

Investigating and Evaluating Computer Sciences ESP Syllabus in Tabouk University, Saudi Arabia

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ABSTRACT

This paper is conducted to investigate and evaluate the ESP computer sciences syllabus in Tabuk University Saudi Arabia. The samples are 80 students of ESP and 15 computer sciences teachers. To collect data, the researchers used questionnaires and an interview. The paper adopted the descriptive analytical approach. For data analysis, the researchers used the computer program (SPSS). The findings showed that the computer sciences ESP syllabus is not based on the students needs, it also showed that the ESP syllabus lacks the strategic objectives. The ESP syllabus is not efficient enough to bridge the gap between English for academic purpose and English for occupational purpose. Therefore, the researchers recommend taking students needs into account when setting the computer sciences syllabus, involving strategic objectives in the syllabus and establishing sufficient computer sciences goals.

INTRODUCTION

Background

English is the only foreign language taught in public schools in Saudi Arabia. Students take English language courses for six years, from seventh grade until they graduate from high school. Just recently (the school year of 2004) the government introduced the English language even earlier, to elementary schools. Nevertheless, most Saudi students consider English as a

course to pass rather than a tool to use in their future careers. Almulhim (2001) indicates that most Saudi students regard English as unimportant for two reasons. First, English is not used in the students' daily life activities outside the classroom. Secondly, English belongs to a foreign culture that they have little or no exposure to. As a result, most students scrape through the English language by memorizing vocabulary and mechanical grammar drills.

In order to deal with the resulting lack of English proficiency in many university students, Saudi universities established different facilities to teach English language courses. For example, the College of Languages and Translation in King Saud University established a facility called the Language Unit. This Language Unit is shouldering the responsibility for teaching English language courses to students of other colleges.

In recent years an increasing number of English language programs in Saudi Arabia have adopted an English for Specific Purposes (ESP) approach in their English language courses. The purpose of these programs is to provide students with an English language knowledge that enables them to join the workforce. The Report of Curriculum Development (1998) indicates that the lack of the English language ability prevents many young Saudi graduates from conducting their jobs effectively. This makes many companies avoid hiring young Saudi graduates in different fields of work and so minimizing job opportunities. To overcome this problem, many institutions are providing ESP courses at the college level for students from different specialties to enable them to conduct their future careers effectively. However, there is a need for research to customize ESP courses to suit the Saudi work environment. Educators and ESP practitioners in Saudi Arabia are working for Applying ESP approach to serve different language programs designed for different specialties. What is available now mostly consists of the theoretical framework of the ESP approach with different applications conducted outside Saudi Arabia.

The computer sciences studies in Saudi Arabia rely on these programs to qualify Saudis in terms of their language proficiency. However, customizing ESP programs to suit the Saudi work environment falls short in defining the ESP objectives since there has never been a study conducted to define the English needs of Saudi computer sciences that might serve as the basis for an ESP syllabus. At present time , instructors introduce the ESP program for the English language courses simply by selecting materials from available commercial texts for teaching English for computer purposes along with material designed for teaching English for general use or collecting different materials in a small students book. Therefore, the purpose of this study is to investigate the English language communicative needs of computer sciences in the university college in Hagel in order to provide empirical data serving the ESP syllabus of Saudi education

The Statement Of The Problem

In the department of computer sciences in Hagel College the branch of Tabuk University, ESP students are entirely taken for granted in setting the syllabus. The problem is the absence of the factors that determine the ESP syllabus. As a result the students fail in acquiring the basic knowledge of both English language and computer sciences.

Objectives of the paper

1. To shed the light at the nature of ESP syllabus.
2. To raise the awareness of both teachers and students about the strategic objectives in syllabus evaluation.
3. To overview the psychological factors that determine the syllabus.
4. To explore methods through which the students themselves can participate in the syllabus.

The paper Questions

This research answers these questions:

1. Does the college , adopt strategic objectives in ESP syllabus to improve students of ESP standard
2. To what extent does the syllabus fit the students of ESP needs?
2. 3-Are the students of ESP capable of bridging the gab between EAP&EOP?

The Hypotheses of the paper

The current research is based on the following set of hypothesis:

1. The college lacks in strategic objectives in ES P syllabus.
2. The syllabus does not fulfill the students needs
3. Students are not capable of bridging the gap between EAP&EOP

The significance of the paper:

The importance of this research comes from the needs of both teachers and students for the effective syllabus in ESP. As for students, it makes them aware of strategic objectives in ESP syllabus. Also this research attempts to investigate and explore the most effective strategies in ESP syllabus for ESP students.

Its importance for teachers appear in directing them to emphasize and concentrate on the objectives of syllabus for ESP students.

Methodology of The paper:

The methodology used in this research is descriptive analysis. Questionnaire and interview are two research tools used for the present Research.

The scope of this research includes the students who are enrolled in different levels at the department of computer sciences and ESP teachers.

LITERATURE REVIEW

Background

English for Specific Purposes (ESP) is a branch of applied linguistics that focuses on relating the teaching and learning process to learners' needs. Widdowson (1981), a linguist and an early pioneer of the approach, describes the general concept of ESP by stating that "if a group of learners' needs for a language can be accurately specified, then this specification can be used to determine the content of a language program that will meet these needs."

ESP developed initially as a subfield within ELT largely because of a change in the status of English in the world. As pointed out in ESP the field all of English language teaching (ELT) was becoming overpopulated and people decided to do something different, but this is not really how the story of ESP came to pass. Really ESP came from ELT but differed from standard ELT in that it filled a particular need in learners. ESP is designed to fill highly specified goals for highly specified learners. One thing it was learned fairly early on in the post-World War II era when ESP developed (and students of Discourse Analysis should be very aware of this) was that each different area of English use is different. Simple observation is that doctors need to use English differently than auto mechanics, engineers, or dancers. It might seem obvious that certainly different fields would each require their own jargon in the form of vocabulary, what is even more interesting is that they actually patterned their discourse differently according to different contexts and different functions for each job. This is where ESP and really begins to take off. As soon as discourse analysis arrived at an acceptable level than ESP becomes not only an acceptable field within ELT but actually becomes unnecessary addition to ELT. The conditions that may ESP possible in the world, as briefly mentioned above, relate to the changing role of English in the world after the second world war. Although English had been a powerful language in the world for quite some time it was not until

after the second world war when the relative power of English as opposed to all other language than the world achieved in extremely high level disparity. In the post-World War II world where it Europe was largely destroyed and only the United States was left intact as a developed country English was poised for a tremendous global expansion which of course is still occurring today. Crystal (2003) lists ten major areas of world culture in which English plays a dominant role. These are listed below, but I am sure that we could certainly sit down and think of many more different areas in which English is also dominant. 1. International relations 2. The media 3. The press 4. Advertising 5. Broadcasting 6. Cinema 7. Popular music 8. International travel 9. International safety 10. Education 11. Communications Crystal, D. (2003). *English as a global language* (2nd Edition). Cambridge: CUP, pp86-122. Such global dominance for one particular language is completely unprecedented in history of the world and certainly the English language community was not ready initially for such a challenge, and we can argue is still facing this challenge very badly. ESP is virtually the only aspect of ELT which is directly facing this global challenge. English teachers and even English speaking countries seem to neglect the idea that English is not just something that people must know but it is actually something that people must do very specific things in. That is the essence of ESP and that is why ESP was created. If English had not become the global language that it now is, with a finger in every pie, then there is no need for ESP and for so many different subfields within ESP.

Definition Of ESP

As described above, ESP has had a relatively long time to mature and so we would expect the ESP community to have a clear idea about what ESP means. Strangely, however, this does not seem to be the case. In October this year, for example, a very heated debate took place on the TESP-L e-mail discussion list about whether or not English for Academic Purposes (EAP) could be considered part of ESP in general. At the Japan Conference on ESP also clear differences in how people interpreted the meaning of ESP could be seen. Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes.

At the conference, guests were honored to have as the main speaker, Tony Dudley-Evans, co-editor of the ESP Journal mentioned above. Very aware of the current confusion amongst the ESP community in Japan, Dudley-Evans set out in his one hour speech to clarify the meaning of ESP, giving an extended definition of ESP in terms of 'absolute' and 'variable' characteristics.

Definition of ESP (Dudley-Evans, 1997)

Absolute Characteristics

1. ESP is defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities of the discipline it serves
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English

3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems

The definition Dudley-Evans offers is clearly influenced by that of Strevens (1988), although he has improved it substantially by removing the absolute characteristic that ESP is "in contrast with 'General English'" (Johns et al., 1991: 298), and has included more variable characteristics. The division of ESP into absolute and variable characteristics, in particular, is very helpful in resolving arguments about what is and is not ESP. From the definition, we can see that ESP can but is not necessarily concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range. ESP should be seen simple as an 'approach' to teaching, or what Dudley-Evans describes as an 'attitude of mind'. This is a similar conclusion to that made by Hutchinson et al. (1987:19) who state, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

Types of ESP.

David Carter (1983) identifies three types of ESP:

1. English as a restricted language
2. English for Academic and Occupational Purposes
3. English with specific topics.

ESP – 'English for Specific Purpose' can be better analyzed within the framework of communicative needs of individuals at various levels. Language has been used as medium of communication worldwide to fulfill various human needs. These needs are expressed by using language, body language, sign language and so on. As far as language is concerned, it has been used orally and in written form to communicate facts in the form of scientific and technical text, fiction in the form of literary text or even in day to day life for general purpose communication. Apart from general purpose communication, there also remains individual purpose that requires specific use of language that can fulfill the desired purpose.

The Subcategories Of ESP

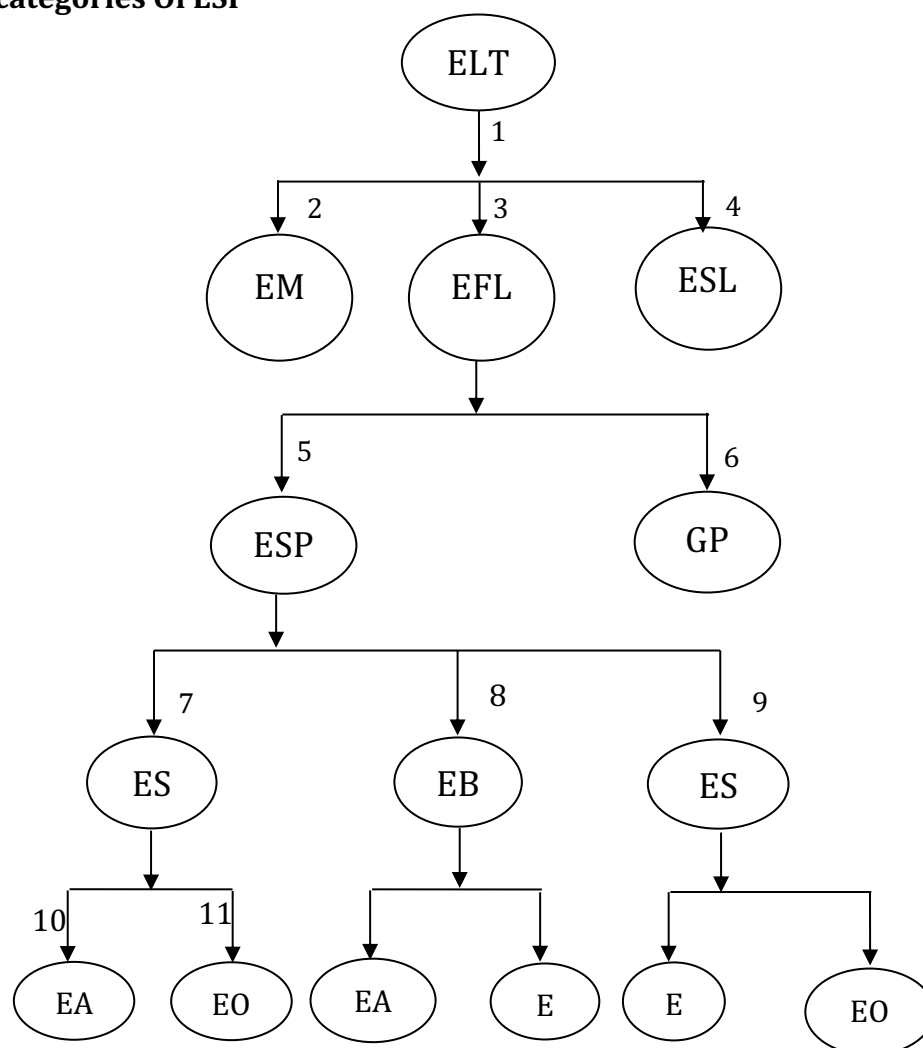


Fig (2.1) The position of ESP Within ELT Key

1. ELT: English Language Teaching	7. ESS: English for Social Sciences
2. EML: English as a Mother Language	8. EBE: English for Business / Economics
3. EFL: English as a Foreign Language	9. EST: English for Sciences & Technology
4. ESL: English as a Second Language	10. EAP: English for Academic Purposes
5. ESP: English for specific purposes	11.EOP:English for Occupational purposes
6. GPE: General Purpose English	

The Differences Between ESP And General English

According to his definition,, we to see how broad ESP really is. In fact, one may ask 'How different are the ESP from General English approach?' Hutchinson et al. (1987:53) answer this quite simply, "in theory nothing, in practice a great deal". When their book was written, of course, the last statement was quite true. At the time, teachers of General English courses, while acknowledging that students had a specific purpose for studying English, would rarely conduct a needs analysis to find out what was necessary to actually achieve it. Teachers presently, however, are much more

aware of the importance of needs analysis, and surely materials writers think very carefully about the goals of learners at all stages of materials production. Maybe this demonstrates the impact that the ESP approach has had on English teaching in general. Obviously the line between where General English courses stop and ESP courses start has become very vague indeed.

Rather ironically, while many General English teachers are known for using an ESP approach, basing their syllabus on a learner needs analysis and their own specialist knowledge of using English for real communication, it is the majority of so-called ESP teachers that are using an approach furthest from that described above. Instead of holding interviews with specialists in the field, analyzing the language that is needed in the profession, or even conducting students' needs analysis, many ESP teachers have become slaves of the published textbooks available, unable to evaluate their suitability built on personal experience, and unwilling to do the necessary analysis of difficult specialist texts to verify their contents.

In the process of drawing a general profile of ESP some of their makeable characteristics and features which are more often linked with ESP will be highlighted in this section. They are as follows:

1. ESP is taught as a means to an end, for clearly defined aims where English is called upon to play a helping role to make the language learners able to communicate in the target situation. This is unlike the case of (GPE) where English is taught for broad undefined educational aims and as an end in itself. It is a functional and instrumental role. According to Crocker (1984 : 8) " what characterizes an ESP course more than anything else is the value such courses place on language as a means rather than an end in itself."
2. ESP is closely associated with areas of activity, academic or occupational, which have previously been defined and which represent the learners' eventual purposes and aims. It has no purpose of its own. In the sphere of education it exists only to serve those of the target specialty. Widdowson (1983 : 109) argues that " the learning of ESP is an essentially dependent activity, a parasitic process and it is this inherently dependent nature of ESP that distinguishes it from General Purpose English (GPE)." However, although the word 'parasitic' is used here in the sense of 'dependent' it sounds, perhaps, a bit derogatory since a parasite lives on other animals whereas ESP comes to support other subjects. In other words, whereas a parasite 'takes' ESP 'gives'.
3. ESP is based on learner's needs analysis which aims to specify as closely as possible what exactly it is that students have to do and how to do it through the medium of English. Needs also exist in General English but they are broad and not accurately specified. According to Hutchinson and Waters (1993 :53) " what distinguishes ESP from GPE is not the existence of a need as such but rather an awareness of the learners' needs". In other words, it is specificity of the learners' needs which is based on rigorous analysis that distinguishes ESP from GPE.
4. ESP links itself firmly with the trend towards the learner-centered approach. Although this approach is also described in GPE, in ESP the language learners' aims are not imposed by a remote and high authority as may be the case in GPE.
5. ESP learners' are often adults or close to adulthood. Robinson (1980 : 2) notes that ESP has " a close association with adult learners or at least learners at the post-secondary level". This, of course has the advantage that the ESP learners are likely to own considerable dormant competence in English that could be activated.

6. ESP learners often have a high level of motivation for they see their ESP course directly relevant to their immediate communication needs; and this is a prime motivation factor.
7. ESP courses are often taught in crash courses and consequently all arrangements and activities are done with this factor in mind.
8. Accountability is an important feature of ESP. The specificity of purpose usually make the ESP practitioner more accountable to the client than GPE teachers. The ultimate aim is the achievement of specific purpose.
9. Although it is desirable to adopt a communicative approach in teaching GPE, in ESP such an approach is not only desirable but mandatory if we do not satisfy the communicative requirements of the learners, the penalties are likely to be severe. (Widdowson 1979 : 164)
10. As ESP courses are very specific in terms of their aims and learners, materials writing to meet these specific requirements has become an important component of ESP activity and an integral part of ESP teachers' work. Hutchinson and Waters (1993 : 106) argue that " materials writing is one of the most characteristic features of ESP practice. In marked contrast to GPE teaching, a large amount of the ESP teachers' time may well be taken in writing materials."
11. Teaching study skills has become an important area in ESP, particularly in EAP where the aim is largely to get access to academic and professional specialized information which requires skills in linear reading and non-linear reading such as reading diagrams and charts. kKerr (1977 : 12) considers study skills "one of the aspects of ESP that distinguishes it from other areas of language teaching". But study skills can also be desirable in GPE. It would seem more appropriate to say that it is rather more essential for ESP particularly in reading as an access to information.
12. It is often the case that ESP materials are drawn from the learner's specialty. Such materials are likely to lighten the conceptual burden in comprehension and to improve motivation for their immediate relevance.

However, these characteristics and features are not specially sticking to ESP to absolute exclusion of GPE, but they are by necessity, more dominant and more essential in ESP which shares a lot with GPE.

However, to draw even closer to the definition of ESP, this review will proceed to consider the very constituents of the acronym of ESP, namely the 'S' and 'P' and what each stands for

Needs Analysis

This approach represents an important development in ESP. In the broad context of education, it is a humanistic trend towards a more concern for learners to have a say in what they should be learning and how they should learn it. In the context of ESP, needs analysis has become the corner stone in any syllabus.

Definition of Needs Analysis

Brown (1995) identifies the term needs analysis (also called needs assessment) as the activities involved in gathering information that will serve as the basis for developing a curriculum which meet the learning needs of a particular group of students. In language programs, the needs are language related. Once identified, needs can be stated in terms of goals and objectives which, in turn, can serve as the bases for developing tests, materials, teaching activities, and evaluation strategies.

The purpose is to fill the “gap” of what a language program “lacks.” This definition draws a line between needs analysis and evaluation. Needs analysis aims at determining the needs for a defined group of people, while an evaluation determines to what extent a program meets these needs. Furthermore, Soriano (1995) indicates that needs analysis collects and analyzes data to determine what learners “want” and “need” to learn, while an evaluation measures the effectiveness of a program to meet the needs of the learners.

Hutchinson & Waters (1992) define needs analysis on the basis of “necessities” and “wants” in order to classify between what the learners have to know and what the learners feel they need to know. The focus here is on the “lacks” that represent the gap between the required proficiency in the target situation and the existing proficiency of the learners. This definition views language needs as a process of negotiation between the learners and their society.

Witkin and Altschuld (1995) define needs analysis as a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about programs or organizational improvement and allocation of resources. According to this definition, needs analysis should fill the “gap” of needs between the current state of affairs and the desired state of affairs.

The above definitions base their concept of needs analysis around the terms “necessities,” “lacks,” “wants,” and “gaps.” However, all these terms have different interpretations from one definition of the term “needs” itself. West (1994) comments on this issue by indicating that the definition of the term “needs” itself. West (1994) comments on this issue by indicating that the term “needs” lacks a unified definition and remains ambiguous. Richards (2001) argues that the definition of “needs” depends on the perception of those making the judgment. Different interests and values are reflected in the definition. Teachers, learners, administrators, employees, parents, and stakeholders may all have different views as to what needs are. Accordingly, the difference between what learners can presently do with the language and what they should be able to do cannot be looked at from one standpoint. Braine (2001) indicates that linguists disagree on the definition, but they all agree that there are external factors that influence the definition. Factors such as staffing, time, and cultural attitudes should be taken into consideration when conducting needs analysis.

Though needs analysis, as it is known 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. Based on Munby's work, Chambers (1980) introduced the term *Target Situation Analysis*. From that time several other terms have also been introduced. Present Situation Analysis, Pedagogic Needs Analysis, Deficiency Analysis, Register Analysis, Discourse Analysis, and Genre Analysis. In this section the researcher attempts to present an overview of the aforementioned approaches to needs analysis.

Needs Analysis Models

Target Situation Analysis (TSA)

Needs analysis was firmly established in the mid of 1970s (West,1998). In the earlier periods needs analysis was mainly concerned with linguistic and register analysis, and as Dudley-Evans and St. John (1998) suggests, needs are seen as discrete language items of grammar and vocabulary. With the publication of Munby's Communicative Syllabus Design (1978) needs analysis moved towards

placing the learner's purposes in the central position within the framework of needs analysis. Consequently, the notion of target needs became paramount and research proved that function and situation were also fundamental. The term 'Target Situation Analysis' (TSA) was, in fact, first used by Chambers(1980) in his article in which he tried to clarify the confusion of terminology. 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) state :

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 operate it.

In Munby's CNP, the target needs and target level of 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. 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);
7. The Communicative Competence Specification: indicates the target communicative competence of the participant and the translated profile of needs.

From the above-mentioned elements of 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 which gives us a detailed description of particular communication needs (Munby,1978). The parameters specified by Munby (1978) 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 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 the 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 thoroughly as possible the linguistic form a prospective ESP learner is likely to use in various situations in his/her 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 reason that it offers comprehensive data banks and target performance (Robinson,1991).

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 (1987:59) 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 learning process". Nevertheless, most of these questions relate to Munby's model.

Present Situation Analysis (PSA)

Present situation analysis may be posited as a complement to target situation analysis (Robinson, 1991). If target situation analysis tries to establish what the learners are expected to be like at the end of the language course, present situation analysis attempts to identify what they are like at the beginning of it. As Dudley-Evans and St. John (1998:125) state "a PSA estimates 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.

The term present situation analysis (PSA) was first proposed by Richterich and Chancerel (1980). 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 the learners can provide enough information about their present abilities which can 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 of needs analysis have been proposed, such as Pedagogic Needs Analysis.

Pedagogic Needs Analysis

The term " pedagogic needs analysis" was proposed by West (1998) as an umbrella term to describe three types of needs analysis. He states the fact that shortcomings of target needs analysis should be compensated for by collecting data about the learner and learning environment. The term ' pedagogic needs analysis' covers deficiency analysis, strategy analysis or learning needs analysis.

Deficiency Analysis

What Hutchinson and Waters (1987) define as *lacks* can be matched with deficiency analysis. Also, according to Allwright (1982), the approaches to needs analysis that have been developed to consider learners' present needs or wants may be called analysis of learners' deficiencies or lacks. From what has already been said, it is obvious that deficiency analysis is the route from point (A) (present situation analysis) to point (B) (target situation analysis), always keeping the learning needs in mind. Therefore, deficiency analysis can form the basis of the language syllabus, because it should provide data about both the gap between present and target extra linguistic knowledge, mastery of general English, language skills, and language strategies. (Jordan, 1997)

Strategy Analysis (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 learner's views of learning. Allwright (1982) who was a pioneer in the field of strategy analysis, started from the students' perceptions of their needs in their own terms. It is Allwright (1982) who makes a distinction between *needs* (the skills which a student sees as being relevant to himself or herself), *wants* (those needs on which the students put high priority in the available, limited time), and *lacks* (the differences between the student's present competence and the desired competence). His ideas were adopted later by Hutchinson and Waters (1987), who advocate a learning-centered approach in which learning needs play a vital role. If the analyst, by means of target situation analysis, tries to find out what learners do with language , learning needs analysis will tell us "what the learner needs to do in order to learn" (Hutchinson and Waters, 1987 : 54). Obviously, they advocate a process-oriented approach, not a product or goal-oriented one. For them ESP is not " a product but an approach to language teaching which is directed by specific and apparent reasons for learning " (Hutchinson and Waters, 1987 :16). 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).

Jordan (1997 :26) quotes Bower (1980) who has noted the importance of learning needs:

If we accept ... that a student will learn best if what he wants to learn, less well what he only needs to learn, less well still what he either wants or needs to learn. It is clearly important to leave room in a learning program for the learner's own wishes regarding both goals and processes.

Hutchinson and Waters (1987) definition of wants (perceived or subjective needs of learners) corresponds to learning needs. Similar to the process used for target needs analysis, they 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 following:

1. Why are the learners taking the course?
 - Compulsory or optional;
 - Apparent need or not;
 - Are status, money, promotion involved:
 - What do learners think they will achieve?
 - What is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?
2. How do the learners learn?
 - What is their learning background?
 - What is their concept of teaching and learning?
 - What methodology will appeal to them?
 - What sort of techniques bore/alienate them?
3. What sources are available?
 - Number and professional competence of teachers?
 - Attitude of teachers to ESP;
 - Teachers' knowledge and attitude to subject content'
 - Materials
 - Aids
 - Opportunities for out-of-class activities.
4. Who are the learners?
 - Age / sex / nationality'
 - What do they already know about English?
 - What subject knowledge do they have?
 - What are their interests?
 - What is their socio-cultural background?
 - What teaching styles are they used to?
 - What is their attitude to English or to the culture of English-speaking world?

Finally, as Allwright (1982) says the investigation of learners' preferred learning styles and strategies gives a picture of the learners' conception of learning.

Means Analysis

Means analysis investigates 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 (1994 : 125) suggest that means analysis provides " information about the environment in which the course will be run" and thus attempt 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 " (Dudley-Evans and St. John,1998;124), and that, as noted above, ESP syllabus should be sensitive to the particular cultural environment in which the course will be imposed, or as Jordan (1997) says it should provide us with a tool for designing an environmentally sensitive course. Swales (1989) lists five factors which relate to the learning environment and should be considered by syllabus specialists if the course is to be successful. These considerations are :

- Classroom culture
- EAP staff
- Pilot target situation analysis
- Status of service operations
- Study of change agents

Attitudes

Definition

A number of definition of attitude have been advanced , all of which emphasize that attitudes are general and enduring positive or negative feelings about an object , person or issue (Cacioppo and petty 1982:189).The following are typical definitions cited by Allport(1954 , in Warren and Jahoda (eds.) , 1966:24):

Attitude =The specific mental disposition towards an incoming (or arising experience , whereby that experience is modified, a condition of readiness for a certain type activity. (Warren , Dictionary of Psychology , 1934.)

An attitude is a set of mental disposition of the human individual to act for or against a definite object.(Droba ,1933.)

An attitude is a mental and neural state of readiness , organized through experience ,exerting a directive or dynamic influence upon the individuals response to all objects and situation with which it is related (Allport , 1935).

There is general agreement that a person's attitude toward some objects constitute a predisposition on his or her part to respond to the object in a consistently favorable or unfavorable manner (Allport ,1934 quoted by Ajzen ,and Fishbein , (1973:41).This disposition is often regarded as comprising three components are (1) feelings (affective component)that people have toward an attitude object which me be good or bad. If an individual feels bad or feels bad about an attitude objects we would say that he or she has affect toward the members of that class of objects represented by the attitude object (2)thoughts or ideas or a set of reasons for feelings and acting that way (cognitive component) which are inferred from consistent and similar responses that people make to different stimuli and(3)predispositions to act in predictable ways(cognitive or behavioral component).That is, one views something in certain ways and has some emotional reactions to it and, therefore , may be assumed to behave on his basis Edwards, 1982).

Two points may be made here .First , although the three components of attitude are generally closely related , there may exist inconsistency , for instance , between the affective and behavioural components. The second is that "there is confusion between beliefs and attitudes .Attitude includes belief as one of its components"(Edwards,1982:20).To measure attitude one expressed would need to investigate "the respondent "feelings about his expressed belief(Edward ,Ibid).

Function

Attitudes can perform several kinds of functions .Four functions are considered to be most important and beneficial to an individual's personality (Cacioppo et.al.1982:189 , 190).These are (1) The utilitarian or instrumental function –helps people to adjust to their environment , by maximizing the likelihood of gaining social rewards and advancement from the environment. (2)The ego-defensive function-helps people to defend their ego and enhance their self-esteem , by avoiding unpleasant truths about themselves or about others. (3)The value expressive function-allows them to express their fundamental values , by deriving satisfaction from expressing a position congruent with personal values and self –concept. (4)The knowledge function-helps people to understand the people and events around them , by organizing and simplifying a very complex input from their environment(Cacioppo et al 1982:Ibid).

Classification

Gardner (1985&elsewhere) classifies attitudes along a dimension of specificity or generality .Thus , attitudes toward learning the second language and attitudes of the learner toward the ethnic group which speaks the language are relatively specific in that the attitude objects are limited and definite. On the other hand, like interest in foreign languages are more "general" because they do not relate directly attitudes to a particular language , language community or course of instruction. Another way of classifying attitudes is as either educational or social .Specific attitudes such as attitudes toward the teacher, the course learning the language etc .are classified as educational .In each case the attitude is related to the educational aspects of second language acquisition.

Attitudes , specific or general , which focus on the cultural implications of second language acquisition are classified as social attitudes. Instances of specific social attitudes would be attitudes toward French Canadian , or to European French. Attitudes such as ethnocentrism and anomie are generalized attitudes which are classified as social attitudes because , like attitudes toward French Canadians ,they refer to the individual's attitudinal dispositional towards groups.

Attitudes are also classified according to their relevance to second language achievement. Some attitudes are regarded as more relevant to the task of learning a second language than the others. Attitudes toward learning French are considered more relevant to learning French than "interest in foreign languages" because an attitude measure like "attitudes toward learning "French" is relatively specific in that the attitude object. On the other hand , a measure like interest in foreign language is more general in that the attitude object foreign language is more than one language and could involve many activities , such as learning them , speaking them and hearing them(Gardner, 1985:Ibid).

Heyde (1979:28) classified attitudes into two categories: external and internal- External attitudes refer to those evaluations the learner directs towards factors outside himself. Gardener (1985) categorizes attitudes into educational and social types .Both educational and social attitudes produce motivation to learn language , while educational attitudes are attributes which relate directly to the classroom. Thus , students with positive educational attitudes are generally believed to feel at ease in the classroom situation .On the other hand, strong positive social attitudes may produce anomie (a feeling of social alienation),while negative feeling toward the target language produces a kind of solidarity termed Machiavellian motivation. Internal attitudes (or self-esteem)which are idiosyncratic are the sum of person's attitudes toward himself or herself.

To sum up , attitudes are viewed as a social and psychological basis for sustaining motivation. Other attitudes that might also be closely related to motivation are interest in learning foreign languages in general, a desire to do well in one's studies , and the like. On the other hand , learners with ethnocentric attitudes will show hostility towards foreigners and towards their values.

Having examined attitudes and having seen that attitudes provide a social and psychological basis for sustaining motivation let us turn to consider motivation

Motivation

Definition

Brown , an applied linguist , (1981) defines motivation as:

An inner drive , impulse, emotion or desire that moves one to a particular action...It can be global , situational or task oriented .(pp.121-123).

McGeoch and Irion ,psychologists , define motivation as follows:

A motive or motivation condition is any condition of the individual which initiates and sustains his behavior , orients him toward the practice of a given task , and which defines the adequacy of his activities and the completion of the task. (Cited in Rivers 1969p.81)

The committee which prepared the report "Motivation in Foreign language learning " for the Northeast Conference 1970 defines motivation as follows:-

We have understood that motivation is a force or incentive within a person , that person's needs , ideas , organic state and emotions. Tursi, (1970:34 quoted by Alatis 1976:267)

Importance of Motivation to Second Language Learning

The Committee which prepared the report for the Northeast Conference 1970 , in its definition of motivation , points out to the importance of motivation in foreign language learning :

We have understood motivation as the process of providing with a motive or motives , the stimulation and maintenance of an inactive interest in foreign language and FL culture. (Ibid:267).

Lambert in his studies (1961) found that two independent factors underlie the development of skills in learning a second language : an intellectual capacity and an appropriate attitudinal orientation toward the other language group coupled with a determined motivation to learn the language (pp. 155-156) and Pimsleur points to the same factors .He states: The two biggest factors are the very general ones of verbal IQ and motivation (Pimsleur 1961:16.cited in Rivers 1969 p.81)

Needs and Motivation

Human have more or less innate needs and desires which underlie motivation and which differ in intensity s according to environmental differences .Many psychologists believe that the human organism has certain desires or needs which underlie motivation .Six desires or needs are frequently mentioned .These are (i) the need for exploration , that is discovering the unknown (ii) the desire to manipulate features of the environment to bring about change(iii)the need for both physical and mental ability , (iv)the need for stimulation , the need to be stimulated by the

environment , by other people , or by ideas , thought and feelings (v)the desire to know and understand (vi)finally , the need for ego enhancement for the self to be accepted and valued by others(Brown 1980:112-113)

Previous related studies:

Heitham Kamal E. Hashim (2010) conducted a master's study on EAP in Sudan, Khartoum University, the School of Business Administration. The study is entitled " The Relevance of Academic Business English Textbooks to Students' Studying Needs". Hashim tries to find out how relevant is the textbook, which is taught for the EAP students at the School of Business Administration. In the literature of the study, Hashim introduces a historical background about the field of ESP, its origins, development, and branches. The researcher also gives an overview about Business English (BE). The study's data collection tools are a presentation of unit one of the textbook under study (English 2) and a student oriented questionnaire and an interview with EAP teachers and another interview with core subject teachers at Khartoum University. The following are the major findings of the study:

- The students in question do not need English language to study courses in their specialization. However, they need to learn vocabulary and terminologies in the field of business.
- The textbook (English 2), is very useful because it provides the students with the appropriate terminologies.
- The textbook under study is designed only to develop the students' reading skills, however, it pays no attention to the speaking, listening and writing skills.
- There is an agreement among the subject teachers, that the students need to develop their English language skills.
- According to the English course teachers, the objective of teaching the textbook under study is to teach business terminologies.
- The students have a positive attitude towards the textbook under study.

Hashim recommends the use of needs analysis-based syllabus to satisfy all the learners' needs.

Mazdayasna and Tahririan (2008) conducted a research paper on ESP in Iran. The study investigates the foreign language learning needs of medical science students, studying in the faculty of nursing and midwifery in Iran. 681 undergraduate students as well as 168 subject specific instructors and 6 EFL instructors participated in the study. In the literature of the study, the researcher introduces some types of needs analysis as well as definitions of some terms in ESP field. An interview and a questionnaire are used to collect data. The findings of the study reveal students' desire to achieve development in the language skills before they attend their specialized courses, because they need to use Persian and English sources to study their subject. Over one-third of the students expressed their dissatisfaction with the number of students in each class, the teaching methodology used, the method of evaluation, the content of the textbooks, and the amount of foreign culture taught in the class. Equally, the subject specific instructors' responses revealed a dissatisfaction with their students' language skills. They inferred that the course does not fully prepare the students to embark on their studies, because it does not sufficiently take into account their learning needs, their present level of foreign language proficiency and a clear statement of the course objectives. Similarly, the course does not take into account the resources available in terms

of staff, material, equipment finance, time constraints, the skills of teachers, and the teachers' knowledge of specific area. Among the recommendations of the study is the considering of both learners' learning needs and the present level of foreign language proficiency of the students.

Fatemeh Nikui Nezhad (2007) conducted a research paper on ESP at Kashan University, in Iran. The study tries to report the results of an academic English needs analysis carried out at Kashan University among three different majors, electrical engineering, Persian literature, and chemistry. A questionnaire is used to collect the needed data. The attitude of learners towards their class materials and ESP courses are analyzed statistically. In the literature of the study, the researcher introduces different types of needs and illustrates the importance of implementing needs analysis in the process of syllabus design. The study concludes with some pedagogical implications to improve and develop ESP course, materials and methodology.

Ali. H & Salih. A (2013) conduct a research paper under the title ' Perceived Views of Language Teachers on the Use of Needs Analysis in ESP Materials Writing'. The aim of the study is to investigate EFL teachers' beliefs and views about needs analysis use and practices in the ESP/EAP tertiary context of the Sultanate of Oman. The participants of the study are (55) EFL teachers. They responded to the study's questionnaire. The study concludes that needs analysis has to be encouraged and learners' needs are of utmost importance ESP/EAP materials writing. The findings of this study show that the vast majority of EFL teachers are in favour of using needs analysis as a basis for ESP/EAP materials writing and they believe that it is a significant factor in successful ESP materials development.

Ibrahim.A (2010) writes a paper under the title ' ESP at the Tertiary Level: Current Situation, Application and Expectations'. In the literature of the study, the researcher focuses on the definitions of the terms ESP, EAP, absolute characteristics of ESP and variable characteristics of ESP. According to Ibrahim.A (2010) English for specific purposes (ESP) is an obligatory subject for the first two level at Sudanese universities. It is taught as a university requirement. He also states that, the students obsess is how to pass the examinations not to achieve any development in the language field and the teachers concentrate on the content rather the skills, which the students ought to gain.

Ibrahim.A (2010) states that most of the students in Sudanese universities feel discontent with EAP courses which are taught, because they do not meet their needs. He also states that the EAP teachers in Sudanese universities concentrate on teaching general English rather than ESP. Ibrahim.A (2010) recommends the use of modern technology like computer in teaching ESP courses. He also calls for the change from teacher-centered approach to student-centered approach in teaching ESP courses.

METHODOLOGY OF THE PAPER

Introduction

The present research uses the descriptive analytical research method . The research was conducted by 62 students who belong to the Department of computer sciences in Hgel college. besides 12 teachers from the departments of English language and computer sciences. The research attempts to evaluate and investigate the ESP syllabus which is being taught in Hagel college.

Data Collection Tools

The data upon which the analyses and discussion are made were obtained via questionnaires and interview analysis. The questionnaire is oriented to the ESP students. Where as the interview is oriented to the English language teachers in computer sciences department.

The researcher uses the computer program (SPSS) to analyze the questionnaires data. The interview will be analyzed qualitatively. Hutchinson and Waters (1993) checklist of criteria for objective and subjective analyses will be used to analyze the ESP syllabus of computer sciences in Hegel college.

Construction of the Students' Questionnaire

The students' questionnaire consists of 18 items. The researcher uses likert scaling (strongly agree, agree, neutral, disagree, strongly disagree).The respondents are asked to answer each item by putting a tick in the column that represents their opinions. The researcher takes into consideration the level of proficiency of the students, so the instructions of the students' questionnaire are clear and direct.

All the items in the questionnaire have been developed by the researcher to cover the three research questions, which are introduced in chapter one.

Construction of the Interview

The structured interview was prepared already. The interview consists of 11 questions. The interviewee has to choose from the given choices the choice that represents her opinion for each of the 11 questions.

Reliability

Reliability means the stability of the scale and not decreasing with itself, any measure that gives the same results, the potential is equal the value of CronbachK,s alpha if re-replied to the same samples.

Validity

Face validity is the act of getting information first hand, that is coming face to face with the interviewees.

DATA ANALYSIS AND DISCUSSION

Introduction

This chapter deals with the content analysis of the computer sciences syllabus in Hegel college under the study, the analysis of the ESP computer sciences questionnaire and the students' questionnaire. It also deals with the structured interview with the computer sciences teachers.

Content Analysis of the computer sciences syllabus

The questionnaire analysis of ESP students:

This data has been collected through the questionnaire that was distributed to 80 ESP computer sciences students. The researcher received 62 of them, collected and analyzed.

The interview analysis of the ESP computer sciences teachers:

This data has been collected through the interview that was distributed to 15 ESP computer sciences teachers collected and analyzed.

Questionnaire Analysis

Hypothesis one

At the end of your studies and in relation to your acquired knowledge of ESP, you haven't become able to listen to lectures present in English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	52	83.9	83.9	83.9
	neutral	2	3.2	3.2	87.1
	disagree	8	12.9	12.9	100.0
	Total	62	100.0	100.0	

83.9% of ESP students responded yes that they have not become able to listen to lectures presently in English while 3.2% neutral and 12.9% disagreed.

At the end of your studies and in relation to your acquired knowledge of ESP, you haven't become able to speak English fluently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	48	77.4	77.4	77.4
	neutral	2	3.2	3.2	80.6
	disagree	12	19.4	19.4	100.0
	Total	62	100.0	100.0	

77.4% of ESP students agreed that they have not become able to speak English fluently where as 3.2% neutral and 19.4% disagreed.

At the end of your studies and in relation to your acquired knowledge of ESP, you haven't become able to read general English easily

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	45	72.6	72.6	72.6
	neutral	3	4.8	4.8	77.4
	disagree	14	22.6	22.6	100.0
	Total	62	100.0	100.0	

72.6% of ESP students responded positively that they have not become able to read general English easily while 4.8% neutral 22.6% disagreed

At the end of your studies and in relation to your acquired knowledge of ESP, you haven't become able to read ESP easily

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	50	80.6	80.6	80.6
	neutral	5	8.1	8.1	88.7
	disagree	7	11.3	11.3	100.0
	Total	62	100.0	100.0	

80.6% of ESP students answered yes that they have not become able to read ESP easily where as 8.1% neutral and 11.3% answered no.

At the end of your studies and in relation to your acquired knowledge of ESP, you haven't become able to write English correctly

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	46	74.2	74.2	74.2
neutral	8	12.9	12.9	87.1
disagree	8	12.9	12.9	100.0
Total	62	100.0	100.0	

74.2% of ESP students responded yes that they have not become able to write English correctly while 12.9% neutral and 12.9% answered no.

At the end of your studies and in relation to your acquired knowledge of ESP, you haven't become able to listen conference/talk present by experts in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	43	69.4	69.4	69.4
neutral	4	6.5	6.5	75.8
disagree	15	24.2	24.2	100.0
Total	62	100.0	100.0	

69.4% of ESP students answered positively that they have not become able to listen to conference talks presented by experts in English while 6.5% neutral and 24.2% disagreed.

At the end of your studies and in relation to your acquired knowledge of ESP, you haven't become able to exchange views with foreign experts in formal and informal situations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	37	59.7	59.7	59.7
neutral	10	16.1	16.1	75.8
disagree	15	24.2	24.2	100.0
Total	62	100.0	100.0	

59.7% of ESP students agreed that they have not become able exchange views with foreign experts in formal and informal where as 16.1% neutral and 24.2% disagreed to

At the end of your studies and in relation to your acquired knowledge of ESP, you haven't become to write a reports about computer science using documentation printed in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	48	77.4	77.4	77.4
neutral	5	8.1	8.1	85.5
dis agree	9	14.5	14.5	100.0
Total	62	100.0	100.0	

77.4% of ESP students said yes that they have not be come able to write a report about computer sciences while 8.1%neutral and 14.5% said no.

At the end of your studies and in relation to your acquired knowledge of ESP,you haven't become to find ajob where ESP is requiried

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	49	79.0	79.0	79.0
neutral	1	1.6	1.6	80.6
disagree	12	19.4	19.4	100.0
Total	62	100.0	100.0	

79% of ESP students agreed that they have not become to find a job where ESP is required while 1.6%neutral and 19.4% disagreed.

At the end of your studies and in relation to your acquired knowledge of ESP , you haven't become to conduct further research

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	50	80.6	80.6	80.6
neutral	3	4.8	4.8	85.5
disagree	9	14.5	14.5	100.0
Total	62	100.0	100.0	

80.6% of ESP student agreed that they have not become able to conduct further research where as 4.8% neutral and 14.5%disagreed.

Hypothesis Two:

The skills you are concentrated on are only the receptive skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	53	85.5	85.5	85.5
disagree	9	14.5	14.5	100.0
Total	62	100.0	100.0	

85.5% of ESP students agreed that the skills they are concentrated on are only receptive skills while 14.5disagreed.

your attitude towards English as an ESP syllabus is unfavorable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	45	72.6	72.6	72.6
	disagree	17	27.4	27.4	100.0
	Total	62	100.0	100.0	

72.6% of ESP students responded positively that their attitude towards an ESP syllabus is unfavorable where as 27.4% said no.

Do you find the hours provided in ESP is insufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	43	69.4	69.4	69.4
	neutral	14	22.6	22.6	91.9
	disagree	5	8.1	8.1	100.0
	Total	62	100.0	100.0	

69.4 of ESP students answered yes that the hours provided for ESP syllabus are insufficient where as. 22.6% neutral and 8.1% answered no.

Hypothesis Three**English is important for your both your studeis and careers**

		Frequency	Percent
Missing	agree	56	90.3
	netrual	1	1.6
	disagree	5	8.1
	Total	62	100.0

90% of ESP students agreed that English is important for both studies and future careers while 1.6% neutral and 8.1% disagreed.

The aspects of English you find most difficult are in ESP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	58	93.5	93.5	93.5
	disagree	4	6.5	6.5	100.0
	Total	62	100.0	100.0	

93.5% of ESP students responded yes that the aspects of English they find most difficult are in ESP where as 6.5% responded no.

you don't use books documentation in your own field printed in English presently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	46	74.2	74.2	74.2
	neutral	8	12.9	12.9	87.1
	disagree	8	12.9	12.9	100.0
	Total	62	100.0	100.0	

74.2% of ESP students agreed that they don't use books documentation presently print in English where as 12.9%neutral and 12.9% disagreed.

Your English isn't making progress presently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	39	62.9	62.9	62.9
	disagree	23	37.1	37.1	100.0
	Total	62	100.0	100.0	

62.9% of ESP students replied that their English is not making progress presently while 37.1%y replied negatively.

Interviews Analysis

Hypothesis one

Are THE ESP syllabus taught at college usually not based on results and finding of needs analysis ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	66.7	66.7	66.7
	no	4	33.3	33.3	100.0
	Total	12	100.0	100.0	

66.7% of ESP **teachers** said yes that syllabus taught at college not based on results and findings of needs analysis while 33.3% said no.

Are the kinds of ESP courses materials taught in the college not teachers comptied ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	9	75.0	75.0	75.0
	no	3	25.0	25.0	100.0
	Total	12	100.0	100.0	

Yes 75% of ESP teachers answered yes the kinds of ESP course materials taught in the college not teachers-compiled while 25% answered no.

Do you as a teachers of ESP teach ready made syllabus ?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	12	100.0	100.0	100.0

100% of ESP teachers responded collectively that the teachers of ESP teach ready made syllabus.

Are the computer science studentsun aware of THE ESP syllabus objective ?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	11	91.7	91.7	91.7
no	1	8.3	8.3	100.0
Total	12	100.0	100.0	

91.7% of ESP teachers replied yes that unaware of ESP syllabus objectives where as 8.3% replied no.

Hypothesis Two**Are the ESP student needs in the college negnected ?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	10	83.3	83.3	83.3
no	2	16.7	16.7	100.0
Total	12	100.0	100.0	

83.3% of ESP teachers responded positively that the ESP students needs in the college are neglected while 16.7% responded no.

Are THE ESP student in the college not keen on bing involved in THE ESP syllabus that they learn ?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	9	75.0	75.0	75.0
no	3	25.0	25.0	100.0
Total	12	100.0	100.0	

75% of ESP teachers answered yes that the ESP students they are not involved in the e ESP syllabus that they learned while 25% answered no.

Is THE ESP syllabus which is taught to computer science students irrelevant to the students field ?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	11	91.7	91.7	91.7
no	1	8.3	8.3	100.0
Total	12	100.0	100.0	

91.7% of teachers ESP syllabus which is taught to computer sciences student is irrelevant to the student field while . 8.3% of them responded the opposite .

Dose the college have a system for engaging the students reviewing the syllabus extarnally ?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	7	58.3	58.3	58.3
no	5	41.7	41.7	100.0
Total	12	100.0	100.0	

58.3% of ESP teachers responded yes that the college has a system for engaging in reviewing the syllabus while 41.7% responded no.

Hypothesis Three

Do you think that ESP syalbus doesn't fulfil the students occupational needs ?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	9	75.0	75.0	75.0
no	3	25.0	25.0	100.0
Total	12	100.0	100.0	

75% of ESP teachers responded yes that ESP syllabus does not fulfill the students occupational needs while 25% responded no.

Are ESP syalbus in the college organized and externally ?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	10	83.3	83.3	83.3
no	2	16.7	16.7	100.0
Total	12	100.0	100.0	

83.3% of ESP teachers answered yes that the ESP syllabus in the college organized externally while 16.7% answered no.

Testing the Hypotheses***Hypothesis 1***

The college lacks in strategic objectives in ES P syllabus.

According to the statistical results, 18.3% answered no, 7.1% neutrals and 74.6% of the samples' responded yes which supported the hypothesis. This result has proved that the hypothesis is accepted.

Hypothesis 2

The syllabus does not fulfill the students needs.

According to the statistical results, 10.4% answered no, 11.2% neutral and 68.4% of the samples' responded yes which supported the hypothesis. This result has proved that the hypothesis is accepted.

Hypothesis -3

Students are not capable of bridging the gap between EAP&EOP.

According to the statistical results, 16.2% answered no, 3.6% neutrals and 80.2% of the samples' responded yes which supported the hypothesis. This result has proved that the hypothesis is accepted.

Interview Testing Hypotheses:***Hypothesis - 1***

The college lacks in strategic objectives in ES P syllabus.

According to the statistical results, 16.7% answered no and, 83.3% of the samples' responded yes which supported the hypothesis. This result has proved that the hypothesis is accepted.

Hypothesis -2

The syllabus does not fulfill the students needs.

According to the statistical results, 29% answered no and 71% of the samples' responded yes which supported the hypothesis. This result has proved that the hypothesis is accepted.

Hypothesis -3

Students are not capable of bridging the gap between EAP&EOP.

According to the statistical results, 20.8% answered no, and 79.2% of the samples' answered yes which supported the hypothesis. This result has proved that the hypothesis is accepted.

All in all, the empirical evidence obtained from these two sources appeared to confirm the hypotheses, formulated in this research that most of computer sciences syllabus which is taught to computer sciences ESP students in Hagel college are not based on students needs.

CONCLUSION, FINDINGS AND RECOMMENDATIONS

Conclusion

This research has primarily been concerned with the investigation and evaluation of computer sciences ESP syllabus in Hagel college in Tabuk University. It has specifically addressed the following three questions:

1. Does the college , adopt strategic objectives in ESP syllabus to improve students of ESP standard.
2. 2-To what extent does the syllabus fulfill the students of ESP needs?
3. 3-Are the students of ESP capable of bridging the gap between EAP&EOP?

To find answers to these three research questions, two sources of data were utilized:

1. A questionnaire was designed and administered to the computer sciences ESP students for a sample of 62 students,.
2. Another was an interview which was designed and administered to a representative sample of 12 computer sciences ESP teachers

Both the questionnaire and the interview were designed to investigate and evaluate whether the ESP syllabus has adopted strategic objectives , satisfied the students needs and if it helps students in future careers.

Findings

The results obtained from the analysis of the data collected via the students' questionnaire and teachers interview have shown that the ESP syllabus of computer sciences does not involve strategic objectives. This provides answer to the first question and confirms the hypothesis that The college lacks in strategic objectives in ESP syllabus.

Moreover, the results of the analysis of the students' questionnaire and the teachers interviews have shown that the ESP computer sciences syllabus does not fulfill the students needs .This provide an answer to the second question and confirms This provides an answer to the third question and confirms the hypothesis that The syllabus does not fulfill the students needs.

Added to that the result obtained from the analysis of the data collected via the students questionnaire and teachers interview have shown that of the ESP students are not capable of bridging the gab between EAP and EOP. This provides an answer to the third question and confirms the hypothesis that Students are not capable of bridging the gab between EAP&EOP.

To sum up, the results of data analysis obtained from these two sources confirm the hypotheses formulated in this research that the ESP syllabus lack in strategic objectives , the syllabus does not fulfill the student needs and ESP students are not capable of bridging the gab between EAP and EOP.

Recommendations

In the light of these findings, the researcher recommends the following:

- i. It is advisable to have strategic objectives in the computer sciences ESP syllabus.
- ii. Also I suggest the ESP syllabus taught at college be based on results and finding of needs analysis.
- iii. I recommend the kinds of ESP course materials to be teachers compiled.

- iv. I recommend that the ESP syllabus not to be readymade.
- v. I suggest that the ESP syllabus to be capable of fulfilling the students needs.
- vi. I suggest the ESP students of computer sciences to be aware of the ESP syllabus objectives.
- vii. It is advisable that the ESP syllabus to be provided sufficient hours.
- viii. I recommend that the ESP students not to be only concentrated on the receptive skills.
- ix. I suggest to remove the difficulties that students face in ESP.
- x. I suggest that the ESP students to use books and documentation in their own field printed in English.

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