



**Hebron University**

**Faculty of Graduate Studies**

**English Department**

**Analyzing the English Language Needs of Students at the College of Professions and  
Applied Sciences at Hebron University**

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## DEDICATION

I am honored to dedicate this work to the individuals who have contributed in various ways to the success of this study making it an unforgettable experience for me.

I extend my sincerest gratitude to God Almighty who has been my constant guide and source of strength in my everyday life. I am truly grateful for your presence and guidance, especially during challenging times.

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## LIST OF ABBREVIATIONS

1. College of Professions and Applied Sciences	CPAS
2. Hebron university	HU
3. English for specific purposes	ESP
4. English for academic purposes	EAP
5. English for occupational purposes	EOP

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## **ABSTRACT**

English has become an essential means of communication and education across various domains. One of the fields where it is increasingly used is professions and applied sciences. As this specialization gains more significance, new studies are being conducted to gain a better understanding of the needs and requirements of professions and applied sciences students worldwide. These studies aim to investigate the challenges encountering students in this field and to identify ways to improve the quality of education offered to them. The purpose of this study was to determine the English language requirements of students at the College of Professions and Applied Sciences at Hebron University. Using Hutchinson and Waters' (1987) approach to needs analysis, the study explored the viewpoints of both students and instructors on the English language skills and sub-skills necessary for success at HU. The study also examined the learners' perceptions of the language sub-skills they wished to receive training in, as well as the opinions of both learners and instructors on the course currently offered. To gather data, a quantitative method was employed, using an adapted questionnaire for both learners and instructors, as well as qualitative methods in the form of a structured interview with the course instructor. The findings showed that all English language skills and sub-skills are crucial for success in college, with students ranking reading as their top priority and instructors choosing writing and reading as the most important skills. The students evaluated their proficiency level in various English language skills as high in listening, reading, writing, vocabulary, and average in speaking, communication, and grammar. The students expressed their need for training in various suggested English language sub-skills as outlined later in the thesis. Overall, the findings indicated that the majority of instructors and students had positive perceptions and attitudes towards the effectiveness of the offered course (English

Language D0120) with a few suggested modifications to meet the students' desires and needs.

## ARABIC ABSTRACT

### ملخص

اصبحت اللغة الانجليزية وسيلة أساسية للتواصل والتعليم في مختلف المجالات. والمجالات التي يتم الطلب عليها بشكل متزايد هي المهن والعلوم التطبيقية. ومع اكتساب هذا التخصص أهمية أكبر، يتم اجراء دراسات جديدة للحصول على فهم افضل لاحتياجات ومتطلبات طلاب المهن والعلوم التطبيقية في جميع انحاء العالم، وتهدف هذه الدراسات الى دراسة التحديات التي يواجهها الطلاب في هذا المجال وتحديد سبل تحسين جودة التعليم المقدم لهم. هدفت هذه الدراسة الى تحديد متطلبات اللغة الانجليزية الخاصة بطلاب كلية المهن والعلوم التطبيقية في جامعة الخليل. من خلال تطبيق منهج Hutchinson and waters (1987) لتحليل الاحتياجات، فقد كشفت الدراسة وجهات نظر كل من الطلاب والمدرسين حول مهارات اللغة الانجليزية والمهارات الفرعية اللازمة للنجاح في جامعة الخليل. كما تناولت الدراسة تصورات الدارسين للمهارات اللغوية الفرعية التي يرغبون في التدرب عليها، بالإضافة الى آراء الطلاب والمدرسين حول المساق المطروح في الكلية. اما فيما يتعلق بجمع البيانات، تم استخدام الطريقة الكمية وذلك باستخدام استبيانات لكل من الطلاب والمدرسين، بالإضافة الى الطريقة النوعية ممثلة بمقابلة مع مدرس المساق المطروح في الكلية. أظهرت النتائج أن جميع مهارات اللغة الانجليزية والمهارات الفرعية ضرورية للنجاح في الكلية، حيث صنف الطلاب القراءة كأولوية قصوى لهم، أما المعلمون فاعتبروا الكتابة والقراءة أهم المهارات. كما قام الطلاب بتقييم مستوى كفاءتهم في مهارات اللغة الانجليزية المختلفة على أنه مرتفع في الاستماع والقراءة والكتابة والمفردات، ومتوسط في التحدث والتواصل والقواعد. كما اعرب الطلاب عن حاجتهم للتدريب على مختلف المهارات الفرعية المقترحة للغة الانجليزية كما هو موضح لاحقا في هذه الرسالة. أخيراً، أشارت النتائج إلى أن غالبية المعلمين والطلاب لديهم تصورات واتجاهات إيجابية نحو فعالية المساق المقدم لهم، مع الحاجة لبعض التعديلات المقترحة لتلبية رغبات الطلاب واحتياجاتهم.

# **CHAPTER ONE**

## **BACKGROUND AND PROBLEM**

### **1.1 Introduction**

The educational system worldwide is developing. Many universities have supported and recognized the need for this development in education. In addition, the continuous development in the world of technology and science has created the need for students to master the language of technology and science for academic and occupational purposes since English is an international language.

The educational system nowadays focuses on the learners. It acknowledges that learners have different needs and wishes that influence their motivation to learn and the effectiveness of their learning. This acknowledgment spots the light on the bloom of English for specific purposes (ESP).

Bader (2002) pointed out that the development of ESP courses is based on the identification of learners' needs in various fields. This means that needs analysis is obligatory in designing ESP courses. Therefore, the ones who are in charge of designing a course should consider analyzing students' needs and recognizing what they want to learn. Schreurs & Dumbraveanu (2014) argued that "The main challenge is to change the university teachers' mentality regarding the course design." (p.32)

Hebron University in Palestine opened a new college in 2017, the College of Professions and Applied Sciences (CPAS). This study aims to confidently investigate and determine the English language requirements of students at this college in an effort to help design a specific English course for them instead of the "General English" course currently offered which has not been developed with

consideration for the actual requirements of the students, as identified through research.

## **1.2 Statement of the Problem**

When designing any educational program, those who are concerned with designing this program should take in consideration the importance of the English language since it is a global tongue and students have the right to learn what they need for their academic and professional lives. Educational program designers should always consider the students' needs and wishes.

The researcher has been inspired to carry out this study to explore the students' English language needs at the College of Professions and Applied Sciences (CPAS) at Hebron University after learning from Doctor Hazem Bader from the English department at HU that they are currently working on establishing a diploma program titled “English for Professional Purposes” at the CPAS. And since the English language course offered to students at the College is of general nature, and was not created based on research about what students really need, and as students have the right to learn what they need to properly function in their education, the researcher decided to carry out this research. The researcher hopes this research would offer results that can contribute to designing specific English courses that suit students at the College and help them advance their professional English.

## **1.3 Purpose of the Study**

This study has the following purposes:

1. To examine the English language needs of students at the CPAS at HU according to their own perceptions.

2. To examine the English language needs of students at the CPAS at HU according to their instructors' perceptions.
3. To provide course designers, teachers and those who are in charge of education at Hebron University with guidelines that help develop new ESP courses for students at the CPAS.

#### **1.4 Significance of the Study**

1. This study is a needs analysis that can be used as a guide to help in designing appropriate courses for students in the CPAS.
2. This study will expectedly be a considerable contribution in giving answers to any person in authority for professions and applied sciences students' English language needs to help in improving teaching at the CPAS at Hebron University.
3. This study will spot light on the importance of needs analysis in the educational process as an important step before making any decisions when implementing any new courses.
4. This research can contribute to the literature of ESP and needs analysis in Palestine.
5. This study will hopefully develop students' understanding/awareness about the relevance between English language and their professions.
6. This research is hoped to encourage other researchers to start investigating similar topics.

#### **1.5 Research Questions**

**This study will address the following questions in order to achieve its aims:**

1. What are the English language needs of Professions and Applied Sciences students at Hebron University on the basis of their perceptions?



- A. How important/necessary are the English language skills to Professions and Applied Sciences students at Hebron University?
  - B. What are the English language lacks of Professions and Applied Sciences students at Hebron University?
  - C. What are the English language wants of Professions and Applied Sciences students at Hebron University?
  - D. To what extent is the currently offered English course 'English language D0120' useful/relevant to Professions and Applied Sciences students at Hebron University?
2. What are the English language needs of Professions and Applied Sciences students at Hebron University on the basis of their instructors' perceptions?
    - A. How important/ necessary are the English language skills to Professions and Applied Sciences students at Hebron University?
    - B. To what extent is the offered English course 'English Language D0120' useful/relevant to Professions and Applied Sciences students at HU?

### **1.6 Research Hypotheses**

1. There are no English language needs for Professions and Applied Sciences students at HU on the basis of their perceptions.
  - A. There are no important/necessary English language needs for Professions and Applied Sciences students at HU.
  - B. There are no English language lacks for Professions and Applied Sciences students at HU.
  - C. There are no English language wants for Professions and Applied Sciences students at HU.

- D. The currently offered English course 'English Language D0120' is not useful to Professions and Applied Sciences students at HU.
2. There are no English language needs for Professions and Applied Sciences students at HU on the basis of their instructors' perceptions.
    - A. There are no important/necessary English language needs for Professions and Applied Sciences students at HU.
    - B. The offered English course 'English Language D0120' is not useful to Professions and Applied Sciences students at HU.

### **1.7 Research Methodology**

This research will use both quantitative and qualitative methods to collect data on students' needs at the CPAS at HU. The following instruments will be used:

**Questionnaires:** Professions and Applied Sciences students' and teachers' questionnaires.

**Interviews:** with teachers teaching English at the CPAS

**Participants:** students and teachers from the CPAS .

### **1.8 Limitations of the Study**

This study observes the English needs of students and instructors at the CPAS at HU. Since this study is limited to the opinions of the respondents, the findings of this study may not be generalizable or applicable to other specializations at HU, and other institutions.

### **1.9 Definition of Key Terms**

1. **ESP:** English for specific purposes (ESP), which is English that is designed for specific disciplines.
2. **ESP course:** Courses that spot the light on the needs of the learners in different fields of study. According to Dudley-Evans & St. John (1998) we use ESP for

specific teaching situations and we use different methodology from the one we use in General English.

3. **EAP:** English for academic purposes (EAP), which is concerned with academic study needs.
4. **EOP:** English for occupational purposes, which is concerned with work-related needs and training.
5. **ESAP:** It is an acronym that stands for English for specific academic purposes.
6. **Needs analysis:** It is concerned with a procedure of understanding the wishes and desires learners want. It is "the process of establishing the what and how of a course" (Dudley-Evans & St. John, 1998, p.121).

### **1.10 Conclusion**

This chapter provided a comprehensive overview of the research study by presenting the following details: the statement of the problem, which highlights the issues that the study aims to address; the purpose of the study, which explains the key objectives of the research; the significance of the study, which outlines the potential impact of the research findings; the research questions, which help guide the study's investigation; the hypotheses, which make predictions about the expected outcomes of the study; the limitations, which identify the potential constraints and restrictions of the research; the design of the study, which outlines the methodology and approach used in the research; and the definitions of key terms, which help clarify the meaning of important concepts used in the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

As a researcher in the field of applied linguistics and the English language, my work revolves around identifying and tackling issues that require improvement or resolution. One such issue that the researcher have been exploring is English for Specific Purposes (ESP), a language-teaching approach that focuses on meeting the unique needs of learners.

ESP has become increasingly popular in recent years due to its tailored approach to teaching, which is designed to cater to the specific academic and professional requirements of learners. This approach is key to motivating learners and ensuring success in the learning process, as motivation is a crucial component of language teaching.

Asking learners about their needs helps to establish a partnership between them and their instructors, placing them at the focal point of the teaching process. Additionally, the information gathered from learners can help instructors to design syllabi and courses that are better aligned with their needs, resulting in a more effective and efficient learning experience.

This chapter will cover the topic of ESP from various perspectives. It will begin by defining ESP and discussing its development, characteristics, and types. Additionally, it will explore English for professional purposes and course design. The researcher will also delve into language skills related to ESP, including writing, speaking, reading, and listening, as well as vocabulary and grammar. Furthermore,

the researcher will discuss needs analysis, defining its significance and types. Finally, the researcher will highlight several studies related to this field.

## **2.2 ESP**

### **2.2.1 Definition of ESP**

Many definitions of ESP are found in literature. Hutchinson and Waters (1987) saw ESP as an approach rather than a product. They said that ESP means that all decisions about what and how to teach should be based on the learner's own reasons for learning the language. This way of thinking focuses on what the learner needs and wants to achieve when designing and organizing ESP courses. Ken Hyland (2022) stated that English for specific purposes is "teaching with the aim of assisting learners' study or research in the particular variety of English they may need" (p.1). According to Dudley-Evans & St. John (1998), ESP - or English for Specific Purposes - is a language learning method that caters to the specific needs of learners. This means that it applies a specific methodology and activities that are tailored to the learners' needs. Furthermore, it focuses on the language that is relevant and suitable to the learners' activities in terms of grammar, vocabulary, discourse and genre.

Another definition for ESP that corresponds with Dudley-Evans & St. John (1998) definition is what John & Price-Machado (2001) stated. They demonstrated that "English for specific purposes is a movement based on the proposition that all language teaching should be tailored to the specific learning and language use needs of identified groups of students" (p.1).

Their definition agrees with what Ramirez (2015) said that "ESP is defined to fulfill specific needs of learners" (p.2). Moreover, Rahman (2015) stated that "ESP is

focused-English learning and teaching situation in which teaching methods and learning environment are different from general English" (p.24).

According to Anthony (2015) "English for Specific Purposes (ESP) is an approach to language teaching that targets the current and/or future academic or occupational needs of learners, [and] focuses on the language, skills, discourses, and genres required to address these needs..." (p. 2).

### **2.2.2 Development of ESP**

According to Hutchinson and Waters (1987), there are three reasons that contribute to the development of ESP. These reasons are:

- a. The increasing demand for English language tailored to specific requirements.
- b. Advancement in the area of linguistics.
- c. Development of educational psychology.

The first one is the expansion of demand for English to suit particular needs. Hutchinson and Waters (1987) explained that the end of the Second World War and the development of science, technology, and economy in the world has brought life into ESP. Everyone wanted to learn English as it became an international language. Moreover, it is the language of science, technology, and economy. Everyone had their reasons for learning the language; they wanted to learn what they needed. For example, lawyers wanted to learn English related to law to be up to date in their domain.

The second one, which is the development in the field of linguistics. Many studies were interested to find the methods in which language is actually used in real situation, and they found differences in teaching English in different domains

because there are different groups of learners. For example, they found differences in teaching English of commerce and teaching English of medicine. And this led to the development of ESP.

The third one, which is educational psychology. Scholars were focusing on the learners. They saw that learners' needs and desires affect their motivation and learning outcomes.

### **2.2.3 Characteristics of ESP**

According to Dudley-Evans and St John (1998), ESP has absolute and variable characteristics. Which are the following:

Absolute characteristics:

- a. It is designed to match learners' need.
- b. It uses methodologies and activities drawn from the same field that is designed for.
- c. It is centered around the language, discourse, skills, and genres that match with tasks of a specific discipline.

Variable characteristics:

- a. It is developed for certain field.
- b. It is not limited to any particular methodology.
- c. It is often designed for adults at the tertiary level.

Ziyodullayeu (2021) mentioned in his article "Notion of ESP and Its Distinctive Characteristics " that there are scholars who put different characteristics of ESP. One of them is Streven (1988). Dudley-Evans and St John characteristics of ESP (1998) agrees with Streven's characteristics of ESP (1988). Ziyodullayeu maintained:

“ Strevan (1988) puts it more clearly; to be more precise, he firmly believes in a wide gap between absolute and variable characteristics of ESP. Absolute characteristics of ESP can be perceived as coincidence of the course with learning needs, learners’ potential involvement in a certain sphere of activities and study of lexical units only pertaining to that area. Variable characteristics merely possess language skills; they dictate that one of the language skills (e.g. writing) takes priority over others during ESP courses, and they are not taught according to any pre-ordained methodology ” (Ziyodullayeu,2021,p. 43).

#### **2.2.4 Types of ESP**

Various scholars identified types of ESP. Carver (1983) identified three types of ESP. The first type is English as a restricted language, then English for academic and occupational purposes, and English for special topics.

Robinson (1991) also classified the types of ESP into two main categories. The first one is English for Occupational Purposes (EOP), which is concerned with work-related needs and training. The other one is English for academic purposes (EAP), which is concerned with academic study needs.

Robinsons' classification agreed with Dudley-Evans' classification. Dudley-Evans (1987) classified ESP into two main categories. Each one of them is classified into sub-categories. The first one is English for academic purposes (EAP), Which is classified into four categories, English for medical purposes (EMP), English for management, finance and economics (EMFE), English for science and technology (EST), and English for legal purposes (ELP). The other main category is English for occupational purposes (EOP), which is classified into two categories. English for professional purposes in administration, businesses, medicine, law, and vocational



purposes, and vocational English which is related to the language of specific professions.

## **2.3 English for Professional Purposes.**

### **2.3.1 Definition of English for Professional Purposes**

English is known as an international language that is considered the language of communication in the academic and professional world. Ruiz-Garrido and et.al. (2010) stated that English for professional purposes refers to the "actual needs of future professionals at work" (p.2).

The main aim of English for professional is mastery of the skills of the language that is connected to a certain field of study.

### **2.3.2 Historical overview**

According to Heath (1979) "The term 'special language' is applied to all the professions together, although to some extent each of the professions has its own special language" (p.115).

In her work published in 1979, Heath introduced a definition of professionals as individuals involved in the delivery of human services. She further delved into the factors that could have led to the development of "the professional" and how it affected the language used in the field. The discussion presented by Heath offered valuable insights into the dynamics of the professional world and its influence on communication.

Heath (1979) confirmed that the emergence of a specialized language used by professionals is connected to the growth of the middle class in society. Hall (2005) pointed out that "social class became a factor in the development of the professionals" (p.189). In her work, Heath (1979) demonstrated that as the middle

class expands and becomes more established, there arises a need for professionals to communicate in a more efficient and effective manner. This leads to the development of a technical vocabulary that allows professionals in different fields to communicate complex ideas and concepts with greater ease and accuracy. This professional jargon also serves as a means of establishing a sense of community and identity among professionals, which can lead to the creation of professional associations and organizations dedicated to advancing the interests of their members. Ultimately, Heath (1979) confirmed that the development of a specialized language for professionals helped to facilitate the growth and development of a middle class, which in turn contributes to the overall progress and prosperity of society.

Heath (1979) demonstrated that this particular group, unlike others, had not been bestowed with any titles or wealth. However, their hard work and dedication had led them to secure professional roles, which they had earned solely through their formal education. Their commendable achievements exemplify the power of education and the value of perseverance. Milenkova & Peicheva (2018) confirmed that "people in middle class status are involved in various structures of society and they have reached prestigious positions respectively" (p.58).

Heath (1979) made it clear that the professionals belonging to certain occupational groups allowed them to attain a higher social status associated with the upper class by adhering to conventional and well-established methods of social climbing.

With a view to strengthening their position and maintaining their superiority, they took the initiative to establish a formal association. They spared no effort in receiving comprehensive training, aimed at honing their skills and knowledge to

perfection. Moreover, they went the extra mile in developing mechanisms and strategies to prevent any potential challenges posed by amateurs who might have attempted to challenge their expertise.

Heath (1979) confirmed that in the late 1800s, the emergence of professionalism across various fields led to a conscious effort to develop a specialized vocabulary and specific formats for the presentation of knowledge. This development was a response to the increasing complexity and specialization of different fields, which required experts to communicate their ideas and findings in a more precise and effective manner. Professionals began to use technical terms that were specific to their fields, which allowed them to convey their ideas more accurately, and avoid any ambiguity or confusion. This shift towards a more specialized vocabulary allowed professionals to communicate more effectively with their peers and lay audiences alike. Furthermore, the development of new formats for presenting information, such as scientific journals, research papers, and conference proceedings, helped standardize the way knowledge was shared and disseminated. This allowed experts to share their findings more widely and contributed to the growth of various fields and disciplines in the years to come. The emergence of these new formats also paved the way for more rigorous, peer-reviewed research, which ultimately benefited society as a whole. Overall, the conscious development of a specialized vocabulary and specialized formats for presenting knowledge marked a significant shift in the way knowledge was created, shared, and disseminated during the late 19th century. This development allowed experts to communicate more effectively with each other and the broader public, which ultimately contributed to the growth and advancement of various fields and disciplines.

### **2.3.3 Main features**

Nadiya and et.al. (2021) conducted a research to figure out the main features of Professional English. Upon their analysis, it can be observed that Professional English possesses a set of unique and distinguishable characteristics that set it apart from other forms of English. These key features, upon close examination, can be identified and defined as follows:

#### **1. Specific vocabulary**

Nadiya & et.al. (2021) pointed out that "a big part of learning English for professional purposes is to learn the jargon that you will need to use and understand in your line of work" (p.107). The researchers see that if learners are seeking to learn English for professional purposes, it is crucial to grasp the jargon that is particular to their industry or area of expertise. The specific vocabulary, expressions, and idioms that are used in their field can differ significantly from those used in other areas, and being able to understand and use them accurately can be essential to success. Learning the jargon of their profession can enable them communicate more effectively with colleagues and clients, as well as give them a deeper understanding of the nuances of their work. It can also help them to be more confident and competent in their job and potentially advance their career.

#### **2. Professional discourse**

Nadiya & et.al. (2021) demonstrated that "people in almost any professional or academic situation must be good at asking for information, clarifying, interrupting, making suggestions and similar things." (p.107). The ability to engage in effective communication is a vital component of success in almost any professional or academic status. To be truly effective, individuals must be proficient in a variety of skills, such as the ability to ask for information in a clear and concise manner, seek

clarification when something is unclear, interrupt when required to ensure that important points are not overlooked, and offer constructive suggestions that can help to improve the quality of work being performed. Moreover, these skills are not only crucial for conveying ideas and information effectively but also for fostering mutual understanding and collaboration among team members. When everyone is able to communicate effectively, misunderstandings are less likely to occur, and team members can work together more efficiently to achieve shared goals. In summary, possessing a broad range of communication skills is essential for success in almost any professional or academic situation. These skills help to ensure that ideas are conveyed effectively, mutual understanding is established, and collaboration thrives.

### **3. Balanced learning process**

The process of language learning and development is a complex one, and it requires a significant amount of planning and execution for learners to make progress. Teachers must plan and execute lessons that are well-structured, engaging, and tailored to the needs of their students. Without such lessons, learners are likely to struggle to grasp the nuances of the language, and their progress may be slow and frustrating. Effective lessons should include a variety of activities and exercises that challenge learners to apply their knowledge and skills in new and meaningful ways. By providing learners with the right tools and guidance, teachers can help them to develop their language abilities and achieve their learning goals.

When the teacher is able to effectively convey the lesson, provide guidance, and engage the students, the other components necessary for a successful learning experience seamlessly come together. This is because the teacher is not simply imparting knowledge, but also creating an environment that fosters learning. Nadiya & et.al. (2021) stated that "without well-planned and well-executed lessons,

language learning and development are unlikely to take place. When the teacher gets it right, the other elements fall into place, and balance is achieved" (p.107).

A skilled teacher is able to break down complex concepts into digestible pieces, connect with students on a personal level, and provide examples that resonate with their experiences. They also know how to encourage questions and discussion, and are able to provide feedback that motivates students to continue learning. When all of these elements are in place, students are more likely to be invested in the subject matter and feel a sense of accomplishment when they are able to grasp new concepts. This results in a state of balance, where the students are motivated and able to comprehend the material being taught, which ultimately leads to better academic performance.

## **2.4 Syllabus and course design.**

### **2.4.1 Definition of syllabus design.**

In order to fulfill learners' needs and make them gain different skills, a course should be designed to meet their wishes. For Sitti Nurpahmi (2016) "course design is a series activity to design course or learning activities" (p.1). Therefore, syllabi designers utilize different instructional materials and activities. According to Nunan (1988) a curriculum is a comprehensive plan that includes the design, implementation and assessment of a language course. In addition, course design is a process of constructing quality environments and experiences for learners.

Bunan & et.al (2020) pointed out that syllabus works as a guide for learners and teachers by providing aims that need to be attained. Nunan (1988) suggested that designing a syllabus has been seen as "subsidiary component" of curriculum design. Moreover, "syllabus focuses more narrowly on the selection and grading of content" (p.8). Furthermore, Abbaspour & et al (2013) mentioned in their article that

designing a syllabus is to decide what gets taught and in what order. Their definition agrees with what Hutchinson and Waters (1987) said. They said that we can describe syllabus as a statement of what is to be learnt.

#### **2.4.2 Types of syllabi.**

There are many types of syllabi. Sabbah (2018), mentioned that there are two distinct types of syllabi. The first one is product oriented syllabus; the other is the process oriented syllabus.

Sabbah (2018) explained that the product oriented syllabi spotlight on what learners learn as a result of instruction and it list a defined items to be learnt. In addition, she provided different types of syllabi connected to it. These includes:

a- Structural syllabus.

It is sometimes called the traditional syllabus. Moreover, it is based on a theory which argues that learning languages depends on learning the grammatical forms of it.

In this type, the material is categorized based on grammatical items. In addition, it is the most common type of syllabi.

b- Situational syllabus.

This type is considered a part of semantic syllabus. Within this type, the material is catalogued based on the situations in which specific language is utilized

c- Lexical syllabus.

Sabbah (2018) pointed out that "the cornerstone of this type of syllabus is vocabulary" (p.132).

This type is clear in the sense that anyone can note phrases and patterns of words, which makes it very long. Nunan (1988) demonstrated that lexical syllabus textbook might be 350 pages.

d- The notional syllabus.

Brown (2000) said : "Notions are general concepts such as, time, space, cause and effect." (p.91).

This type is organized according to content rather than the form of the language.

e- Topic- based syllabus.

This type is based on certain topics and themes. It improves student's competency to manipulate the language and choose what they see appropriate to the theme.

On the other hand, the process oriented syllabi focuses on the pedagogic techniques of how the end results of learning and teaching can be achieved. Sabbah (2018) has provided types of syllabi connected to it. These includes:

a- Task based syllabus.

According to Nunan (1988), there are two types of tasks. The first one is real world tasks. The other is pedagogical task. In this type, the task is an activity that is related somehow to the real world. In addition, in this type, students will come across certain structures in a variety of contents.

b- The content based syllabus.

This type focuses on teaching the content with little effort to teach the language itself.

c- The relational syllabus.

This type is based on notional relations. It accounts for certain aspects of the overall linguistic system.

d- The communicative syllabus.

This type is all around communication. It is about the real use of language.



### **2.4.3 Approaches to course design.**

Regarding ESP, there are three main approaches to course design:

a- Language centered approach to course design.

This is the simplest kind of course design process as Hutchison and Waters (1987) pointed.

Pendidikan (2016) indicated that this approach "aims to draw as direct a connection as possible between the analysis of the target situation and the content of ESP course". Ahmed (2014) also stated that this approach aims to form direct correlations between the language taught in the classroom and the language used in real world.

This approach proceeds as the following, the first step of this approach is to identify learner's target situation, the second step is to choose the theoretical language that describe the linguistic features of the learners need. According to these steps, the syllabus is created. After that, material is designed in coo response with the syllabus. Finally, evaluation is established to see the successfulness of the course. (Pendidikan, 2016).

b- Skill- centered approaches.

According to Pendidikan (2016), this approach is " a reaction both to the idea of specific registers of English as a basis for ESP and to the practical constraints on learning imposed by limited time and resources. " (p.177). In addition, Ahmed (2014) pointed out that this approach focuses on the road that the students will take to reach the goals as a group, and not taking in consideration the individual differences.

This approach proceeds as the following, the first step is to identify the target situation, then settle the theoretical views of language and learning. Besides, it

requires to analyze strategies to cope target situation. According to these steps, the syllabus is created. Then, material is developed. Finally, evaluation is conducted. (Pendidikan,2016).

c- Learning- centered approach.

Pendidikan (2016) demonstrated that this approach is "a process in which the learner uses what knowledge or skill they have to make sense of the flow of new information." (p.179).

#### **2.4.4 Stages of course design.**

According to Dudley- Evans and St. John (1998) there are several stages involved in designing a course:

a- Need analysis.

Faraji et al (2023) pointed that it is important to recognize the learners" need before designing a language course.

b- Design of the course.

c- Development and selection of the materials.

d- Recognize the teaching and learning methods that will be used.

e- Evaluation.

#### **2.5 Language skills and ESP**

ESP targets English which is connected to a specific context, and the focus on certain skills depends on the group of learners to that context or the type of profession. While in General English, the focus is on the four skills of language with no preference of any skill over the other. The following is a review of English language skills, as well as a review of grammar and vocabulary, as they are continuously being debated in ESP field.

### **2.5.1 Writing**

Saglamel & Kayaoglu (2015) highlighted the importance of understanding learners' perspectives on writing in a second language. When learning English, writing is a skill that requires special attention, and it is particularly crucial for English for Specific Purposes (ESP) learners.

These learners will need to use writing skills in their future jobs, and in some fields, having excellent writing skills can be more critical than other abilities. This underscores the significance of developing writing skills among English learners. Moreover, Mohamad & Moses (2019) stated that learners' inability to write well could negatively affect their chances of securing a job in the future. This underscores the importance of honing writing skills for learners who are preparing for their future careers.

Additionally, writing can assist students with their social development by helping them to learn how to communicate their thoughts and ideas effectively. This is particularly essential for learners who do not have English as their first language, as it may be necessary to acquire proficiency in a new language in order to effectively communicate and understand the cultural nuances of the language.

Some learners may find it challenging to master writing for various reasons. One of these reasons is the lack of vocabulary. When students have a limited range of vocabulary, they may face difficulty in conveying their thoughts and concepts effectively through written communication. In contrast, students with a good vocabulary repertoire are better equipped to articulate their ideas in writing. According to Mohamad & Moses (2019), a good vocabulary repertoire can help students to communicate their thoughts effectively through speaking or writing.

Another factor that can hinder learners' writing skills is poor spelling. Poor spelling can be a barrier to effective writing, as it can make written communication difficult to understand. Therefore, learners should focus on improving their spelling skills as part of their writing practice.

Moreover, the lack of exposure to reading materials can also be a reason behind poor writing skills. Reading is an essential part of developing good writing skills. The more learners read, the better they become at expressing their thoughts and ideas in writing. Therefore, learners should make it a habit to read books, articles, and other materials that interest them to improve their writing skills.

In conclusion, the ability to write well is a crucial skill for English language learners. It is essential to consider learners' perspectives on writing in a second language and provide them with the necessary tools and resources to develop this skill. By doing so, learners can improve their chances of success in their future careers and enhance their social development. Besides, learners can overcome the challenges of learning to write by improving their vocabulary repertoire, spelling skills, and reading practices. Developing effective writing skills and becoming a proficient communicator in written form requires consistent and patient practice.

### **2.5.2 Speaking**

Sukmawati & et al. (2021) define speaking as "a productive skill that involves using speech to express meaning to other people" (p.6). Speaking is an essential component of communication in English language learning, and it plays a crucial role in helping learners to express their ideas, opinions, and emotions. The ability to speak fluently and confidently in English is highly valued in various fields, including business, education, and social interactions. Sukmawati & et.al (2021)

argued that "speaking skill is considered to be the most essential skill for everyday situations and for a wide range of professions" (p.2).

In real-life scenarios, being able to communicate effectively through speaking can positively impact personal and professional relationships. Furthermore, the ability to speak English fluently can open up numerous opportunities, including studying abroad, working in international organizations, and traveling to English-speaking countries.

The skill of speaking in English is a vital aspect of language learning that enables learners to express themselves effectively in various settings. Sukmawati & et al. (2021) highlight the importance of speaking in daily life and various professions, emphasizing that it is an essential skill that learners should strive to develop.

Professionals and students learning English for Specific Purposes (ESP) must possess a high level of proficiency in speaking to excel in their field. Speaking fluently and accurately is crucial for effective communication and building professional relationships. However, developing speaking skills can be challenging, and requires a deep understanding of the components of speaking and the mastery of these elements is essential to becoming a confident and effective communicator in any professional or academic setting. According to Qurbonovna & O'g'li (2021), the following are the four elements of speaking skills:

a. Vocabulary.

Learners need to use the correct choice of words. Also, learners must understand the meanings of words. If learners understand what others say, they will know what to say back.

b. Grammar.

Grammar in spoken language is important as it is in written language. For example, understanding of tenses will help in delivering information.

c. Pronunciation.

Developing the ability of understanding and pronouncing different sounds will help in conveying the messages.

d. Fluency.

Fluency is defined as "the ability to hear words and understand them straight away." (p.7). reading widely and practicing speaking skills continuously will help in improving fluency.

### **2.5.3 Reading**

Bojovic (2010) defined reading as "a complex, purposeful, interactive, comprehending, flexible activity that considerable time and resources to develop" (p.1).

Reading is one of the most fundamental skills in foreign language learning context. According to Babacan and Gunuc (2018) "At the time of reading, the students can acquire new knowledge and ideas which can improve the knowledge of English vocabulary" (p.10). In addition, Khoshkholgh & Minaabad (2012) stated that "Reading involves the application of elements such as context and purpose along with knowledge of grammar, context, vocabulary, discourse conventions, graphemic knowledge and metacognitive awareness in order to develop an appropriate meaning" (p.252).

In 2013, Reza conducted a study to investigate the effectiveness of teaching reading strategies on the improvement of reading comprehension for English for Specific Purposes (ESP) readers. The study aimed to identify whether reading strategy training would be more effective in improving the reading ability of ESP readers as

compared to traditional methods of reading instruction. The results of the research revealed that the implementation of reading strategy training had a significantly more positive impact on improving the reading ability of ESP readers than traditional methods of reading instruction. This finding is consistent with the characteristics of ESP, as described by Dudley-Evans and St John (1998), which suggests that ESP uses methodologies and activities drawn from the same field that is designed for. The study also emphasizes what Platridge and Starfield (2004) have stated, which is that the most notable skill in ESP courses is reading. The results of the study have important implications for teaching English as a second language, particularly for ESP readers. It highlights the importance of implementing effective reading strategies in the classroom in order to improve the reading ability of ESP readers. This can be achieved through the use of a variety of reading materials and activities that are specifically designed for the intended purpose.

#### **2.5.4 Listening**

Listening skill is one of the most critical skills in the English language, as it enables learners to acquire language effectively. According to Brett (1997), listening skill is a vital component of language acquisition because it helps learners to understand the spoken language. Additionally, it enables learners to develop their vocabulary, improve their pronunciation, and enhance their overall communication skills.

Instructors and learners of English for Specific Purposes (ESP) should be aware of the significance of listening skill and make an effort to improve it. One of the reasons why listening is so important is that it is used to achieve particular goals, whether academic or non-academic. For instance, students may need to listen to lectures, discussions, or presentations in order to complete their coursework successfully. Similarly, professionals may need to listen to colleagues, clients, or

customers to perform their job duties effectively. Nadiya & et.al (2021) stated that "Listening to the professional language will help learning it better." (p.107)

In order to enhance the listening skills of students, instructors must be aware of the various factors that have an impact on the learners' listening performance. Diaz (2012) has highlighted several factors that affect the effectiveness of listening skills training. Firstly, the speed of the speaker's delivery can have a significant effect on the students' ability to comprehend the spoken words. If the speaker talks too fast, it can be challenging for the students to keep up, while too slow delivery can be dull and unchallenging for the learners. Secondly, speakers' accents, particularly when they are different from the students' native language, can pose a significant challenge. Some accents may be difficult for students to understand, which can lead to reduced comprehension and motivation levels. Thirdly, noise can adversely affect students' listening skills. Any background noise, such as chatter or traffic sounds, can make it challenging for learners to concentrate on the speaker's words. Fourthly, unfamiliar topics or complex vocabulary can also hinder effective listening skills. If the students are not familiar with the topic being discussed or some of the vocabulary used, it can lead to confusion and reduced comprehension. Finally, learners' lack of vocabulary can also be a significant factor affecting their listening skills. If the students do not have sufficient vocabulary knowledge, they may struggle to understand the speaker's message, leading to a lack of interest and disengagement. Therefore, instructors should take into account these factors when designing listening skills training programs to ensure that they are effective and engaging for the students.

To enhance their listening abilities, learners must practice various listening activities using authentic materials. According to Dudley-Evans & St John (1998), authentic



listening materials are those that are derived from real-life situations and are created by native speakers for native speakers of the language. Such materials can include radio and TV programs, music, podcasts, lectures, and interviews. It is believed that using authentic materials in language learning can provide learners with an opportunity to improve their listening skills by exposing them to a range of accents, dialects, vocabulary, and grammar structures that are used in real-life contexts. Furthermore, using authentic materials can help learners to develop cultural awareness and increase their motivation to learn the language. Therefore, it is recommended that teachers and learners incorporate authentic listening materials into their language learning programs to enhance the effectiveness of the listening practice

In conclusion, listening skill is a fundamental skill that plays a vital role in language acquisition. It is essential for ESP learners and instructors to understand its importance and continually work towards improving it. By doing so, learners can enhance their overall language proficiency and succeed in their academic and professional endeavors.

### **2.5.5 Vocabulary and grammar**

According to Richards and Renandya's research in 2002, vocabulary plays a pivotal role in determining an individual's overall language proficiency. They argue that having a strong vocabulary is essential for learners to comprehend and produce language accurately and fluently. Additionally, they believe that vocabulary provides a solid foundation for the four main language skills: speaking, listening, reading, and writing. Essentially, the more words a learner knows in a language, the better they can communicate and comprehend in that language. Therefore, it is crucial for language learners to focus on building their vocabulary as part of their

language learning journey. Mahmudah (2014) defined vocabulary and stated that "Vocabulary is all the words that used in language and each has meaning each of it"(p.195).

In order to enhance the acquisition of English for Specific Purposes (ESP) vocabulary, Lu and Chang (2016) developed a comprehensive framework. This framework involves three distinct levels, each of which is designed to facilitate learning in a different way. The first level is focused on semantic sets, which are groups of words related to a particular topic or concept. The second level, communicative sets, is designed to promote speaking and listening skills by teaching words and phrases used in specific situations. Finally, the third level, structural sets, focuses on the grammatical structures and word forms that are commonly used in ESP contexts, helping learners to build a strong foundation of language skills that they can apply in a variety of settings. Overall, this framework is a valuable tool for anyone looking to improve their ESP vocabulary acquisition.

In their study, Sarani and Sahebi (2012) provided a thorough analysis of the different types of vocabulary. They made a clear distinction between two specific types: technical vocabulary and semi-technical vocabulary. Technical vocabulary deals with the specialized terms and jargon used in a particular field of study or profession. Sutarsyah & et.al (1994) explained that technical vocabulary is "vocabulary that seems to be particular to and useful for s specific area of knowledge." (p.47). Dudley-Evans and St. John (1998) proposed two categories of technical vocabulary. The first category includes words that are commonly used in everyday language but have a greater frequency of occurrence in technical descriptions and discussions. The second category includes words that have specific

and limited meanings within particular disciplines, and which may have different meanings across various fields.

While semi-technical vocabulary includes words and phrases that have a more general meaning but are often used in a technical context. The authors noted that understanding the difference between these two types of vocabulary is crucial for effective communication within and across different fields of study. Sutarsyah & et.al (1994) indicated that sub-technical vocabulary is "high frequency words that occur less frequently in other disciplines" (p.48). In their 1994 study, Sutarsyah & et.al highlighted the crucial role that sub-technical vocabulary plays in specialized academic texts. They emphasized that such vocabulary is just as important in these texts as it is in a diverse range of academic works. The authors' findings illustrate the essential nature of sub-technical vocabulary in effectively communicating complex ideas within a specialized field, and underscore the need for writers to carefully consider the language they use in crafting their academic texts.

The classification of vocabulary is a complex and multifaceted topic. According to Mahmudah (2014), Armbruster, Lehr & Osborn (2001) have identified four different types of vocabulary, which are listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. Listening vocabulary refers to the words that an individual can recognize and understand when listening to spoken language. Speaking vocabulary, on the other hand, is the set of words that a person can use when speaking. Reading vocabulary comprises the words that an individual can recognize and comprehend when reading written material. Finally, writing vocabulary refers to the words that a person can use when writing.

Moreover, as stated in Mahmudah (2014) research, Nasr has identified two kinds of vocabulary, namely productive vocabulary and receptive vocabulary. Productive

vocabulary refers to the words that a person can use when they speak or write, while receptive vocabulary is the set of words that an individual can recognize and understand when listening or reading.

In addition, according to Mahmudah (2014), Djlinushah & Alimar have classified vocabulary into two categories, special vocabulary and general vocabulary. Special vocabulary refers to words that have a specific meaning in a particular field or subject, such as medical or legal terminology. General vocabulary, on the other hand, comprises the words that are commonly used in everyday language and are not specific to any particular subject.

Overall, the classification of vocabulary is a crucial aspect of language learning and acquisition. Understanding the different types of vocabulary can help individuals improve their communication skills and become more proficient in their use of language.

According to Mahmudah's (2014) perspective, the acquisition of a robust vocabulary is of utmost significance in the language learning process. Mahmudah advocates that a solid vocabulary foundation is essential to master the four fundamental language skills, namely reading, writing, listening, and speaking. Thus, it is imperative to prioritize vocabulary acquisition as the initial step towards achieving fluency in any language.

Sutarsyah & et.al (1994) emphasized that vocabulary is a crucial component that should receive more emphasis in the course designing process. Their suggestion implies that a robust vocabulary is essential for effective communication and comprehension in any language. Therefore, it is essential to prioritize vocabulary learning and teaching in any language learning program. Chujo & Genung (2003)

assumed that "the adequate vocabulary coverage of ESP text should be a carefully considered prerequisite in the design of semi-ESP curriculum." (p.271)

Chujo and Genung's (2003) research highlights the significance of specialized vocabulary in the context of English for Specific Purposes (ESP) texts. According to their findings, every ESP text has a distinct and unique message to convey, and this message is effectively communicated through the use of specialized vocabulary that is specific to the text's topic. This specialized vocabulary is used at a high frequency, indicating its importance in conveying the message accurately and efficiently. They pointed out that "vocabulary alone may not guarantee understanding, but the lack of adequate knowledge of vocabulary will guarantee failure" (p.270). Furthermore, Akbari (2015) has argued that "comprehension of an English text is an important tool for obtaining information about the latest technological and scientific developments in different fields of sciences" (p.1). Besides, Low (2018) has pointed out that "teachers should focus on teaching specialized vocabulary and expressions that students will use or be expected to use in their subject areas" (p.152)

Kusumastuti & et.al (2019) stated that "Grammar is a rule to create a sentence, it can influence the way of communication can be delivered and received." (p.326). To excel in essential skills like effective communication, it is crucial to have a strong foundation in spelling, pronunciation, vocabulary, and grammar. These fundamental components play a significant role in mastering listening, speaking, reading, and writing abilities. By developing a solid understanding of these building blocks, one can enhance their overall communication skills and succeed in various personal and professional endeavors. Kusumastuti & et.al (2019) pointed out that "Grammar is the highest important thing in all skills because it has a role as a root to development our skills" (p.325).

Syvák (2018) pointed that "Grammar can not only help ESP learners construct more accurate sentences but also help learners use various structures to express thoughts in ESP communication occasions." (p.52). According to Syvák's (2018) research, grammar can serve a dual purpose in the process of learning English for Specific Purposes (ESP). Firstly, it can help students to better understand the language they are exposed to, making the input more comprehensible. This can be particularly important in ESP, as the language used in specific fields can be technical or complex. Secondly, grammar can be used to monitor students' output, helping them to identify and correct any errors they make. This can help students to develop more accurate and effective communication skills in their specific field. Overall, Syvák's research suggests that a focus on grammar can be highly beneficial in ESP learning.

## **2.6 Needs analysis**

### **2.6.1 Definition of needs analysis**

In every authentic ESP course, needs analysis is obligatory. Many scholars defined 'needs analysis' in different ways and from different viewpoints, the following are some examples:

According to Jubhari & et.al (2022) needs analysis is "most typical characteristic of ESP" (p.3). Nunan (1994) defined needs analysis as "a set of procedures for specifying the parameters of a course of study. Such parameters include the criteria and rationale for grouping learners, the selection and sequencing of course content, methodology, course length, and intensity and duration" (p.54). Furthermore, Strevens (1980) demonstrated that needs analysis is a process starting from the view that it is not 'general English'. In addition, it is the standpoint that student can apply all-inclusive information about the goals,

purposes, needs, wants, roles, and functions for which English is needed in his or her circumstances.

According to Dudley-Evans & St. John (1998) needs analysis is " the process of establishing the what and how of a course" (p.121). This definition means that needs analysis concerned with a procedure of understanding the wishes and desires learners want.

According to Rahman (2015) needs analysis is the process "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 learning" (p.25).

Nunan (1994) defined needs analysis as " a set of procedures for specifying the parameters of a course of study. Such parameters include the criteria and rationale for grouping learners, the selection and sequencing of course content, methodology, course length, and intensity and duration" (p.54).

Stevens (1980) defines 'needs analysis' as "a procedure starting from the standpoint that is not 'general English' and that the learner can apply comprehensive information about the aims, purposes, needs, wants, roles, and functions for which English is required in his or her circumstances"

### **2.6.2 Significance of needs analysis**

Need analysis is the most important stage that should be considered by the people who are in charge to design syllabus. Many researches in the field demonstrated the significance of need analysis. for example, Rahman (2015) stated that "Needs analysis is the corner stone of ESP and leads to a focused course" (P.26). Also, he stated that "it is obvious that needs analysis is a very crucial first step prior to

designing and developing a language course, producing materials for teaching and learning, and developing language test" (p.26). In addition, Strevens (1980) demonstrated that needs analysis is an important first step for specific purposes language teaching, because it is more concerned with the nature of scientific discourse.

### **2.6.3 Types of needs analysis**

There are different types of needs analysis that are discussed by different scholars. Robinson (1991) classified needs analysis into two categories. The first one is target situation analysis, the other one is present situation analysis.

#### **Target situation analysis**

This type focuses on the students' needs at the end of a language course.

#### **Present situation analysis.**

Investigating the students' strengths and weaknesses in order to establish their ability at the beginning of a language course.

### **2.6.4 The process of need analysis.**

According to Dewi and Qamariah (2023), the process of need analysis in an English curriculum involves :

- a- Determining the learners' goals. The people who are in charge need to know what are the learners' reasons for learning.
- b- Estimating the learners present proficiency level. The people who are in charge need to know what skills the learners have.
- c- Analyzing the learners' language needs. The people who are in charge need to know what skills learners need to develop to meet their goals.



- d- Taking into consideration the learners' context and purposes. Thus means that the curriculum reflect the learners real life language needs.
- e- Gathering learners feedback.

## **2.7 Related studies**

Numerous studies were conducted in analyzing and investigating learners' needs in different domains and topics. Lundry's (2020) qualitative study delved into the unique and varied learning experiences of nine international undergraduate students. The study aimed to uncover each student's individual learning desires and needs, and explore how they defined their learning styles and needs. To achieve this, Lundry conducted in-depth interviews with each participant. The results revealed a fascinating array of learning perceptions, desires and needs, as well as a diverse range of ways in which the students defined their learning styles and needs. The study provided valuable insights into the complex nature of learning and the ways in which students from different cultural backgrounds approach their education.

In addition, the study conducted by Gestanti & et.al (2019) aimed to analyze the English language needs of students enrolled in an ESP course at a private university in Indonesia. To gather data, the researchers used a combination of a questionnaire and focus group discussions. The study found that the students, who were enrolled in the Communication Sciences Department, required course material that would not only help them improve their language proficiency but also encourage them to actively participate and communicate in the classroom. The study results highlight the importance of developing course material that aligns with the students' needs to facilitate their learning process effectively.

Likewise, Xie (2019) conducted a comprehensive study that aimed at investigating the nuanced professional language learning needs of science and language majors at Chinese universities. The study revealed that the reasons behind the learning of professional English differed among the science and language majors since each group had distinct discipline-specific learning needs. The study was conducted using a rigorous methodology to ensure the findings were credible and could help universities tailor their language learning programs to meet the specific needs of science and language majors.

In a study conducted by Moghadam, Meihami, and Ghiasvand in 2018, an analysis was undertaken to ascertain the requirements of Iranian EAP learners in the fields of humanities and social sciences. The findings revealed that the EAP courses exhibited inadequacies in addressing the essential skills of writing, speaking, and listening, while demonstrating proficiency in covering sub-skills such as grammar and vocabulary. Moreover, it was noted that the EAP textbooks lacked comprehensive inclusion of language skills.

Ashraf & *et al* (2018) investigated the communicative needs of doctors at academic and professional level. They found that there is a huge gap between the acquired competencies of doctors with their desired level of English proficiency skill.

Nurie (2017) conducted a research study at Bahir Dar University in Ethiopia with the primary objective of reinforcing cross-departmental understanding through the integration of English language concepts with the genuine academic needs of the students. The study aimed to identify the similarities and differences in perceptions between the students and instructors regarding the English language skills and learning needs. To collect data, the researcher used a questionnaire designed

specifically for this study. The findings of the study showed that both the students and instructors had similar and differing perceptions regarding English language skills and learning needs. The results revealed that both groups emphasized the importance of productive skills such as speaking and writing, over receptive skills such as listening and reading. The study provides valuable insights into the English language learning needs and preferences of students and instructors in a university setting in Ethiopia, which can be useful for designing effective teaching and learning strategies.

Ju Chen & et.al (2016) conducted a study that explored the necessity of English learning from the perspectives of students and the actual needs of employers for English usage in the workplace. They found that students and employers had differing views on the needs for learning English. Additionally, the skills acquired in school did not entirely align with the skills sought by employers in the workplace.

Kayaoglu and Akbas (2016) conducted a study to identify the academic English language needs of first-year medical students taking an advanced English course at the Faculty of Medicine at Karadeniz Technical University. They used a structured questionnaire to gather data from the students. The analysis of the quantitative data revealed that the students' main goals in learning English were to communicate effectively with others and to achieve high scores in related language exams. Additionally, the results showed that the students prioritized improving their speaking skills, followed by listening, reading, and writing, respectively.

Prachanant (2012) conducted a comprehensive study that delved into the English language needs, functions, and problems of 40 employees working in the tourism sector. The study used a well-constructed questionnaire to gather data, which was

then analyzed to identify the key findings. According to the study, speaking was found to be the most critical aspect of English language use, followed by listening, reading, and writing. These results provide valuable insights into the specific language needs of tourism employees and can be used to develop effective training programs to enhance their language abilities.

In 2010 a study was conducted by Salehi to investigate the English language requirements of engineering students at Sharif University of Technology. The study was conducted by administering a questionnaire to a total of 255 students. The findings of the study were quite interesting and revealed that the students did not consider translation to be an important skill. They also believed that note-taking was not necessary for their future careers. However, technical writing was considered to be a very important skill by the students. It was unfortunate to note that despite the importance of technical writing, the English curriculum of the university had completely ignored this crucial skill.

Yilmaz (2009) conducted a comprehensive study aimed at exploring the English language requirements of university students attending voluntary preparation classes at the GOP University in Turkey. The study utilized a combination of questionnaires and structured interviews, and the results revealed that the identification and clear communication of goals and objectives were essential for students and faculty alike. The study results provided valuable insights into the language needs of students and highlighted the importance of effective communication in academic settings.

Chan (2001) conducted a comprehensive study to investigate the English language needs of students enrolled at the Hong Kong Polytechnic University. The research methodology involved the use of a questionnaire to gather data. The results of the

study provided a wealth of valuable insights into students' opinions about their language skills, including their strengths and weaknesses, and how they rated the importance of sub-skills related to their academic studies, future career aspirations, and social life. The findings of this research are expected to have significant implications for the design and implementation of English language courses aimed at Polytechnic University students.

In the Palestinian university context, in (2021), Abu Safiyeh conducted a thorough investigation to determine the specific English language needs of medical students at Hebron University. The study discovered that both the instructors and the students acknowledged the importance of all English language skills for medical students. However, the study revealed that the students gave more importance to the speaking and communication abilities, while the instructors emphasized reading and writing skills as the most significant ones. The results of the study suggest that medical students need to have a well-rounded set of English language skills to excel in their academic and professional careers.

Besides, Jalambo & Shuib (2015) conducted a thorough investigation to determine the target English language skills that are necessary for social work students to function effectively in their academic and work domains. The study aimed to identify the students' lacks and wants so that they could be addressed appropriately. The researchers found that speaking and writing are the most crucial skills for the students to possess in order to excel in their academic and job domains. These skills are essential for the students to communicate effectively with their peers, instructors, and future employers. The study provides valuable insights into the English language skill requirements of social work students in the Palestinian context.

Finally, back in (2014), Shadfan carried out a comprehensive study with the purpose of investigating the English language needs of law students at Hebron University. The results of the study were quite revealing, as they indicated that all of the recommended language skills were deemed to be essential for the students to succeed in their academic studies. However, among all of the necessary skills, it was found that reading and writing held a higher level of importance when compared to other language skills.

## **2.8 Conclusion**

English for specific purposes deals with the specific English needs of learners. ESP has been featuring new methods (advanced and original) from its beginning in 1960s. This chapter presented the theoretical framework concerning ESP, including ESP definition, the development of ESP, characteristics of ESP and types of ESP. Also, it discussed language skills and ESP. The researcher reviewed the language skills, writing, speaking, reading. Listening, grammar and vocabulary. In addition, the researcher presented needs analysis, including, needs analysis definition, significance and types. Finally, the researcher reviewed a couple of studies that are related in the same field.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the study's methodology, including details about the population, research instruments, and procedures. It also includes the statistical analysis of questionnaires administered to students and lecturers at the CPAS at Hebron University. Additionally, it presents the interview protocol used with the instructors of the English Language course (English Language D0120).

#### **3.2 Participants**

**3.2.1 Students** : they are the primary source of data in this research. There are (1236) students at the College of Professions and Applied Sciences in Hebron University. This study includes a random sample of (19) male and (70) female students from the CPAS at Hebron University distributed as the following: (70) first year students and (19) second year students. Those students who were selected in a random way are the best informants on their language needs as they have taken the only language course offered at the College (English Language D0120). Therefore, students can better offer their attitudes and perceptions toward what they lack and the training they need. Flaitz & Zhu (2005) pointed out that "we believe that our understanding of ESL students' academic language needs can only be strengthened by a triangulated approach which examines multiple perspectives, including, those of students themselves" (p.2). Moreover, Dehnad et al (2014) declared that "students are aware that in close connection with their instructors, they could make perfect teams to analyze educational needs" (p.410).

#### **3.2.2 Instructors**

A sample of (8) instructors, (3) males and (5) females participated in this study. They have different teaching experience years. Three of them have a teaching experience

below ten years, three instructors have a teaching experience between ten to thirty years, and two instructors have a teaching experience above thirty years. As for their qualifications, two have PHD, five have MA, and one is a BA holder.

These English language instructors who have different qualifications and different years of experience can be the best informative about the students' needs because these instructors have every day contact with these students, and know what they need and what they want. Furthermore, that makes them the best decision makers about what to be included or excluded in the future ESP courses contents at the college. Bui (2022) claimed that "It might be necessary for ESP teachers to understand students' beliefs, needs, and expectations so that potential gaps, can be bridged" (p.5).

### **3.3 Instrumentation**

#### **3.3.1 Questionnaires**

Two assortments of questionnaires were used in this study, one for the students at the CPAS and one for their instructors.

##### **3.3.1.1 Validity of Questionnaires**

In this study, both questionnaires were evaluated and approved by instructors who are experts in the scientific research field from Hebron University in order to examine their validity. After that, both questionnaires were piloted before using them. Then, different alterations were made on the questionnaires as suggested by the judges.

(See Appendix A for the names of jury p.123)

##### **3.3.1.2 Students' Questionnaire**

In this study, the students' questionnaire was adopted from Shadfan (2014). Then, it was adjusted to align with the aims of the research. It has been structured as the following:



1) Section one:

This section is used to express some general information about CPAS students' at Hebron University. This information includes their gender and their academic year.

2) Section two:

In this section, students are kindly asked to share their feedback to help us better understand their specific needs in relation to the English language. This section was divided into five parts: A,B ,C, D, and E.

Part A shows students perceptions towards their needs regarding English language skills in general for studying in the College of Professions and Applied sciences. A five-point Likert scale was used, which includes (very important, important, moderately important, of little importance, unimportant). The level of importance they choose would indicates to what extent certain skills are important for them.

Part B shows students perceptions towards their wants regarding the different English language sub- skills for studying in the College of Professions and Applied sciences. A five-point Likert scale was used, which includes (very important, important, moderately important, of little importance, unimportant). The level of importance they choose would point to what extent certain sub-skills are necessary for them.

Part C and D asked students to draw information on their lacks or deficiencies regarding English language skills/ sub-skills. Students were requested to show their level of proficiency in speaking, listening, reading, writing, grammar, and vocabulary by using a five-point Likert scale (very good, good, average, week, very week).

Part E requested students to elicit perceptions of the amount of training they need concerning the various English language sub-skills. In this part, a four-point Likert scale was used to fill full the purpose (a lot of training, training needed, little training needed, no training needed).

3) Section three:

This section was designed to draw data concerning the students' perceptions toward the usefulness of the provided course (English Language D0120). This section composed six questions, four closed questions and two open ended questions. These questions were designed to accomplish the aims of the study.

In the first question, a five- point Likert scale (very useful, useful, of some use, of little use, not useful) was given in order to show how useful the offered course is.

In the second question, students were asked to choose the aspects of the English language that should the course (English Language D0120) highlight. Students were offered to choose from more than one option including (grammar, technical vocabulary, general vocabulary, listening comprehension, speaking skills, reading comprehension, writing skills). In addition, they were asked to specify any other skill they think it is important to them.

The third question is about the time allotted to the offered course (English Language D0120), whether if it is enough or not. Their answer is either with yes or no.

In the fourth question, students are asked about their opinion regarding who should teach the offered course (English Language D0120). They were asked to choose between the following (a specialist in the field of professions and applied sciences, an English language teacher, a specialist in the field and English language teacher (joint teaching) , or it doesn't matter).

In the fifth question, students are requested to mention the weakness of the offered course (English Language D0120).

The last question, students are asked to provide some suggestions to improve the offered course.

(See Appendix B for the English version of the students' questionnaire p.124)

(See Appendix C for the Arabic version of the students' questionnaire p.129)

### **3.3.1.3 Instructors' questionnaire**

The instructors' questionnaire share similar parts with the student's questionnaire, with some changes. It has been structured as the following:

1. Section one:

This section requests some demographic information about the instructors, including gender, qualification, and years of experience.

2. Section two:

This section is divided into two parts. In part A, instructors are asked to show their perceptions toward The CPAS students' English language needs of different skills. While in part B, instructors are asked to draw data on the most important English language sub-skills that they believe they are necessary for their students at the CPAS. A five- point Likert scale was used, which includes (very important, important, moderately important, of little importance, unimportant).

3. Section three:

This section was designed to draw data concerning the instructors' perceptions toward the usefulness of the provided course (English Language D0120). This section composed seven questions, five closed questions and two open ended questions.

In the first question, in order to see the instructors' perception towards the usefulness of the given course, a five point Likert scale (very useful, useful, of some use, of little use, not useful) was given.

In the second question, instructors were asked to choose the aspects of the English language that they believe the course (English Language D0120) highlight. instructors were offered to choose from more than one option including (grammar, technical vocabulary, general vocabulary, listening comprehension, speaking skills, reading

comprehension, writing skills). In addition, they were asked to specify any other skill they think it is important to their students.

The third question is about the types of English language courses would the instructors like their students' to attend. Students were offered to suggest other options and to choose from more than one option including (English for Academic Purposes (EAP), English for Occupational Purposes (EOP), and General English (GE)).

In the fourth question, their answer is either with yes or no. Instructors are asked about the time allotted to the offered course (English Language D0120), whether if it is enough or not.

In the fifth question, instructors are asked about their opinion regarding who should teach the offered course (English Language D0120). They were asked to choose between the following (a specialist in the field of professions and applied sciences, an English language teacher, a specialist in the field and English language teacher (joint teaching) , or it doesn't matter).

In the sixth question, instructors are given the chance to mention the weakness of the offered course (English Language D0120).

The last question, instructors are asked to provide some suggestions to improve the offered course.

(See Appendix D for the instructors' questionnaire p.133)

### **3.3.2 Interview with the instructor who has been teaching (English Language D0120) at the CPAS.**

Interviews in a research are considered to be one of the most adequate method in data collection. Aksu (2009) said that the interview is "another research tool for obtaining rather detailed information about educational topic or topics that are not directly

observable in selected individuals involved in the sample by asking questions directly to the respondents" (p.203). In addition, Akbayrak (2000) defined interview as a "controlled conversation that the interviewer obtains data required for the survey from the respondent by means of asking serious questions" (p. 9). In other words, interviews help people say and explain how they see and understand the world around them in their own words.

There are different types of interviews. For example, in terms of the content, there are structured interviews, semi-structured interviews, and unstructured interviews. It is worth mentioning that this interview is a semi- structured one.

When conducting research studies, it is important for researchers to decide which groups to include or exclude from interviews. In this particular study, the questionnaire used was effective in gathering the necessary data as it included open-ended questions, allowing students and instructors to share their opinions. However, the researcher only interviewed the instructor who teaches the relevant course (English language D0120) at the college. It is worth mentioning that by conducting qualitative research with a single teacher, the researcher can explore different elements of teaching such as lesson planning, classroom management, assessment strategies, student engagement techniques, and reflective practices. This approach allows for valuable insights into effective teaching methods and areas for improvement by considering the teacher's perspective on these elements.

Moreover, this interview is valuable because the instructor is in direct contact with the students and can provide insight into their needs and challenges. Additionally, the instructor can compare students' levels and course content, providing the researcher with important and relevant data.

### **3.4 Procedures**

Students' and instructors' questionnaire were adopted from Shadfan (2014), and then they were modified to suit the aims of the study. After taking the approval from the Faculty of High Studies, the data of this study were gathered at the end of the first semester of 2023/2024; in order to make sure that first year student completed the required English course (English language D0120), and they have the capability to express their opinion about it. After that, the questionnaires were given to a jury of instructors from HU in order to be judged. Then, some modification were made in light of the jury's feedback. In addition, the students' questionnaire was translated into Arabic because not all of the respondents are good in the English language.

Due to the current circumstances of Gaza's war, Hebron university converted to e-learning and the researcher was not able to tell the students at the CPAS about her study. Therefore, the researcher contacted with the Dean of CPAS (Dr. Salman Talahmeh) in order to reach out to the students' and instructors' e-mails. After that, the researcher transferred the students' and instructors' questionnaires into online versions to send them to their academic e-mails.

After the two sets of the questionnaires were distributed (the Arabic version to students and an English version to the instructors), they were completed. Then, they were computed and analyzed using the Statistical Package for the Social Sciences (SPSS). In addition, the interview with the instructor of the offered course was conducted following the instructors' questionnaire in order to have a better chance to gather data that couldn't have been generated from the questionnaire.

### 3.5 Statistical Analysis of CPAS Students' Questionnaire

#### SECTION ONE

Table (1)

Sample Distribution of Students' Gender

Gender	Number	Percentage
Male	19	21%
Female	70	79%
<b>Total</b>	<b>89</b>	<b>100%</b>

The previous table shows that the percentage of males in the students' sample is 21% and the percentage of females is 79%

Table (2)

Sample Distribution of Students' Academic Year

Academic Year	Number	Percentage
First	70	79%
Second	19	21%
<b>Total</b>	<b>89</b>	<b>100%</b>

The previous table shows that the percentage of the first academic year students is 79% and the percentage of second academic year students is 21%. The fact that first-year students make up the highest percentage in this questionnaire is a positive sign. It shows that these students are motivated to enhance their academic performance and have a strong vision for their personal and academic development within the college.

#### SECTION TWO

##### A. What are the most important English language skills for studying at the CPAS?

In order to answer this question, mean and standard deviations were analyzed. The results are presented in table (3)

**Table (3)**  
**Students' Perceptions Toward the Significance of English Language Skills**

<b>English Skills</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Degree</b>
Reading	4.35	0.918	High
Writing	4.17	0.956	High
Speaking	4.08	1.120	High
Communication	4.08	1.036	High
Vocabulary	4.02	1.066	High
Listening	3.87	1.002	High
Grammar	3.26	1.192	Middle

The previous table presents the importance of English language skills for CPAS students' at HU. Reading is considered the most important skill for them, followed by writing, then speaking and communication with the same degree of importance, after that vocabulary, listening, and finally grammar.

**B1. What are the most important reading sub-skills for studying at the CPAS?**

In order to answer this question, mean and standard deviations were analyzed. The results are presented in table (4)

**Table (4)**  
**Students' Perceptions Toward the Significance of Reading Sub-Skills**

<b>Reading sub-skills</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Degree</b>
Reading instructions for assignments/projects	3.74	1.006	High
Reading textbooks about professions and applied sciences	3.57	1.096	Middle
Reading course handouts	3.51	0.955	Middle
Reading articles in journals about professions and applied sciences	3.29	0.920	Middle



The previous table presents the most significant reading sub-skills for students at the CPAS at HU. They are ordered as the following: reading instructions for assignments/projects being the most important, followed by reading textbooks about professions and applied sciences, reading course handouts, and reading articles in journals about professions and applied sciences.

**B2. What are the most important writing sub-skills for studying at the CPAS?**

In order to answer this question, mean and standard deviations were analyzed. The results are presented in table (5)

**Table (5)  
Students' Perceptions Toward the Significance of Writing Sub-Skills**

<b>Writing sub-skills</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Degree</b>
Answering exams	4.17	1.003	High
Note-taking in lectures	4.07	0.998	High
Writing research papers	3.89	0.982	High
Writing summaries	3.88	0.998	High
Writing reports	3.83	1.036	High
Writing assignments	3.72	0.917	High

The previous table presents the most significant writing sub-skills for students at the CPAS at HU. They are ordered as the following: answering exams being the most important, followed by note-taking in lectures, writing research papers, writing summaries, writing reports, and writing assignments.

**B3. What are the most important listening sub-skills for studying at the CPAS?**

In order to answer this question, mean and standard deviations were analyzed. The results are presented in table (6)

**Table (6)**  
**Students' Perceptions Toward the Significance of Listening Sub-Skills**

<b>Listening sub-skills</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Degree</b>
Following and understanding lectures	4.47	0.930	High
Following questions /answer sessions in class	4.35	0.918	High
Listening to instructions for assignment	4.12	0.915	High
Listening to oral presentation	3.84	0.964	High

The previous table presents the most significant listening sub-skills for students at the CPAS at HU. They are ordered as the following: following and understanding lectures being the most important, followed by following questions/answer sessions in class, listening to instructions for assignment, and listening to oral presentation.

**B4. What are the most important speaking sub-skills for studying at the CPAS?**

In order to answer this question, mean and standard deviations were analyzed. The results are presented in table (7)

**Table (7)**  
**Students' Perceptions Toward the Significance of Speaking Sub-Skills**

<b>Speaking sub-skills</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Degree</b>
Participating in oral discussions	4.12	0.987	High
Asking questions in class	4.09	0.973	High
Giving oral presentations	3.63	0.981	Middle
Participating in seminars	3.24	1.066	Middle
Participating in conferences	3.18	1.124	Middle

The previous table presents the most significant speaking sub-skills for students at the CPAS at HU. They are ordered as the following: participating in oral discussions being

the most important, followed by asking questions in class, giving oral presentations, participating in seminars, and participating in conferences.

**C. How proficient are you in the following language skills?**

In order to answer this question, mean and standard deviations were analyzed. The results are presented in table (8)

**Table (8)**  
**Students' perceptions toward their level of proficiency in English language skills.**

<b>English Skills</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Degree</b>
Listening	4.15	0.924	High
Reading	4.12	0.939	High
Writing	3.94	0.993	High
Vocabulary	3.67	0.997	High
Speaking	3.51	0.931	Middle
Communication	3.40	1.030	Middle
Grammar	3.38	1.039	Middle

The previous table presents students' perceptions of their level of competency in different English language skills at the CPAS at HU. They are ordered as the following: the most proficient English language skill for students is listening, then reading, writing, vocabulary, speaking, communication, and the least one was grammar.

**D1. How proficient are you in the reading sub-skills?**

In order to answer this question, mean and standard deviations were analyzed. The results are presented in table (9)

**Table (9)**  
**Students' perceptions toward their level of proficiency in reading sub-skills**

Reading sub-skills	Mean	Standard Deviation	Degree
Reading instructions for assignments/projects	3.74	0.948	High
Reading course handouts	3.67	0.963	High
Reading textbook about professions and applied sciences	3.65	1.035	Middle
Reading articles in journals about professions and applied sciences	3.45	1.011	Middle

The table above presents how proficient the CPAS students' at HU are in different reading sub-skill. According to this table, they are ordered from the sub-skill they are the most skilled in to the least as the following: reading instructions for assignments/projects, reading course handouts, reading textbooks about professions and applied sciences, and reading articles in journals about professions and applied sciences.

## **D2. How proficient are you in the writing sub-skills?**

In order to answer this question, mean and standard deviations were analyzed. The results are presented in table (10)

**Table (10)**  
**Students' perceptions toward their level of proficiency in writing sub-skills**

Writing sub-skills	Mean	Standard Deviation	Degree
Note-taking in lectures	4.01	1.113	High
Answering exams	3.97	1.102	High
Writing research papers	3.87	1.068	High
Writing assignment	3.75	1.014	High
Writing summaries	3.73	1.063	High
Writing reports	3.72	1.055	High

The table above presents how proficient the CPAS students' at HU are in different writing sub-skill. According to this table, they are ordered from the sub-skill they are the most skilled in to the least as the following: note-taking in lectures, answering

exams, writing research papers, writing assignments, writing summaries, and writing reports.

**D3. How proficient are you in the listening sub-skills?**

In order to answer this question, mean and standard deviations were analyzed. The results are presented in table (11).

**Table (11)**  
**Students' perceptions toward their level of proficiency in listening sub-skills**

<b>Listening sub-skills</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Degree</b>
Following and understanding lectures	4.17	1.047	High
Listening to oral presentation	3.84	0.964	High
Following questions /answer sessions in class	4.09	0.961	High
Listening to instructions for assignment	3.98	0.988	High

The table above presents how proficient the CPAS students' at HU are in different listening sub-skill. According to this table, they are ordered from the sub-skill they are the most skilled in to the least as the following: following and understanding lectures, listening to oral presentation, following questions/answer sessions in class, and listening to instructions for assignment.

**D4. How proficient are you in the speaking sub-skills?**

In order to answer this question, mean and standard deviations were analyzed. The results are presented in table (12)

**Table (12)**  
**Students' perceptions toward their level of proficiency in speaking sub-skills**

<b>Speaking sub-skills</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Degree</b>
Participating in oral discussions	3.85	1.113	High
Asking questions in class	3.78	1.116	High
Giving oral presentations	3.61	1.007	Middle
Participating in seminars	3.10	1.012	Middle
Participating in conferences	3.04	1.065	Middle

The table above presents how proficient the CPAS students' at HU are in different speaking sub-skill. According to this table, they are ordered from the sub-skill they are the most skilled in to the least as the following: participating in oral discussions, asking questions in class, giving oral presentations, participating in seminars, and participating in conferences.

**E1. How much language training would you like to receive for the following to improve your reading sub-skills?**

**Table (13)**  
**Students' perceptions toward the degree of training needed to improve their reading sub-skill**

<b>Reading sub-skills</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Degree</b>
Reading textbook about professions and applied sciences	2.73	0.889	Middle
Reading instructions for assignments/projects	2.67	0.963	Middle
Reading articles in journals about professions and applied sciences	2.65	0.827	Middle
Reading course handouts	2.62	0.923	Middle

The table above presents students' perceptions of the degree of the needed training in order to be skillful in their reading sub-skills. They are ordered from the most to the least as the following: reading textbooks about professions and applied sciences, reading instructions for assignments/ projects, reading articles in journals about professions and applied sciences, and the last is reading course handout.

**E2. How much language training would you like to receive for the following to improve your writing sub-skills?**

**Table (14)**

**Students' perceptions toward the degree of training needed to improve their writing sub-skill**

<b>Writing sub-skills</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Degree</b>
Writing reports	2.83	0.956	Middle
Writing research papers	2.79	1.005	Middle
Writing assignment	2.75	1.026	Middle
Answering exams	2.73	1.116	Middle
Writing summaries	2.72	1.022	Middle
Note-taking in lectures	2.60	1.135	Middle

The table above presents students' perceptions of the degree of the needed training in order to be skillful in their writing sub-skills. They are ordered from the most to the least as the following: writing reports, writing research paper, writing assignments, answering exams, writing summaries, and the last one is note- taking in lectures.

**E3. How much language training would you like to receive for the following to improve your listening sub-skills?**

**Table (15)**

**Students' perceptions toward the degree of training needed to improve their listening sub-skill**

<b>Listening sub-skills</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Degree</b>
Following and understanding lectures	2.66	1.177	Middle
Listening to oral presentation	2.57	1.054	Middle
Listening to instructions for assignment	2.55	1.034	Middle
Following questions /answer sessions in class	2.47	1.119	Middle

The table above presents students' perceptions of the degree of the needed training in order to be skillful in their listening sub-skills. They are ordered from the most to the least as the following: following and understanding lectures, listening to oral presentation, listening to instructions for assignment, and following questions/ answer sessions in class.

**E4. How much language training would you like to receive for the following to improve your speaking sub-skills?**

**Table (16)**

**Students' perceptions toward the degree of training needed to improve their speaking sub-skill**

<b>Speaking sub-skills</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Degree</b>
Participating in seminars	2.78	0.850	Middle
Giving oral presentations	2.70	0.934	Middle
Participating in conferences	2.69	0.887	Middle
Participating in oral discussions	2.58	1.053	Middle
Asking questions in class	2.51	1.099	Middle



The table above presents students' perceptions of the degree of the needed training in order to be skillful in their speaking sub-skills. They are ordered from the most to the least as the following: participating in seminars, giving oral presentation, participating in conferences, participating in oral discussions, and asking questions in class.

### **SECTION THREE**

#### **1. How useful is the English language course (English Language D0120 ) to you?**

To answer this question, frequencies and percentages were computed for The CPAS students' perceptions toward the usefulness of the course as the following:

**Table (17)**  
**Students' perceptions toward the usefulness of the offered course (English Language D0120)**

<b>Degree of usefulness</b>	<b>Number</b>	<b>Percentage</b>
Very useful	45	51%
Useful	25	28%
Of some use	9	10%
Of little use	5	6%
Not useful	5	6%
<b>Total</b>	<b>89</b>	<b>100%</b>

The table above reveals that the majority of students at the CPAS at HU have positive views toward the offered course (English Language D0120). Since 51% of the students believe that the course is very useful for them, and 28% of the students think that this course is useful. On the other hand, 10% of the students stated that the course is of some use to them. While 6% of students demonstrated that the course is of little use and another 6% of students said that the course is not useful.

**2. What aspects of the English language should such course highlight? (You can choose more than one)**

To answer this question, frequencies and percentages were computed for The CPAS students' perceptions toward this question as the following:

**Table (18)**  
**Students' perceptions towards the English language aspects such course should emphasize**

<b>Aspect English Skills</b>	<b>Frequency</b>	<b>Valid Percent</b>	<b>System Missing</b>
Speaking skills	72	81%	17
Reading comprehension	49	55%	40
Technical Vocabulary	48	54%	41
Writing skills	42	47%	47
Listening Comprehension	36	40%	53
Grammar	21	24%	68

The table above shows the students responses to different areas that they believe must highlighted in the English language course offered at the CPAS at HU. As shown, speaking skills is given the priority with the percentage of (81%), reading comprehension (55%), technical vocabulary (54%), writing skills (47%), listening comprehension (40%), and grammar (24%).

**4. Is the time allotted to the offered course enough to you to use the language effectively?**

To answer this question, frequencies and percentages were computed for The CPAS students' perceptions toward this question as the following:

**Table (19)**  
**Students' perception towards the time allotted to the offered English course**

<b>Enough time allocated</b>	<b>Number</b>	<b>Percentage</b>
Yes	41	46%
No	48	54%
<b>Total</b>	<b>89</b>	<b>100%</b>

The table above presents the students' opinion towards the time allotted to the offered English course (English Language D0120) at The CPAS at HU. The results shows that

46% of students believe that the time offered is adequate to use the language effectively. On the other hand, 54% of the students think that the time is not enough.

**5. The English courses offered for students should be taught by:**

To answer this question, frequencies and percentages were computed for The CPAS students' perceptions toward this question as the following:

**Table (20)**  
**Students' opinions towards the teacher of such English course**

<b>Course should be given by</b>	<b>Number</b>	<b>Percentage</b>
A specialist in the field of professions and applied sciences	33	37%
An English language teacher	42	47%
A specialist in the field and an English teacher (joint teaching)	5	6%
It doesn't matter	9	10%
<b>Total</b>	<b>89</b>	<b>100%</b>

The table above presents the students' opinion towards who should teach the offered English course (English Language D0120) at The CPAS at HU. The results reveals that (37%) of students think that such course should be given by a specialist in the field of professions and applied sciences. while (47%) of students believe that this course should be given by an English language teacher. In addition,( 6%) of students said that a specialist in the field of professions and applied sciences and an English teacher (joint teaching) should teach such course. Finally, (10%) of students demonstrated that it doesn't matter whether a specialist in the field or an English teacher present this course.

## 6. Weaknesses of the course (English Language D0120).

**Table (21)**  
**Students' perceptions of the weaknesses of the offered course**

No.	Weaknesses	Freq.	%
1.	Difficulty understanding the course contents	15	23.8%
2.	The course focuses largely on grammar	10	15.9%
3.	Lack of focus on speaking skills	9	14.3%
4.	The course neglects the development of writing, reading, and speaking skills	7	11.1%
5.	The vocabulary used in the course is not useful to my specialty	5	7.9%
6.	Inadequate course structure	2	3.2%
7.	Lack of English language specialists	2	3.2%
8.	lack of events supported English language	2	3.2%
9.	Lack of homework	2	3.2%
10.	The examination system is inadequate	1	1.6%
11.	Difficulty of the expressions used in the course	1	1.6%
12.	Huge numbers of students in the course	1	1.6%
13.	Lack of focus on reading skills	1	1.6%
14.	Lack of focus on writing skills	1	1.6%
15.	Lack of participation	1	1.6%
16.	Studying the course requires a lot of time and effort	1	1.6%
17.	Need supportive courses	1	1.6%
18.	Lack of usefulness of the course due to it being taught electronically	1	1.6%
	<b>Total</b>	<b>63</b>	<b>100%</b>

The table above presents the students' responses of the weaknesses of the offered course (English Language D0120). These responses are translated from Arabic into English and then paraphrased. The students' perceptions are: difficulty in understanding the content of the course, the course focus on grammar, there is no focus on speaking, reading, and writing skills, the course neglects the development of writing, reading, and speaking skills, the vocabulary used in the course is not useful in the specialty, the course structure is inadequate, lack of English language specialists, there are lack in the events that support English language, lack of homework, the examination system is

inadequate, the expressions used in the course are difficult, there are huge numbers of students in the course, lack of participation, studying the course requires a lot of time and effort, the need to supportive courses, and lack of usefulness of the course due to it being taught electronically.

#### 7. Suggestions to improve the course (English Language D0120).

**Table (22)**  
**Students' suggestions to improve the offered course**

No.	Suggestions	Freq.	%
1.	Focus on speaking skills	21	%28.0
2.	Simplifying the course and taking into account the different levels of students	15	%20.0
3.	Diversifying teaching methods and using innovative teaching methods and modern technologies	8	%10.7
4.	Creating training courses to support the course	7	%9.3
5.	The need to focus on the vocabulary used in the College of Professions	6	%8.0
6.	Focus on the basics of the English Language	3	%4.0
7.	Hiring an English language specialist to teach the course	3	%4.0
8.	Focus on reading skills	3	%4.0
9.	To focus on developing students' expression and communication skills	2	%2.7
10.	Focus on listening skills	2	%2.7
11.	Focus on writing skills	1	%1.3
12.	Organizing English language activities and events to support the course	1	%1.3
13.	Reduce the number of students in the course	1	%1.3
14.	Reducing course fees	1	%1.3
15.	Increase homework and worksheets	1	%1.3
	<b>Total</b>	<b>75</b>	<b>100%</b>

The table above presents the students' responses of the suggestions to improve the offered course (English Language D0120). These responses are translated from Arabic into English and then paraphrased. The students' suggestions to improve the offered course are: to focus on speaking skills, to simplify the course and taking into account the different levels of students, to diversify teaching methods and using innovative teaching methods and modern technologies, to create training courses to support the course, the need to focus on the vocabulary used in the College of Professions, to focus

on the basics of the English Language, to hire an English language specialist to teach the course, to focus on reading, writing, and speaking skills, to focus on developing students' expression and communication skills, to organize English language activities and events to support the course, to reduce the number of students in the course, to reduce course fees, and to increase homework and worksheets.

### 3.6 Statistical Analysis of The CPAS Instructors' Questionnaire

#### SECTION ONE

**Table (23)**  
**Sample distribution of instructors according to gender**

<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
Male	3	38%
Female	5	63%
<b>Total</b>	<b>8</b>	<b>100%</b>

As the table above shows, 38% of instructors are males. while, 63% are females.

**Table (24)**  
**Sample distribution of instructors according to qualification.**

<b>Qualification</b>	<b>Number</b>	<b>Percentage</b>
PhD	2	25%
MA	5	63%
BA	1	13%
<b>Total</b>	<b>8</b>	<b>100%</b>

As the table above shows, (25%) of instructors have PhD, (63%) of instructors hold MA. And, (13%) have BA.

**Table (25)**  
**Sample distribution of instructors according to the number of years of experience**

<b>Years of experience</b>	<b>Number</b>	<b>Percentage</b>
Below 10 Years	3	38%
Between 10 and 30 Years	3	38%
Above 30 Years	2	25%
<b>Total</b>	<b>8</b>	<b>100%</b>

As the above table shows, (38%) of instructors have years of experience below 10 years. In addition, (38%) of instructors have years of experience between 10 and 30 years. While, (25%) of instructors have teaching experience above 30 years.

## SECTION TWO

### **A- What are the most important English language skills at the College of Professions and Applied Sciences?**

In order to answer this question, mean and standard deviation were computed and analyzed. As the following:

**Table (26)**  
**Instructors' perceptions towards the significance of English language skills**

<b>English Skills</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Degree</b>
Writing	4.63	1.061	High
Reading	4.63	1.061	High
Vocabulary	4.50	1.069	High
Speaking	4.25	1.165	High
Grammar	4.25	1.165	High
Listening	4.13	1.126	High

The above table, presents the most important English language skill for students at the CPAS at HU according to instructors perceptions. The results reveals that the most important skills are writing and reading with same level of importance, followed by vocabulary, then speaking and grammar with the same degree of importance, and the lest one is listening.

### **B1- What are the most important reading sub-skills for studying at the CPAS?**

In order to answer this question, mean and standard deviation were computed and analyzed. As follows:

**Table (27)**

**Instructors' perceptions towards the reading sub-skills for studying at the CPAS**

<b>Reading sub-skills</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Degree</b>
Reading textbook about professions and applied sciences	4.38	1.061	High
Reading articles and journals about professions and applied sciences	4.13	0.991	High
Reading course handouts	3.88	1.246	High
Reading instructions for assignments/ Projects	3.88	1.246	High

The above table, presents the most important reading sub-skill for students at the CPAS at HU according to instructors perceptions. The results reveals that the instructors expectations were high. The most important reading sub-skill were reading textbooks about professions and applied sciences, followed by reading articles about professions and applied sciences, then reading course handout, and finally reading instructions for assignments/projects with the same level of importance.

**B2- What are the most important writing sub-skills for studying at the CPAS?**

In order to answer this question, mean and standard deviation were computed and analyzed. As the following:

**Table (28)**

**Instructors' perceptions towards the writing sub-skills for studying at the CPAS**

<b>Writing sub-skills</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Degree</b>
Writing reports	4.25	1.035	High
Writing assignments	4.13	0.991	High
Answering exams	3.88	1.246	High
Note-taking in lectures	3.75	1.165	High
Writing research papers	3.75	1.165	High

The above table, presents the most important writing sub-skill for students at the CPAS at HU according to instructors perceptions. The results reveals that the instructors expectations were high. The most important writing sub-skill were writing reports,



followed by writing assignments, then answering exams, followed by note talking in lectures, and writing research papers with the same level of importance.

**B3- What are the most important listening sub-skills for studying at the CPAS?**

In order to answer this question, mean and standard deviation were computed and analyzed. As the following:

**Table (29)**

**Instructors' perceptions towards the listening sub-skills for studying at the CPAS**

<b>Listening sub-skills</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Degree</b>
Listening to oral presentations	4.00	1.309	High
Following and understanding lectures	3.88	1.246	High
Following questions/answer sessions in class	3.88	1.246	High
Listening to instructions for assignments	3.88	1.246	High

The above table, presents the most important listening sub-skill for students at the CPAS at HU according to instructors perceptions. The results reveals that the instructors expectations were high. The most important listening sub-skill were listening to oral presentations, followed by following and understanding lectures, following questions/answer sessions in class, and listening to instructions for assignments with the same degree of importance.

**B4- What are the most important speaking sub-skills for studying at the CPAS?**

In order to answer this question, mean and standard deviation were computed and analyzed. As the following:

**Table (30)**

**Instructors' perceptions towards the speaking sub-skills for studying at the CPAS**

<b>Speaking sub-skills</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Degree</b>
Participation in oral discussions	4.00	1.309	High
Asking questions in class	4.00	1.309	High
Giving oral presentations	4.00	1.069	High
Participating in seminars	4.00	1.069	High
Participating in conferences	4.00	1.069	High

The above table, presents the most important speaking sub-skill for students at the CPAS at HU according to instructors perceptions. The results reveals that all speaking sub-skills are all in the same level of importance. `

**SECTION THREE**

**1. How useful is the English language course (English Language D0120) to the students of Professions and Applied Sciences?**

To answer this question, frequencies and percentages were computed for The CPAS instructors' perceptions toward the usefulness of the course to their students as the following:

**Table (31)**

**Instructors' perceptions toward the usefulness of the offered course (English Language D0120) to their students**

<b>Degree of usefulness</b>	<b>Number</b>	<b>Percentage</b>
Very useful	4	50%
Useful	3	38%
Of some use	0	0%
Of little use	1	13%
Not useful	0	0%
<b>Total</b>	<b>8</b>	<b>100%</b>

The table above reveals to what extent the instructors at the CPAS at HU believe that the offered course (English Language D0120) to be useful for their students. The results show that they have positive opinions toward the course, since (50%) of the instructors believe that the course is very useful for the students, and (38%) of the instructors think that this course is useful. In addition, no one of the instructors said that the course of some use or not useful. But, only one instructor (13%) demonstrated that the course is of little use.

## 2. What aspects of the English language should such course highlight?

To answer this question, frequencies and percentages were computed for The CPAS students' perceptions toward this question as the following:

**Table (32)**  
**Instructors' perceptions toward various language aspects to be highlighted**

<b>Aspect of English Skills</b>	<b>Frequency</b>	<b>Valid Percent</b>	<b>System Missing</b>
<b>General vocabulary</b>	7	88%	1
<b>Speaking skills</b>	7	88%	1
<b>Grammar</b>	6	75%	2
<b>Technical vocabulary</b>	6	75%	2
<b>Listening comprehension</b>	6	75%	2
<b>Reading comprehension</b>	6	75%	2
<b>Writing skills</b>	6	75%	2

The table above shows the instructors of the CPAS responses to different areas that they believe must highlighted in the English language course offered at HU. As shown, general vocabulary (88%) and speaking skills (88%) are given the same priority with the percentage of, followed by the other skills which all of them are in the same importance since they all share the same percentage (75%) as it is shown above, the skills are grammar (75%), technical vocabulary (75%), listening comprehension (75%), reading comprehension (75%), and writing skills (75%).

**3. Which type of English language courses would you like Professions and Applied Sciences students to attend?**

To answer this question, frequencies and percentages were computed for The CPAS students' perceptions toward this question as the following:

**Table (33)**  
**Instructors' perceptions toward the types of the English language courses that the CPAS should provide**

Types of courses	Frequency	Valid Percent	System Missing
EAP	6	75%	2
EOP	7	88%	1
GE	6	75%	2

The table above shows that the majority of the instructors would like the students at The CPAS at HU to attend English for occupational purposes (EOP) courses (88%) over English for academic purposes (EAP) courses and General English (GE) courses, which they are holding similar percent (75%).

**4. Is the time allocated to the English course enough to Professions and Applied Sciences students to use the language effectively?**

To answer this question, frequencies and percentages were computed for The CPAS students' perceptions toward this question as the following:

**Table (34)**  
**Instructors' perceptions toward the time allocated to the English course**

Enough time allocated	Number	Percentage
Yes	1	13%
No	7	88%
<b>Total</b>	<b>8</b>	<b>100%</b>

The table above presents the instructors' opinion towards the time allotted to the offered English course (English Language D0120) at The CPAS at HU. The results shows that the majority of the instructors (88%) believe that the time allotted to the English course

is not sufficient to help students use the language in an effective way, and (13%) think it is enough.

**5. English courses offered for Professions and Applied Sciences students should be given by:**

To answer this question, frequencies and percentages were computed for The CPAS students' perceptions toward this question as the following:

**Table (35)**  
**Instructors' perceptions toward the teaching of the offered course at The CPAS**

<b>Course should be given by</b>	<b>Number</b>	<b>Percentage</b>
A specialist in the field of professions and applied sciences	6	75%
An English language teacher	2	25%
A specialist in the field and an English teacher (joint teaching)	0	0%
It doesn't matter	0	0%
<b>Total</b>	<b>8</b>	<b>100%</b>

The table above presents the instructors' opinion towards who should teach the offered English course (English Language D0120) at The CPAS at HU. The results reveals that the majority of the instructors (75%) believe that such course should be given by a specialist in the field of professions and applied sciences. while (25%) of instructors believe that this course should be given by an English language teacher.

**6. Weaknesses of the courses (English Language D0120).**

**Table (36)**  
**Weaknesses of the offered course (English Language D0120)**

<b>No.</b>	<b>Weaknesses</b>
1.	The course lacks communication with students
2.	This course is not enough, it needs some additional courses to enhance reading, writing and speaking skills
3.	The practical aspect is not available
4.	The course does not develop students' speaking skills
5.	The course lacks English vocabulary appropriate for students

The table above presents the weakness of the offered course (English Language D0120) as mentioned by the instructors. The weaknesses are: the course lacks of communication with students, the course is not enough and it needs some additional courses to enhance reading, writing and speaking skills, the practical aspect is not available, the course does not develop students' speaking skills, and the course lacks English vocabulary appropriate for students.

### **6. Suggestions to improve the course (English Language D0120)**

**Table (37)**

#### **Instructors' suggestions to improve the offered course (English Language D0120)**

<b>No.</b>	<b>Suggestions</b>
1.	Give more courses, and training courses
2.	Increasing course time
3.	Focus on communication, and conversation skills
4.	Using professional and technical vocabulary, not focus on grammar
5.	Speaking and writing English only during class time.

The table above presents suggestions to improve the offered course (English Language D0120) as mentioned by the instructors. The suggestions are: to give more courses and training courses, to increase the course time, to focus on communication and conversation skills, to use professional and technical vocabulary and not focus on grammar, and to speak and write only in English during class time.

### **3.7 Interview Protocol with the instructor who has been teaching the offered course (English Language D0120) at the CPAS at HU.**

The following is transcript of the questions asked to the instructor who has been teaching the course, and her answers:

1. How important are the English language skills for students in their academic life at the CPAS?

Teacher: "I believe that the four English language skills are very important for our students as these skills will help them in their future career. For example, the students of office automation; they need to read emails and know how to write business letters. So, they need the writing -Reading skills. Also they need to know how to speak on the phone or how to answer the phone and to listen carefully. It makes sure that all of the 4 skills are necessary and connected".

2. What are the English skills and sub-skills that you focus on to develop in your classes at the college?

Teacher: "According to the subjects that I teach in the faculty; I teach technical English course and English for correspondence so I focus on the writing skills. However, for the requirement course "English language" I really focus on the conversational skills more as we need to graduate students who can confidently speak and understand basic English like introducing themselves, describing places and people, giving an opinion, etc."

3. Do you think that the course (English Language D0120) is sufficient for the students to use the language in an effective way?

Teacher: "I believe that it can help them in away but learning English can't be sufficient in just one course. They need to practice the language and have the motive to learn it. Most of the faculty students take the course just to pass in it. But, we as teachers should make our best to make them benefit, taking into consideration the time limits and all the difficulties and obstacles that our students face while learning L2."

4. To what extent do you see your students motivated to interact in the class and use English language?

Teacher: "Some of them are highly motivated as they have a reason for that; they need to get better jobs or improve it. Also, some of them are highly motivated as they dream to travel to America. However, most of them are neutral as I mentioned before. They took the course and then forget what was it about? "

5. What type of tasks did you have in this course for you students?

Teacher: "In the English course, I use conversational tasks more, making drama scenes, acting, playing conversational games. I use the Montessori approach by letting them describe and talk about certain flash cards related to the lesson."

6. What were your assessment techniques that you had in this course? Which kind did you prefer?

Teacher: "For the assessment, I use the formative assessment.it can show the teacher where are the weakest points for each student. Also, sometimes, I use the benchmark assessment as it allow the other students to benefit from each student mistake. When I use this strategy of assessment, I make sure that all students know that all of us are here to learn to make them accept their colleges point of view."

7. Did you conduct any form of analysis concerning your students' needs before teaching the course?

Teacher: "I honestly didn't."

8. Being an instructor at the CPAS, how can you predict the position of English courses at this college at HU in the future?



Teacher: "I think that we need to develop and add more skills to it to meet the needs of the students as it emphasizes the conversational skills more. "

9. What do you propose for developing English language teaching/learning in your college?

Teacher: "I recommend that English should not be just one course. I believe that we have to add English language as a diploma program in our faculty for the students who have motivation."

10. Who do you think should teach such courses? By a specialist in the field or an English teacher? Why?

Teacher: "A specialist English teacher who knows exactly what to teach and how to teach it. It is not about his or her degree but it's more about How does he /she teach?"

11. Do you recommend that your students do research papers and reports in English?

Teacher: "The level of our students don't allow us to give them such tasks but we gave them assignments like writing a short paragraph."

12. Do you have anything to add?

Teacher: "No."

### **3.8 Conclusion**

This chapter provided a comprehensive overview of the methodology used in the study. It began by detailing the participants involved in the research, including their demographic information and any relevant characteristics that may have influenced their responses. It then outlined the instruments used to collect data, such as questionnaires and interviews, and explains how these were administered.

Furthermore, the chapter included detailed statistical analyses of the information gathered from the questionnaires completed by both students and instructors. This included a breakdown of the responses, highlighting any trends or patterns that emerged, as well as any significant differences between the two groups.

Finally, the chapter presented the interview protocol used with the instructor of the English Language course (English Language D0120). It explained how the interview was conducted, including the questions asked and any follow-up questions that were necessary to gain a deeper understanding of the instructor's perspective. Overall, this chapter provided a comprehensive overview of the methodology used in the study and set the foundation for the subsequent analysis and discussion.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

This chapter is allocated to discuss the findings of the study. In this chapter, the researcher answers the research questions through the discussion of the statistical analyses of the students' and instructors' questionnaires in connection with the interview conducted with the instructor of the offered course (English Language D0120) at the CPAS at HU. The results from the students' questionnaire will be discussed first, then the instructors' questionnaire.

#### **4.2 Discussion of the Statistical Analysis of the Students' Questionnaire**

**4.2.1 Research question number one:** What are the English language needs of Professions and Applied Sciences students at Hebron University on the basis of their perceptions?

**4.2.1.1 The first sub-question:** How important/necessary are the English language skills to Professions and Applied Sciences students at Hebron University?

In the second section of the students' questionnaire, the students express their thoughts about the importance of English language skills. These perceptions were drawn out and presented in Tables 3,4,5,6 and 7. Table 3 indicated that students appoint all English language skills to be important to them in their studying but with different levels of importance. Table 3 shows that students believe that reading is considered the most important skill for them, followed by writing, speaking and communication with the same degree of importance, vocabulary, listening, and finally grammar.

The researcher believes that students are aware of the importance of English language skills; they understand the need to have a high level of English language and be

proficient in it to be able to be successful and to proceed in their studies at the college. Besides, their instructors' perceptions in the interview match with the students' beliefs. Their instructor highlighted the importance of the four English language skills and pointed out that these skills will help them in their future career. This means that English language skills are significant to the students in their academic life and make them qualified to have better jobs.

Back to Table 3, the English language skills were ranked according to their importance to the CPAS students as follows: reading is considered the most important skill (4.35), followed by writing (4.17), then speaking and communication with the same degree of importance (4.08), then vocabulary (4.02), then listening (3.87), and finally grammar (3.26). Their instructor also agreed on the importance of reading. She said: "the students of office automation, need to read emails."

The researcher sees that it is foreseeable that the CPAS students have marked reading to be the most important skill. Yazar (2013) acknowledged the significance of reading skills; he said: "to learn a foreign language completely is dependent on developing reading ability" (p.36). The students know that they need to gain good reading skills to be able to manage their academic and occupational life. Dehnad et al (2014) confirmed that students need reading skills, they suggested that "English is a medium of communication for exchanging ideas, understanding others' ideas and performing educational and occupational tasks", and this raised the need to read. The researcher consider reading to be the key that opens all other skills and help to master them.

After reading, the students have chosen writing to be of major importance. Dehnad et al (2014) stated that students need writing skills "because of globalization and extension of high technologies" (p.409). the researcher confirms that writing is considered a very

important skill to the students of the CPAS, since they need to write letters in English, write exams, take notes, write in English in some of their future jobs, etc.. In addition, their instructor at the interview emphasized that the students need to have good writing skills; she said: "they need to know how to write business letters.". Furthermore, when asking their instructor about the skills and sub-skills that they focus on to develop in their classes, their instructor said that " I teach a technical English course and English for correspondence so I focus on the writing skills".

Then, they selected speaking and communication with the same degree of importance. The researcher expected that speaking and communication are going to be with the same level of importance; since these skills are relevant. In the past, there had been a concentration on teaching grammar and vocabulary as an important tool for communication, but these days it is clear that knowing a language does not necessarily mean that you can speak it. Thornbury (2005) said that "It is generally accepted that knowing a language and being able to speak it is not synonymous" (p.4). Furthermore, speaking is the most important language skill students can acquire during their ESL classes, and this skill must be developed; Low (2018) acknowledged that "speaking skill was mentioned as the most needed skill to be developed and emphasized in English classes" (p.152). Moreover, Sterba (2014) claimed that it is essential to "develop spoken fluency among the students, as well as to prepare them for real-life situations" (p.9). So, the researcher sees that the students are aware of the importance of speaking and communication skills for their academic and vocational life; they acknowledge that improving these skills will make them more confident to enhance travel experiences and communicate with English-speaking friends and colleagues. Moreover, their instructor at the interview also highlighted the importance of the speaking skill. She mentioned that "they need to know how to speak on the phone or how to answer the phone."

After that, students have chosen vocabulary to be important. Low (2018) declared that "vocabulary learning is one of the important issues in general English and ESP courses". Students need the vocabulary to pass in their academic studies. Kennedy & et.al (1994) pointed out that although vocabulary is only one part of a course, learners notice it and it occupies a plenty of their learning time. In addition, students need to gain a good store of vocabulary in their heads to help them in their future careers, Low (2018) stated that "word knowledge is important for non-native English learners and it should not be a barrier for professional practice because it is teachable" (p.154). Besides, Nadiya & et.al (2021) stated that "improving your professional vocabulary and knowledge will help you work more effectively and open up new career opportunities" (p.10).

Listening is also given its important position among others. There is no doubt that listening skill affect all other skills; Kateryna (2023) stated that "the inability to understand auditory material can bring negative emotions since listening comprehension affects speaking, reading, and writing skills" (p.84). Therefore, understanding the received information determines the students later results. Students need to have a good listening skills to understand their instructors, their classmates, and the auditory materials. In addition, they need listening skill to understand lectures and sometimes they need to understand or make presentations. Furthermore, students sometimes have to attend conferences and seminars, and those conferences are held in English. Besides, the researcher believes that students are aware that having a good listening skill will give them greater self- confidence when speaking and listening to their colleagues. In the same way, their instructor commented on the listening skill and said that students need to use the phone and when talking on the phone they need "to listen carefully".

Finally, grammar is regarded to be the least important language skill by the CPAS students, even though it is rated (3.26). No one can deny the importance of grammar; it

is considered to be the heart of the language. Syvak (2018) claimed that "The ability to perform the grammar knowledge in the language skill, such as reading, speaking, listening and writing, is necessary in ESP teaching" (p.50). However, students see it to be less important than other skills. This can be explained as that students use English language for communication and they pick grammar unconsciously. In addition, they believe they don't need grammar in their vocational life.

Table 4 displays the most significant reading sub-skills for students at the CPAS at HU. They are ranked as the following: reading instructions for assignments and projects being the most important (3.74), followed by reading textbooks about professions and applied sciences (3.57), reading course handouts (3.51), and reading articles in journals about professions and applied sciences (3.29). The students choice of reading instructions for assignments and projects to be the most important, reflects that their aim is to pass the course and have a good academic experience. Also, it is obvious that students give their most attention to the assignment and projects that their instructors provide them. Next came students desire to read textbooks about professions and applied sciences, this is a good thing that means these students want to be educated in their own specialization and be up to date to what is new in their field of study. In addition, it means they don't rely on the materials and textbooks that their instructors provide them. After that, the students choose reading course handout to be an important reading sub-skill; this is expected because they want to pass their courses and understand the materials. Finally, reading articles in journals about professions and applied sciences is rated to be the least important among the others. Students read articles and other sources to enhance their knowledge in their field.

Table 5 presents the most significant writing sub-skills for students at the CPAS at HU. They are ranked as the following: answering exams being the most important (4.17),

followed by note-taking in lectures (4.07), writing research papers (3.89), writing summaries (3.88), writing reports (3.83), and writing assignments (3.72). Answering exams is highlighted to be the most important writing sub-skill and this is expected and typical. Most of the students hope to pass the required courses successfully, and to do so, they need to have a good writing skills to answer the exams. Next, in order to pass the course, students need to be awake to take notes in lectures and follow up with their instructor. The importance of other writing sub-skills became after those two. The reason for that is the level of students and their ability to use the writing skill. To emphasize, when asking their instructor about giving students assignment like doing research papers and reports in English, she said " the level of our students don't allow us to give them such as these assignments but we gave them assignments like writing a short paragraph."

Table 6 shows the most significant listening sub-skills for students at the CPAS at HU. They are ranked as the following: following and understanding lectures being the most important (4.47), followed by following questions/answer sessions in class (4.35), listening to instructions for assignment (4.12), and listening to oral presentation (3.84). The results are expected from students who wants to pass the course successfully. Since, the students choose following and understanding lectures to be the most significant sub-skill. Furthermore, other sub-skills are ranged to have high degrees with slight differences because of the same reason, which is to pass the offered course.

Table 7 presents the most significant speaking sub-skills for students at the CPAS at HU. They are ranked as the following: participating in oral discussions being the most important (4.12), followed by asking questions in class (4.09), giving oral presentations (3.63), participating in seminars (3.24), and participating in conferences (3.18). These results are not surprising, since students have to participate in oral discussions, ask



questions in class, and give oral presentations in order to fulfill the requirements of the course to pass it. In addition, when asking their instructor about the skills and sub-skills that they focus on to develop in their classes, she said that it depends on the subject they teach in the college, she said that she focuses on the speaking skills, she demonstrated " for the requirement course (English language) I really focus on the conversational skills more as we need to graduate students who can confidently speak and understand basic English like introducing themselves, describing places and people, giving an opinion... etc."

To conclude, all the English language skills and sub-skills are important and related. And this is only emphasis what their instructor pointed to in the interview, she said: "what makes sure that all of the 4 skills are necessary and connected."

**4.2.1.2 The second sub-question:** What are the English language lacks of Professions and Applied Sciences students at Hebron University?

In order to answer this question, the students are asked to display how proficient they are in different English language skills and sub-skills. And the skills that students lacks are the skills that students are least proficient in.

Table 8 presents students' perceptions of their level of competency in different English language skills at the CPAS at HU. They are ranked as the following: the most proficient English language skill for students is listening (4.15), then reading (4.12), writing (3.94), followed by vocabulary (3.67), speaking (3.51), communication (3.40), and the least one was grammar (3.38). The results reveals that students need more training in all of the skills, especially grammar, communication and speaking; which they have slight differences in their Mean. This is not surprising, since grammar affect communication. Kusumastuti & et.al (2019) admitted that "grammar can influence the

way of communication can be delivered and received" (p.326). After that, instructors need to focus on developing vocabulary and writing for their students, since those two skills also are have slight differences in Mean. It is truly obvious that having a good vocabulary storage make you a good writer. Mahmudah (2014) conducted a study in order to discover the relationship between writing ability and vocabulary mastery, he found that there is a significant correlation between students' writing ability and their vocabulary mastery. And, at the end, instructors should focus on developing students' reading and listening skills.

To give more details, table 9 shows how proficient the CPAS students' at HU are in different reading sub-skill. According to this table, students are least proficient in reading articles in journals about professions and applied sciences (3.45), reading textbooks about professions and applied sciences (3.65), reading course handouts (3.67), and finally reading instructions for assignments or projects (3.74). As it is clear that there are slight differences in the Means of these reading sub-skills, and they require training in order the students be most proficient in them. It is worth mentioning that reading skill affect all other English skills, Ismail & et.al (2017) concluded that "reading skill has been viewed as something that can help students to enrich their insights in English language" (p.125). Besides, improving reading skill and sub-skills will make difference in students' academic life. Ismail & et.al (2017) demonstrated that "reading skill is an important tool for academic success" (p.126).

Likewise, table 10 addresses the different writing sub-skill and students' ranking of them. According to table 10, the CPAS students need more training in writing reports (3.72), followed by writing summaries (3.73), writing assignments (3.75), writing research papers (3.87), answering exams (3.97), and finally note taking in lectures (4.01). Although all the suggested writing sub-skill are shown to be of high means

reflecting the average level of the students, but the students still need more training in these skills. Santangelo & et.al (2007) concluded that writing is an extremely challenging process for many students. In addition, Saglamel & Kayaoglu (2015) inferred that due much to writing immediate practical application in different academic tasks; it deserves a higher priority in academic setting, and they mentioned some of the academic tasks such as examination questions, research reports, essays, etc.. Furthermore, the results here are predictable, because their instructor at the interview reported that students' level doesn't allow them to write research papers or reports in English, and their instructors only ask them to write short paragraph.

Table 11 reports on students' proficiency in different listening sub-skill. According to this table, they are ordered from the sub-skill they are the most skilled in to the least as the following: following and understanding lectures (4.17), listening to oral presentation (3.84), following questions/answer sessions in class (4.09), and finally listening to instructions for assignment (3.98). Although all the suggested listening sub-skill are shown to be of high means reflecting the average level of the students, but the students still need more training in these skills. It is worth to say that these listening sub-skills are affected by the amount of exposure to them while studying the offered course.

Table 12 shows how proficient the CPAS students' at HU are in different speaking sub-skill. According to this table, the students need least training in participating in oral discussions (3.85), then asking questions in class (3.78), followed by giving oral presentations (3.61), then participating in seminars (3.10), and finally participating in conferences (3.04). The researcher believes that the amount of time students practicing these skills and the amount of the time students are exposure to these skills affect the students' level of proficiency. Al-Zoubi (2018) pointed out that studies cited in his study showed the significance of exposure in language learning, he reveled that "the more the

learner exposed to English language, the more he reads and speaks in the language" (p.160).

To conclude, students need training in all English language skills and sub-skills, although they have average level of competency in English language skills. It should be considered that students have only one English offered course, and it is not sufficient to practice the language in it. In addition, the time is considered to be a hamper, and the large number of students in the class is also a hindrance.

**4.2.1.3 The third sub-question:** What are the English language wants of Professions and Applied Sciences students at Hebron University?

To investigate the wants of Professions and Applied Sciences students, students were requested to express their opinion towards the skills they think they want to get English training in.

To begin with, table 13 presents students' perceptions of the degree of the needed training in order to be skillful in their reading sub-skills. All the Means shown in the table are of middle degrees, which shows that students' basic provisions of having training in the indicated reading sub-skills. They are ordered from the most to the least as the following: reading textbooks about professions and applied sciences (2.73), then reading instructions for assignments or projects (2.67), after that reading articles in journals about professions and applied sciences (2.65), the last is reading course handout (2.62). Even though students don't have specific professions and applied sciences textbooks, they have pointed to the desire that such books are sufficient to them. In addition, students have pointed that they are most proficient in reading instruction for assignment or projects, but they also reveals that they need to be trained in doing so.

Table 14 displays students' perceptions of the degree of the needed training in order to be skillful in their writing sub-skills. All the Means shown in the table are of middle degrees, which shows that students' basic provisions of having training in the indicated writing sub-skills. They are arranged from the most to the least as the following: writing reports (2.83), then writing research papers (2.79), writing assignments (2.75), answering exams (2.73), writing summaries (2.72), and the last one is note-taking in lectures (2.60). The students revealed their needs of training concerning writing reports and writing research papers, they pointed before that they are least proficient in writing reports, and their instructor at the interview mentioned that they don't require students to write research papers. So, this must be considered to be changed and to train the students to do reports and research papers. Furthermore, the students indicated that they are most proficient in note-taking in lectures, and the results here matches with what they indicated, they pointed that the least needs of training is note-taking in lectures.

Table 15 refers to students' perceptions of the degree of the needed training in order to be skillful in their listening sub-skills. All the Means presented in the table are of middle degrees, which shows that students' necessities of having training in the indicated listening sub-skills. They are ordered from the most to the least as the following: following and understanding lectures (2.66), listening to oral presentation (2.57), listening to instructions for assignment (2.55), the last one is following questions/ answer sessions in class (2.47). The students show their desire to be trained in different listening sub-skills.

Table 16 displays students' perceptions of the degree of the needed training in order to be skillful in their speaking sub-skills. All the Means presented in the table are of middle degrees, which shows that students' necessities of having training in the indicated speaking sub-skills. They are ordered from the most to the least as the

following: participating in seminars (2.78), giving oral presentation (2.70), followed by participating in conferences (2.69), participating in oral discussions (2.58), the last one is asking questions in class (2.51). The results are not surprising, since students pointed that they are not proficient in participating in seminars and participating in conferences, they need much training to do so, this also reveals their desire to improve speaking skills outside their classes. Furthermore, they want to be trained to give oral presentation, to participate in oral discussion, and to ask questions in class. Since their instructor at the interview said that they are required to do conversational tasks, to act, to make drama scenes, and other speaking activities. This indicates that they want to raise their self-confidence and to be able to do all that activities in class.

To conclude, students have asserted their lack in different skills in order to develop these sub-skills for future jobs and for academic success. Since, the former question presented the students' needs to obtain development in English language skills and sub-skills.

**4.2.1.4 The fourth sub-question:** To what extent is the currently offered English course 'English language D0120' useful/relevant to professions and applied sciences students at Hebron University?

In order to answer this question concerning the usefulness of the offered course (English Language D0120), students were asked several questions and the following tables presents the results.

Table 17 reveals that the majority of students at the CPAS at HU have positive views toward the offered course (English Language D0120). Since 51% of the students believe that the course is very useful for them, and 28% of the students think that this course is useful. On the other hand, 10% of the students stated that the course is of some use to

them. While 6% of students demonstrated that the course is of little use and another 6% of students said that the course is not useful.

Even though the majority of students believe that the offered course is useful for them, we cannot neglect that there are students who don't share the same opinion or they are neutral. And these students opinion should be taken into consideration and to figure out the reasons behind their choice in order to help in developing the course. The researcher will talk about the reasons behind their choice when discussing the weakness and the suggestions for improving the offered course.

Table 18 shows the students responses to different areas that they believe must highlighted in the English language course offered at the CPAS at HU. As shown, speaking skills is given the priority with the percentage of (81%), reading comprehension (55%), technical vocabulary (54%), writing skills (47%), listening comprehension (40%), and grammar (24%). As the results revealed, the CPAS students see themselves in need to flourish their English language skills. They give the priority to speaking skills and reading comprehension and the least focus is on grammar. Teachers in Palestine focus on grammar structure, so students believe they had enough of such an aspect and they need to focus on other skills.

Table 19 presents the students' opinion towards the time allotted to the offered English course (English Language D0120) at The CPAS at HU. The results shows that 46% of students believe that the time offered is adequate to use the language effectively. On the other hand, 54% of the students think that the time is not enough. In the interview, when the researcher asked their instructor whether the offered course is sufficient for the students to practice the language in an effective way or not, she said that teachers should make their best to make the students benefit from the course, taking into

consideration the time limits and all the difficulties and obstacles that our students face while learning. She focused on the time allotted to the offered course.

Table 20 presents the students' opinion towards who should teach the offered English course (English Language D0120) at The CPAS at HU. The results reveals that (37%) of students think that such course should be given by a specialist in the field of professions and applied sciences, while (47%) of students believe that this course should be given by an English language teacher. In addition,( 6%) of students said that a specialist in the field of professions and applied sciences and an English teacher (joint teaching) should teach such course, and (10%) of students demonstrated that it doesn't matter whether a specialist in the field or an English teacher present this course. In the interview, the researcher asked their instructor about her opinion on who should teach the offered course, she said that a specialist English teacher who knows exactly what to teach and how to teach it should teach the offered course, and that the degree of the teacher doesn't matter more than the way of teaching. The researcher think that the opinion towards this question is a little bit confusing, but the researcher believes that joint teaching might be as a compromise. Since a specialist in the field might have information that an English teacher doesn't have. In contrast, the English teacher knows strategies and methodologies to teach the English language in a proper way.

Table 21 presents the students' responses of the weaknesses of the offered course (English Language D0120). These responses are translated from Arabic into English and then paraphrased. They have mentioned the following:

- 1- Difficulty in understanding the content of the course.
- 2- The course focus on grammar.
- 3- There is no focus on speaking, reading, and writing skills.



- 4- The course neglects the development of writing, reading, and speaking skills.
- 5- The vocabulary used in the course is not useful in the specialty.
- 6- The course structure is inadequate.
- 7- Lack of English language specialists.
- 8- There are lack in the events that support English language.
- 9- Lack of homework.
- 10- The examination system is inadequate.
- 11- The expressions used in the course are difficult.
- 12- There are huge numbers of students in the course.
- 13- Lack of participation.
- 14- Studying the course requires a lot of time and effort.
- 15- The need to supportive courses.
- 16- Lack of usefulness of the course due to it being taught electronically.

It is worth mentioning that students confirmed on their needs to get training in all English language skills. According to table 21, it shows that (14.3 %) of students said that the offered course lack the focus on speaking skills, (11.1 %) of students demonstrated that the course neglects the development of writing, reading and speaking skills. Moreover, they emphasized on their wish to develop in various skills and their desire to have more assignments. Also, they demonstrated on their desire to participate in conferences and seminars, since they said they lack the events that support English language. Furthermore, (15.9%) of students said that the offered course focus largely on grammar. This matches their opinion about language skills that need to be highlighted in the offered course, back to table 18, students think that grammar should have least focus on among other language skills, and all the other skills were given the priority to be highlighted on in the offered course more than grammar. To conclude, It is a high

priority to consider all these points above by teachers and course designer for the aim of improving the course.

Table 22 presents the students' responses of the suggestions to improve the offered course (English Language D0120). These responses are translated from Arabic into English and then paraphrased. They have suggested the following:

- 1- To focus on speaking skills.
- 2- To simplify the course and taking into account the different levels of students.
- 3- To diversify teaching methods and using innovative teaching methods and modern technologies.
- 4- To create training courses to support the course.
- 5- The need to focus on the vocabulary used in the College of Professions.
- 6- To focus on the basics of the English Language
- 7- To hire an English language specialist to teach the course.
- 8- To focus on reading, writing, and speaking skills.
- 9- To focus on developing students' expression and communication skills.
- 10- To organize English language activities and events to support the course.
- 11- To reduce the number of students in the course.
- 12- To reduce course fees.
- 13- To increase homework and worksheets.

All the mentioned suggestion should be considered in the process of developing the offered course. Once again, these suggestions are in accordance with the needs and lacks of students. In addition, these suggestions match with the mentioned limitations and weakness that were discussed earlier.

### **4.3 Discussion of the Statistical Analysis of the CPAS Instructors' Questionnaire**

The following is the discussion of the statistical analysis of the CPAS instructors' questionnaire. This questionnaire is analyzed to answer the second research question. It reveals the instructors' perceptions toward their students necessities regards English language skills and sub-skills for studying at HU. Furthermore, it shows the instructors perceptions toward the offered course and English language training at the college.

**4.3.1 Research question number two:** What are the English language needs of Professions and Applied Sciences students at Hebron University on the basis of their instructors' perceptions?

**4.3.1.1 the first sub-question:** How important/ necessary are the English language skills to Professions and Applied Sciences students at Hebron University?

Table 26 shows the most important English language skill for students at the CPAS at HU according to instructors' perceptions. The instructors appoint all the English language skills to be of a high degrees of importance. The results reveals that the most important skills are writing and reading with same level of importance (4.63), followed by vocabulary (4.50), then speaking and grammar with the same degree of importance (4.25), and the lest one is listening (4.13). Both instructors and students' are aware of the importance of the English language skills. It is noticeable that both students and instructors have ranked reading and writing as the most important skills. It is worth mentioning that there is a connection between reading and writing, there are two sides of the same coin, it is a fact that students' don't learn to write by writing but rather by reading. Besides, instructors know that those two skills must be developed, so students can have a good academic and vocational life. Nazarenko & Schwarz-Peaker (2014) emphasized that "the development of reading and writing skills will be useful for

students not only in their academic career, but in the reading and writing they will do in their future professions." (p.24)

Table 27, presents the most important reading sub-skill for students at the CPAS at HU according to instructors' perceptions. The results reveals that the instructors expectations were high, they are all of high Means. The most important reading sub-skill were reading textbooks about professions and applied sciences (4.38), followed by reading articles about professions and applied sciences (4.13), then reading course handout, and reading instructions for assignments/projects with the same level of importance (3.88). When comparing these results with the perceptions of the students', the researcher found that students believe that reading instruction for assignments is the most important reading sub-skill. According to them, they want to pass the offered course. while, their instructors' perceptions were that they believe that reading textbooks and reading articles in the field of professions and applied sciences is the most important reading sub-skill. The researcher believe that instructors gave their most attention to reading textbooks and articles in the field because they are aware that reading external sources is better for their students to become more educated in their own specialization.

Table 28 displays the most important writing sub-skill for students at the CPAS at HU according to instructors perceptions. The results reveals that the instructors expectations were high. The most important writing sub-skill were writing reports (4.25), followed by writing assignments (4.13), then answering exams (3.88), followed by note taking in lectures and writing research papers with the same level of importance(3.75). Such results don't agree with that of students' in their order. Since students gave the priority to answering exams, while instructors give the priority to writing reports. Furthermore, students believe that the least important writing sub-skill is writing assignments, while

instructors think it is in priority after writing reports. In contrast, instructors gave the least priority to writing research papers, while students think writing research papers is more important than writing assignments. These results are not surprising thought, because it is not required to be matched. Bui (2022) admitted that "a large body of research has shown that teachers' beliefs do not always align with students' beliefs." (p.2)

Table 29 presents the most important listening sub-skill for students at the CPAS at HU according to instructors perceptions. The results reveals that the instructors expectations were high. The most important listening sub-skill were listening to oral presentations (4.00), followed by following and understanding lectures, following questions/answer sessions in class, and listening to instructions for assignments with the same degree of importance (3.88). Results agree with students perceived about what important listening sub-skills they need in their schooling, but only there is one difference. Instructors give the priority to listening to oral presentation, while students think it is the least important listening sub-skill.

Table 30 presents the most important speaking sub-skill for students at the CPAS at HU according to instructors perceptions. The results reveals that all speaking sub-skills are all in the same level of importance since they all have the same Mean (4.00). Which they are participating in oral discussions, asking questions in class, giving oral presentation, participating in seminars, and participating in conferences. Both the students and instructors view all the speaking sub-skill to be important.

It is worth mentioning that instructors and students perceive all English language skills and sub-skills to be important. Even though they are ranked differently and have varied orders, but it doesn't eliminate that all skills are essential and necessary.

**4.3.1.2 the second sub-question:** To what extent is the offered English course 'English Language D0120' useful/relevant to professions and applied sciences students at HU?

The following discussion will fulfill the question above. It is concerned with the instructors' perception towards the usefulness of the offered course (English Language D0120) at the CPAS.

Table 31 reveals to what extent the instructors at the CPAS at HU believe that the offered course (English Language D0120) to be useful for their students. The results show that they have positive opinions toward the course, since (50%) of the instructors believe that the course is very useful for the students, and (38%) of the instructors think that this course is useful. In addition, no one of the instructors said that the course of some use or not useful. But, only one instructor (13%) demonstrated that the course is of little use. When comparing these results with the students' perceptions, we found that they both show extremely positive attitude toward the offered course. The researcher believes that colleges in general need to constantly work on improving and innovating their educational programs, regardless of current satisfaction levels. It's important to avoid getting stuck in one place, as this can lead to a feeling of complacency and hinder progress in providing a truly enriching academic experience for everyone involved. Continuously striving for improvement and being open to innovative ideas and approaches is essential for ensuring the best possible educational experience for students, faculty, and the wider community.

Table 32 shows the instructors of the CPAS responses to different areas that they believe must highlighted in the English language course offered at HU. As shown, general vocabulary (88%) and speaking skills (88%) are given the same priority. Followed by the other skills which all of them are in the same importance. The skills are

grammar (75%), technical vocabulary (75%), listening comprehension (75%), reading comprehension (75%), and writing skills (75%). When comparing these results with the students, we see that instructors gave the highest priority to be highlighted in the English language course to speaking skills and general vocabulary with the highest percent (88%). The students share the same perception, they gave the highest priority to speaking skill (81%). They both agree on the importance of the speaking skill and that the focus must be on it. Furthermore, instructors believe all the other skills are important, and pointed that they are all must be highlighted in the same level in the offered course. While students' perceptions' varied, they gave dominance to other skills to be highlighted above the others.

Table 33 shows that the majority of the instructors would like the students at The CPAS at HU to attend English for occupational purposes (EOP) courses (88%) over English for academic purposes (EAP) courses and General English (GE) courses, which they are holding similar percent (75%). There is a slight difference between them. This means that instructors see all of the three types are important and they share positive attitude towards them.

Table 34 presents the instructors' opinion towards the time allotted to the offered English course (English Language D0120) at The CPAS at HU. The results shows that the majority of the instructors (88%) believe that the time allotted to the English course is not sufficient to help students use the language in an effective way, and (13%) think it is enough. Their perceptions are match to that of the students to some extent.

Table 35 presents the instructors' opinion towards who should teach the offered English course (English Language D0120) at the CPAS at HU. The results reveals that the majority of the instructors (75%) believe that such course should be given by a

specialist in the field of professions and applied sciences. while (25%) of instructors believe that this course should be given by an English language teacher. The results here are different from the students' opinion towards who should teach the offered English course, since (37%) of students think that such course should be given by a specialist in the field of professions and applied sciences, while (47%) of them believe that this course should be given by an English language teacher. The results here emphasize the fact that the question of who is more qualified to teach ESP courses has always been controversial. The debate is on the aim that such courses should fulfill. It is whether to help students understand their specialized texts, or it is the language that must be taught and not a specific subject. Ahmadi (2008) stated that "Though specialized texts are the only medium of language education, ESP teachers should emphasize on improving the students' linguistic skills." (p.8). The researcher believe that if an English language teacher have to teach an ESP course, the teacher needs to obtain some subject knowledge of their students' field of study. Moreover, in order to avoid any misunderstanding of the context of the texts, they need to do their best to have enough knowledge of the subject and the technical terms.

Table 36 presents weakness of the offered course (English Language D0120) as mentioned by the instructors. They include the following:

- 1- The course lacks of communication with students.
- 2- The course is not enough and it needs some additional courses to enhance reading, writing and speaking skills.
- 3- The practical aspect is not available.
- 4- The course dose not develop students' speaking skills
- 5- The course lacks English vocabulary appropriate for students.



The limitations of the offered course according to instructors' opinion match with the limitations that perceived from the students. They both, instructors and students, see that this course does not develop students' speaking skill , in particular, and other language skills. Both sides see that the offered course is not enough and it needs some additional courses to enhance language skills, students said that they need supportive courses. In addition, back to table 21, students see that the vocabulary used in the course is not useful in their specialty, and the instructors see that this course lacks English vocabulary appropriate for students. All of the limitations above should be considered to improve the course.

Table 37 presents suggestions to improve the offered course (English Language D0120) as mentioned by the instructors. They include the following:

- 1- To give more courses, and training courses.
- 2- To increase the course time.
- 3- To focus on communication, and conversation skills.
- 4- To use professional and technical vocabulary, and not focus on grammar.
- 5- To speak and write only in English during class time.

The instructors suggestions should be considered to improve the offered course in order to fulfill their students' needs. In addition, it is worth mentioning that the instructor of the offered course at the interview recommend that English shall not be just one course, she demonstrated that English language should be added as a diploma program in their college for the students who have a motivation.

#### **4.4 Hypotheses Analysis**

**1. Hypothesis number one: there are no English language needs for Professions and Applied Sciences students at HU on the basis of their perceptions.**

A. There are no important/necessary English language needs for Professions and Applied Sciences students at HU.

By analysis results, the hypothesis is rejected.

B. There are no English language lacks for Professions and Applied Sciences students at HU.

By analysis results, the hypothesis is rejected.

C. There are no English language wants for professions and applied sciences students at HU.

By analysis results, the hypothesis is rejected.

D. The currently offered English course 'English Language D0120' is not useful to professions and applied sciences students at HU.

By analysis results, the hypothesis is rejected.

**2. Hypothesis number two: there are no English language needs for Professions and Applied Sciences students at HU on the basis of their instructors' perceptions.**

A. There are no important/necessary English language needs for professions and applied sciences students at HU.

By analysis results, the hypothesis is rejected.

B. The offered English course 'English Language D0120' is not useful to professions and applied sciences students at HU.

By analysis results, the hypothesis is rejected.

#### **4.5 Conclusion**

This section has detailed the findings of the research and provided insights into the study's objectives. It delved into the statistical analysis of the survey responses from students and instructors in the CPAS, along with insights from the conducted

interviews. Additionally, it examined the requirements, deficiencies, and preferences of both students and instructors in the CPAS regarding the specific course offered at the college.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS

The concluding chapter of this research paper plays a pivotal role in bringing together the most significant insights gained from the study and providing valuable recommendations for future actions. It serves as a comprehensive summary of the research, highlighting the main findings and conclusions reached by the researcher.

In this chapter, the researcher takes a step-by-step approach to analyzing and interpreting the data, which is presented in a clear, concise, and easy-to-understand manner. Moreover, the researcher provides a series of recommendations based on the study's results, which are designed to assist policymakers, practitioners, and other stakeholders in implementing changes that can positively impact the research subject. These recommendations are well-informed and evidence-based, and they offer practical guidelines for addressing the research problem and achieving the desired outcomes.

Finally, the researcher identifies several promising areas for further exploration, and providing suggestions for future research that can extend and enrich our understanding of the topic. The researcher encourages the scientific community to pursue these avenues of inquiry as they have the potential to yield valuable insights and contribute to the advancement of knowledge in the field.

#### **5.1 Summary of the Major Findings of the Study**

1. The findings revealed that the CPAS students and instructors see that all English language skills and sub-skills are important for their studying at the college.
2. The findings revealed that the CPAS students consider reading (4.35) to be the most important skill, followed by writing (4.17), then speaking and communication with the same degree of importance (4.08), then vocabulary (4.02), then listening (3.87),

and finally grammar (3.26). On the other hand, the most important English language skills for students at the CPAS at HU according to their instructors' perceptions are writing and reading with same level of importance (4.63), followed by vocabulary (4.50), then speaking and grammar with the same degree of importance (4.25), and the last one is listening (4.13).

3. The findings also revealed that students assign 'reading instructions for assignments or projects' to be the most important reading sub-skill, 'answering exams' to be the most important writing sub-skill, 'following and understanding lectures' to be the most significant listening sub-skill, and finally 'participating in oral discussion' to be the most crucial speaking sub-skill. On the other hand, their instructors' assign 'reading textbook about professions and applied sciences' to be the most important reading sub-skill, 'writing reports' to be the most important writing sub-skill, 'listening to oral presentation' to be the most significant listening sub-skill, and finally 'participating in oral discussion' to be the most crucial speaking sub.
4. The findings also showed that students are of a high level of proficiency in listening (4.15), then reading (4.12), writing (3.94), followed by vocabulary (3.67). However, their level of competency is a middle in speaking (3.51), communication (3.40), and finally grammar (3.38). The results reveal that students need more training in all of the skills, especially grammar. Regarding sub-skills, the students pointed 'reading instruction for assignments or projects' to be the most proficient reading sub-skill and 'reading articles in journals about professions and applied sciences' to be the least competent reading sub-skill, 'note taking in lectures' to be the most proficient writing sub-skill and 'writing reports' to be the least proficient writing sub-skill, 'following and understanding lectures' to be the most competent listening sub-skill and 'listening to instructions for assignments' to be the least proficient

listening sub-skill, and finally 'participating in oral discussions' to be the most proficient speaking sub-skill and 'participating in conferences' as the least competent speaking sub-skill.

5. The results showed that students revealed their desire to get training in all English skills in order to develop them and to utilize the English language productively while studying at the CPAS. Regarding reading, the students want to get training in 'reading textbooks about professions and applied sciences', then 'reading instructions for assignments or projects', after that 'reading articles in journals about professions and applied sciences', the last is 'reading course handout'. In writing, the students hope to get training in 'writing reports', then 'writing research papers', then 'writing assignments', followed by 'answering exams', then 'writing summaries', and finally 'note-taking in lectures'. In listening, the students wish to get training in 'following and understanding lectures', then 'listening to oral presentation', after that 'listening to instructions for assignment', and finally 'following questions/ answer sessions in class'. And finally, regarding speaking, the students needed training in 'participating in seminars', then 'giving oral presentation', followed by 'participating in conferences', after that 'participating in oral discussions', and the last one is 'asking questions in class'.
6. The findings showed students' perceptions toward the functionality of the offered course (English Language D0120) at the CPAS at HU. The students have positive views toward the offered course (English Language D0120). The results showed that (51%) of the students believe that the course is very useful for them, and (28%) of the students think that this course is useful. In contrast, (10%) of the students stated that the course is of some use to them. While (6%) of students demonstrated that the course is of little use and another (6%) of students said that the course is not

useful. All the same, the results show that instructors have positive opinions toward the course, since (50%) of the instructors believe that the course is very useful for the students, and (38%) of the instructors think that this course is useful, and only one instructor (13%) demonstrated that the course is of little use.

7. The findings revealed the students' responses to different areas that they think it should be highlighted in the English language course offered at the CPAS at HU. The students pointed that speaking skills is given the priority with the percentage of (81%), followed by reading comprehension (55%), then technical vocabulary (54%), after that writing skills (47%), then listening comprehension (40%), and finally grammar (24%). Furthermore, the results show the instructors' perceptions towards different language skills that they believe must highlighted in this course they have assigned that general vocabulary (88%) and speaking skills (88%) are given the same priority, followed by the other skills which all of them are in the same importance, they all share the same percentage (75%). The skills are grammar, technical vocabulary, listening comprehension, reading comprehension, and writing skills.
8. Moving to the students' perceptions towards the time allotted to the offered English course (English Language D0120) at the CPAS at HU. The results showed that (46%) of students are satisfied and believe that the time offered is adequate to use the English language effectively. On the other hand, (54%) of the students are not pleased and think that the time is not enough. All the same, the results showed that the majority of the instructors (88%) believe that the time allotted to the English course is not sufficient to help students use the language in an effective way, and (13%) think it is enough.

9. The results revealed the students' perceptions towards who should teach the offered English course (English Language D0120) at the CPAS at HU. The results revealed that (37%) of students think that such course should be given by a specialist in the field of professions and applied sciences. while (47%) of students prefer that this course should be given by an English language teacher. In addition,( 6%) of students said that a specialist in the field of professions and applied sciences and an English teacher (joint teaching) should teach such course, and (10%) of students demonstrated that it doesn't matter whether a specialist in the field or an English teacher present this course. All the same, the results showed that the majority of the instructors (75%) believe that such course should be given by a specialist in the field of professions and applied sciences. While (25%) of instructors believe that this course should be given by an English language teacher.
10. The results revealed that the majority of the instructors would like the students at The CPAS at HU to attend English for occupational purposes (EOP) courses (88%) over English for academic purposes (EAP) courses (75%) and General English (GE) courses (75%).
11. The results showed that the CPAS students and instructors have called attention on some weaknesses of the offered course and some suggestions in order to improve it.
12. All the research hypotheses were rejected. Thus:
- 12.1 There are English language needs for the CPAS students at HU on the basis of their insights.
- A. There are important English language needs for the CPAS students at HU.
  - B. There are important English language lacks for the CPAS students at HU.
  - C. There are important English language wants for the CPAS students at HU.
  - D. The offered course (English Language D0120) is useful for the CPAS students.



12.2 There are English language needs of the CPAS students on the basis of their instructors insights.

- A. There are important English language needs for the CPAS students at HU.
- B. The delivered course (English Language D0120) is beneficial and effective for the CPAS students at HU.

## **5.2 Recommendations**

1. The research findings indicate that students in the CPAS must demonstrate a high level of proficiency in all four language skills, including reading, writing, listening, and speaking, as well as possess a strong command of grammar and vocabulary to succeed in their academic pursuits. Thus, it is imperative that course designers carefully evaluate and modify the existing courses to meet these essential requirements. By doing so, students will be better equipped to achieve their academic goals and excel in their respective fields.
2. It is crucial to take into account the English language proficiency level of the learners before designing a course. This is because learners who are not proficient in the language may find it difficult to understand the course content and therefore not be able to achieve the intended learning outcomes. To ensure that learners are able to follow and understand the course content, the course designers need to consider the English language proficiency level of the learners. In addition, it is also important to assist the learners in raising their awareness of their present English language proficiency level and the level required for their specific discipline. This involves providing learners with information about the expected English language proficiency level, as well as the skills and knowledge that they need to acquire in order to meet the requirements of their field of study. By doing so, learners are better equipped to engage in the learning process and achieve their academic goals.

3. In order to ensure that students are well-prepared to handle any English for Specific Purposes (ESP) course that they may encounter during their studies, it is essential to offer them additional English language courses beforehand. By providing these supplementary courses, students will have the necessary skills and knowledge to effectively navigate the challenges of their ESP coursework.
4. It is imperative for instructors to constantly update their knowledge and skills in teaching. One way to achieve this is by participating in various training courses and workshops. These programs provide instructors with a platform to learn different teaching methodologies, techniques, and strategies that can help them effectively impart knowledge to their students. Through these training courses, instructors can gain a deeper understanding of the different learning styles and preferences of their students, and tailor their teaching approach accordingly. They can also learn how to incorporate technology into their teaching methods, which can help enhance the learning experience of their students. Moreover, attending workshops can provide instructors with an opportunity to network and collaborate with their peers. This can lead to the exchange of ideas and best practices in teaching, which can ultimately benefit both the instructors and their students. Therefore, it is crucial for instructors to actively seek out and participate in training courses and workshops to equip themselves with the necessary knowledge and skills to be effective educators.
5. In order to meet the demands of the ever-evolving educational landscape, it is essential that instructors possess a high level of proficiency in the English language. This is particularly important in the context of ESP courses, which require a specialized vocabulary and technical language. By improving their language skills, instructors will be better equipped to teach and communicate with international institutions, thereby expanding opportunities for cross-cultural exchange and

collaboration. Moreover, a strong command of English will enable instructors to participate effectively in global events, such as seminars and conferences. This will allow them to stay current with the latest developments in their field, exchange ideas with colleagues from around the world, and bring fresh perspectives to their teaching. Ultimately, enhancing the English language proficiency of instructors will lead to a more dynamic, engaging, and effective educational experience for students. It will also position the institution to be more competitive on a global scale, attracting students and faculty from diverse backgrounds and fostering a culture of internationalization.

6. This study has come up with significant findings that can be of great help to teachers and course designers in developing an effective English for Specific Purposes (ESP) course. The results of this study provide valuable insights into selecting appropriate materials for an ESP course, classifying them based on their relevance, sequencing them in a logical order, and organizing them in a meaningful way. By considering these findings, teachers and course designers can create an ESP course that meets the unique needs and learning objectives of their students, while ensuring that the course is engaging, informative, and effective. Overall, the findings of this study are a valuable resource for anyone involved in designing and teaching ESP courses. Low (2018) pointed out that "Results of the research help with the decisions upon selecting the appropriate teaching materials that go along with the designed syllabus" (p.154).
7. The current course structure may not provide enough time for students to fully immerse themselves in the language they are studying. As a result, students may not be able to use the language fluently once they complete the course. Therefore, it is important to review the course structure and allocate enough time for students to

engage in activities that will help them develop their language skills such as conversational practice, writing exercises, and reading comprehension activities. By doing so, students will have a better chance of achieving their language learning goals and feeling confident in their ability to use the language effectively.

8. To enhance the learning experience, it would be beneficial to provide supplementary courses that focus on various language aspects. These courses would complement the currently offered course and provide a more comprehensive understanding of the language. For instance, additional courses could cover topics such as grammar, pronunciation, or writing skills. By offering a variety of courses, learners can develop a well-rounded skillset, which will benefit them in their personal and professional lives. Furthermore, having access to a range of courses can also keep learners motivated and engaged, as they have the opportunity to explore various aspects of the language.
9. It is highly recommended that the CPAS and the English Department collaborate more closely to provide students and instructors with opportunities to enhance their language proficiency. This collaboration can involve organizing various events such as workshops, training sessions, and meetings with English-speaking individuals. These events can be tailored to meet the specific needs of different disciplines and can range from basic language skills to more advanced language usage. The workshops and training sessions can focus on specific areas such as academic writing, research, and presentation skills. For instance, students can attend workshops on how to write research papers, essays, or other academic assignments in English. They can also learn how to deliver presentations in English with confidence and clarity. Additionally, instructors can attend training sessions on how to teach English for specific purposes and how to integrate language learning into

their curriculum. The meetings with English-speaking individuals can be organized as part of a language exchange program or as guest lectures. These meetings can provide students and instructors with an opportunity to practice their language skills in a natural setting and to learn about different cultures. They can also help to build relationships and networks that can be valuable both academically and professionally. The aim of this collaboration is to help students and instructors practice and use the language effectively in their discipline and promote their language proficiency. By doing so, they can enhance their academic and professional skills, and contribute to a more diverse and inclusive academic community.

### **5.3 Suggestions for further studies**

1. The findings of this study can serve as a comprehensive guide for conducting a thorough needs analysis in higher education institutions. It can help institutions to gain a better understanding of their students' needs, deficiencies, and desires. By doing so, they can design and deliver educational programs that are tailored to meet the needs of their students and enhance their overall learning outcomes. This study can be used as a blueprint to develop a customized needs analysis framework that can be implemented by other higher education institutions to improve their educational programs.
2. It is imperative to conduct additional research on the attitudes and motivation exhibited by the students towards the English language within the academic setting of the CPAS at HU. By delving deeper into these areas, we can gain a better understanding of the factors that influence language acquisition and proficiency in this particular context. Such insights will be invaluable in developing effective

teaching strategies that cater to the unique needs and preferences of the students, ultimately enhancing their academic performance and personal growth.

3. Perform additional research to gain more in-depth insights into the English language courses that are necessary for different workplaces. This research should aim to identify the specific language skills that are needed for various job roles and industries, as well as the proficiency levels required for effective communication in the workplace.
4. A comprehensive research study aimed at exploring different pedagogical techniques and approaches employed in teaching English for Specific Purposes (ESP) courses.
5. Exploring the impact of teacher development on student achievement is an important research topic that warrants further investigation.

#### **5.4 Conclusion**

This study has conducted a thorough analysis of the English language needs of the students enrolled in the CPAS at HU. The research has identified that these students have a specific set of language requirements that are crucial for their success in their respective fields. Based on these findings, the course designers and stakeholders can now develop tailored English courses for professional and applied sciences purposes that meet the unique needs of these learners. These courses will focus on enhancing the students' English language skills in areas such as technical vocabulary, professional communication, and academic writing. The successful implementation of these courses will enable the college to achieve one of its primary objectives of producing highly skilled and qualified specialists who can compete in the national and international job market. It will also enable the students to communicate effectively with their colleagues and clients, conduct research, and publish their findings in academic journals. By

catering to the English language needs of its students, the college can equip them with the necessary tools and skills to excel in their fields, make a significant contribution to their communities, and positively impact society as a whole.

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## APPENDIX A

### Names of the jury

Number	Name	Title
1	Hazem Bader	Lecturer at the English Department, Faculty of Arts, Hebron University, Hebron, Palestine.
2	Khaldoun Sughair	Lecturer at the English Department, Faculty of Arts, Hebron University, Hebron, Palestine.
3	Mahmmoud Eshreteh	Lecturer at the English Department, Faculty of Arts, Hebron University, Hebron, Palestine.
4	Manal Abu Minshar	Head of Foundation of Education Department , Hebron University, Hebron, Palestine
5	Naji Zaru	Director of English Language Department, Hebron University, Palestine
6	Riyad Zahida	Lecturer at the English Department, Faculty of Arts, Hebron University, Hebron, Palestine.



## APPENDIX B

### Students' Questionnaire

Dear students at the college of Professions and Applied Sciences ,

This questionnaire is a part of a research project titled: "Analyzing the English Language Needs of Students at the CPAS at Hebron University." The research is designed to investigate the English language needs of students at the CPAS at HU. Your cooperation and support are essential to achieve the goals of this study and to develop and promote teaching at HU and particularly at the CPAS.

Your name is not requested, and all responses are strictly confidential and will only be used for research purposes.

Thank you for your time

Researcher

Wardeh Qawasmeh

#### Section one: background information.

Please fill in the blanks with the appropriate information:

1. Gender                      male                       female
2. Academic year              first                       second

#### Section Two: CPAS Students' Perceptions toward their English Language Needs

A. What are the most important English language skills for studying at the CPAS?

English language skills	Very important	Important	Moderately Important	Of little importance	Unimportant
Reading					
Speaking					
Listening					
Writing					
Vocabulary					
Grammar					
communication					

B. What are the most important English language sub-skills for studying at the CPAS?

	English language skills	Very important	Important	Moderately important	Of little importance	Unimportant
Reading sub-skills	Reading textbook about professions and applied sciences					
	Reading articles in journals about professions and applied sciences					
	Reading course handouts					
	Reading instructions for assignments/projects					
Writing sub-skills	Writing assignment					
	Note-taking in lectures					
	Writing research papers					
	Answering exams					
	Writing reports					
Listening sub-skills	Following and understanding lectures					
	Listening to oral presentation					
	Following questions /answer sessions in class					
	Listening to instructions for assignment					
Speaking sub-skills	Participating in oral discussions					
	Asking questions in class					
	Giving oral presentations					
	Participating in seminars					
	Participating in conferences					

C. How proficient are you in the following language skills?

English language skills	Very good	Good	Average	Weak	Very weak
Listening					
Speaking					
Writing					
Reading					
Grammar					
Vocabulary					

D. How proficient are you in the following English sub-skills?

	English language skills	Very good	Good	Average	Weak	Very weak
Reading sub-skills	Reading textbook about professions and applied sciences					
	Reading articles in journals about professions and applied sciences					
	Reading course handouts					
	Reading instructions for reading assignments/projects					
Writing sub-skills	Writing reports					
	Writing assignment					
	Note-taking in lectures					
	Writing research papers					
	Answering exams					
Listening sub-skills	Following and understanding lectures					
	Listening to oral presentation					
	Following questions /answer sessions in class					
	Listening to instructions for assignment					
Speaking sub-skills	Participating in oral discussions					
	Asking questions in class					
	Giving oral presentations					
	Participating in seminars					
	Participating in conferences					

E. How much language training would you like to receive for the following to improve your English language sub-skills?

	English language skills	A lot of training	Training needed	Little training needed	No training needed
Reading sub-skills	Reading textbook about professions and applied sciences				
	Reading articles in journals about professions and applied sciences				
	Reading course handouts				
	Reading instructions for assignments/ projects				
Writing sub-skills	Writing reports				
	Writing assignment				
	Note-taking in lectures				
	Writing research papers				
	Answering exams				
Listening sub-skills	Following and understanding lectures				
	Listening to oral presentation				
	Following questions /answer sessions in class				
	Listening to instructions for assignment				
Speaking sub-skills	Participating in lecture Discussion				
	Asking questions in class				
	Giving oral presentations				
	Participating in seminars				

### Section Three: CPAS students' Perceptions toward the Usefulness of the Course (English Language D0120 ) at the CPAS?

1. How useful are the English language courses (**English Language D0120** ) to you?  
 very useful  useful  of some use  of little use  not useful

2. What aspects of the English language should such course highlight? (You can choose more than one)

- Grammar
- Technical vocabulary
- General vocabulary
- Listening comprehension
- Speaking skills
- Reading comprehension

Writing skills   
Other (please specify).....

3. Is the time allotted to the offered course enough to you to use the language effectively?

Yes  No

4. The English courses offered for students should be taught by:

A specialist in the field of professions and applied sciences

An English language teacher

A specialist in the field and an English teacher (joint teaching)

It doesn't matter

5. Please mention the weaknesses the course (**English Language D0120**).

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

6. Please provide some suggestions to improve the course (**English Language D0120**).

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

**Thank you**

## APPENDIX C

### استبيان الطلاب

عزيزي الطالب،

هذا الاستبيان جزء من مشروع بحثي في جامعة الخليل، والذي يهدف الى التعرف الى احتياجات اللغة الانجليزية لطلاب كلية المهن والعلوم التطبيقية في الجامعة. نحن نقدر مشاركتك الطوعية في هذا البحث. سيتم استخدام المعلومات التي تقدمها في تطوير وتعزيز التدريس في الجامعة وخاصة كلية المهن والعلوم التطبيقية. ذكر اسمك ليس مطلوباً، كما أن جميع اجاباتك ستبقى سرية وسيتم استخدامها لأغراض البحث فقط.

شكراً على وقتك.

الباحثة

ورده محمود قواسمة

**القسم الأول : معلومات أساسية.**

الرجاء إكمال الفراغات التالية بالمعلومات المناسبة :

- 1- الجنس  ذكر  أنثى  
2- السنة الأكاديمية:  أولى  ثانية

**القسم الثاني: تصورات طلاب كلية المهن والعلوم التطبيقية لاحتياجاتهم للغة الانجليزية:**

أ- ما هي مهارات اللغة الانجليزية المهمة للدراسة في كلية المهن والعلوم التطبيقية :

المهارة اللغوية	مهم جداً	مهم	متوسط الأهمية	قليل الأهمية	غير مهم
القراءة					
التحدث					
الاستماع					
الكتابة					
المفردات					
القواعد					
التواصل					

ب- ما هي مهارات اللغة الانجليزية الفرعية المهمة للدراسة في كلية المهن والعلوم التطبيقية:

المهارة	مهم جداً	مهم	متوسط الأهمية	قليل الأهمية	غير مهم
مهارات القراءة الفرعية					
قراءة الكتب المتخصصة في مجال المهن والعلوم التطبيقية					
قراءة مقالات في مجال المهن والعلوم التطبيقية					
قراءة نشرات المساق					
قراءة تعليقات المهام (التعيينات) والمشاريع					
مهارات الكتابة الفرعية					
كتابة التقارير					
كتابة المهام (التعيينات)					
تدوين الملاحظات في المحاضرات					
إجابة الامتحانات					
كتابة الأبحاث					
كتابة الملخصات					
مهارات الاستماع الفرعية					
فهم واستيعاب المحاضرات					
الاستماع الى العروض التقديمية					
الاستماع وفهم الاسئلة والأجوبة في المحاضرات					

					الاستماع الى تعليمات المهام	
					المشاركة في النقاشات في المحاضرة	مهارات التحدث الفرعية
					طرح الاسئلة في المحاضرة	
					تقديم العروض التقديمية	
					المشاركة في الندوات	
					المشاركة في المؤتمرات	

ج- ما هو مدى اتقانك لمهارات اللغة الإنجليزية التالية:

المهارة اللغوية	جيد جداً	جيد	متوسط	سيئ	سيئ جداً
القراءة					
التحدث					
الاستماع					
الكتابة					
المفردات					
القواعد					
التواصل					

د- ما هو مدى اتقانك لمهارات اللغة الإنجليزية الفرعية التالية:

المهارة	جيد جداً	جيد	متوسط	سيئ	سيئ جداً
مهارات القراءة					
القراءة التطبيقية					
القراءة مقالات في مجال المهن والعلوم التطبيقية					
قراءة نشرات المساق					
قراءة تعليمات المهام (التعيينات) والمشاريع					
مهارات الكتابة الفرعية					
كتابة التقارير					
كتابة المهام (التعيينات)					
تدوين الملاحظات في المحاضرات					
إجابة الامتحانات					
كتابة الأبحاث					
كتابة الملخصات					
مهارات الاستماع الفرعية					
فهم واستيعاب المحاضرات					
الاستماع الى العروض التقديمية					
الاستماع وفهم الاسئلة والأجوبة في المحاضرات					
الاستماع الى تعليمات المهام					
مهارات التحدث الفرعية					
المشاركة في النقاشات في المحاضرة					
طرح الاسئلة في المحاضرة					
تقديم العروض التقديمية					
المشاركة في الندوات					
المشاركة في المؤتمرات					

هـ- كم تحتاج من التدريب لتحسن مهارات اللغة الإنجليزية الفرعية التالية:

المهارة	الكثير	يلزم التدريب	القليل	لا حاجة للتدريب
مهارات القراءة				
القراءة التطبيقية				
مهارات الكتابة				
الكتابة التطبيقية				
مهارات الاستماع				
الاستماع الفرعية				
مهارات التحدث				
التحدث الفرعية				

القسم الثالث: تصورات الطلاب فيما يخص أهمية وجدوى المساق ( اللغة الانجليزية D0120 ) وتدریس اللغة الانجليزية في كلية المهن والعلوم التطبيقية.

- 1- ما مدى أهمية المساق (اللغة الإنجليزية) بالنسبة لك :  
 مفيد جداً  مفيد  بعض من الفائدة  قليل الفائدة  لا فائدة له
- 2- ما هي جوانب اللغة الانجليزية التي يجب التركيز عليها في مثل هذا المساق ( يمكنك اختيار اكثر من واحد) ؟  
 القواعد  
 المفردات العامة  
 الاستماع  
 القراءة  
 المحادثة  
 الكتابة  
 اخرى (يرجى التحديد).....
- 3- هل تعد المادة المخصصة لمساق اللغة الانجليزية كافية لك كي تستخدم اللغة الانجليزية بفعالية؟  
 نعم  لا
- 4- يجب ان تقدم مساقات اللغة الانجليزية لطلاب كلية المهن والعلوم التطبيقية بواسطة:  
 احد المتخصصين في مجال العلوم التطبيقية  مدرس لغة انجليزية  
 متخصص في مجال المهن والعلوم التطبيقية بالاشتراك مع مدرس لغة انجليزية ( تدریس مشترك)  لا يهم



5- يرجى ذكر بعض نقاط ضعف المساق ( اللغة الانجليزية D0120 )

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

6- يرجى ذكر بعض المقترحات لتحسين المساق (اللغة الانجليزية D0120 ) وتطوير تدريس اللغة الانجليزية في كلية المهن والعلوم التطبيقية

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

شكراً

**APPENDIX D**  
**Instructors' Questionnaire**

Dear respondents,

This questionnaire is a part of a research project titled: "Analyzing the English Language Needs of Students at the CPAS at Hebron University." The research is designed to investigate the English language needs of students at the CPAS at HU. Your cooperation and support are essential to achieve the goals of this study and to develop and promote teaching at HU and particularly at the CPAS.

Your name is not requested, and all responses are strictly confidential and will only be used for research purposes.

Thank you for your time  
Researcher  
Wardeh Qawasmeh

**Section One: Background Information**

- 1- Gender :  
Male                       female
- 2- Qualification:  
PHD                       MA                       BA
- 3- Years of experience: .....

**Section Two: instructors' perceptions toward the significance of English language skills.**

**A- What are the most important English language skills at the College of Professions and Applied Sciences?**

English language skills	Very important	Important	Moderately important	Of little importance	Unimportant
Listening					
Speaking					
Writing					
Reading					
Grammar					
Vocabulary					

**B- What are the most important English language sub-skills for studying at the CPAS?**

English language skills		Very important	important	Moderately important	Of little importance	Unimportant
Reading sub-skills	Reading textbook about professions and applied sciences					
	Reading articles and journals about professions and applied sciences					
	Reading course handouts					
	Reading instructions for assignments/Projects					
Writing sub-skills	Writing reports					
	Writing assignments					
	Note-taking in lectures					
	Answering exams					
	Writing research papers					
Listening sub-skills	Following and understanding lectures					
	Listening to oral presentations					
	Following questions/answer sessions in class					
	Listening to instructions for assignments					
Speaking sub-skills	Participation in oral discussions					
	Asking questions in class					
	Giving oral presentations					
	Participating in seminars					
	Participating in conferences					
	Other :					

**Section Three: instructors' perceptions toward the usefulness of the course (English Language D0120 ) at the CPAS**

1. How useful is the English language course (English Language D0120) to the students of Professions and Applied Sciences?

very useful  useful  of some use  of little use  not useful

2. What aspects of the English language should such course highlight? (you can choose more than one)

- Grammar
- Technical vocabulary
- General vocabulary
- Listening comprehension
- Reading comprehension
- Speaking skills
- Writing skills
- Other (please specify).....

3. Which type of English language courses would you like Professions and Applied Sciences students' to attend? (You can choose more than one option)

- English for Academic Purposes (EAP)
- English for Occupational Purposes (EOP)
- General English (GE)
- Others (specify):.....

4. Is the time allocated to the English course enough to Professions and Applied Sciences students to use the language effectively?

Yes  No

5. English courses offered for Professions and Applied Sciences students should be given by:

- A specialist in the field
- An English language teacher
- A specialist in the field and an English teacher (joint teaching)
- It does not matter

6. Please provide some weaknesses of the courses (**English Language D0120** ).

.....

.....

.....

7. Please provide some suggestions to improve the course (**English Language D0120** )

.....

.....

.....

Thank you