instruments, procedure of data gathering, and statistical treatment used for accurate data analysis and interpretation. The next chapter will be for data analysis, results and discussion.

Chapter Four

Data Analysis, Results and Discussion

4.0. Introduction:

In this chapter, the data of the study are analyzed and the results obtained from the analysis are discussed. It includes the trainees' questionnaire in addition to the trainers questionnaire.

4.1. Data Analysis:

The figures and tables below illustrate the analysis for data obtained. The statistical analysis makes discussion accredited as it was built on numbers and supported facts. Also it helps making the findings arrived at completely justified.

The researcher finds it necessary to provide the course outlines (The new English File) which is the subject of the study and that the evaluation along with the analysis are made upon. It also strengthens and supports the study's notion. A copy of the course outlines will be attached to the appendices.

4.1.1. Trainees' Questionnaire Analysis:
Statement 1: The current English language syllabus does not sufficiently meet my needs as a vocational trainee
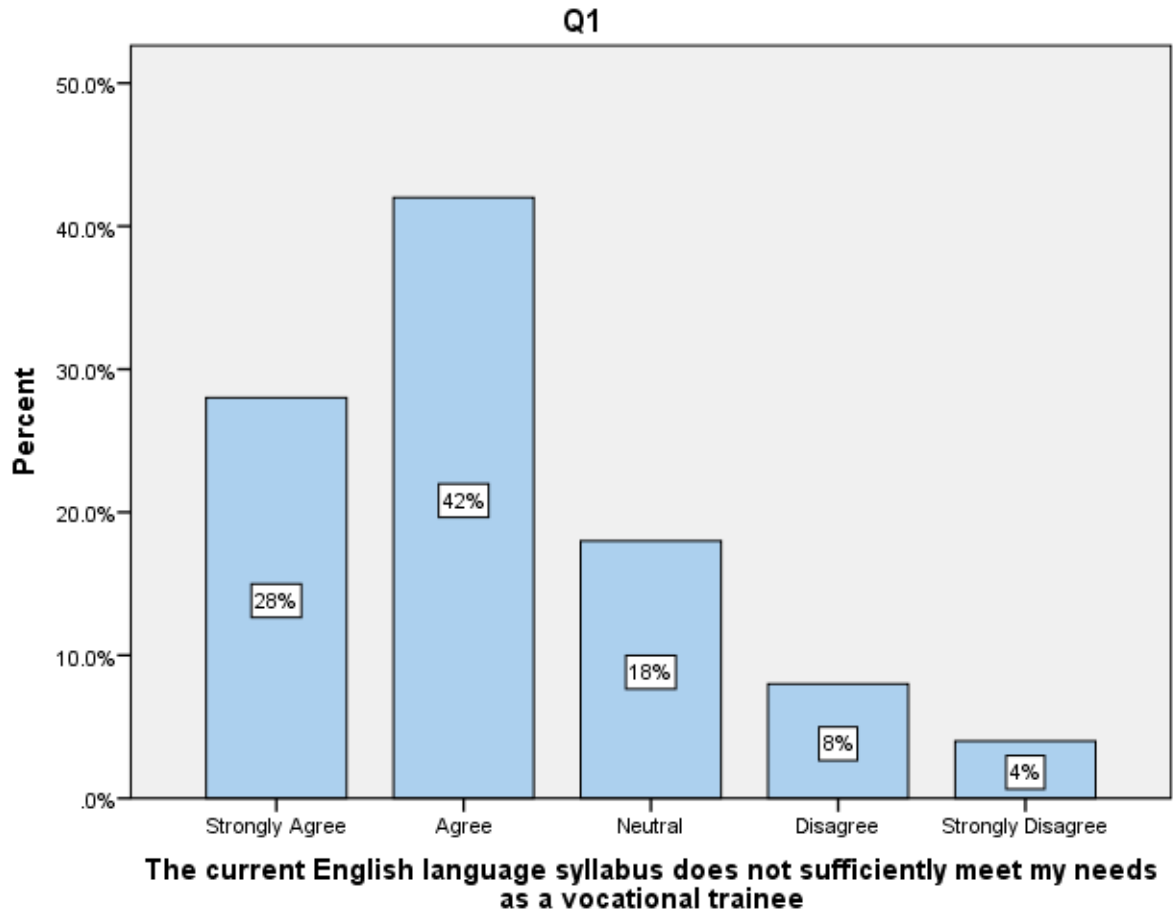
Figure 1:

Figure 1 shows that the majority of trainees are agreeing to the statement in the question (28%+42%=70%), reflecting the fact that most of the trainees see the current syllabus as insufficient for their vocational training purposes. In addition, we see a very little percentage disagreeing with this statement (8%+4%=12%). A voice of 70% trainees cannot be heard and their points of view about the syllabus they are studying cannot be recognized without a needs analysis.

1. **Statement 2: I am sufficiently motivated to learn English through a course that concentrates more on technical language**
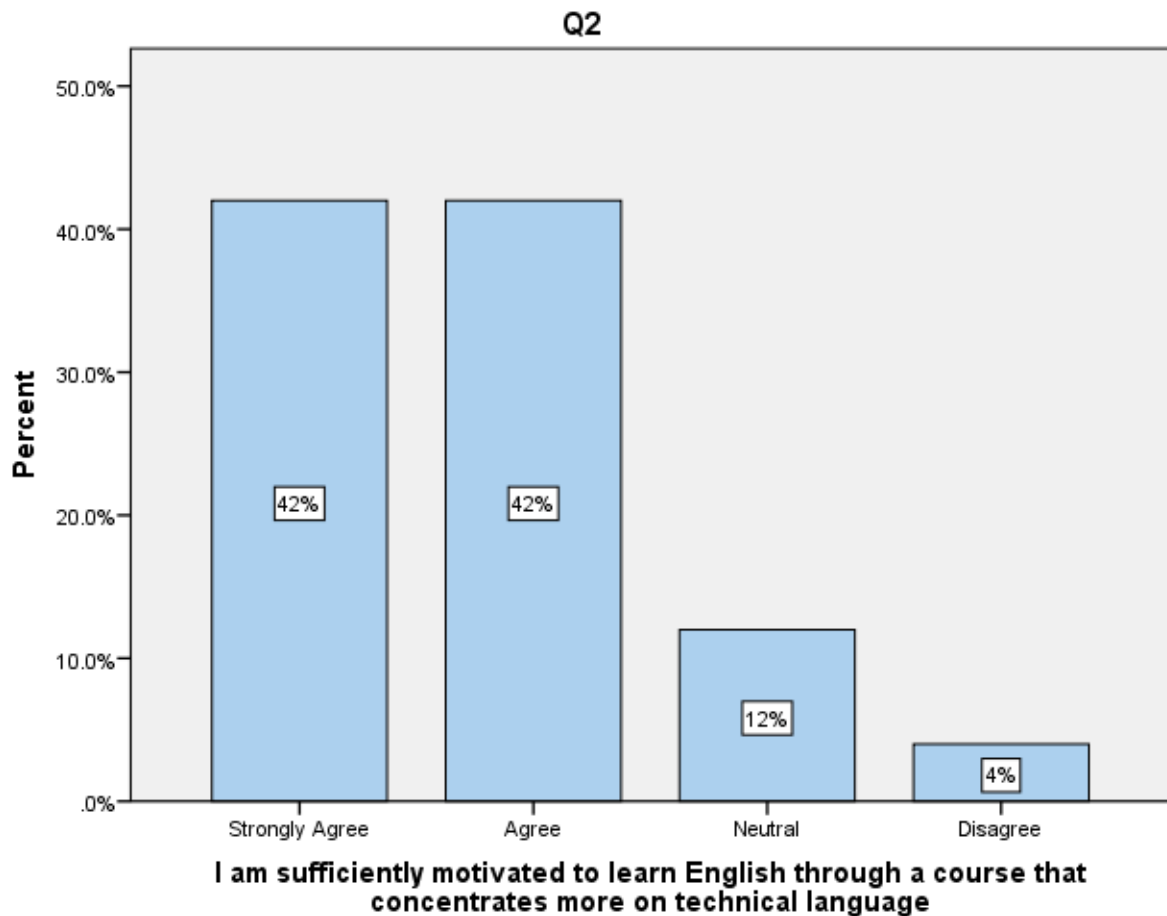
Figure 2:

Again, as shown in **Figure 2**, the vast majority of trainees (42%+42%=84%) are demanding an English course which concentrates more on the technical language, in contrast to a very small minority (4%) disagreeing.

Hutchinson and waters (1991, p.8) state that:

" The assumption underlying this approach (ESP) was that the clear relevance of the English course to their needs would improve the learner's motivation and thereby make learning better and faster" Hutchinson and

waters' words highlight that when there is a consistency between course contents and learners' needs indeed the result is motivation.

2. Statement3: I expected to be taught a sufficient amount of technical vocabulary at the preparatory course
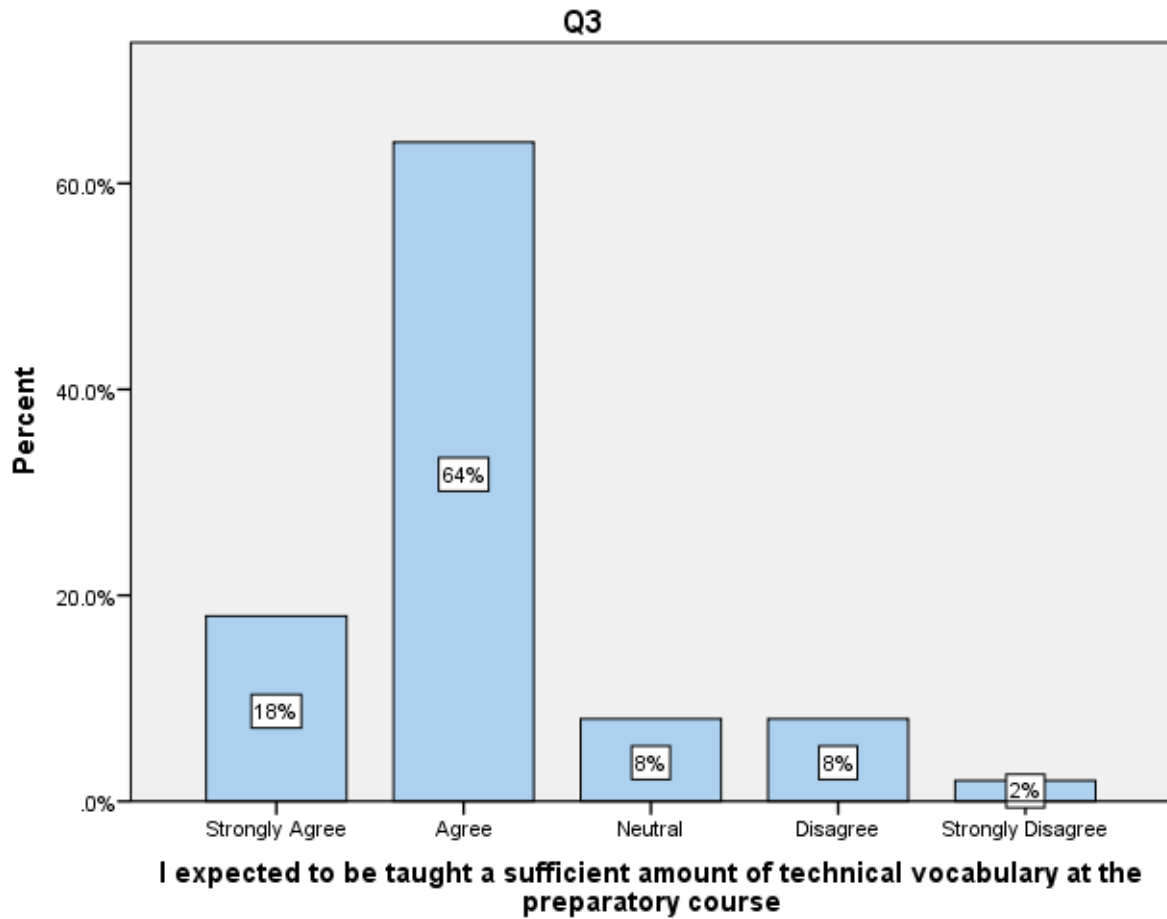
Figure 3:

As in the preceding statement, and in consistency with its results, **Figure 3** shows that the majority of trainees (18%+64%=82%), feel a lack in technical vocabulary during their preparatory English course, in contrast to a very little portion (8%+2%=10%), who are satisfied by the course. It is quite clear that **Figure 3** shows opposing calculations, but the general trend of answers is towards agreement. It also reflects strong tendency among trainees to change on the current syllabus.

3. **Statement 4: The English language syllabus is not designed in the same way as the other courses I studied at the preparatory course**

Q4

The English language syllabus is not designed in the same way as the other courses I studied at the preparatory course
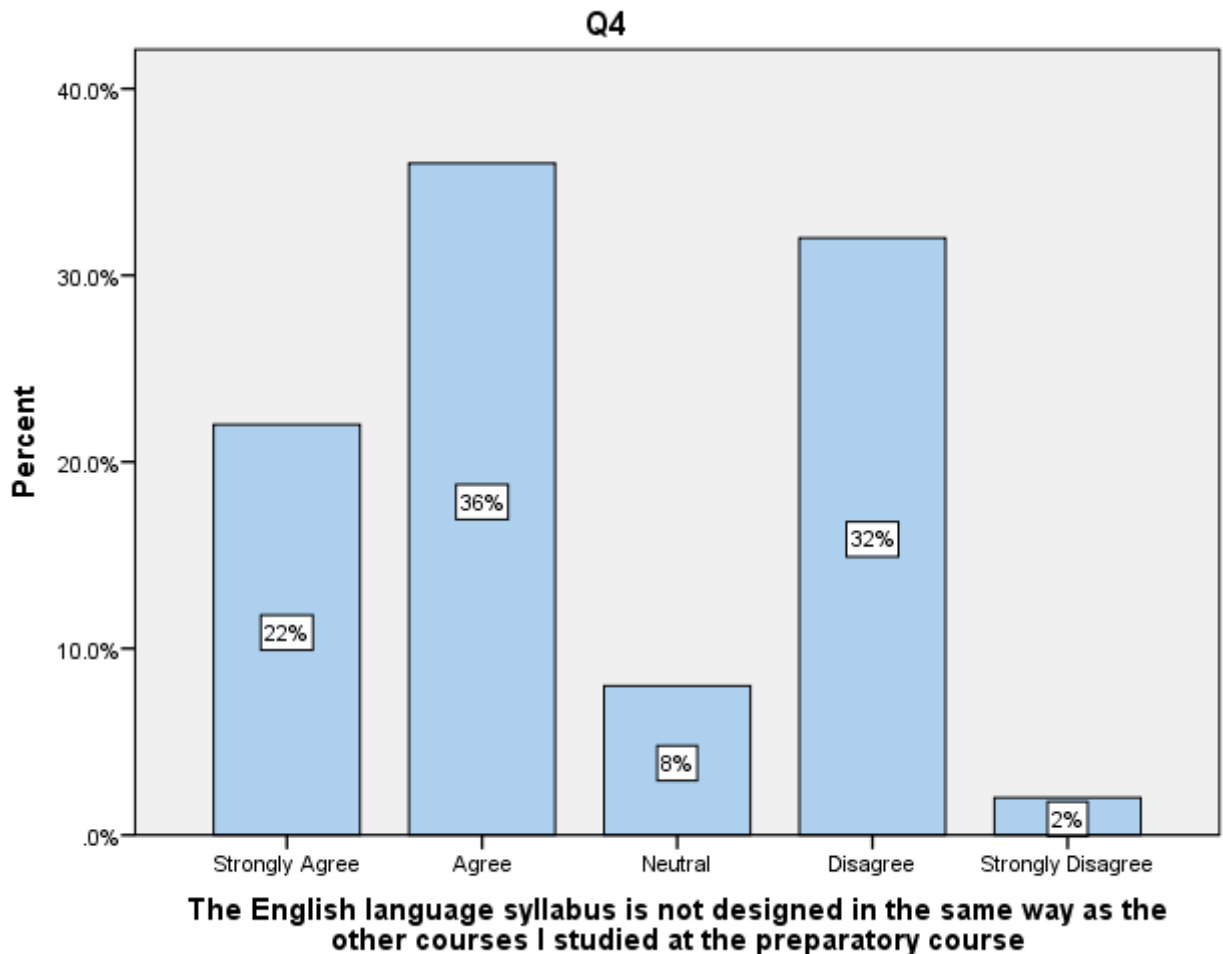
Figure 4:

In Figure 4, we face a different impression to some extent, where we realize that a simple majority (22%+36%=58%), agree with statement of the question, i.e., they think that the English course is different in design to other preparatory courses, in comparison to a moderate portion (32%+2%=34%), who see the opposite. However, this also maintains the clear superiority of those who are not satisfied by the current English course, although not in a sever pattern found in previous statements.

4. **Statement5: I might be more satisfied about the current syllabus, if provided with the technical language which I might later use at work scope**
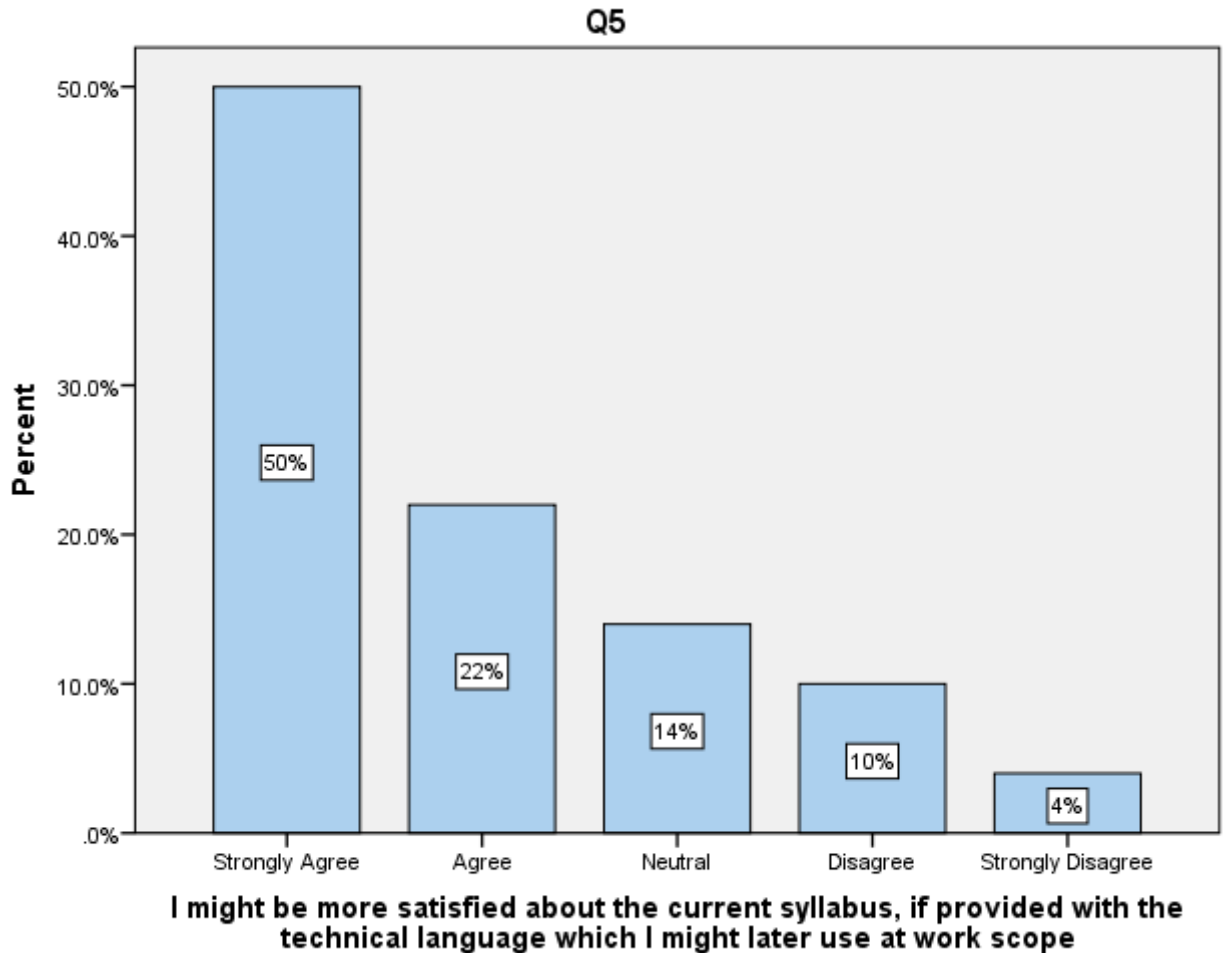
Figure 5:

Finally, we see in Figure 5, an expected result that is consistent with the previous trend. The majority of the trainees (50%+22%=72%), are expressing their wishes about the English course to fulfill their needs to be equipped with an appropriate outcome of technical language, in comparison to a small portion (10%+4%=14%), who do not care about such a concern.

4.1.2. Trainers' Questionnaire Analysis:

Part1: Statements to measure trainees' motivation towards learning English language (Statement1 &Statement 5)

5. Statement1: The learner is expected to be sufficiently motivated in language learning when they feel that the course meets their needs
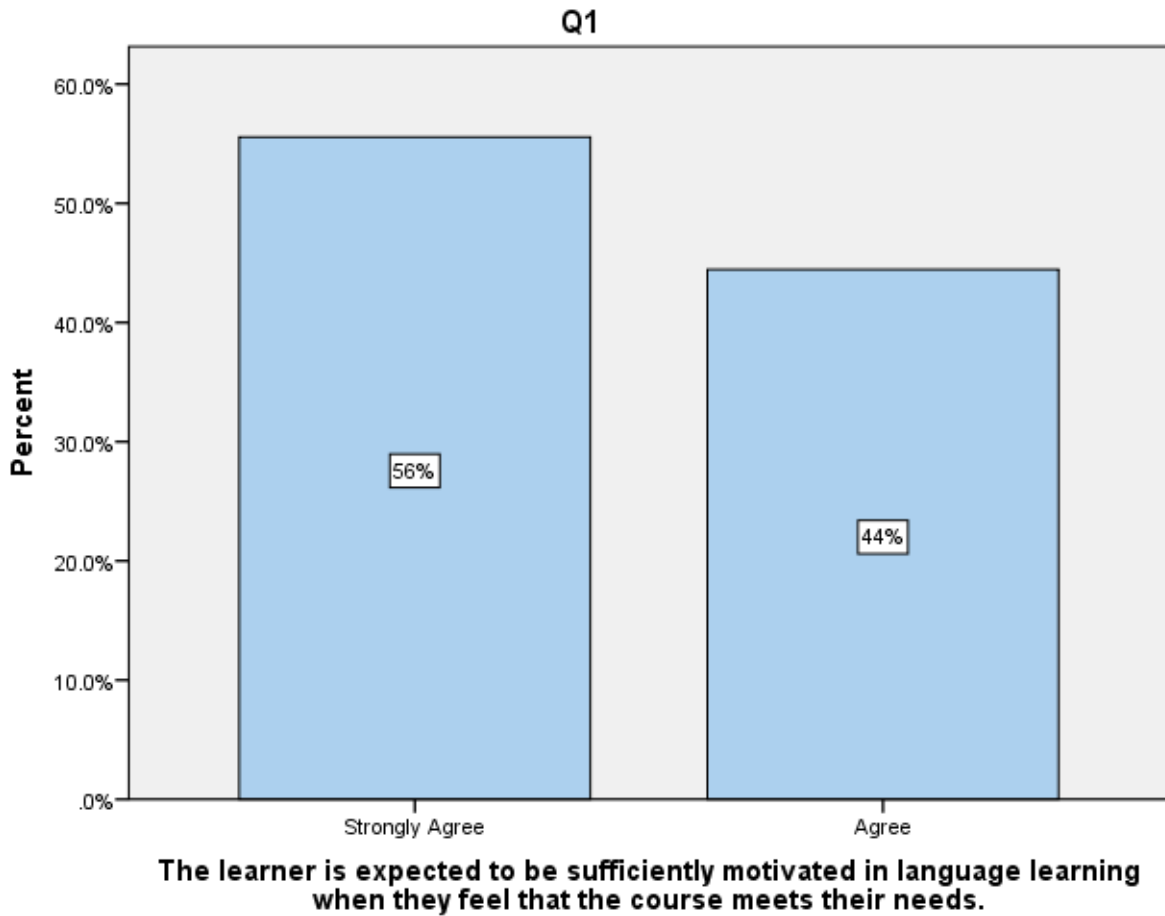
Figure 6:

Figure shows an unanimity among trainers on the benefits of a need-satisfaction teaching approach in motivating language learning. We all know motivation that learners complete their learning tasks if they are motivated to do so. Improving motivation should be part of the successful training strategy in order to achieve better.

6. **Statement5: The trainees are less motivated in learning English, because they see their vocational needs are not sufficiently included in the syllabus**

The trainees are less motivated in learning English, because they see their vocational need are not sufficiently included in the syllabus.
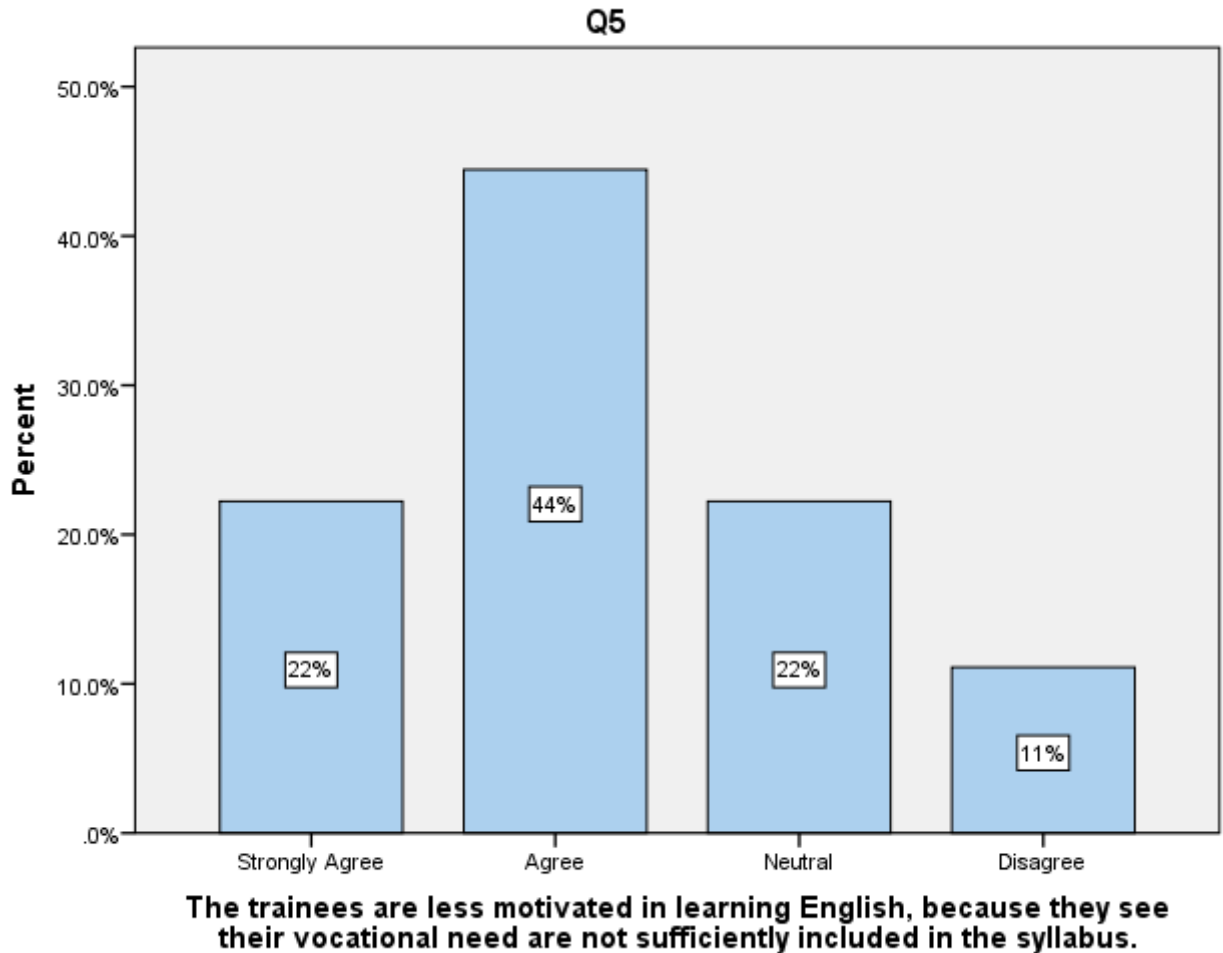
Figure 7:

Figure reflects that most of the trainers (22%+44%=66%) see the current English syllabus as disappointing from the vocational satisfaction fulfillment point of view. Only 11% disagree with this. 66% reflects trainers awareness about what really motivate trainees in learning English which has likely come from class observations.

Part 2: Statements to measure the relation between course content and trainees' needs (Statement2, Statement 6 &Statement 7)

7. **Statement2: The current English language syllabus compared to the other subjects taught at the preparatory course, is not designed according to the vocational purposes**
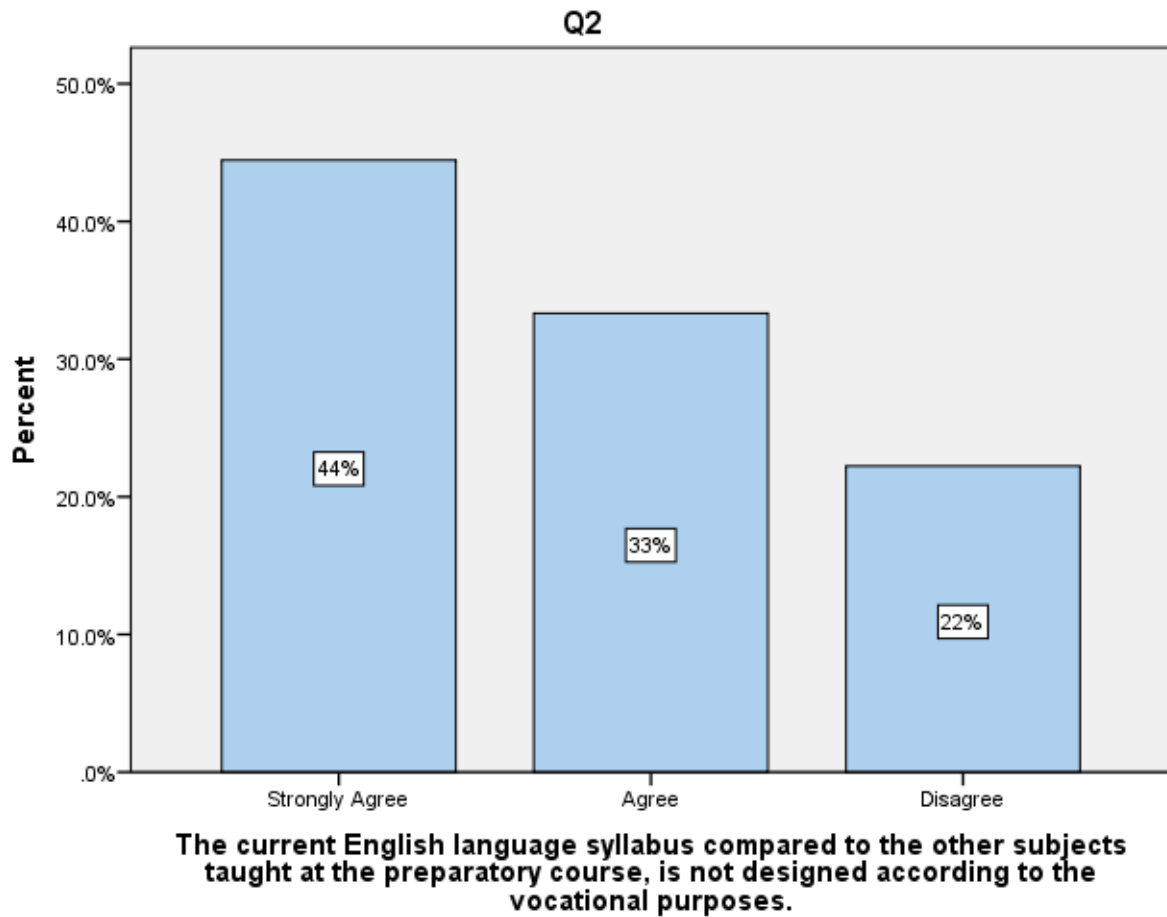
Figure 8:

More than 3 quarters of the trainers (44%+33%=77%), as Figure suggests, think that the current English syllabus is belated compared to other courses from the vocational perspective, while the rest quarter do not recognize such defect. Though the disagreement percentage with the above statement is considerable the fact that the course is not convenient to the trainees needs compared to other courses is still dominant.

8. Statement6: The current English language syllabus needs to be provided with technical vocabulary which meets the trainees' vocational purposes
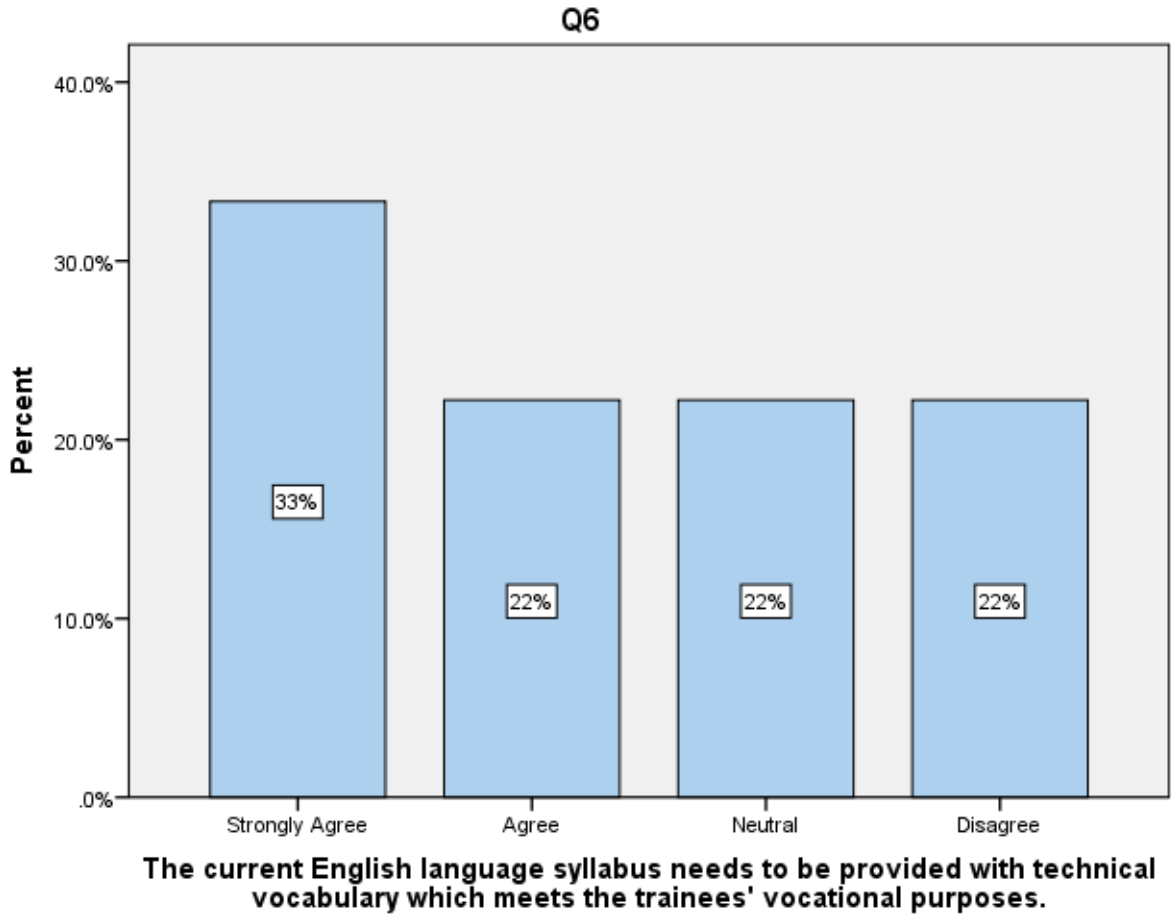
Figure 9:

More than half of the trainers' sample (33%+22%=55%), as in Figure , think that the current English syllabus must be accompanied by teaching technical vocabulary to meet vocational needs. About 1 fifth (22%) do not think so. As studies relay on numbers in making actions we find that 55% agreement is quite enough to make changes in the current syllabus to meet the trainee's vocational purposes.

9. Statement7: The vocational vocabulary is ignored in the current syllabus
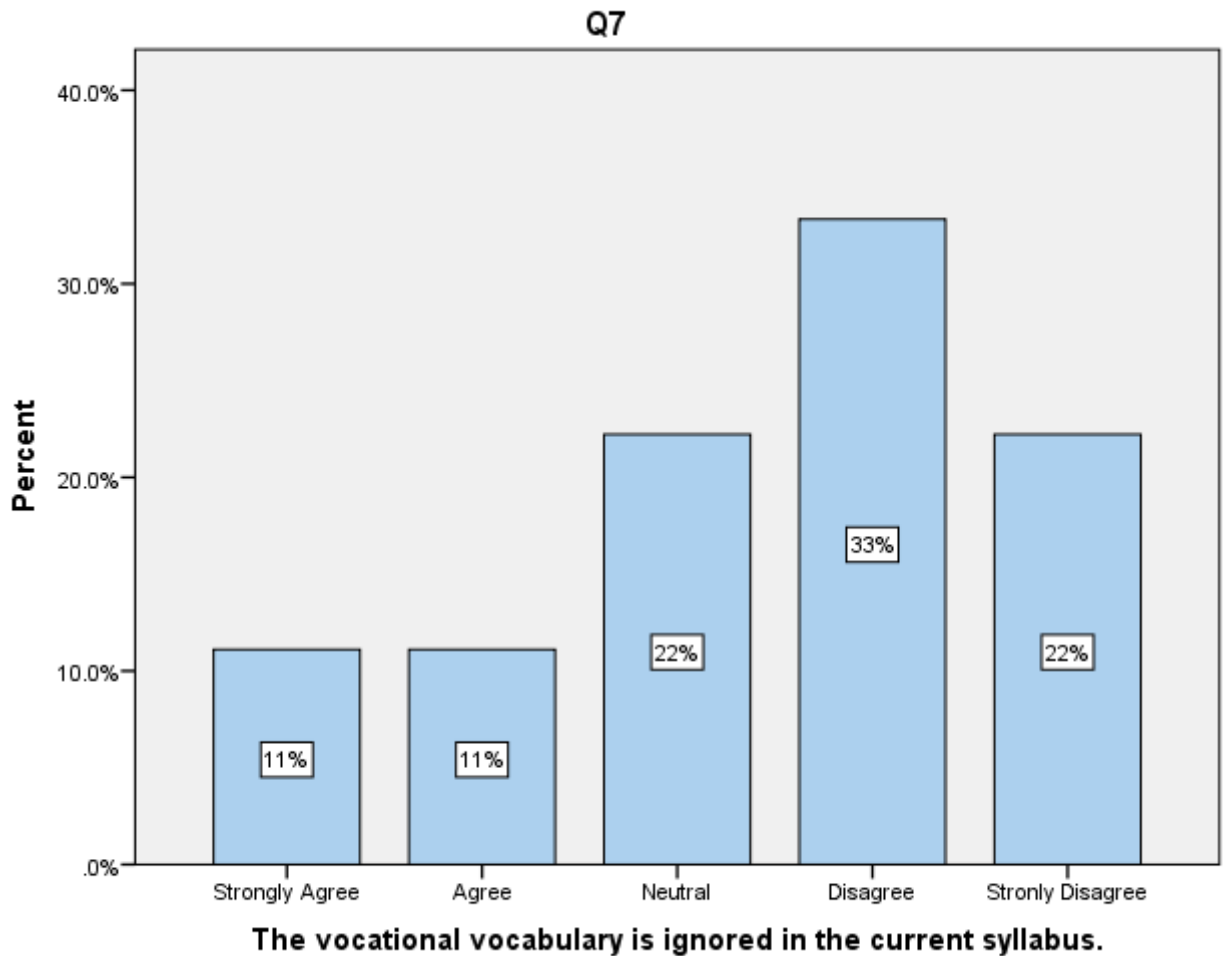
Figure 10:

Regardless of the result of the previous question explained by Figure , the on hand question, as in Figure , explains that the current English syllabus is not as that bad when vocational vocabulary is considered, since only about fifth of the sample (11%+11%=22%) are judging by the total ignorance of such vocabulary in it, while more than half of the sample (33%+22%=55%), see that such a generalization in inaccurate. This means, when read with the previous assertion of the trainers on the importance of vocational & technical language, that they recommend increasing the weight of such specialized vocabulary in the syllabus.

Part 3: Statement to measure trainees' satisfaction about the current English syllabus (Statement3, Statement8 &Statement10)

10.Statement3: The trainees are expected to be more satisfied when the course content meets their vocational needs

Q3

The trainees are expected to be more satisfied when the course content meets their vocational needs.
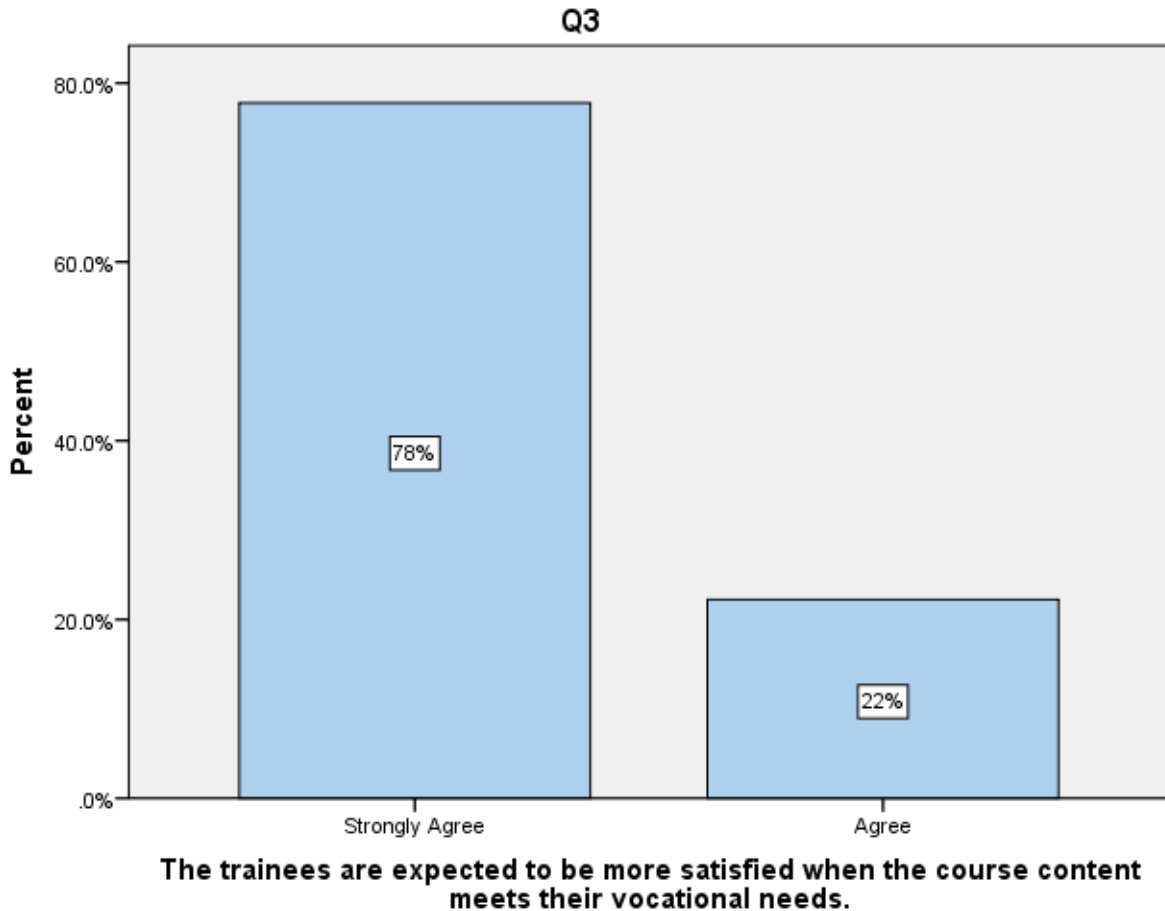
Figure 11:

Figure shows total agreement among trainers on the proposal that the trainees are expected to be more satisfied when the course content meets their vocational needs. The trainers' absolute agreement to the above statement should be taken into consideration by curricula designers as it is measuring trainees' satisfaction about the English syllabus.

11.Statement 8: The course which sufficiently provides relevant vocational language is expected to satisfy the trainees
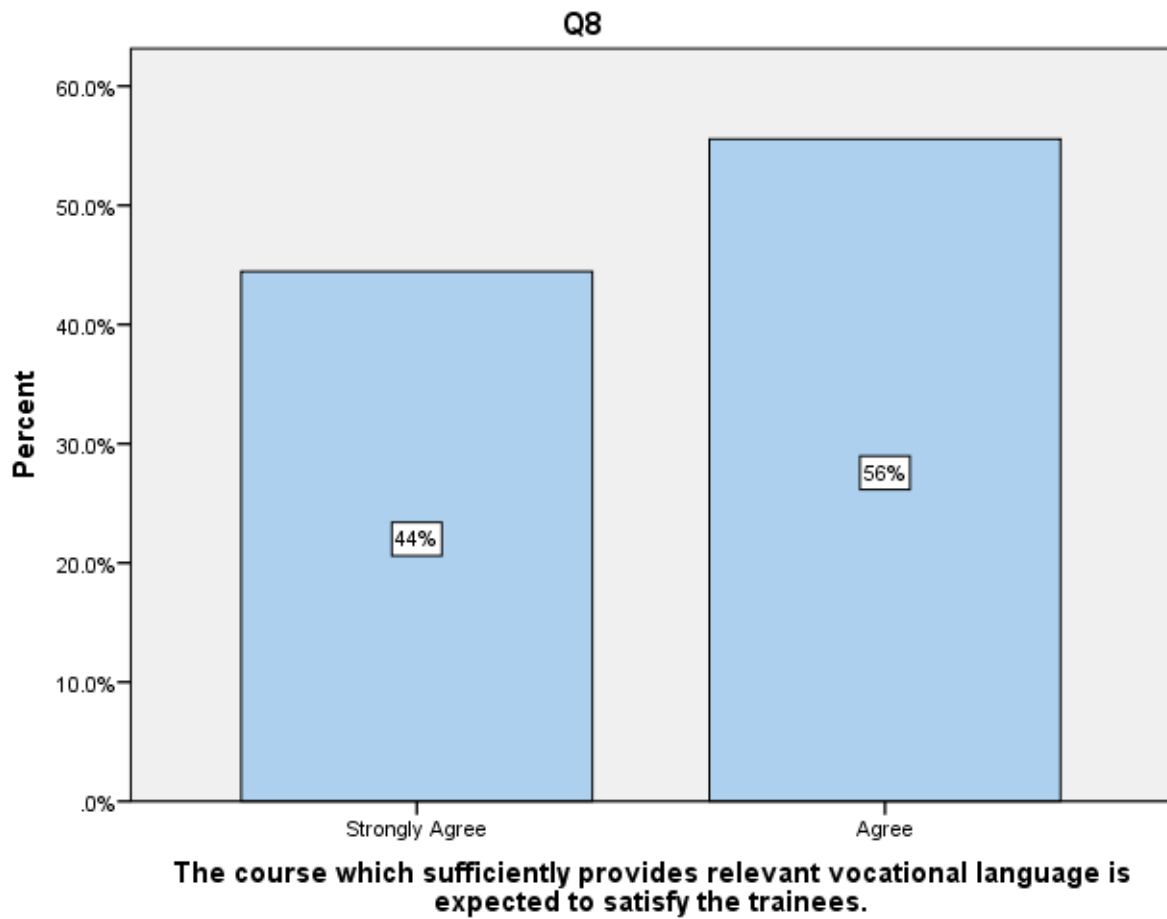
Figure 12:

  100% of the trainers also agree with the proposed fact that courses with sufficient relevant vocational language also will increase trainees' satisfaction, as Figure suggests. It is important to find out if the trainees are satisfied with the course they are studying. Satisfied learners tend to be more engaged and are more likely to implement what they have learned back on the job.

12. Statement10: The trainees are expected to be satisfied if their vocational lacks are translated in the syllabus

Q10

The trainees are expected to be satisfied if their vocational lacks are translated in the syllabus.
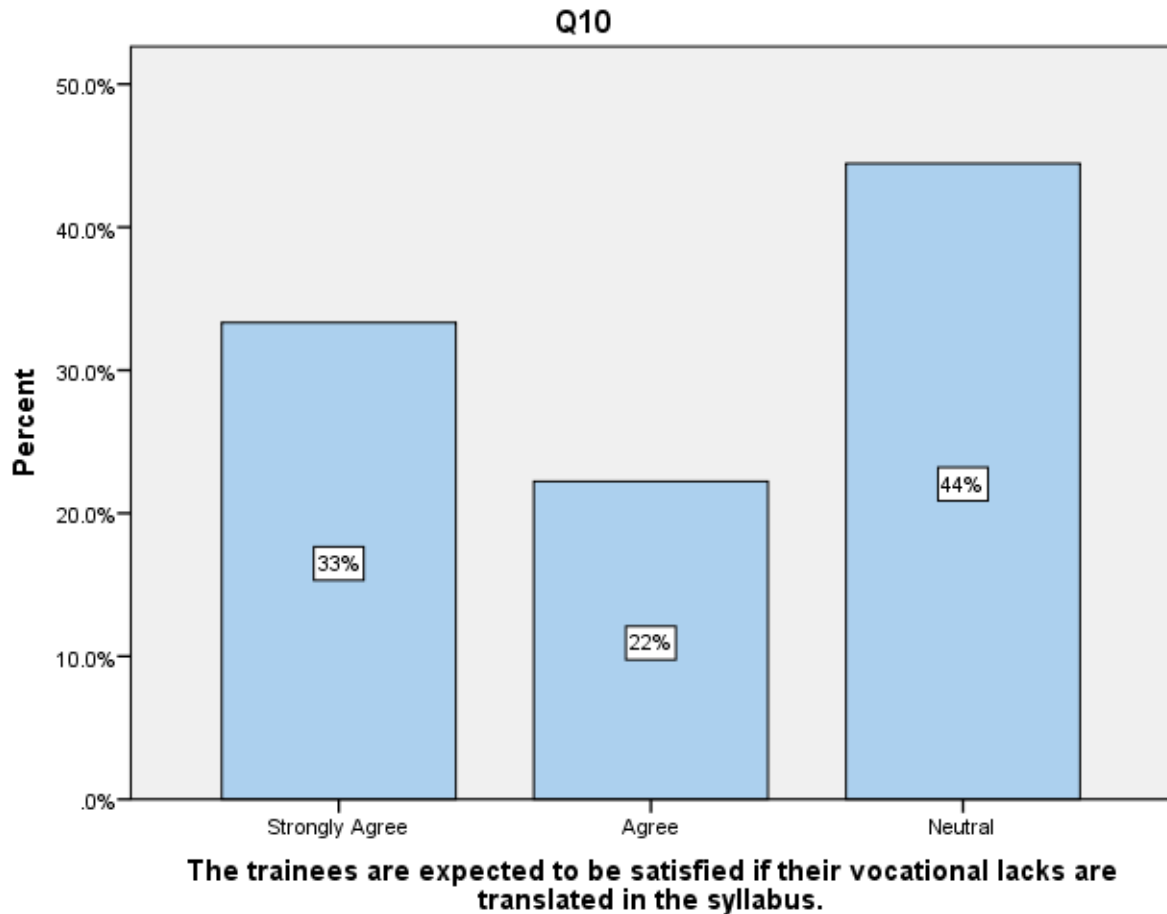
Figure 13 shows that more than half of the trainers' sample (33%+22%=55%), think that the trainees are expected to reach satisfaction if the syllabus is designed to fill the vocational gaps they are facing. A slightly less than half of the sample (44%) are uncertain about this prediction. Although many trainers are counted against the above statement, the gained results (55% agreement) are supportively considered good point and in favor of the study objectives.

Part 4: Statement to measure trainers' satisfaction about the current English syllabus (Statement 4 &Statement 9)

**13.Statement4: Teaching a syllabus, meeting the trainees and vocational purpose, satisfy me as a trainer**
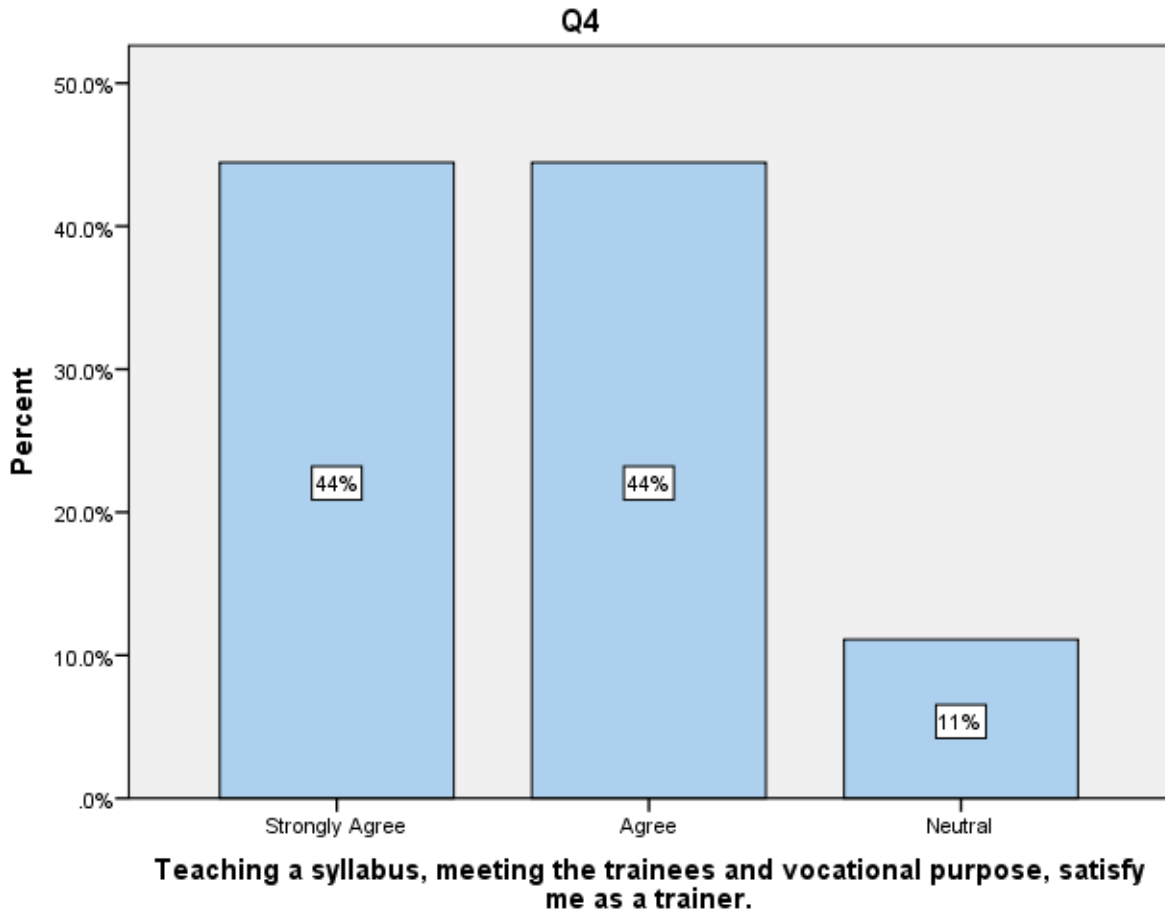
Figure 14:

The vast majority of trainers (44%+44%=88%) assert, as in Figure , that fulfilling the trainees' vocational needs, not only will satisfy the trainees, but will also satisfy the trainers themselves. This high percentage of response as 'yes' to the statement reflects trainers awareness to the current syllabus lacks, and their perception to the trainees' needs.

14.Statement9: A course which pays attention to the learners specific needs, is expected to satisfy the trainer
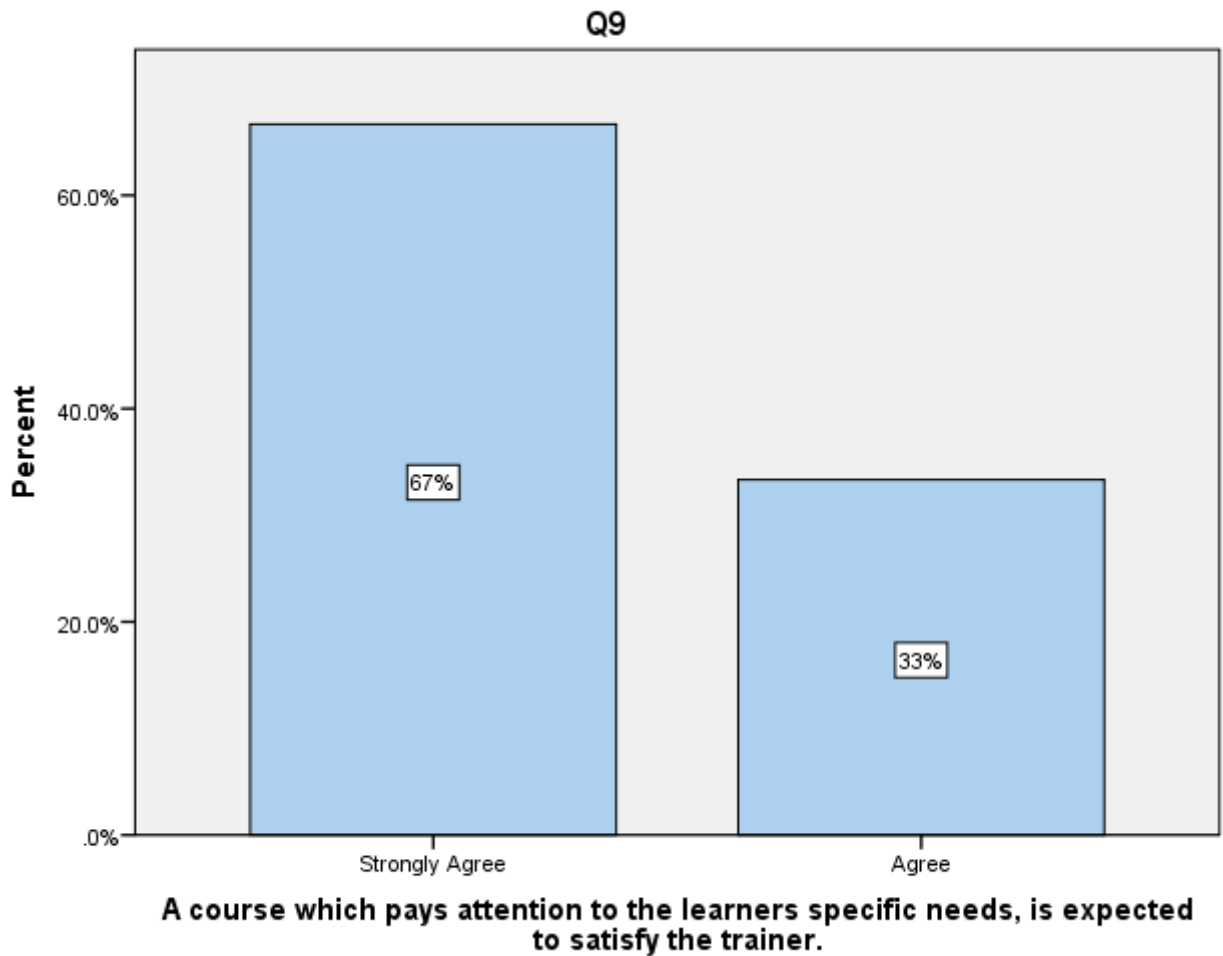
Figure 15:

Figure shows that, 100% of the trainers think of the positive impact of addressing the learners' specific needs in designing courses on their own satisfaction, which goes in consistence with results drawn from the previous answers. Trainers' absolute agreement with statement 9 reflects their understanding to the trainees specific needs. Trainer's satisfaction about the course is expected to positively affect the learning process.

4.1.3. Chi-Square Value, Median and Answers' trend for Trainees 'Questionnaire:

In order to answer the study questions and to verify the hypotheses a median will be calculated for each of the statements in the questionnaire. This median , which was given Grade (5) as a weight for each answer "Strongly agree", and grade (4) as a weight for each answer "agree" grade (3) as a weight for each answer "neutral", grade (2) as a weight for each answer, " disagree" and grade (1) as a weight for each answer "strongly Disagree"..Willshow the views of the study individuals

Answer's trends, will be known by calculating the median. A Chi-square test has been made to know the significance of differences in answers.

Table 1:Chi-Square Test Results for Trainees' questionnaire:

No.	Statement	Chi-square value	P-value	Median	Trend
1	The current English language syllabus does not sufficiently meet my needs as a vocational trainee	67.720	0.00	2	To Strongly Agree
2	I am sufficiently motivated to learn English through a course that concentrates more on technical language	45.600	0.00	2	To Strongly Agree
3	I expected to be taught a sufficient amount of technical vocabulary at the preparatory course	30.200	0.00	1	To Agree
4	The English language syllabus is not designed in the same way as the other courses I studied at the preparatory course	26.800	0.00	2	To Strongly Agree

5	I might be more satisfied about the current syllabus, if provided with the technical language which I might later use at work scope	12.800	0.01	2	To Strongly Agree

From the table above:

1- The value of chi-square for the statement is (67.720) with (p-value=0.000 < 0.05), and depending on the table (1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

2- The value of chi-square for the statement is (45.600) with (p-value=0.000 < 0.05), and depending on the table (1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

3- The value of chi-square for the statement is (30.200) with (p-value=0.000 < 0.05), and depending on the table (1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.

4- The value of chi-square for the statement is (26.800) with (p-value=0.000 < 0.05), and depending on the table (1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

5- The value of chi-square for the statement is (12.800) with (p-value=0.00>0.05), and depending on the table (1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

4.1.4. Chi-Square Value, Median and Answers' trend for Trainers' Questionnaire:

In order to answer the study questions and to verify the hypotheses a median will be calculated for each of the statements in the questionnaire. This median , which was given Grade (5) as a weight for each answer "Strongly agree", and grade (4) as a weight for each answer "agree" grade (3) as a weight for each answer "neutral", grade (2) as a weight for each answer, " disagree" and grade (1) as a weight for each answer "strongly Disagree"..Willshow the views of the study individuals

Answer's trends, will be known by calculating the median. A Chi-square test has been made to know the significance of differences in answers.

Table 2: Chi-Square Test Results for Trainers' questionnaire:

No.	Statement	Chi-square value	P-value	Median	Trend
1	The learner is expected to be sufficiently motivated in language learning when they feel that the course meets their needs	.111	0.739	2	To Strongly Agree
2	The current English language syllabus compared to the other subjects taught at the preparatory course, is not designed according to the vocational purposes	.667	0.717	2	To Strongly Agree
3	The trainees are expected to be more satisfied when the course content meets their vocational needs	2.77	0.96	2	To Strongly Agree

4	Teaching a syllabus meeting the trainees, and vocational purpose satisfy me as a trainer	2.000	0.369	2	To Strongly Agree
5	The trainees are less motivated in learning English, because they see their vocational need are not sufficiently included in the syllabus	0.333	0.550	2	To Strongly Agree
6	The current English language syllabus needs to be provided with technical vocabulary which meets the trainees' vocational purposes	1.556	0.954	2	To Strongly Agree
7	The vocational vocabulary is ignored in the current syllabus	0.111	0.817	4	Dis Agree
8	The course which sufficiently provides relevant vocational language is expected to satisfy the trainees	1.00	0.739	1	To Agree
9	A course which pays attention to the learners specific needs, is expected to satisfy the trainer	0.667	0.317	2	To Strongly Agree
10	The trainees are expected to be satisfied if their vocational lacks are translated in the syllabus	2.11	0.717	2	To Strongly Agree

From the table above:

1- The value of chi-square for the statement is (0.111) with (p-value=0.739> 0.05), and depending on the table (2), this indicates that there is no significant differences at the level (5%) between answers of study individuals.

2- The value of chi-square for the statement is (0.667) with (p-value=0.717> 0.05), and depending on the table (2), this indicates that there is no significant differences at the level (5%) between answers of study individuals.

3- The value of chi-square for the statement is (2.77) with (p-value=0.96> 0.05), and depending on the table (2), this indicates that there is no significant differences at the level (5%) between answers of study individuals.

4- Value of chi-square for the phrase is (2.000) with (p-value=0.369> 0.05), and   depending on the table (2), this indicates that there is no significant differences at the level (5%) between answers of study individuals.

5- The value of chi-square for the statement is (0.333) with (p-value=0.550> 0.05), and depending on the table (2), this indicates that there is no significant differences at the level (5%) between answers of study individuals.

6- The value of chi-square for the statement is (1.556) with (p-value=0.954> 0.05), and depending on the table (2), this indicates that there is no significant differences at the level (5%) between answers of study individuals.

7- The value of chi-square for the statement is (0.111) with (p-value=0.817> 0.05), and depending on the table (2), this indicates that there is no significant differences at the level (5%) between answers of study individuals.

8- The value of chi-square for the statement is (1.00) with (p-value=0.739> 0.05), and depending on the table (2), this indicates that there is no significant differences at the level (5%) between answers of study individuals.

9- The value of chi-square for the statement is (0.667) with (p-value=0.317> 0.05), and depending on the table (2), this indicates that there is no significant differences at the level (5%) between answers of study individuals.

10- The value of chi-square for the statement is (2.111) with (p-value=0.717> 0.05), and depending on the table (2), this indicates that there is no significant differences at the level (5%) between answers of study individuals.

4.1.5. Administrative Staff's Interview Questions:

1- Does the vocational training staff believe that some amendments need to be made to the current syllabus so as to meet the trainees' vocational needs better?

The three administrative staff referred to in **table: 2** are strongly interested in making changes on the current syllabus to meet the trainees' vocational needs.

2- To what extent the administration is aware that the current English language syllabus lacks the sufficient amount of technical vocabulary?

The general trend of the administrative staff members' answers is in favor of that the current English language syllabus lacks the sufficient amount of technical vocabulary.

3- Could the suggested syllabus be discussed after analyzing and evaluating the current English language syllabus?

According to their answers to question three in the interview they do agree to discuss the suggested syllabus (a syllabus that combines both English for general purposes and English for specific purposes).

4- Does the administration support any changes in the current syllabus that help motivating trainees to learning English?

All participants referred to in **table: 2** support any amendments on the current syllabus that positively affect trainees' motivation toward learning English language.

5- Is the administration aware that the English language syllabus is not sufficiently designed in accordance with trainees' needs, compared to the other subjects taught at the preparatory course?

Variety of opinions were given to this question, but the general trend is still towards that the current English language syllabus is not designed the same way other courses are designed.

From the data collected appears that this study to some extent agrees with **Fatah-ELrahman Dafa-Allah'**s study ('**ESP Learners' Needs: A case Study of Medicine Students at Some Sudanese Universities'**) that the learners need to be taught a language to use in labor market.

Also Dr Md. Momtazur Rahman's study (**The English Language Needs of Computer Science Undergraduate Students at Putra University, Malaysia: A Focus on Reading Skills**) reveals that a specified course in computer science should be designed to suits the target needs, which shows agreement with this study. More details about these two mentioned studies can be found in previous studies section in chapter two.

4.2. Verification of the Study Hypotheses:

1:

According to **table:1** and the Chi- Square test in addition to the trainees answers 'trend for the first statement (**The current English language syllabus does not sufficiently meet my needs as a vocational trainee**) it is quite clear that **the first hypothesis: -***" The current English language syllabus does not sufficiently meet the trainee's vocational purposes".* **-** Is confirmed. This confirmation reflects the importance of the analysis done, it also reveals the gap in the current syllabus regarding the trainees vocational needs.

As for trainers questionnaire exactly from the **Statements** measuring the relation between course content and trainees' needs (Statement 2,Statement 6 &Statement 7) illustrated in Figures: (8, 9,

and 10) they obviously   support the confirmation of **the first hypothesis.**

2:

Depending on the findings in **table: 1** and the response of trainees to the second statements: (**I am sufficiently motivated to learn English through a course that concentrates more on technical language**) we find that **the second hypothesis: -** *"The current English language syllabus does not sufficiently motivate the trainees in language learning."* - Is confirmed. The results arrived at proclaims the trainees perception to their needs which could not have been recognized and heard off, unless such a study was conducted. This in turn implies the significance of this study and the consistency and accuracy of its hypotheses. Trainer's interaction to (the second and the fifth statements) in trainers' questionnaire stated in **table: 2** highlights the same result.

3:

According to **part: 4** in trainers' questionnaire analysis as illustrated in **figures:** (14, 15) and the response of trainers to the statements (4, 9) in **table: 2** alongside with the response of administrative staff to the interview questions **the third hypothesis: -** *"The teaching and administrative staffs at the training centers are not sufficiently satisfied with the current English language syllabus"*. **-** is confirmed

4:

As it is clear from **part: 4** in trainers' questionnaire and with reference to statements :(4, 9) referred to in **figures:** (14, 15) **the fourth hypothesis: -** *"The trainees themselves are not sufficiently satisfied with the current syllabus".* – is confirmed according to trainers point of view. The confirmation of **the fourth hypothesis** according to the trainees can be drawn from their response to statements (3, 5) in **table: 1.**

Summary of the Chapter:

This chapter, provided data analysis in term of illustrated figures and analyzed tables, results obtained from the analysis are then discussed. The confirmation of the study hypotheses is highlighted.

The next chapter will be for findings, recommendations, and suggestions for further studies.

Chapter Five

Summary, Conclusions, Recommendations and Suggestions for Further Studies

5.0. Introduction:

This chapter will present a summary of the whole study, it will also present conclusions for its results and findings. Recommendations stemmed from the findings will be made. The chapter finally offers some suggestions for further studies.

5.1. Summary of the Study:

The focus of this study was to investigate the current English language syllabus   (New English File- Beginner), or the unified English language syllabus of Khartoum State vocational training centers. This syllabus is completely (EGP) English for general purposes it has been designed for trainees whose scope and purpose is technical/ vocational. Some questions and hypotheses have been raised   to see if the current syllabus is sufficiently appropriate for the trainees' needs.

5.2. Conclusions:

Based on the results obtained, the research has come out with the following conclusions:

- The current English language syllabus does not sufficiently meet the trainees' vocational purposes.
- The trainees will be sufficiently motivated to learn English language through a course that concentrate more on technical language of the field.
- The trainees are expected to be taught a sufficient amount of technical vocabulary at the preparatory course.
- The current English language syllabus is not designed in the same way as the other courses at the preparatory course.

- The trainees are expected to be more satisfied with the current syllabus, if provided with the technical language which they later use at work scope.
- Teaching a syllabus meeting the trainees, and the vocational purpose is expected to satisfy the trainer.
- The trainees are less motivated, because their vocational needs are not sufficiently included in the current syllabus.
- The course which provides relevant vocational language is expected to satisfy the trainees.
- The trainees are expected to be satisfied if their vocational lacks are translated in the syllabus.
- The course which pays attention to the learners' specific needs satisfies the trainer.
- The vocational training's general administration is interested in making some amendments to the current syllabus so as to meet the trainees' vocational needs.
- The general administration of the centers is aware that the current English language syllabus lacks the sufficient amount of technical vocabulary.
- The general administration of the centers is ready to discuss the suggested syllabus.
- The general administration supports any changes in the current syllabus that help motivating trainees to learning English.
- The general administration is aware that the English language syllabus is not sufficiently designed in accordance with trainees' needs compared to other subjects taught at the preparatory course.

5.3. Recommendations:

In order to improve the current English language syllabus of Khartoum state vocational training centers, and in light of the study findings, the study recommends the following points:

- The current English language syllabus should be provided with sufficient amount of technical vocabulary to meet the trainee's needs.
- The current English language syllabus should more concentrate on technical language so as to motivate the trainees in learning English language.
- Trainees' desire being taught sufficient amount of technical vocabulary at the preparatory course should be considered.
- The current English language syllabus should be designed the same way the other courses taught at the preparatory course are designed regarding trainees' needs.
- To motivate the trainees in learning English language it is recommended that the course should concentrate on the language they might encounter at work place.
- To reach trainers' satisfaction about the course, the course taught should meet the trainees' vocational purposes.
- The general administration of the centers should support making some amendments to the current syllabus in order to meet the trainees' vocational needs.
- The general administration should support providing the current syllabus with the sufficient amount of technical vocabulary.
- The general administration should support any positive changes in current syllabus that help trainees in learning English.
- A new syllabus that combines both English for general purposes and English for specific purposes should be supported by the general administration.

5.4. Suggestions for Further Studies:

Further studies are suggested as follows:

- On ESP- needs analysis in broader way.

- On the opinions and experiences of the trainees and the trainers about the suggested syllabus to examine whether the current study is effective.
- On ESP - needs analysis in other institutions with the same study problems.

Summary of the Study:

It has been concluded that the unified English language syllabus of Khartoum State vocational training centers, which is completely (EGP) English for general purposes is insufficiently convenient for the vocational trainees' needs. The study was a contribution to syllabus design in general, and specifically for Khartoum state vocational training centers.

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Trainers' questionnaire

Dear trainer,

This questionnaire is a part of study entitled: **(ESP- Needs Analysis for Evaluating the Unified English Language Syllabus of Khartoum State Vocational Training Centers: An Evaluative Analytical Study)**

The purpose of this questionnaire is to collect data from the teaching staff. The data are gathered to help analyzing the current English language syllabus. The analysis is done through measuring the following different variables:

1- Trainees' motivation towards learning English language: (Items1,5)
2- The relation between course content and trainees' needs: (Items2, 6, 7)
3- Trainees 's satisfaction about the current English syllabus: (Items3,8,10)
4- Trainers 's satisfaction about the current English syllabus: (Items4,9)

The information provided in this questionnaire will be used for research purpose only.

Gender: Male ☐ Female ☐

Qualification: PhD ☐ MA ☐ PG diploma ☐ Bachelor ☐

Years of experience: ……………………………

Thank you for your cooperation,

A post graduate candidate. Sudan University of science &technology.

No	Statement	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
1	The learner is expected to be sufficiently motivated in language learning when they feel that the course meets their needs.					
2	The current English language syllabus compared to the other subjects taught at the preparatory course, is not designed according to the vocational purposes.					
3	The trainees are expected to be more satisfied when the course content meets their vocational needs.					
4	Teaching a syllabus, meeting the trainees and vocational purpose, satisfy me as a trainer.					
5	The trainees are less motivated in learning English, because they see their vocational needs are not sufficiently included in the syllabus.					
6	The current English language syllabus needs to be provided with technical vocabulary which meets the trainees' vocational purposes.					
7	The vocational vocabulary is ignored in the current syllabus.					
8	The course which sufficiently Provides relevant vocational language, is expected to satisfy the trainees.					

9	A course which pays attention to the learners' specific needs, is expected to satisfy the trainer.					
10	The trainees are expected to be satisfied if their vocational lacks are translated in the syllabus.					

Trainees' Questionnaire

This questionnaire is part of study entitled: **(ESP- Needs Analysis for Evaluating the Unified English Language Syllabus of Khartoum State Vocational Training Centers: An Evaluative Analytical Study)**

The purpose of this questionnaire is to collect data from the trainees. The data are gathered to help analyzing the current English language syllabus. The analysis is done through measuring the following different variables:

1- Trainees' motivation towards learning English language: (Item2)
2- The relation between course content and trainees' needs: (Items1, 4)
3- Trainee's satisfaction about the current English syllabus: (Items5, 3)

No	Statement	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
1	The current English language syllabus does not sufficiently meet my needs as a vocational trainee.					
2	I am sufficiently motivated to learn English through a course that concentrates more on technical language.					
3	I expected to be taught a sufficient amount of technical vocabulary at the preparatory course.					
4	The English language syllabus is not designed in the same way as the other courses I studied at the preparatory course.					
5	I might be more satisfied about the current syllabus, if provided with the technical language which I might later use at work scope.					

Appendix (3)

Trainees' questionnaire (Arabic version)

إستبانة المتدربيين

عزيزي المتدرب،

هذه الإستبانة جزء من دراسة بعنوان : (تحليل إحتياجات اللغة الإنجليزية للأغراض المحددة لتقويم مقرر اللغة الإنجليزية الموحد لمراكز ولاية الخرطوم للتدريب المهني: دراسة تقويمية تحليلية)

الغرض من هذه الإستبانة هو الحصول على معلومات من المتدربين للإستفادة منها في تحليل مقرر اللغة الانجليزية الحالي.

المعلومات المقدمة في هذه الإستبانة سوف تستخدم فقط لغرض البحث.

العمر:.........................

النوع: ذكر □   أنثى □

التخصص: حاسوب □   لحام □   فندقه □   إلكترونيه □

تكييف وتبريد □   ميكانيكا سيارات □   مصنوعات جلدية □

نشكر لكم حسن تعاونكم ,,,
طالب دراسات عليا جامعة السودان للعلوم والتكنلوجيا

غير موافق بشدة	غير موافق	محايد	موافق بشدة	موافق	المفردة	الرقم
					مقرر اللغة الإنجليزية الحالي لايلبي بشكل كافي إحتياجاتي كمتدرب .	1
					أصبح متحفذا بقدر كافي لتعلم اللغة الإنجليزية من خلال كورس يركز بشكل أكبر على اللغة الفنية .	2
					توقعت أن أدرس قدر كافي من المفردات الفنية في الكورس التحضيري.	3
					مقرر اللغة الإنجليزية ليس مصمما بنفس الكيفية التي صممت بها الكورسات الاخري التي درستها في الكورس التحضيري.	4
					لربما أكون اكثر رضاءً عن مقرر اللغة الإنجليزية الحالي إذا ما زود باللغة ا لفنية التي من الممكن أن استخدمها لاحقاً في مجال العمل.	5

ppendix (4)

Administrative Staff Interview

1- Does the vocational training staff believe that some amendments need to be made to the current syllabus so as to meet the trainees' vocational needs better?

2- To what extent the administration is aware that the current English language syllabus lacks the sufficient amount of technical vocabulary?

3- Could the suggested syllabus be discussed after analyzing and evaluating the current English language syllabus?

4- Does the administration support any changes in the current syllabus that help motivating trainees to learning English?

5- Is the administration aware that the English language syllabus is not sufficiently designed in accordance with trainees' needs, compared to the other subjects taught at the preparatory course?

Appendix (5)

English language- syllabus *(New English File)* distribution

1st week	
1 Induction week	Placement test

2nd Week	Grammar	Vocabulary	Pronunciation
1 1/A Hello	verb be: I & you	Numbers: 0-10	Word stress:
2 1/B Where are you from?	Verb be: he, she, it	countries	Sentence stress
3 1/C We're from the USA. we're American	Verb be: we, you, they (negative all persons)	Nationalities; numbers 11-20	Word stress

3rd Week	Grammar	Vocabulary	Pronunciation
4 Practical English	The alphabet		
5 What do you remember?	Revise & check		
6 2/A What's in your bag?	Singular& plural nouns; a/an, the	Small things	Plural endings

4th Week	Grammar	Vocabulary	Pronunciation
7 2/B Family & friends	Possessive adjectives / 's	People &family	Word stress
8 2/C A man's car or a woman's car?	Adjectives	Colours & common adjectives	Word stress
9 Practical English	Personal information		

5th Week		Grammar	Vocabulary	Pronunciation
10	What do you remember?	Revise & check		
11	3/A A bad hair day	Present simple: I & you	Common verb 1	Word stress
12	3/B What do you have for breakfast	Present simple: we, you, they	Food & drink	Word stress

6th Week		Grammar	Vocabulary	Pronunciation
13	3/C He speaks English at work	Present simple: he, she, it	Jobs & places of work	3rd person word& sentence stress
14	Practical English	What time is it?		
15	What do you remember?	Revise & check		

7th Week		Grammar	Vocabulary	Pronunciation
16	4/A Do you like mornings?	Adverbs of frequency,	Typical day	Sentence stress
17	4/B Life at the top the world	Word order in questions; question words	Common verbs 2	Word stress
18	4/C You can't park here	Can/ can't permission & Possibility	Common verbs 2	Sentence rhythm

8th Week		Grammar	Vocabulary	Pronunciation
19	Practical English	How much is it?		
20	What do you remember?	Revise & check		
21	5/A Before they were famous	Past simple: be	In ,at ,on : places)	Was /were

9th Week		Grammar	Vocabulary	Pronunciation
22	5/B A perfect day	Past Simple: have, go, get	irregular verbs; daily routine	Sentence stress
23	5/C It changed my life	Past simple: regular verbs	common verbs 3; more irregular verbs	Regular past simple endings
24	Practical English	What's the date today?		

10th week		Grammar	Vocabulary	Pronunciation
25	What do you remember?	Revise &check		
26	6/A On an island in Scotland	There is/ there are	hotel s; in, on ,under	Word stress
27	6/B Dream town?	There was/ there were	Places	The letters ea

11th week		Grammar	Vocabulary	Pronunciation
28	6/C Stranger on a train	revision of past simple; object Pronouns	More verb phrases	Sentence stress
29	Practical English	What do you think of it		
30	What do you remember	Revise & check		

	12th week	Grammar	Vocabulary	Pronunciation
31	*7/A* *What do like doing?* *7/B* *Trip of a life time*	*Like +verb + ing* *be going to (plans)*	*activity future* *time* *expressions*	*Word stress* *Sentence stress*
32	*7/C* *What's going to happen?*	*be going to (predictions)*	*the weather ;* *revision: verb* *collocation*	*revision of* *sounds*
33	*Practical English What do you remember?*	*Is there a/ an ......near here? Revise & check*		