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An Interdisciplinary Assessment of Needs in ESP: PhD Degrees Explored

Submitted in Partial Fulfillment of the Requirements for the
Degree of Master of Arts in English Language Teaching

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September, 2013

In The name of Allah,

The Most Gracious

and

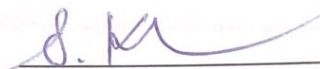
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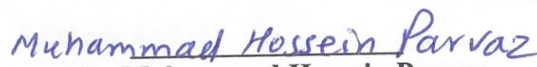
Hereby we are submitting a thesis written by **Roghayeh Pourbahram** entitled "**An Interdisciplinary Assessment of Needs in ESP: PhD Degrees Explored**". We have examined the final copy of this thesis for form and content, and recommend that it be accepted in partial fulfillment of the requirements for the Degree of Master of Arts in the field of English Language Teaching (ELT).



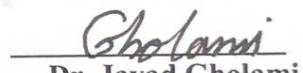
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Dedicated to My



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LIST OF ABBREVIATIONS

CEFR	Common European Framework of Reference
CNP	Communication Needs Processor
EAP	English for Academic Purposes
EBE	English for Business and Economics
EFL	English as a Foreign Language
EGAP	English for General Academic Purposes
EGP	English for General Purposes
EOP	English for Occupational Purposes
ESAP	English for Specific Academic Purposes
ESS	English for Social Studies
EST	English for Science and Technology
FCE	First Certificate in English
GE	General English
GEP	General English Proficiency
GTM	Grammar Translation Method
IELTS	International English Language Testing System
MA	Master of Arts
MSRT	Minnesota Spatial Relations Test

NA	Needs Analysis
PhD	Doctor of Philosophy
SLA	Second Language Acquisition
SPSS	Statistical Package for Social Sciences
TEFL	Teaching of English as a Foreign Language

ABSTRACT

Thesis Title: An Interdisciplinary Assessment of needs in ESP: PhD Degrees Explored

With the growing speed of English language communication all over the world, and the improvements made in the ELT programs, many language instructors rethink their pedagogy and have updated their materials for students' needs in different countries. However, it seems that Iranian universities are so slow in updating their materials and methodology more specifically with regard to preparing ESP (**English for Specific Purposes**) materials. This is more outstanding in post-graduate studies (PhD degrees), where English plays a significant role in the success of the learners. Hence, this study aimed at, (1) classifying the language needs of the PhD candidates, (2) comparing ESP needs of candidates doing their degrees in different disciplines, (3) comparing their ideas with that of their instructors, (4) assessing current language proficiency level of candidates, and finally (5) matching the current ESP classes with candidates' real needs as well. To this end, 54 PhD candidates doing their degrees in one of the 6 disciplines of: Agriculture, Humanities, Sciences, Engineering, Physical Education, and Chemistry and 32 professors participated in the study. Data were collected through a highly reliable ($r = .96$) tailor-made questionnaire developed based on consultations with several resources (e.g., Nunan, 1988; Dudley-Evans & St. John, 1998; Chou, 1998) non-participant observations of the classes and interviews with a similar group of participants in a matter of four months. In addition, FCE (First Certificate in English) test and CEFR (Common European Framework of Reference) were utilized to assess the current proficiency level of the candidates. The results signified: (1) *Reading articles in field-related journals*, and *Writing articles for journals* as the main language needs of the participants, (2) significant differences among needs of the candidates across different disciplines, (3) differences between the ideas of candidates and professors concerning candidates' language needs. Further analysis of the interview data, indicated that the participants were not satisfied with the current ESP courses; and that the courses failed to improve their proficiency. Insufficient amount of time allotted to this course, unprolific instructors, low proficiency level of the learners, and inappropriate materials and textbooks were reported to be the main problems in ESP courses leading to the failure of the courses.

Key words: English for Specific Purposes, Needs Analysis, PhD candidates, Syllabus Design.

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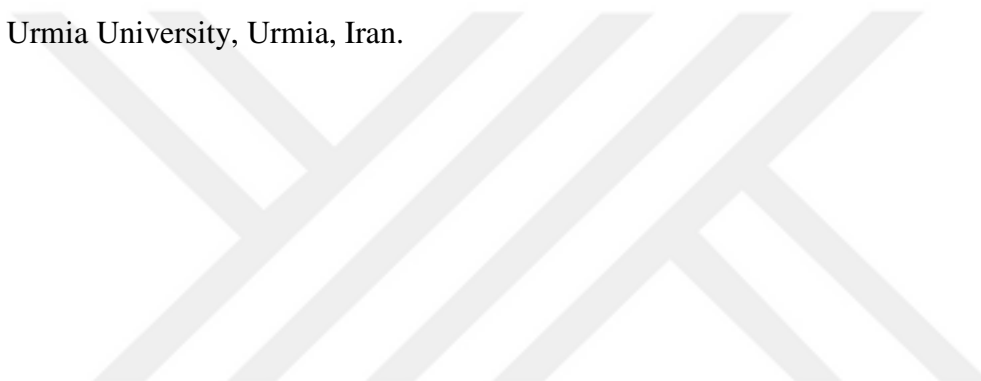


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CHAPTER I: INTRODUCTION

1.1 Background

Globalization as a recent phenomenon in the developing universe has made English, as the international language, a necessary and indispensable part of university curriculum in countries all over the world. Communication and transformation of knowledge among scholars of different countries require that they know the international language in a suitable level to be able to communicate efficiently in order to improve their developing science. Therefore, teaching English as a Foreign Language (TEFL) in most of the countries have been the focus of attention of many scholars during the last decades. To this end, many classes were held and syllabuses were designed to give learners a general knowledge of the language. However, the results of the surveys made it obvious that as the learners progress to higher degrees of education, this basic general knowledge could not fulfill all their academic needs. Therefore, there has been a paramount need to develop courses to meet the specific needs of learners with various educational backgrounds.

In this vein, English for Specific Purposes (ESP) courses were developed after the Second World War in order to meet the needs of the learners in both occupational and academic environments. With its main classifications as EAP (English for Academic Purposes) and EOP (English for Occupational Purposes), ESP courses were in center of the studies of prominent scholars as Hutchinson and Waters (1987), Nunan (1988), Dudley-Evans and St. John (1998), Basturkmen (2003), to mention but a few.

As Dudley-Evan and St. John (1998) state, ESP, which makes use of underlying methodologies and activities of the discipline which it serves, is centered on the language, skills, discourse, and genres appropriate to the activities and is defined to meet specific needs of the learners. Clear advantages of designing ESP courses are mentioned by scholars

in literature, considering the learners' needs as the main advantage of these courses over EGP (English for General Purposes) courses.

In this vein, needs analysis (NA) being introduced into language teaching through ESP courses, aims at identifying specific needs of learners by using a set of procedures. To put it in other words, needs analysis as an ongoing process uses the opinions of different stakeholders (e.g., learners, instructors, employers) by utilizing variety of tools in order to gather information which would be the basis of developing a curriculum which meets the learning needs of a particular group of students. That is, by identifying language needs of learners and using them as the basis of ESP courses, instructors would be able to provide students with the specific language they need. In other words, curriculum design as the final aim of needs assessment process uses the outcomes of needs analysis in order to design courses which are appropriate to different learners of different language needs.

Therefore, as recommended by many scholars (e.g., Nunan, 1988; West, 1994; Brown, 1995; Richards, 2001; Long, 2005), considering the importance of English language and ESP courses in university curriculum, these courses should be designed based on a systematic needs analysis process to effectively meet the learners' needs in different disciplines.

1.2 Statement of the problem

As mentioned in the forgoing part, ESP courses, as the main courses in teaching English to university students, have been the focus of attention of language researchers during the last decades. As a quick glance through literature reveals that syllabus for designing these courses should be based on the information gathered through systematic needs assessment process. However, observation of several ESP classes, more particularly in the context of the present study, that is, in Iranian universities, reveals that many important elements of NA are ignored in most of these classes.

In spite of the great body of research existing and conducted on the realm of ESP needs analysis, to the researcher's best knowledge, no studies have been conducted with regard to

language needs of learners doing their PhD degrees. Obviously, a good command of English language plays a major role among those doing their degrees in higher education (e.g., MA and PhD degrees), since these learners have more opportunities of entering the international communities. Additionally, most of the resources they use in their discipline are published in English. Definitely through identifying target English situation needs by means of needs assessment procedures and using them as the basis of instruction, instructors will be able to provide PhD candidates with more specific language which they need in order to help them succeed in their future careers.

Furthermore, the large number of needs analysis studies which are conducted in different contexts indicate the importance of this continuous process. However, most of these studies are limited and face certain shortcomings. A good number of the researches conducted so far have just reported the results of their perceptions merely from the simple questionnaires they have used. They lack any triangulation method and most of the instruments used in gathering data collection procedure lack essential parts. It is also worth mentioning that, considering different stakeholders' (including learners, teachers, graduates, & etc) opinions is an important element in needs analysis which is ignored in most of the studies. Moreover, the final purpose of needs analysis process must be designing courses based on the identified needs which is totally ignored in almost all of the previous studies. (shall I delete this?)

Observations of the ESP classes and the interviews with instructors and learners as well as the existing ESP resources available reveals, the learners and teachers are not satisfied with the current ESP courses basically because they do not meet the exact needs of the candidates. Otherwise stated, there are no specific and systematically designed courses to meet the needs of learners at this level. In fact, many PhD candidates lack the very basic language knowledge to use effectively in order to communicate internationally and face serious problems while doing their PhD degree because of insufficient language knowledge.

In this vein, the current study aimed at identifying specific language needs of Iranian PhD candidates, focusing on their current language proficiency level as well. The study was an attempt to provide reliable information to be used in designing syllabus for these learners.

The current study further attempted to compare language needs of learners as expressed by PhD candidates and the opinions of their corresponding instructors.

1.3 Significance of the study

English as an international language, the medium of communication among researchers and scholars of different countries, is of paramount importance in effective transformation of knowledge among nations. Accordingly, English for Specific Purpose courses, designed with the aim of meeting learners' needs perhaps at international levels (i.e., communicate effectively either orally or in written form), play an important role in improving language proficiency of the learners. However, designing courses in ESP is not a simple task; it must be carried out through complex processes, the very important of which is needs analysis (NA, as the main focus in the present study). Nonetheless, this very important phase in designing ESP, EAP courses is totally ignored. Thus, studies that touch upon such issues, especially in the Iranian context, where ESP instruction faces lots of problems, seem warranted.

By measuring general English language proficiency level of candidates, observing the ESP classes, and using the different questionnaires for the learners and instructors, the researcher came across several outstanding findings.

With these objectives, therefore, the findings of the present project seem to significantly serve a bunch of Iranian academicians involved in language learning and teaching context. To name but a few, learners in different educational fields can benefit the findings of this study as their courses can be designed in a way to encompass the skills and the materials they need in their future studies or occupational situations, therefore, the ESP classes will be more fruitful to them and will increase their motivation in learning English language.

Many university ESP instructors, based on the researchers' observations and interviews, do not exactly know what to do and how to start their ESP classes as there is no clearly predefined courses more particularly for the PhD courses that are increasing in number in the Iranian context nowadays. The findings of this study may, thus, provide university

instructors, a clear view toward their students' language needs. Therefore, putting them in the right path to use their knowledge and experience in a more prolific and purposeful way, employing appropriate activities and implementing suitable materials to be covered in class, using the right methodology.

Furthermore, most of the textbooks and materials that the ESP instructors select for their teaching purposes especially for their PhD classes lack validity due to the fact that, in most cases, there is not a match between learners' needs, that are formulated based on their proficiency level, and what the instructors select for teaching purposes. Accordingly, considering the importance of the materials and textbooks covered in ESP classes, by ensuring the proficiency level of students and classifying the language needs of candidates in different disciplines, material developers including ESP instructors can gain insights from research findings such as the present one to adjust their materials to meet more specific needs of learners in appropriate level.

In a nutshell, there is a vital need for needs analysis oriented teaching in order for the PhD candidates to benefit from the ESP courses in their profession with the dazzling improvement in their language proficiency as well. The significance of needs analysis researches in Iranian context, especially in postgraduate studies is, thus, undeniable. It is hoped that instructors, using the research findings, rethink their teaching methodology, and syllabus designer take main steps in redesigning more updated and effective textbooks, applicable to different disciplines. The interdisciplinary feature of the present study can also be the initiating impetus for further studies to take into account the divergent language needs of the learners in specific academic disciplines, to better direct the ESP courses for the upcoming generations.

1.4 Research questions and Hypotheses

Research questions of this study are as follows:

- 1- What are the specific language needs of Iranian PhD candidates?

- 2- Is there a difference between language needs of PhD candidates doing their degrees in various fields (Agriculture, Engineering, Humanities, Sciences, Physical education, & Chemistry)?

Some other research questions listed below emerged from the second research question.

2.1- Is there a difference between speaking skill needs of PhD candidates doing their degrees in various fields?

2.2- Is there a difference between listening skill needs of PhD candidates doing their degrees in various fields?

2.3- Is there a difference between reading skill needs of PhD candidates doing their degrees in various fields?

2.4- Is there a difference between writing skill needs of PhD candidates doing their degrees in various fields?

- 3- Is there a difference between PhD candidates' opinions and their corresponding professors' opinions regarding their real language needs?
- 4- Do EAP courses improve learners' language proficiency in different disciplines?
- 5- Is there a match between PhD candidates' real needs and the current status of ESP courses in Iran?

Accordingly, following hypotheses were extracted:

- 1- There is not a significant difference between language needs of PhD candidates of different disciplines (Agriculture, Engineering, Humanities, Sciences, Physical education, and Chemistry).

1.1- There is not a significant difference between speaking skill needs of PhD candidates doing their degrees in various fields.

- 1.2- There is not a significant difference between listening skill needs of PhD candidates doing their degrees in various fields.
- 1.3- There is not a significant difference between reading skill needs of PhD candidates doing their degrees in various fields.
- 1.4- There is not a significant difference between writing skill needs of PhD candidates doing their degrees in various fields.
- 2- There is not a difference between PhD candidates' opinions and their corresponding professors' opinions regarding their real language needs.
- 3- ESP courses do not improve learners' language proficiency in different disciplines.
- 4- There is not a match between PhD candidates' real needs and the current status of ESP courses in Iran.

1.4 Definitions of Key terms

English for Specific Purposes (ESP), rather than being a general course for all the learners, ESP courses are designed with the aim of meeting learners' specific language needs. In other words, as Kashef (2009) states, in an academic context, ESP focuses on specific genre and text type, occurring in target discourse communities, that is the study-related or occupational improvement which the learner wishes to gain by progressing his/her English language proficiency. Moreover, as Basturkmen (2006) believes while general English language tends to move toward an intermediate destination, ESP attempts to speed the learners to a definite, known destination by the most time and energy efficient manner, leading to the idea that ESP is an essentially practical attempt.

English for Academic Purposes (EAP), as a sub classification of ESP, refers to any English teaching that relates to a study purpose. According to Hyland (2006), EAP is divided into EGAP (English for General Academic Purposes) and ESAP (English for

Specific Academic Purposes), the difference being the specificity and the exactness of the courses pertaining to learners' academic disciplines.

Needs analysis, or needs assessment is the "systematic gathering of specific information about the language needs of learners and the analysis of this information for the purpose of language syllabus design" (Mousavi, 1999, p.237).

Syllabus is the "specification of what is to be taught in a language program and the order in which it is to be taught. A syllabus may contain all or any of the following: phonology, grammar, functions, notions, topics, themes, tasks" (Nunan, 1988, p.159).

Curriculum, in Nunan's (1988) words, refers to "principles and procedures for the planning, implementation, evaluation, and management of an educational program. Curriculum study embraces syllabus design (the selection and grading of content) and methodology (the selection of learning tasks and activities)" (p.158).

1.5 Organization of the thesis

In addition to the current introductory chapter which provided the background of the study, statement of the problem, significance of the study, research questions and hypotheses, definitions of key terms, and the organization of the thesis, this thesis is composed of four other chapters.

Chapter two: Review of the related literature

This chapter begins with elaborating on important theoretical concepts, mainly, English for Specific Purposes, Needs Analysis, Syllabus Design, clarifying the nature of the study and giving the reader a clear idea of all these chief concepts. Consequently, reviews of previously-conducted studies in this realm are reported by the researcher ending with a comprehensive list of the gaps in all the reported empirical studies. The chapter ends with a brief summary.

Chapter three: Method

This chapter clarifies the aims of the study, moving to explain the design of the study. Later in this chapter, thorough information of the participants is provided. Explanation about the main instruments employed in this study is offered afterwards. Two different questionnaires utilized to elicit information from learners vs. instructors, along with the adopted version of the First Certificate in English (FCE) test are elaborated in the next section of this chapter. Eventually, procedures of gathering data and data analysis methods are explained in detail.

Chapter four: Results and discussions

The quantitative data are analyzed in this chapter in order to test the formulated hypotheses. Appropriate statistical tests, tables, and graphs follow the analysis. To make the findings more understandable, the author presents the discussion of the findings and implications of the tables and graphs at the end of the chapter, reporting the qualitative data as well.

Chapter five: Conclusions and implications

The last chapter of the study begins with providing the summary of the other chapters, including the hypotheses and the findings. Later, conclusions of the study are discussed and are followed by enumerating the limitations of the study. Afterwards, the pedagogical implications of the study are discussed. The chapter ends with providing some suggestions for further research.

List of *References* and *Appendices* appear at the end of the thesis as well.

CHAPTER II: REVIEW OF RELATED LITERATURE

2.1 Introduction

The previous chapter, started out a concise introduction of the thesis, introducing the research questions and hypothesis and later on by defining the chief concepts of this thesis, paved the way towards the second chapter.

In a nutshell, the present chapter establishes a necessary framework providing a thorough related review of literature. Initially, ESP and EAP courses are paid primary attention, being defined by several leading figures of the field. At the apex of the literature review, *Needs Analysis* as the chief concern of ESP courses is delved into. Later, there is a shift of focus on *Syllabus Design*. Equally important, there is a precise review of the empirical studies aiming at pinpointing the existing gaps in present educational round.

2.2 A General Background on ESP

Teaching of English as a foreign language in developing countries has been the focus of attention of scholars and researchers in the recent years. Many of these studies (Dudley-Evans, 1998; Brindley, 1989; Nunan, 1981; Munby, 1978) have revealed that language learners' interests and purposes are important issues to be considered in planning courses and preparing teaching materials. Based on these findings and with great developments and changes in applied linguistics, courses for foreign language learning are often divided into two main categories: GE (General English) and ESP (English for specific purposes).

The fundamental mission of GE courses is to cultivate students' interests and habits in learning English. EGP (English for General Purpose) courses aim to enhance students' general language competence for a more accurate and fluent production and reception of English in dealing with everyday situations. ESP (English for Specific Purposes), on the other hand, is an approach to language teaching in which all decisions regarding the content and method are developed based on learners' motive for learning (Hutchinson & Waters, 1987). In other words, rather than

developing a course around an analysis of language, an ESP approach starts instead with an analysis of learners' needs.

It is worth mentioning that ESP courses have always had advantages over general courses regarding the language it teaches. In other words, general courses, always teach too much vocabulary and registers which the learners usually do not need, instead of having a one size fit all approach course, it is more justifiable, to plan very specific courses (i.e., ESP) with the difference in precision of identifying the present and target uses of the second language (Long, 2005)

On the other hand, English for Specific Purposes (ESP), with the "...expansion of scientific, technical and economic activity on an international scale " after the Second World War, became important to meet the needs of the learner in both academic and work environments (Hutchinson & Waters, 1987, p. 6). This was followed by more extensive work beginning in the early 1980s in tertiary institutions in setting up English for Academic Purposes (EAP) programs to meet language demands of students in various disciplines (Nolabacha, 2008). Alternatively, Richards (2001) distinguishes between EGP and ESP courses by explaining that, the aim of EGP courses is definitely an overall mastery of the language which can be measured by general proficiency tests, however, the key point in ESP courses is what the learner will be able to do after passing the course. Otherwise stated, ESP courses aim to prepare the learner to achieve ability in doing a set of specific tasks.

Dudley Evan and St. John (1998) believe that a definition of ESP should reflect the fact that much ESP training, especially where it is linked with a particular discipline, uses a methodology different from that which is used in general purpose English teaching. By methodology, they mean the nature of the interaction between the ESP teachers and learners. In more general ESP classes, the interaction may be similar to that in a general purpose English class; in the more specific ESP classes; however, the teacher sometimes becomes more like a language consultant, enjoying equal status with the language learners who have their own expertise in the subject matter.

An understanding of the concept of ESP that nowadays, formulates one of the main concerns of English language practitioners seems warranted here. ESP has been defined in a variety of ways by different scholars. Some absolute and variable characteristics of ESP as defined by Dudley-Evans and St. John (1998, pp. 1-2), are thus, provided as follows:

I. *"Absolute characteristics:*

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

II. *Variable characteristics:*

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students, and;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners".

Definitely, there are apparent advantages in arranging an ESP course where students have specific needs. Strevens (as cited in Dudley-Evans & St. John, 1998, p.9) "summarizes the advantages of ESP with the following four aspects:

- Being focused on the learners' need, it wastes no time;
- It is relevant to the learner;

- It is successful in imparting learning”.

Putting emphasis on the significance of needs assessment, Johns and Price-Machado (as cited in Mal Amiri, 2008) define ESP as 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 and also sensitive to the socio-cultural contexts in which these students will be using English.

Similarly, in defining ESP, Hutchinson and Waters (1987, p.18) state that:

- "ESP is not a matter of teaching *specialized varieties*;
- ESP is not just a matter of science words and grammar for scientists;
- ESP is not different in kind from any other form of language teaching in that it should be based, in the first instance, on principles of effective and efficient learning”.

Concerning the Iranian context, the position of ESP in Iran is also similar to what exists internationally. Iranian scholars (e.g., Dehnad, Bagherzadeh, Bigdeli, Hatami, & Hoseini, 2010), parallel to others across the world, also reinforce needs analysis as a basis for ESP which is a learner- centered approach. They characterize it by two features: special attention to learners' needs and inclusion of special content or text in activities. They maintain that needs analysis (NA) is an integral part of any ESP course that is used for developing materials, designing syllabus and determining teaching methods. Although, there are different ideas about needs analysis, no one denies its importance in ESP courses.

In other words, language teaching program is just like the medical intervention, which cannot be done before a thorough analysis of the ailing element; therefore, before designing a language teaching program, a thorough needs analysis is an essential element to be considered. Any course is regarded as a specific one, the difference is only the precision used to identify the detailed needs of the learners. Learners’ needs can be specified from little to none, for courses for children and to very detailed and meticulous specification of needs in the case of academically or vocationally-oriented programs for most adults (Long, 2005).

Concerning the relation of needs analysis to ESP courses, Dudley-Evans and St John (1998, p.1), state that "The main concerns of ESP have always been, and remain, with needs analysis,

and preparing learners to communicate effectively in the tasks prescribed by their study or work situation".

ESP and Different Categories

ESP has been classified into different types in the course of time. A good example is Carter (1983) who identifies three types of ESP:

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

From among these three types, the second type will be the focus of this study which is English for Academic and Occupational Purposes. EAP (English for Academic Purposes) refers to any English teaching that relates to a study purpose. On the other hand, Dudley-Evans and St. John (1998) divide EAP to two subcategories: English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). EGAP refers to the teaching of skills and language that are common to all disciplines, whereas ESAP refers to the teaching of features that distinguish one discipline from others.

Furthermore, Hutchinson and Waters (1987) also divide ESP into three subcategories: (a) English for Science and Technology (EST), (b) English for Business and Economics (EBE), and (c) English for Social Studies (ESS). Each of these subject areas is further broken into two sections: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST section is *English for Technicians* whereas an example of EAP for the EST section is *English for Medical studies*. Carter (1983) points out that although the end purpose of both EAP and EOP are employment, the way taken to get the end is different.

As Dissanyake and Raja Harun (2012) believe "ESP and EAP are interrelated, interdependent mutually exclusive disciplines and are maintaining reciprocal inseparable relationship. While sharing some common characteristics, these disciplines have their subject identities" (p. 108). As

they continue, EAP as a movement in ESP is considered a branch of it and it is difficult to discuss EAP without concerning the developmental phases of ESP.

Hutchinson and Waters (1987) argue that if learners, sponsors and teachers know why learners need English, that awareness will have influence on what will be accepted as reasonable content in the language course and what potential can be exploited. The ESP approach uses needs analysis as a main tool in order to define learners' needs in a specific field because the awareness is more recognizable in a specific target situation representing a real-life situation (Alharby, 2005).

"The term *English for Special Purposes* appeared at the Makerere Conference in 1960 (Commonwealth Education Liaison Committee, 1961), and this was soon linked to concept of need. Indeed, Halliday, McIntosh and Strevens (1964) refer to *English for Special Needs*; although for them *need* was defined purely in linguistic terms as a special language or register" (cited in West, 1994, p.2).

Additionally, Johns and Price-Machado (as cited in Mal Amiri, 2008) define ESP as a movement based on the assumption that all language teaching should be based on the specific learning and language use needs of the identified groups of students which is sensitive to the socio-cultural contexts in which the students will be using English. They also add that "most of movement's practitioners are teachers of adults, those students whose needs are more readily identified within academic, occupational, or professional settings" (p.222).

Robinson (as cited in Dudley-Evans & St. John, 1998) accepts the primacy of needs analysis in defining ESP and her definition is based on two important criteria. Her key criteria are that ESP is normally goal-oriented" and ESP courses develop from a *needs analysis* , which " aims to specify as closely as possible what exactly it is that students have to do through the medium of English" (p.3).

2.3 Needs Analysis

Procedures used to collect information about learners' needs are known as needs analysis. Needs analysis is a distinct and necessary phase in planning educational programs and a part of systematic approach to curriculum development. Needs analysis was introduced into language

teaching through ESP movements (Richards, 2001). In other words, Flowerdew and Peacock (as cited in Tajino, James & Kijima, 2005) believe that there is a general consensus that needs analysis, the collection and application of information on learners' needs, is a defining feature of ESP and within ESP of EAP, needs analysis is the necessary point of departure for designing a syllabus, task and materials.

The term *analysis of needs* first appeared in India in 1920s, when the concept of needs was introduced as two separate concepts: firstly, what learners will be acquired to do with the foreign language in the target situation, and secondly, how learners might best master the language during the period of training (White, 1988). Introduced by Michael West (1920), the concept covered two separate and potentially conflicting concepts of need contributing to the *surrender value* of learning: what learners will be required to do with the foreign language in the target situation, and how learners might best master the target language during the period of training. The concept of need does not seem to reappear for almost 50 years after West. A point commented on by Schutz and Derwing (as cited in West, 1994): it would seem that most language planners in the past have bypassed a logically necessary first step: they have presumed to set about going somewhere without first determining whether or not their planned destination was reasonable or proper.

Modern needs analysis exists with the support of pioneers and prominent figures in this important sub-field of applied linguistics, many of them who are still active: Jordan, Mackay, Mountford, Munby, Strevens, Swales, Trim, Van Eck, Van Els, Van Hest, Oud-de-Glas, Johns, Hutchinson, Waters, Richterich, Chancerel, Jupp, Hudlin, Selinker, Candlin, Trimble, Brindley, Hyland, Flowerdew and Dudley-Evans, among others, and to those associated with such early publications as *ESPMENA Bulletin*, *lenguas Para Objectivos Especificos*, *English for Specific Purposes*, and the more recent *English for Academic Purposes*. They have laid the fundamentals in the form of conceptual basics, actual examples of needs analysis and insights into the complexity of domain-specific language use (Long, 2005).

Brown (as cited in Alharby, 2005), as well, identifies the term needs analysis (also called needs assessment) as the activities involved in gathering information that will serve as the basis for developing a curriculum which meet the learning needs of a particular group of students. In

language programs, needs are language related. Once identified, needs can be stated in terms of goals and objectives which, in turn, can serve as the basis for developing tests, materials, teaching activities and evaluation strategies. Furthermore, In Nunan's (1988) opinion needs analysis is an element which distinguishes traditional views of learning and teaching from the communicative perspective towards the issue.

In its early days, needs analysis sought to determine priorities (e.g., which skills are more important in the target situation). Later, the concept of deficiency analysis (i.e., the gap between what the language learners are expected to do or know in the target situation and their present language proficiency) was introduced. Afterwards, strategy analysis (i.e., the preferred approaches and methods in teaching and learning) was included in needs analysis. Finally, means analysis (i.e., practical possibilities and constraints of the teaching context) was taken into consideration in exploring the needs of learners (West, 1997).

To determine learners' needs, Richterich and Chanceril, (as cited in Richards, 2001) proposed that learners, teachers and employers could all be involved in determining learners' needs. Information could be collected about the resources of teaching intuition, objectives, methods of assessment used and needs analysis should be an ongoing process thorough a course. Information would be also needed about different kinds of activities the learner would be using the language for, language functions involved, the situation, and which of four skills needed.

Richards (as cited in Hoang Oanh, 2007) indicates that, since it is impossible to meet all the needs of the learners, therefore, the course designer should be flexible enough to choose the vital needs of the learners and differentiating between short-term and long-term needs of the learners as well. Therefore, it can be concluded that, needs analysis is a subjective process, depending on the judgment of the designer and the teaching situation of the program as well.

Brown (as cited in Hoang Oanh, 2007, pp. 328-329) "also discusses that those involved in needs analysis will consist of the target group (where to gather information), the audience (those to act on the analysis), the needs analysts (those to conduct the analysis) and the resource group (to gather information about the target group)".

Witkin and Altschuld (as cited in Alharby, 2005) define needs analysis as a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about programs or organizational improvement and allocation of sources. In addition, needs analysis, according to Brown (1995) "is systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purpose that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation"(p.36).

The definition of needs analysis provided by Basturkmen (as cited in Rajabi & Azarpour, 2011) covers needs assessment methodology too: needs analysis is defined as the identification of difficulties and standard situations by observing the real functions of participants in target situation, using interviews and questionnaires.

Therefore, as Long (as cited in Liu, Chang, Yan, & Sun, 2011) suggests "there is an urgent need for courses of all kinds to be relevant and to be seen to be relevant to the needs of specific groups of learners"(p.19). Thus, not only are accurate learner needs assessment valued in ESP courses, they are especially important for EGP (English for General Purposes) courses, for general courses without detailed and selective goals often either teach too much or too little than what learners need.

Probably, the most thorough and widely known work on needs analysis is John Munby's *communicative syllabus design* (1978). Munby (as cited in Tomlinson, 2001) presented a highly detailed set of procedures for discovering target situation needs. He calls this set of procedures the communication needs processor (CNP). The CNP consists of a range of questions about key communication variables (Topic, participants, medium, etc) which can be used to identify the target language needs of any group of learners.

As already mentioned, needs analysis is conducted in two situations. The following section provides a detailed account of the two concepts.

Target situation Needs Analysis vs. Present Situation Needs Analysis

Different models under ESP umbrella have approached this field in different ways. Jordan (as cited in Alharby, 2005) indicates that the main two approaches in needs analysis are the *target-*

situation analysis and the *present situation analysis*. Other approaches such as the *learning-centered* approach, the *strategy analysis* approach, and the *means analysis* approach are seen as permutations of target-situation analysis and present situation analysis.

In this vein, Hutchinson and Waters (1987) classify needs into *target needs* (i.e., what the learner needs to do in the target situation) and *learning needs* (i.e., what the learner needs to do in order to learn).

Target situation analysis is actually the classification of all the activities and the tasks which the learner will use the language for. Otherwise stated, target situation analysis identifies what the learner must be able to do after passing the course (Moshkabadi, 2013)

Moreover, introduced by Richterich and Chancerel (1980), present situation analysis identifies the present abilities of the learners in relation to his target situation needs. However, the current needs analysis approaches employ both approaches (target situation analysis & present situation analysis) in beginning stages, to clearly recognize the gaps in learners' knowledge.

Tomlinson (2001) puts forth a framework for target situation analysis, in which the kind of information the course designer needs to gather from an analysis of target needs, is stated as follows:

- Why is the language needed?
- How will the language be used?
- What will the content areas be?
- Who will the learner use the language with?
- Where will the language be used?
- When will the language be used?

To analyze learning needs, a similar framework is provided by Tomlinson (2001):

- Why are the learners taking the course?

- How do the learners learn?
- What sources are available?
- Who are the learners?
- Where will the ESP course take place?
- When will the ESP course take place?

Furthermore, Munby (1978) describes a systematic approach to needs analysis in ESP course design and focuses on two dimensions of needs analysis: the procedures used to specify target-level communicative competence of students and procedures for turning the information so gathered into an ESP syllabus. Being in line with all these opinions, Robinson (1991) indicates that by taking into account the target needs and the present needs of competence, a model of needs analysis is built on the concept of communicative competence. Needs analysis, thus, includes the study of perceived and present needs as well as potential and unrecognized needs.

Needs analysis is also defined in terms of *Necessities*, *Wants*, and *Lacks* by some of the scholars, presented in the following section.

Necessities, Wants, and Lacks

The concept of language needs is somehow ambiguous and defined differently by various scholars. West (as cited in Basturkmen, 2010) reports of the revolution of needs analysis process during decades and uses the metaphor of journey to describe it. Needs analysis, in its early days focused mostly on *necessities* or *objective needs* representing the target point in learner's journey. The aim of this analysis was to find the priorities such as skills, situations and tasks. After expansion of the concept of needs analysis in several years, it included *deficiency analysis*. By deficiency analysis, the researcher intended to find the *lacks* and gaps between what the learner already knows and what he must know to perform effectively in target situation. This

kind of analysis reflected *point of departure* for the language learning journey. Later, *strategy analysis* as representing the *means of travel* which included the approaches and methods of language learning and teaching were introduced into needs analysis process. *Means analysis* was the last concept added to needs analysis. Means analysis representing the *ESP journey*, included gathering information on teachers, learners, classroom culture, and status of language teaching in the organization.

According to Brown (1995), needs analysis can take 3 dimensions of viewpoints:

- Situation needs vs. language needs;
- Subjective vs. objective needs;
- Learning process vs. linguistic content.

What's more, Hutchinson and Waters (1992) define needs analysis on the basis of *necessities* and *wants* in order to classify between what the learners have to know and what the learners feel they need to know. In their idea, the focus should be on the *lacks* that represent the gap between the required proficiency in the target situation and the existing proficiency of learners.

In another definition by Hutchinson and Waters (as cited in Nation & Macalister, 2010), *necessities* are what the learner has to know to function effectively, *lacks* are the gaps between learner present knowledge and the required competence, and *wants* are what the learners think they need.

Nation and Macalister (2010) differentiate between present knowledge and required knowledge, and *objective needs* and *subjective needs*. In their words, "*Lacks* fit into *present knowledge*, *Necessities* fit into *required knowledge*, and *Wants* fit into *subjective needs*" (p. 25).

What the definitions presented so far indicate is that, the concept of language needs is somehow ambiguous and defined differently by various scholars. Brindley (as cited in West, 1994) "identifies the main source of this ambiguity as the distinction or even contradiction between various concepts of need: *necessities* or *demands* (also called *objective*, *product-oriented* or *perceived* needs), learner's *wants* (*subjective* or *felt* needs) and the methods of bridging the gap between these two (*process-oriented* needs)". However, recently the term *needs* is seen as an

umbrella term by many scholars to cover several conceptions. Different classification of needs is offered by different scholars, *Necessities* are the type of needs determined by the demands of the target situation, it is exactly the term objective needs described by Richterich (1983) which can be more or less assumed to be general from an analysis of typical everyday situations and any such needs analysis approach identifying these necessities is frequently known as target-situation analysis.

Richterich (as cited in Hoang Oanh, 2007) distinguishes between *needs* and *wants*, commenting that *wants* is seen as what the learners want or feel the need of which are quite subjective, unforeseeable and identifiable.

Learning strategies are other concept of importance in needs analysis studies. It is worth mentioning that, with regard to learning strategies, there are two types of needs:

- “The learners' preferred strategies for progressing from where they are to where they want to go; and
- The teachers' strategies to help the learner meet their needs”(Hoang Oanh, 2007, p.326).

Therefore, needs analysis as a framework provides an empirical basis for course design that sets up a suitable environment to promote SLA (Second Language Acquisition). Needs analysis relates communicative competence development to the materials and activities used in class. Thus, needs analysis aims at identifying the particular communicative activities that a particular group of learners are expected to participate in as users of target language. Providing this kind of communicative activity will help to promote learners' communicative competence.

Unfortunately, however, research has shown that, though needs assessment process, arising from the use of language in the multitude of situations, established during the early 1970s, as a result of work of the Council of Europe, taken up mostly in the field of ESP, language teachers still base their teaching on some kind of intuitive and informal analysis of learners' needs (West, 1994).

To sum up, as Benesch (1996, p.723) believes"

The research on learner needs known as needs analysis or needs assessment, involves surveying students about their backgrounds and goals (Frodesen, 1995; Tarone,1989); consulting faculty about course requirements (Johns, 1981); collecting and classifying assignments (Braine,1995; Horowitz, 1986); observing students in naturalistic settings, such as lecture classes, and noting the linguistic and behavioral demands (Mckenna, 1987); or combining these techniques to obtain a description of assignments, discourse, and classroom behavior (Prior, 1995; Ramani, Chacko, Singh, & Glendinning,1988) .

Needs analysis in Richard's (as cited in Rajabi & Azerpour, 2011) terms can serve three basic purposes: it can be used to get detailed information to be utilized in content and design of a language program, and it could not only be used in defining the objectives and content, but also is useful in reviewing and evaluating the current program.

The rationale for needs analysis is that by identifying elements of students, target English situation and using them as the basis of EAP/ESP instruction, teachers will be able to provide students with the specific language they need to succeed in their courses and future careers (Johns, 1991)." Although Johns and Dudley-Evans (1991) present needs analysis as the neutral discovery of elements of the target situation, Robinson (as cited in Benesch, 1996) believes that ideological preconceptions of the analysts have influence on the needs and actually needs do not contain an objective reality of themselves. Many researchers consider the following tips to be important in needs analysis:

- Study or job requirements;
- What the user- institution or society at large regards as necessary;
- What the learner needs to do to actually acquire the language;
- What the students themselves would like to gain from the language course;
- What the students do not know or cannot do in English.

In another categorization by Brown (as cited in Chou, 1998, p.4), he puts forth five kinds of questions needed to be considered in a needs analysis as the following;

- “Problems addressed to a target group and audience (learners, instructors, and program administrators);
- Priorities: which skills or sub-skills are considered most essential?
- Abilities: ability of students at entry, determined by pretest;
- Attitudes: how do they feel about certain points?
- Solution: what changes might bring about compromise and resolution?”

Social issue is another tip to be taken into account in NA. Lack of attention in needs analysis to sociopolitical issues and their effects on curriculum is due in part to the way social context is delineated in the ESP literature. Social context is what takes place "outside of our own classrooms" (Belcher & Braine as cited in Benesch, 2005, p.724). Even though the social context of ESP is limited to linguistic and behavioral expectations of academic culture, researchers make claims about the social benefits of studying ESP. However, promoting academic discourse as the key to a secure and powerful position avoids issues of power while claiming to attend them, these are but only the few differences between critical and descriptive needs analysis as indicated by scholars.

Being a political and subjective process, the identification of elements of a target situation depends on the analyst's ideology, as Robinson (1991) has pointed out. Some will look at the situation and see what students must do to perform well in that situation; others will see where possibilities for change exist. Therefore, in conducting needs analysis, researchers identify and describe existing elements of the target situation to provide the basis for curriculum development. However as Schutz and Derwing (1989) states that needs analysis, is by its nature, a pragmatic activity which is based on highly localized situations"(p. 327).

Similarly, ten steps are identified by Jordan (1997) which should be taken into account when conducting a needs analysis project:

- The purpose of the needs analysis must be clarified.
- The population to whom the needs analysis is to be done should be identified.
- The decisions about which approach (es) is (are) to be taken should be made.
- Acknowledging constraints and limitation must take place.
- The methods and required data collection measures should be selected.
- Data should be collected as the next step.
- After collecting the data, analyzing and interpreting the results will come next.
- Determining the objectives takes place in the eighth step.
- Implementing decisions involving decisions about the syllabus, content, materials, methods, and assessment is the next step.
- And, finally evaluating the procedures and results is the very last step to be done.

There have been several approaches to needs analysis in foreign language teaching. During the last 20 years, the focus and scope of needs analysis have changed. "The dominant focus of early needs analysis was occupational/ EOP, but this later changed to academic language/ EAP. More recently the focus has shifted again to include general language learning. The scope of needs analysis up to including Munby (1978) was syllabus specification derived from target-situation needs but the scope has since been broadened to include areas specifically excluded by Munby-practicalities and constraints, teaching methods and learning strategies and recently materials selection" (West, 1994, p.1)."Much of the later work in needs analysis is either not widely known or it is still assumed that curriculum development in language teaching should concentrate on language syllabuses to the exclusion of broader aspects such as needs analysis, methodology and evaluation (Richards as cited in Nunan, 1988). It therefore seems appropriate to survey the field of needs analysis in a broad context

As to the use of the outcomes, according to Richards (2001) needs analysis produces information that can be used in different ways, for example:

- "It may provide the basis for evaluation of an existing program or a component of a program;
- It may provide the basis for planning goals and objectives for a future program;
- It may assist with developing tests and other assessment procedures;
- It can help with selection of appropriate teaching methods in a program;
- It may provide the basis for developing a syllabus and teaching materials for a course;
- It may provide information that can be used as part of a course or program report to an external body or organization" (p.67).

Conducting Needs Analysis

"It should be noted that both formal and informal methods of needs assessment, including planned and opportunistic, have the potential to generate equally significant needs. Formal needs assessment methods include:

- Survey based on questionnaires,
- Entry test on arrival,
- Self-placement/ diagnostic tests,
- Interviews,
- Learner journals,
- Final evaluation/ feedback,
- Gap analysis,
- Objective knowledge and skills tests,

- Class observation,
- Self- assessment,
- Teaching and student performance,
- Peer review,
- Evaluating facilities to support teaching and learning,
- Training for curriculum designers, developers and teachers about needs analysis" (Hoang Oanh, 2007, p.344).

The mentioned methods can be used to identify group needs. For individual needs, using informal methods of identifying learning needs as part of ordinary practices of day- to –day work and encounters between teacher and student could provide insightful data for needs assessment.

To put it in other words, information about objective needs can be gathered by questionnaires, personal interviews, data collection, observations, informal consultation with teachers and learners, and tests. Subjective needs are discovered through learner self-assessment using lists and scales, questionnaires and interviews (Nation & Macalister, 2010).

Therefore, as Wilkins (1976) states the first step in the construction of any language syllabus or course is to define objectives. Wherever possible these will be based on analysis of the needs of the learners and these needs, in turn, will be expressed in terms of the particular types of communication in which the learner will need to engage.

Target situation analysis and present – situation analysis are essentially concerned with establishing language items to be taught.

Data can be gathered through several resources like different people, clients and documents. Concerning needs analysis, Dudley – Evans and St. John (1998, p.132) list main sources as the following:

- "The learners;
- People working or studying in the field;
- Ex-students;
- Documents relevant to the field;
- Clients;
- Employers;
- Colleagues;
- ESP research in the field."

In addition, they list main data collection methods for needs analysis as:

- "Questionnaires (bio data survey, opinion survey, self-ratings, judgmental ratings);
- Analysis of authentic spoken and written texts;
- Discussions;
- Structured interviews;
- Observations;
- Assessments".

In a similar vein, Brown, Van Hest and Oud de Glas (as cited in Hoang Oanh, 2007, p.327) add the following methods of collecting data for needs analysis to those presently existing in the literature, among them being:

- “Examination of existing information;
- Pre-course placement and diagnostic test;
- Entry tests on arrival;
- Self-placement or diagnostic tests;
- Meetings (advisory, interest group, review meetings);
- Learner diaries;
- Case studies;
- Final evaluation feedback”;

Since any one source of information is likely to be incomplete or partial, a triangulated approach (i.e., collecting information from two or more sources) is advisable.

Results of a needs analysis research may be useful for a variety of different users. The end users may include:

- "Curriculum officers in the ministry of education, who may wish to use the information to evaluate the adequacy of existing syllabus, curriculum, and materials;
- Teachers, who will teach from the new curriculum;
- Learners, who will be taught from the curriculum;
- Writers, who are preparing new textbooks;
- Testing personnel, who are involved in developing end-of-school assessments;
- Staff of tertiary institutions, who are interested in knowing what the expected level will be of students exiting the schools and what problems they face" (Richards, 2001, p.56).

To sum it up, we should stress both target situation needs and learning needs. Analysis of target situation needs is concerned with language *use*. But language use is only part of the story. We

should also know about language *learning*. Analysis of target situation can tell us what people do with language. What we also need to know is how people *learn* to do what they do with language. We need, in other words, learning -centered approach to needs analysis (Tomlinson, 2001). However, the final aim of finding the present situation and target situation language needs of the learners must be designing courses based on the identified specific needs.

2.4 Needs analysis and Syllabus design

With the aim of designing syllabuses based on learners' academic disciplines and specific needs, the study set out to analyze language needs of the participants to be used as the basis for syllabus development in the corresponding fields.

Course design is a process in which raw data gathered by needs analysis procedure are interpreted "to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge" (Hutchinson & Waters, 1987, p.65). That is, by utilizing the data elicited from learners regarding what they need, what they want, and considering other external constraints (class facilities and time) and the theoretical views and experiences of the class as well, comprehensive syllabus is designed.

As many scholars believe, outcomes of needs analysis must be useful for curriculum design. It is not worth gathering needs analysis information if no application can be found for it. Valdez (as cited in Rajabi & Azarpour, 2011) states that, once the needs information are elicited from learners, then the teacher can make changes to the syllabus based on the information gathered by needs analysis procedure. It is also reminded that different students have different needs and the teacher by doing a need analysis can choose what to teach and how to teach it (Graves, as cited in Rajabi & Azarpour, 2011).

On the importance of needs analysis in syllabus design, King (as cited in Rajabi & Azarpour, 2011) states that if the performance problem is not actually defined and the instructional needs are not perfectly analyzed, then any efforts of instructional and curriculum developers to design the syllabuses and materials may fail.

Consequently, the needs analysis component informs all other parts of the syllabus and is vital for achieving accurate impact analysis and ensuring that the training is valid. This is an ongoing

and cyclical educational planning, delivery and evaluation process (Nunan,1988) incorporating the phases of defining needs and goals, selecting and grading objectives, content and tasks, selecting methodological and delivery processes, and assessing and evaluating the outcomes.

They are six questions raised about syllabus and providing content for ESP textbooks:

- Why do students need special English?
- Who is involved in learning process?
- Where does this process take place?
- When does this process take place?
- What do students need to learn?
- How is this process accomplished?

Naturally many of these questions which are requisites for an effective syllabus are to be answered by a professional needs assessment. Therefore, finding suitable answers to these questions are necessary before compiling ESP textbooks and ignoring these questions will probably lead to failure in ESP programs (Hutchinson & Waters, as cited in Ahmadi & Rahimi, 2012).

Though, there are different definitions of curriculum and different kinds of syllabuses (analytic vs. synthetic syllabuses), or other kinds of syllabuses like: Lexico-grammatical, Functional-notional Discourse-based, Learning-centered, Skills-based, Genre-based, Content-based which are classified by Flowerdew and Peacock (as cited in Basturkmen, 2006), all of the methodologists and researchers agree on the necessity of conducting a needs analysis survey before designing the curriculum. Since all the components of a course program should be determined by analyzing and assessing the needs of the industry, the academicians and the students (Ulucay & Demiral, 2011) all of the aforementioned stake-holders must participate in the needs analysis procedure to obtain detailed and accurate outcomes.

Therefore, given the significance of ESP courses in university curriculum in terms of educational and human resources, it is important to question why Iranian curriculum developers have skipped systematic needs analysis before designing the ESP courses. This is against the axiomatic principle of ESP curriculum design which indicates that all phases of planning, implementation, evaluation, and renewal should be based on detailed profiles of learners which is developed through comprehensive needs analysis research (Atai & Shoja, 2011).

2.5 Empirical ESP needs analysis studies

There are wealth of studies on language needs analysis. To indicate the importance of this ongoing and key procedure in syllabus design, several studies are reported in this section.

Seedhouse (as cited in Liu, Chang, yang, & Sun, 2011) studied Spanish teenagers' language learning needs in general English courses. It was found that the students were motivated to learn English primarily for psychological and social purposes (e.g., to travel, to speak to foreigners, to get a better job). The study not only shows that learners in EGP (English for General Purpose) courses have a clear understanding of their needs, but also how findings from needs analysis could be useful even for EGP course design, class implementation and evaluation. Furthermore, study by Seedhouse (1995) also strengthens Nunan (1988) and Brown's (1995) beliefs that the application of needs analysis research in EGP course may be able to light up the less discernable need of students in EGP courses and to be served as fundamental to planning of general language courses as well.

In this vein, Chou (1998) reports on a course evaluation and needs analysis conducted on writing skill of English language learners. Results indicated that native- English- speaking instructors play very important role in teaching non-natives and it was found that the main problem of students regarding writing was organization and logical development of ideas and expression. Some valuable suggestions concerning duration of time and supplementary materials are also provided.

In a needs analysis project conducted by Alharby (2005) on hospital staff, it was found that the respondents use English a high percentage of time (77.3%) to communicate at work place, in

addition, physicians and dentists believed that they use English more often than pharmacists and applied medical specialists. Therefore, this difference in the amount of English used by health professionals should be reflected in language courses at college. The data also revealed that majority of respondents communicate heavily with co-workers using English language. Therefore, it is predicted that students in medical professions will find themselves working in a multilingual environment where English is used extensively, so more attention should be paid to fluency and understanding rather than accuracy and structure. Regarding the importance of having a high level of English proficiency to perform the job, they asserted that it was vital to have a high level of English proficiency. In addition, high command of all four skills were necessary in the workplace. The results also revealed that the curriculum of English language courses at the college level were not adequately defined in terms of medical students' future occupational needs, though there were some improvements in language proficiency.

Hoang Oanh (2007) also compared 2 EAP courses in Vietnam and New Zealand using interviews, questionnaires and observations. In the New Zealand case, needs analysis was a highlight of a program and taken into serious consideration from beginning, whereas, in Vietnamese case, students' needs were assumed by the course designers or assumed on the basis of informal exchanges with students or based on teachers' personal observations and experience. In whole, it is concluded that the New Zealand student needs analysis could well be a model for Vietnamese classes, where official needs analysis was not a common practice.

In a needs analysis survey conducted by Nola Bacha and Bahous (2008) on 500 business students and faculty at Lebanese American University, different opinions by students and their corresponding instructors were found. Results of the questionnaire and interviews indicated that faculty considered listening skill to be more important whereas reading was considered as the most important skill by students. Concerning students' level of language ability, faculty viewed students as having significantly lower language abilities than the students did. Although students considered other skills to be more important than writing, they realized the vitality of the writing tasks that they regularly needed to practice. The results further showed that students deemed their writing improved significantly more than faculty did and indicated higher frequencies of required writing tasks such as reports and research papers while adding additional ones. Finally, it is the responsibility of both the English and business faculty to collaborate in helping their

students develop their business writing skills and in course design, not only the opinions of teachers, but also opinions of other stakeholders as students should be taken into account.

In another comprehensive study conducted by Dehnad, Bagherzadeh, Bigdeli, Hatami, & Hoseini, (2010), at Iranian University of Medical Sciences on 56 postgraduate students of different disciplines, through questionnaires and semi-structured interviews, learners expressed their real needs of writing skill as the first need, followed by reading, speaking, and listening. There was no match between what the graduate students, current students, and ESP teachers described as the real needs of post-graduate students and those stated by heads of the department. The discrepancy between what students acknowledged as their needs and what was imposed on them might partly be responsible for the low quality of learning and lack of motivation among post graduate students at this university. In addition, absence of ESP teachers in the committee of course development appears to lead to course plans which do not seem to meet students' needs.

In her study, Eslami (2010) assessed the students' and instructors' perceptions of problematic areas in ESP programs in Iran. A total number of 693 ESP students majoring in different academic fields and 37 instructors (English as Foreign Language (EFL) experts and subject-matter experts) filled in the questionnaires. The outcomes revealed that improvement of the general language proficiency of the learners is necessary and that the learners preferred learner-centered class with more involvement and communications in class activities. Presence of discrepancies among the perceptions of instructors and students were also reported.

Lepetit and Cichocki (cited in Akyel & Ozek, 2010) conducted a needs analysis study with university students who were attending a language course and preparing to work as health professionals. The researchers emphasized that needs analysis is a potential and valuable source of information for designing curricula for health professionals based on learners' needs.

In the article entitled "Towards ESP programs in Technical and vocational Institutions in Malaysia" (as cited in Ulucay & Demiral, 2011), Haji Shukor and his colleagues examined the nature of vocational, technical, and polytechnic education, the extent to which ESP programs are incorporated into such education and the need for ESP program reforms. According to the article,

in 1992 there came a shift in teaching English to vocational school students in Malaysia. The shift was due to the fact that the concurrent English programs implemented in vocational and technical schools were far from meeting the needs of the learners who started to work in their field of study. Thus, the ministry decided on a renewal of the program so as to maintain the relevancy of the objectives and content to meet the expectations of the prospective employers.

In the same line, in a needs analysis study by Ulucay and Demiral (2011) on logistic students and professors at Istanbul University, findings indicated that all parties agreed that university needed a new curriculum for logistics department. The notable finding was that the perceptions of the students on the objectives and the content of the syllabus were in line with professionals' who indicated that students were well-aware of the needs and expectations of their field of work. All considered reading skill as important and agreed that improving writing skills should be an essential of the suggested curriculum since Logistics sector widely require international correspondences.

In an Iranian context, in an analysis on 45 Iranian Business Administration students, Rajabi and Azarpour (2011), found reading and writing as the most important skills practiced in ESP classes in university. However, it was found that speaking skill had high priority in success in future jobs of these students. In addition, it was found that the textbooks lacked enough exercises regarding writing. Furthermore, the opinions of the learners were in line with their corresponding instructors in this regard. Regarding the listening skill, as teachers and learners believed, there was a great gap concerning this skill, which should be taken into account in renewing the syllabus.

In their comprehensive study, Atai and Shoja (2011) analyzed the target and present situation needs of undergraduate computer engineering students. Undergraduates, graduates, computer engineering instructors, and ESP teachers participated in their study. Triangulation approach was taken towards data collection utilizing both quantitative and qualitative instruments. The results revealed that the participants' perceptions were significantly different regarding target situation needs of students. Moreover, the GEP (General English Proficiency) level of the majority of the undergraduate students of computer engineering proved to be low. Low motivation of students,

inadequate qualifications of the instructors, insufficient hours dedicated to the course were among other problems of ESP courses recognized in this study.

Finally, in a very recent study (Pourshahian, Gholami, Vaseghi, & Rezvani kalajahi, 2012), grammar, vocabulary, and writing skill were found as the major needs of postgraduate students. In addition, significant difference between males and females regarding their expressed needs was recognized. It seemed that females needed all language skills more than their male counterparts. It is suggested that writing should be emphasized more in postgraduate studies concerning the learners' target needs. Apart from writing, to enhance learning, vocabulary and grammar should be infused to language programs as well.

Clearly, most of the researches conducted so far have focused on only a small part of learners' needs (i.e., one skill at a time) or they were very limited and have been conducted on a specific group of students. In addition, most of the studies had been done on graduate and rarely on postgraduate students. To the researcher's best knowledge, no studies have been done concerning PhD candidates' language needs, for whom learning the second language (i.e., English) is more essential as they have more opportunities of entering international communities.

Furthermore, in most of the studies, the participants/ stake-holders were very limited, and as prominent figures (Brown, 1995; West, 1994) in this field suggest, a comprehensive needs analysis should utilize different resources and various tools of gathering information to have more reliable results. Moreover, the questionnaires utilized in most of the studies lacked the main parts (i.e., considering current language proficiency of the learners) mentioned by scholars of the field.

The interdisciplinary aspect of the present study is another aspect ignored in the previous studies. By comparing the language needs of the candidates in various academic disciplines, the researcher can come across a clear idea about different specific language needs of the learners and insights on how instructors should prepare materials for the learners.

Therefore, regarding the gaps in previous studies, in this study, the researcher conducted a needs analysis on a range of PhD candidates of various disciplines, finding their different language

needs of all skills though more attention was to writing and reading skills, using different stakeholders' opinions (i.e., PhD candidates and their corresponding instructors). In addition, it utilized several tools of gathering data including interview, observations, proficiency tests as well as a highly reliable tailor-made questionnaire, in order to propose guidelines for some good syllabus for different disciplines at the end.

2.6 Chapter summary

The present chapter reviewed the previous studies on ESP needs analysis. The important theories and all prominent concepts relating to ESP and EAP, needs analysis, and syllabus design which make a clear picture in minds of the readers were discussed in the literature.

A brief glance through the literature review revealed the importance of needs analysis in ESP course development and syllabus design. Consequently, a range of studies in this field were reported by the researcher. Therefore, with the goal of alleviating the drawbacks of the previous studies, as mentioned earlier by the researcher, the current project was an attempt to investigate English language needs of PhD candidates in different disciplines with the aim of suggesting guidelines for designing syllabuses for ESP courses for postgraduate levels.

Chapter III: Methods

3.1 Introduction

The aim of the current thesis was to identify language needs of Iranian PhD candidates in different academic disciplines in order to design courses which can specifically meet their language needs. In a nutshell, the previous chapter provided a comprehensive review of the outstanding concepts of the thesis, scratching upon the term *Needs Analysis* to slide down to the concept of *Syllabus Design*, as well as pinpointing the interdependence of these concepts to the EAP (English for Academic Purposes) courses. The previous chapter also reported some of the studies carried out in this realm which somehow highlighted the shortcomings and limitations of the previously conducted researches.

Moreover, the research questions were enumerated in the first chapter followed by the proposed hypothesis empirically tested during the research project. This chapter provides details of the methodology used in collecting data (the participants, instrumentation, procedures in conducting the research) as well as data analysis techniques.

3.2 Design

Within a descriptive design, the present research aimed at identifying present and target language needs of a selected group of PhD candidates in different academic disciplines (i.e., Humanities, Sciences, Engineering, Agriculture, Physical Education, and Chemistry). To this end, quantitative and qualitative methods of data collection were used to specify the language needs of those involved in ESP courses. Interviews were conducted with learners and their professors in order to design a more comprehensive questionnaire adaptable to the PhD candidates' language needs. The newly made questionnaire and part of the FCE (First Certificate in English) test were also used to collect data for approaching the above-mentioned objectives.

3.3 Participants

A total of 86 PhD candidates and professors in Urmia University, Iran, participated in this study. Fifty four of the participants including both male (N= 29) and female (N= 25) learners were PhD candidates. All the participants who were within the age range of 24 to 39 were doing their PhD degrees in one of the academic disciplines, that is, Humanities, Sciences, Engineering, Agriculture, Physical Education, and Chemistry. In addition, 32 professors teaching ESP courses in PhD degrees in the above mentioned colleges cooperated with the researcher. The professors encompassed 27 males and 5 females, with the age range of 29 to 62. Table 3.1 summarizes participants' profiles.

Table 3.1
Participants of the Study

Participants	Gender	N	Discipline	N
PhD candidates	Male	29	Agriculture	9
	Female	25	Engineering	11
			Sciences	10
			Humanities	9
			Chemistry	7
			Physical Education	8
Professors	Male	27	Agriculture	4
	Female	5	Engineering	11
			Sciences	7
			Humanities	2
			Chemistry	4
			Physical Education	4

3.4 Instruments

To accomplish the expected objectives of the study, a number of instruments were utilized in the present research. Non-Participant observations of ESP classes, interviews with PhD candidates (Appendix A), Interviews with professors (Appendix B), Students' questionnaire (Appendix C), Professors' questionnaire (Appendix D), Proficiency test (FCE) (Appendix E), formed the main data collection instrumentation of this study.

3.4.1 Non-participant Class Observations

Non-participant ESP class observations within a period of 4 months were the first data gathering procedure in this study, giving the researcher an overall view and idea regarding the current status of the ESP classes. Having collected the data through questionnaires and compared it with the real data out of the observations from the ESP classes, the researcher could see if there was a match between target language needs of PhD candidates and the current ESP classes.

3.4.2 Interviews

In order to be able to design a comprehensive questionnaire adaptable to PhD candidates' language needs, several focus group interviews were conducted with PhD candidates of Humanities, Sciences, Engineering, Agriculture, Physical education, and Chemistry academic disciplines. This within-group interaction can yield high quality data as it can create a synergistic environment that results in a deep and insightful discussion (Dornye, 2007). In addition, semi-structured interviews were conducted by the researcher, with a number of professors of the above mentioned colleges. The interview included 12 general questions about the participants' views on their target language needs, how they see the current ESP classes, the shortcomings of the current courses and suggestions for further improvement of the courses. All the interviews were recorded for further analysis as well.

3.4.3 Questionnaires

For the sake of gaining the already mentioned objectives of the study, a tailor-made questionnaire, basically inspired by the results from consultations with several resources (e.g., Nunan, 1988; Dudley-Evans & St. John, 1998; Chou, 1998) and findings of the interviews and class observations, was designed. It is worth mentioning that the questionnaire was translated into Persian to be answered effortlessly by all the participants. An understanding of the elements of the questionnaires used for the PhD candidates as well as the ESP instructors seems necessary here.

3.4.3.1 Demographic Information

The very first part of the questionnaire adhered to getting the demographic information including the participants' gender, age, and their educational field of study. There was also a question about the participants' native language and a concise description of the aims of the questionnaire.

3.4.3.2 Language Skills

The second section of the questionnaire including 38 questions aimed at identifying the degree of the importance of the four language skills (i.e., listening, speaking, reading, and writing) in each participant's discipline. The participants were to answer the questions, along with a scale of 1-6 (1: not at all, 2: a little, 3: to some extent, 4: medium, 5: to a great extent, 6: to a very great extent). An example of the above-introduced section is as follows:

➤ I need to learn English for...

1) Taking notes in conferences.

3.4.3.3 Progress check

This section of the questionnaire which is comprised of 5 questions, using the same scale to answer, measured the amount of progress which candidates felt they have developed after passing ESP courses at the university. An example of this section is as follows:

➤ After passing the ESP course at University...

- 1) My listening skill has been improved.

3.4.3.4 CEFR

This section entitled CEFR (Common European Framework of Reference), which is one of the important sections of the questionnaire aims to measure the language ability of the participants. This section, which is a kind of self-assessment test, is also translated into Persian in order not to be affected by low language proficiency of the learners. This self- assessment section includes 20 sentences about the four language skills. The participants were asked to tick the skills, which there were able to perform using English language. The following sentences are examples of this section:

- I can understand short simple personal letters, advertisements, menus and timetables.
- I can understand specialized and technical instructions, even when they don't relate to my field.
- I can write simple texts of familiar and of interest topics.
- I can write complex reports and summaries and reviews of professional or literary works.

3.4.3.5. Open-ended questions

The last part of the questionnaire had 12 open-ended questions to be answered by the participants. They were asked about their opinions regarding the current ESP courses, the language proficiency level of learners and their instructors, time, skills and resources utilized in ESP classes, and the suggestions to improve the shortcomings of the current courses.

It should also be mentioned that the questionnaire which was distributed among the professors differed slightly from that of the learners. In the second questionnaire (Professor's questionnaire), sections two and three of the above mentioned sections of the questionnaire (i.e., progress check and CEFR) were omitted, furthermore, a slightly different wording in the other sections were used.

3.4.4 FCE Proficiency Test

An already piloted proficiency test adopted from FCE (University of Cambridge Local Examinations Syndicates) was used serving the purpose of assessing the present proficiency level of PhD candidates. The test which was part 3 (Use of English) of the FCE test involved four sections. The first section was a modified cloze test containing 12 gaps followed by 12 four-option multiple-choice items, which the participants had to choose from. The second section of the test was an open cloze focusing on lexico-grammatical aspect of the language. Unlike the first section, the 12 gaps of this section were not followed by options to be chosen by the participants. The other section which was a word-formation test contained 10 gaps. Each gap corresponded to a word. The stems of the missing words were given beside the text and needed to be changed to form the missing words. The fourth and the last section of the test included eight separate items, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which was a given key word. All the 42 questions of the test were to be answered in 45 minutes. In addition, all the questions of the sections 1, 2, 3 received one mark, whereas each question of the last section received up to two marks.

3.5 Procedure

Following the non-participant observation of the ESP classes and gaining insights on the overall setting of the ESP courses, the researcher interviewed the candidates in groups of 4-5 (focus group interviews) to get an overall idea of the status of ESP courses in PhD degrees and the target language needs identified by the learners. Due to the fact that the learners may be unaware of their target language needs, semi-structured interviews were conducted with 15 professors as well. The interviews were recorded after asking for permission first.

Based on the findings of the observations, interviews and consulting with several questionnaires (e.g., Nunan, 1988; Dudley-Evans & St. John, 1998; Chou, 1998) as well, the researcher developed a comprehensive questionnaire adaptable to PhD degrees. The questionnaire was checked against content validity with several professors. Regarding the reliability of the

candidates' questionnaire, Cronbach alpha coefficient was estimated to be .96 in the current study (also, the reliability of professors' questionnaire was estimated to be .88).

The questionnaire was filled out by PhD candidates of six colleges (i.e., Humanities, Sciences, Engineering, Physical education, Agriculture, and Chemistry). Later, the second questionnaire was distributed among the professors of the above mentioned departments as well.

As a last step in data collection procedure, all the PhD candidates which had previously filled in the questionnaires, performed part of the FCE (First Certificate in English), in order to be checked against their present knowledge of English.

3.6 Data Analysis

Statistical Package for Social Sciences (SPSS), version 18, was used to analyze the collected data. As mentioned already, data was triangulated through various methods including observations, interviews, questionnaires and measures of language proficiency. Data obtained from the observations and interviews were used both in developing the questionnaires and also interpreted qualitatively.

To answer the first research question, frequency analyses of all items were done to statistically define the importance of each sub-skill in the different academic disciplines.

In addition, One-way ANOVA was performed to compare findings related to the responses of participants of various academic disciplines, in terms of their language needs. Post Hoc comparisons could also pinpoint the areas of difference in the participants' responses more exactly. *T-Test* was run, as well, to compare learners' and the professors' ideas regarding the important language needs of the PhD candidates. Results of the FCE test and CEFR self-assessment measure were also analyzed in order to answer the last questions.

CHAPTER IV: RESULTS AND DISCUSSIONS

4.1 Introduction

Chapter three focused on the methodologies that were utilized in order to empirically investigate the researcher's intended goals. In short, the previous chapter was an attempt to introduce the subjects, instruments, procedures, and design of the study in detail. The following chapter will focus on reporting the outcomes of the data-collection phase.

Inherent in this investigation was the assumption that whether or not the language needs vary among PhD candidates of different academic disciplines. Therefore, the first step in data collection dealt with identifying the most important language needs of the candidates, then, the differences between the participants' language needs coming from different academic disciplines were pinpointed. Afterwards, the study concerned with exploring any significant difference between Iranian professors' and PhD candidates' ideas regarding the main language needs of the above-mentioned learners. Furthermore, the researcher aimed at measuring the general English language proficiency of learners. Lastly, there was an attempt to see if there is a match between the real language needs of the PhD candidates and what happens in ESP classes in real.

All in all, the present chapter elaborates the findings of the current research. The results of this study, presented at the end of the chapter, provide a snapshot of the outcomes of previous empirical studies that lends us a view towards the positive and negative perspectives of similar studies.

4.2 Main findings

In order to better organize and direct the findings of the study, it is worth pointing out the research questions in this section. As it was already mentioned, the current study was run to answer the following questions:

- 1- What are the specific language needs of Iranian PhD candidates?

- 2- Is there a difference between language needs of PhD candidates doing their degrees in various fields (Agriculture, Engineering, Humanities, Sciences, Physical Education, & Chemistry)?
 - 2.1- Is there a difference between speaking skill needs of PhD candidates doing their degrees in various fields?
 - 2.2- Is there a difference between listening skill needs of PhD candidates doing their degrees in various fields?
 - 2.3- Is there a difference between reading skill needs of PhD candidates doing their degrees in various fields?
 - 2.4- Is there a difference between writing skill needs of PhD candidates doing their degrees in various fields?
- 3- Is there a match between PhD candidates' opinions and that of their corresponding professors' regarding candidates' real language needs?
- 4- Do the present ESP courses improve learners' language proficiency levels in different disciplines?
- 5- Is there a match between PhD candidates' real needs and what ESP courses offer in Iran?

4.2.1 Research question 1

The first research question was: What are the specific language needs of Iranian PhD candidates?

To answer the above-mentioned question, item by item frequency analysis was done on the items of the needs analysis questionnaire. The results presented in Table 4.1 clarify the most important specific language needs of the six groups of the PhD candidates. Undoubtedly, item 12, *Reading articles in journals*, is expressed as the most important (85.16%) language need of the PhD candidates. Item 27, *writing articles for journals*, (84.33%) is stated as another important sub-skill needed by the participants. The third important sub-skill reported by PhD candidates, item

11, *Reading textbooks in the subject-related field* has devoted 80.53 percent of the responses of the participants to itself. Item 14, *Reading Text on Internet* (79.58%) is also declared by the participants to be of significance. Moreover, other sub-skills as *skimming the text* (73.55%), *Learning technical conversation* (72.09%), *Learning technology of the field* (70.4%), and *Scanning the Text* (70.38%) are also recognized as essential language needs of the PhD candidates.

Table 4.1

The Most Frequent Language Needs Rated by the Candidates

Items	to a great extent
12. Reading articles in journals	85.16
27. Writing articles for journals	84.33
11. Reading books in your field	80.53
14. Reading texts in internet	79.58
16. Skimming the text	73.55
33. Learning technical conversation	72.09
34. Learning technology of your field	70.4
17. Scanning the text	70.38
36. Practicing how to use discipline-based vocabulary	67.46
7. Speaking in seminars	64.8

Table 4.2 summarizes the less important sub-skills as reported by the participants. For example, Item 30, *Writing Lab reports*, (49.13%) and item 26, *Writing term papers* (46.85%), are the sub-skills participants believed they rarely used. Sub-skills as *Listening to class lectures* (35.8%), *Taking lecture notes* (31.31%), and *Listening to media* (28.91%) are also considered less vital in the success of the PhD candidates.

Table 4.2

The Less Frequent Language Needs Rated by the Candidates

Items	little
30. Writing lab reports	49.13
26. Writing term papers	46.85
3. Listening to class lectures	35.88
23. Taking lecture notes	31.31
4. Listening to media	28.91

Table 4.3 presents the items reported to be moderately needed by PhD candidates.

Table 4.3

The Moderate Frequent Language Needs Rated by the Candidates

items	To some extent
1. Listening to conversations on general to topics	57.73
2. Listening to lectures	62.15
5. listening to instructions in real situations	70.16
6. participating in academic discussions	51.11
8. asking and answering questions in class	50.41
9. asking and answering questions in seminars	35.78
10. talking with professionals in real situations	46.88
13. reading English newspapers and magazines	60.33
15. reading instructions during a program	47.81
18. familiarity with different genres	58.58
19. understanding relationships between text and tables	45.20
20. drawing conclusions and understanding implications	36.41
21. understanding cause and effect relations	44.78
22. understanding the ideas by using cohesive devices	59.15
24. taking notes from textbooks	47.45
25. writing paper for oral presentation	46.28
28. writing instructions of a program	52.31
29. writing summaries or critiques of books	40.88
32. learning semi-technical vocabulary	51.15
35. learning new words, synonyms, paraphrases	51.35
37. attending grammar workshops	54.61

The results of Table 4.3 clarifies that sub-skills as *Listening to lectures or instructions in real situations, Reading English newspapers, Familiarity of different genres, writing summaries or critiques of books*, are also used occasionally by PhD candidates, though of not so much significance as the sub-skills classified in Table 4.1.

4.2.2 Research question 2

The second research question was: Is there a difference between language needs of PhD candidates doing their degrees in different academic fields? As already mentioned, this question was further divided into 4 other research questions the results of which are presented separately. Since the study concentrated on 6 different academic disciplines, one-way between groups ANOVA was conducted to compare the language needs of the learners in the different academic disciplines.

4.2.2.1 Results of Speaking Skill

The first part of the second research question focusing on speaking skill follows: Is there a difference between speaking skill needs of PhD candidates doing their degrees in various fields? Table 4.4 presents the descriptives as regards the participants' views of the speaking skill.

Table 4.4

Candidates' Reports of their Needs in terms of Speaking Skill

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Agriculture	9	23.66	5.98	1.99	16.00	30.00
Engineering	11	21.81	8.05	2.43	5.00	29.00
Science	10	20.60	5.59	1.76	14.00	30.00
Humanities	9	12.00	6.60	2.20	5.00	26.00
Physical education	8	27.75	2.81	.99	23.00	30.00
Chemistry	7	21.57	7.25	2.74	10.00	30.00

Having made sure that the assumption of variances is not violated, the researcher kept on doing further statistical tests, that is one-way ANOVA.

As the results in Table 4.5 indicate there was a significant difference at the $p < .05$ level among the six groups: $F(5.48) = 5.80, p = .00$. Post Hoc comparisons using Tukey HSD test, presented in Table 4.6, indicated that the mean score for group 4 (humanities) ($M = 12, SD = 6.6$) was significantly different from other groups. In other words, humanities students considered speaking skill less important than learners in other disciplines. Further confirmation is provided from the line graph (Appendix F).

Table 4.5

ANOVA Results: Groups across Various Disciplines Compared in terms of their Speaking Needs

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1168.08	5	233.62	5.800	.000
Within Groups	1933.25	48	40.28		
Total	3101.33	53			

Table 4.6

Tukey HSD Results: Multiple Comparisons across Various Disciplines in terms of Speaking Skill

(I) participants' filed	(J) participants' filed	Mean Difference (I-J)	Std. Error	Sig.
agriculture	engineering	1.85	2.85	.987
	science	3.07	2.91	.898
	humanities	11.67*	2.99	.004
	Physical edu	-4.08	3.08	.770
	chemistry	2.09	3.20	.986
Engineering	science	1.21	2.77	.998
	humanities	9.81*	2.85	.014
	Physical edu	-5.93	2.94	.351
	chemistry	.25	3.07	1.000
science	humanities	8.60	2.91	.052
	physical edu	-7.15	3.01	.186
	chemistry	-.97	3.12	1.000
humanities	physical edu	-15.75*	3.08	.000
	chemistry	-9.57*	3.20	.047
physical education	chemistry	6.18	3.28	.426

4.2.2.2 Listening Skill Needs

The second part of the main research question, with a focus on listening skill, follows: Is there a difference between listening skill needs of PhD candidates doing their degrees in various fields? Considering the perceived importance of listening skill, Table 4.7 explains the results obtained from the questionnaires filled by 6 groups of PhD candidates. The homogeneity of variance assumption was checked and it was verified that the assumption is met. Accordingly, ANOVA Table (Table 4.8) indicates that there is not a significant difference at the $p < .05$ levels among the six groups: ($F(5,48) = 1.96, p = .10$). Furthermore, Post Hoc comparisons using Tukey HSD test (Table 4.9), verifying the results of the ANOVA table, shows no significant difference among the pairs. For more information, see the Line graph (Appendix G).

Table 4.7
Candidates' Reports of their Needs in terms of Listening Skill

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
agriculture	9	20.11	7.67	2.55	12.00	30.00
engineering	11	18.81	7.32	2.20	5.00	28.00
science	10	14.70	4.80	1.52	11.00	26.00
humanities	9	15.22	3.92	1.30	9.00	22.00
Physical education	8	22.50	2.93	1.03	18.00	26.00
chemistry	7	18.86	9.17	3.47	10.00	30.00

Table 4.8

ANOVA Results: Groups across Various Disciplines Compared in terms of their Listening Needs

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	390.29	5	78.05	1.969	.100
Within Groups	1903.04	48	39.64		
Total	2293.33	53			

Table 4.9

Tukey HSD Results: Multiple Comparisons across Various Disciplines in terms of Listening Needs

(I) participants' filed	(J) participants' filed	Mean Difference (I-J)	Std. Error	Sig.
agriculture	engineering	1.29	2.83	.997
	sciences	5.41	2.89	.432
	humanities	4.89	2.97	.572
	Physical edu	-2.39	3.06	.969
	Chemistry	1.25	3.17	.999
engineering	sciences	4.11	2.75	.668
	humanities	3.60	2.83	.799
	Physical edu	-3.68	2.92	.806
	chemistry	-.039	3.04	1.000
sciences	humanities	-.522	2.89	1.000
	physical edu	-7.80	2.99	.114
	chemistry	-4.16	3.10	.762
humanities	physical edu	-7.28	3.06	.184
	chemistry	-3.63	3.17	.860
physical education	chemistry	3.64	3.26	.872

4.2.2.3 Reading Skill Needs

The following statistical procedures were followed to find the logical answers to the following question:

Is there a difference in reading needs of PhD candidates doing their degrees in different academic disciplines?

Table 4.10 demonstrates the summary descriptive statistics for reading skill, identifying the six groups of participants.

Table 4.10

Participants' Reports of their Needs in terms of Reading Skill

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
agriculture	9	62.67	9.02	3.01	52.00	72.00
engineering	11	56.90	10.66	3.21	32.00	71.00
science	10	58.30	9.35	2.96	38.00	69.00
humanities	9	37.11	16.00	5.33	20.00	64.00
physical education	8	61.62	6.02	2.13	50.00	67.00
chemistry	7	63.43	5.74	2.17	56.00	72.00
Total	54	56.37	13.30	1.81	20.00	72.00

ANOVA procedures (Table 4.11) followed the second step that confirmed homogeneity of variance.

Table 4.11

ANOVA Results: Groups across Various Disciplines Compared in terms of their Reading Needs

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4305.10	5	861.02	8.14	.000
Within Groups	5075.49	48	105.74		
Total	9380.60	53			

Regarding the reading skill, among the 6 groups of participants, as results of Table 4.11 shows, significant difference is observed at $p < .05$ level: $F(5,48) = 8.14$, $p = .00$. In addition, as indicated in Table 4.10, the mean score of humanities candidates ($M = 37.11$, $SD = 16$) was considerably lower than that of the other groups. A quick glance through the Post Hoc pair-wise comparisons in Table 4.12 clarifies the difference between the needs as perceived by humanities learners and those in the other disciplines.

Table 4.12

Tukey HSD Results: Multiple Comparisons across Various Disciplines in terms of Reading Skill

(I) participants' filed	(J) participants' filed	Mean Difference (I-J)	Std. Error	Sig.
agriculture	engineering	5.76	4.62	.812
	science	4.37	4.72	.938
	humanities	25.55*	4.85	.000
	Physical edu	1.04	4.99	1.00
	chemistry	-.762	5.18	1.00
engineering	science	-1.40	4.49	1.00
	humanities	19.80*	4.62	.001
	physical edu	-4.71	4.78	.920
	chemistry	-6.52	4.971	.777
science	humanities	21.19*	4.72	.001
	Physical edu	-3.32	4.88	.983
	chemistry	-5.13	5.07	.912
Humanities	physical edu	-24.51*	4.99	.000
	chemistry	-26.32*	5.18	.000
Physical edu	chemistry	-1.80	5.32	.999

The line graph presented in Appendix H is also another indicator of the difference across the groups.

4.2.2.4 Writing Skill Needs

Is there a difference between writing needs of PhD candidates doing their degrees in different academic disciplines?

As another important skill in language, results (see Table 4.13 for summary descriptive statistics) for writing was compared among the six groups. Significant difference, that is, $F(5.53) = 3.73$, $p = .00$, reflected through the ANOVA Table 4.14 turned out to exist among the groups.

Table 4.13
Candidates' Reports of their Needs in terms of Writing Skill

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
agriculture	9	29.78	11.23	3.74	21.00	48.00
engineering	11	28.18	9.84	2.96	12.00	41.00
science	10	33.90	5.40	1.71	24.00	42.00
humanities	9	22.22	11.41	3.80	9.00	38.00
physical education	8	38.87	6.98	2.47	26.00	46.00
chemistry	7	37.00	9.63	3.69	19.00	46.00

Table 4.14

ANOVA Results: Groups across Various Disciplines Compared in terms of their Writing Needs

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1623.35	5	324.67	3.73	.006
Within Groups	4178.52	48	87.05		
Total	5801.87	53			

Post Hoc comparisons, in Table 4.15, indicated significant differences in mean score of three groups. No significant difference was observed between writing needs of agriculture, science and engineering groups, whereas, the humanities group ($M= 22.22$, $Sd =11.41$), physical education learners ($M= 38.87$, $sd = 6.98$) and the chemistry group ($M= 37$, $sd = 10.46$) turned out to be significantly different from each other as far as their view of the writing skill was involved.

Table 4.15

Tukey HSD Results: Multiple Comparisons, across Various Disciplines in terms of Writing skill

(I) participants' filed	(J) participants' filed	Mean Difference (I-J)	Std. Error	Sig.
agriculture	engineering	1.59	4.19	.999
	science	-4.12	4.29	.928
	humanities	7.55	4.40	.527
	physical educ	-9.09	4.53	.354
	chemistry	-7.22	4.70	.643
engineering	science	-5.72	4.08	.725
	humanities	5.96	4.19	.714
	physical educ	-10.69	4.33	.155
	chemistry	-8.82	4.51	.383
science	humanities	11.68	4.29	.089
	physical educ	-4.97	4.42	.869
	chemistry	-3.10	4.60	.984
humanities	physical educa	-16.65*	4.53	.007
	chemistry	-14.78*	4.70	.032
physical education	chemistry	1.87	4.83	.999

The difference between writing skill of the humanities, physical education, and chemistry PhD candidates is plainly verified in the line graph (Appendix I).

4.2.3. Research question 3

The third research question was: Is there a difference between PhD candidates' opinions and that of their corresponding professors' regarding candidates' real language needs? In order to answer this question, independent samples *t-test* was conducted.

Table 4.16

Group Statistics: Participants' Reports of their Needs in all four skills

participants' group		N	Mean	Std. Deviation	Std. Error Mean
listening	professors	32	21.69	4.18	.74
	learners	35	17.88	6.61	1.12
speaking	Professors	32	23.44	4.38	.77
	learners	35	20.60	7.58	1.28
reading	Professors	32	62.37	6.35	1.12
	learners	35	58.77	11.17	1.89
writing	Professors	32	37.16	5.51	.97
	learners	35	31.54	10.18	1.72

Table 4.17

Independent Samples t-test for Learners and Professors

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference
listening	Equal variances assumed	8.09	.006	2.78	65	.007	3.80
	Equal variances not assumed			2.84	58.08	.006	3.80
speaking	Equal variances assumed	16.20	.000	1.85	65	.069	2.84
	Equal variances not assumed			1.89	55.29	.063	2.84
reading	Equal variances assumed	2.78	.100	1.60	65	.114	3.60
	Equal variances not assumed			1.64	54.76	.107	3.60
writing	Equal variances assumed	11.05	.001	2.77	65	.007	5.61
	Equal variances not assumed			2.84	53.28	.006	5.61

A meticulous look at Table 4.17, clarifies the difference in ideas of the learners and professors. Concerning the reading skill, no significant difference is detected in the answers of the two groups of participants ($p = .10 > .05$). As for the speaking skill, there is no significant difference among learners' and instructors' ideas ($p = .06 > .05$). However, the results indicate significant differences in the ideas of the two groups regarding listening ($p = .006 < .05$) and writing skill ($p = .006 < .05$). Mean scores of the groups reported in Table 4.16 points out that professors considered these two skills more important than the learners.

4.2.4 Research question 4

The fourth research question was: Do ESP courses improve learners' language proficiency in different disciplines? Five questions, in the questionnaire attempted to measure participants' perception of their language improvement in ESP classes through a scale. Item by item frequency analysis was performed on the mentioned questions which are presented in the following tables.

Table 4.18

Improvement as Perceived by Agriculture Candidates

Items	Little	To some extent	To great extent
1. Listening skill	66.6	33.3	0
2. Speaking skill	77.7	22.2	0
3. Reading skill	44.4	44.4	11.1
4. Writing skill	44.4	11.1	44.4
5. Communication	44.4	55.5	0

Table 4.19

Improvement as Perceived by Engineering Candidates

Items	Little	To some extent	To great extent
1. Listening skill	54.6	18.2	18.2
2. Speaking skill	45.6	36.4	9.1
3. Reading skill	45.5	27.3	18.2
4. Writing skill	27.3	27.3	36.4
5. Communication	45.5	27.3	18.2

Table 4.20

Improvement as Perceived by Sciences Candidates

Items	Little	To some extent	To great extent
1. Listening skill	70	20	0
2. Speaking skill	70	20	0
3. Reading skill	40	50	0
4. Writing skill	20	50	20
5. Communication	50	40	0

Table 4.21

Improvement as Perceived by Humanities Candidates

Items	Little	To some extent	To great extent
1. Listening skill	77.8	11.1	11.1
2. Speaking skill	88.8	11.1	0
3. Reading skill	55.5	33.3	11.1
4. Writing skill	44.4	22.2	33.3
5. Communication	66.7	33.3	0

Table 4.22

Improvement as Perceived by Physical Education Candidates

Items	Little	To some extent	To great extent
1. Listening skill	25	50	25
2. Speaking skill	37.5	62.5	0
3. Reading skill	50	50	0
4. Writing skill	0	87.5	12.5
5. Communication	37.5	62.5	0

Table 4.23

Improvement as Perceived by Chemistry Candidates

Items	Little	To some extent	To great extent
1. Listening skill	28.6	14.3	0
2. Speaking skill	28.6	14.3	0
3. Reading skill	14.3	28.6	0
4. Writing skill	14.3	28.6	0
5. Communication	14.3	28.6	0

The percentages presented in the tables, indicate that ESP courses have not been fruitful enough, generally speaking, to improve language proficiency level of PhD candidates. Undoubtedly, the courses could only help candidates to improve their writing skill to some extent, with almost no improvement in speaking and communication skills. The reasons for such failure of ESP courses are discussed in detail in the coming section, that is, qualitative data analysis.

Data obtained from the questionnaire as regards the improvements felt by the candidates were further triangulated by means of two other instruments. In other words, to gain a more comprehensive view of current proficiency level of candidates, the candidates were asked to assess their language proficiency on the six-band scale of CEFR (Common European Framework of Reference). The results indicated that 4 (7.69%) participants assessed their level as the lowest in scale, i.e., A1. 14 candidates (26.92%) chose A2. Levels B1 and B2 were selected by 18 and 12 participants, that is 34.61 % and 23.07 % of the candidates, respectively. Finally 7.69% of the participants (4 of them) reported their language level to be C1 level, with no participant at C2 level. Two of the participants did not fill in the CEFR part of the questionnaire. In other words, 84.6% of the candidates were at A2 to B2 levels (for a comprehensive account of the CEFR and the relevant bands see appendix J). In addition to CEFR results that indicated the low proficiency of the learners, the FCE test indicated unsuitable language level of the PhD candidates. That is the average score of the participants were 20.5 from a total score of 50. In other words, participants scored below the intermediate level, indicating weak language proficiency.

4.2.5 Research question 5

The last research question posed whether there is a match between PhD candidates' real needs and the current status of ESP courses in Iran?

In order to answer the mentioned question, the outcomes of the class observations, interviews and open-ended questions were taken into account. Definitely, most of the PhD candidates were not satisfied with the ESP courses and expressed that no attention is being paid to their language needs in these courses. Observation of the classes also revealed that most of the ESP classes are taught inappropriately through the GTM (Grammar Translation Method), with a main focus on reading. Very little attention is paid to listening, speaking, and writing skills. This means that what is practiced in the actual ESP classes does not actually match with what the students need.

In addition, the proficiency level of the participants which was checked using FCE test and the self-assessment CEFR (Common European Framework of Reference) were proved to be so low approved by the participants themselves. In other words, the learners lack sufficient basic knowledge prior to ESP courses. Thus, to make ESP classes a more fruitful and successful academic environment for them there must be an agreed upon schedule based on what is really wanted (from the learners) and what should be practiced (by the instructors).

4.6 Qualitative Data Analysis

The outcomes of the interviews, class observations, and the open-ended questions of the questionnaire, formed the base-line of the quantitative data. All in all, the data indicate that PhD participants in different disciplines were not satisfied with the ESP courses offered in their colleges. According to the participants, not only the quality of ESP courses, the textbooks, available language teachers, and overall proficiency level of students were not satisfying, but also the amount of time allotted to these courses was not sufficient to improve the language level of learners. The participants believed the courses only focused on grammar and reading and were taught similar to high school courses, with almost no attention to other language skills. They

believed there must be more attention to other skills, especially to speaking and communication skills which are ignored completely in the current ESP classes. They also believed instructors most of whom were subject-specific professors teaching the course, lacked sufficient language knowledge and the right methodology of teaching and simply utilized the available textbooks without really evaluating the material. They believed cooperation between language department and subject specific departments are necessary in order to make a compromise and a balance between the language and content knowledge needed in ESP courses. Otherwise stated, authentic and subject- specific materials were one of the outstanding requirements of the candidates in all the academic disciplines.

In contrast, the interview with the instructors revealed that they recognized learners' low language proficiency as the main predicament in ESP courses, though recently IELTS and MSRT tests have been set as a requirement for PhD candidates, professors still believe these requirements are not adequate and PhD candidates must have enough language knowledge prior to starting the postgraduate studies. Parallel to learners' ideas, professors also believed the amount of time allotted to ESP courses were not sufficient at all, and it was actually out of their control and must be considered by policy makers and curriculum designers. Some of the instructors also believed in cooperation between language instructors and subject- specific instructors, whereas others believed ESP courses could only be taught by content teachers who already had sufficient language knowledge.

4.7 Discussion

The overarching aim of the research reported was to do a thorough language needs analysis of the PhD candidates of different academic majors. The results of the data triangulated through various methods of data collection (e.g., observations, interviews, questionnaires, standard proficiency tests) from different stake-holders indicated that PhD candidates of different academic disciplines have different priorities regarding language skills, though *reading articles of field-related journals* and *writing articles for journals* were considered as the most important sub-skills needed by the participants. In addition, it was found that there were discrepancies

between learners' and instructors' ideas about the real language needs of the PhD candidates. Furthermore, the standard tests proved low proficiency level of the PhD candidates; and also no match was observed between the current ESP courses and the real needs of the PhD candidates.

Classification of the main language needs of the learners, indicated that reading and writing skills attracted more attention among other skills; and *writing for journals* and *reading articles in field-related journals* turned out to be the chief sub-skills needed by the PhD candidates. This is in line with findings of Rajabi and Azarpour's study (2011) and Atai and Shoja (2011), who identified reading and writing as the main language skill needs of the learners. This means that learners in general and those involved with ESP course in specific must be able to gain a lot of input in their field in order to expand their knowledge. This is only possible by a good command of reading skill, giving the learner the opportunity to scrutinize the international texts. In addition, to be able to communicate the knowledge with professionals of the field, PhD candidates need to have good command of writing, as well, to convey their knowledge to the scholars in the most appropriate way. Otherwise stated, for appropriate transferring of knowledge among scholars, reading and writing skills play the most important role. The findings are thought to be somehow in accordance with what Pourshahian, Gholami, Vaseghi, & Rezvani kalajahi, (2012) claim, that is grammar, vocabulary (as two main prerequisites for efficient reading), and writing skill are the key language needs of the learners.

In order to make the needs of the learners more comprehensive, instructors were also asked to participate in this study. The dissimilarity of learners' and professors' ideas regarding some of the skills may indicate that learners may not perfectly be aware of their target language needs in some aspects. In other words, it seems that the discrepancies between the professors' and learners' ideas regarding the main language needs, could be because of the unawareness of some of the candidates of their real needs, that is, they do not really know what they must expect from an ESP course. This is in line with what Nola Bacha and Bahous (2008) found in their study. In other words, different opinions by students and their corresponding instructors were found in their study, pertaining to business students and faculty at Lebanese American University. However, these implications seem not to be corroborating with that of Seedhouse (1995), and Ulucay and Demiral (2011) where they believe the learners are totally aware of their needs.

Regarding the language proficiency level of the participants, the results of the items in the questionnaire that tested the improvements as perceived by the participants and both the FCE test and CEFR indicated a low proficiency of the PhD candidates. Most of the learners proved to be at A2 to B2 levels, that is beginner to intermediate level, which is not a satisfactory level for a PhD candidate. This means that the ESP courses fail to improve their proficiency. This is in line with that of Alharby (2005) and Atai and Nazari (2010). As expressed by the participants of the mentioned studies, having a high level of English language proficiency is vital in their future success, while the participants of these studies lack sufficient knowledge of English and the ESP courses fail to improve their proficiency as well.

Additionally, discrepancy between current ESP classes and learners' real needs is the chief reason of malfunction in ESP courses, verified in several studies as Hoang Oanh (2007), Dehnad, Bagherzadeh, Bigdeli, Hatami, & Hoseini (2010), Ulucay and Demiral (2011) and the current study as well. Planning the courses simply on intuition of the instructors (without a systematic needs analysis), using the available material (without evaluation) and adopting the easiest methodology (GTM) to teach the course, are possibly the main reasons for the inconsistency between the learners' needs and what happens in ESP courses in practice.

Finally, the current study also found many commonalities with Atai and Shoja (2011) study. Low general English proficiency of learners, inadequate qualifications of the instructors, insufficient hours dedicated to the courses, and inappropriate materials were among the similar findings of the researches, serving failure of ESP courses.

The interdisciplinary aspect of the current study also revealed differences in language needs of PhD candidates in different academic disciplines. This means that one size fits all methodology and materials may not prove to be fruitful for every discipline. That is why all course designers and the current trend in syllabus design as well as the current researcher put an emphasis on doing a more discipline specific needs analysis prior to any material development or teaching.

4.8 Chapter Summary

In a nutshell, the current study was conducted to provide answers to the research questions posed in the first chapter that basically attempted to investigate the specific language needs of PhD candidates in different academic disciplines.

Accordingly, one of the main purposes of this chapter was to triangulate language needs of the participants in different majors. At first, having collected data through various paths from different stake-holders, the researcher did item by item frequency analysis to classify specific language needs of the participants. Afterwards, a set of ANOVA analysis confirmed the differences between language needs of the six academic groups. In addition, *t-test* was also run to discriminate between learners' and instructors' ideas about PhD candidates' language needs.

Furthermore, qualitative data obtained through observations, interviews, and open-ended questions were elaborated. Finally to the end of the chapter, comparisons were made between the findings of the current study with those of the recently conducted ones from several perspectives. Concluding the study, the next chapter presents implications of the findings, enumerating limitations of the study, and suggestions for further research.

CHAPTER V: CONCLUSION

5.1 Introduction

The current thesis was statistically in pursuit of (a) differentiating between target language needs of Iranian PhD candidates in different academic disciplines, (b) discriminating between learners' and instructors' ideas regarding language needs of PhD candidates, (c) matching the status of the current ESP courses with the real target language needs of PhD candidates, (d) measuring the effect of ESP courses on language proficiency of the participants, and finally (e) assessing GEP of the PhD candidates in different academic disciplines. This chapter provides a snapshot of the main findings of the study accompanied by their pedagogical implications within Iranian context. Afterwards, any limitations and inevitable constraints on the expansion of the research are dealt with. Next, the current chapter will provide impetus, opening the gateways to further explorations and research by providing few suggestions of possible related topics.

The thesis set out with the aim of discriminating between target language needs of learners in different academic majors. In fact, the ultimate goal of the thesis was to classify the specific language needs of the learners to use it as a basis for material development in PhD programs. The study revealed that, language needs of PhD candidates can vary based on their academic disciplines. In addition, it was found that professors had different ideas than learners regarding the target language needs of the learners. Furthermore, it was noticed there was not a match between the current status of the ESP courses and the real target needs of the candidates and these courses were not suitable enough to improve the proficiency level of the learners. Low language proficiency level of the learners, and inappropriate methods and methodology employed in ESP courses were among other findings of this study. The results of the study can have several outstanding implications, enumerated in the next section.

5.2 Implications

The results of this study have several pedagogical implications for learners, teachers, curriculum developers and all stake-holders involved in Teaching English as a Foreign Language (TEFL).

The current study makes its greatest contribution to education by implying that learners in different academic disciplines need to acquire diverse skills of language and must have sufficient basic knowledge of language to accomplish well in their future career.

In this regard, the goal of the current thesis was to propose modifications needed in the existing ESP courses in the PhD programs such that the courses are more holistically effective and productive for the PhD learners, and able to be accomplished within the allocated period of time. This can be fulfilled by designing courses in a way to meet the specific language needs of participants (i.e., *writing articles for journals* and *reading articles of field related journals* as sub-skills of writing and reading skills) in their academic fields so that they not only improve their general knowledge of the language, but they also make language improvements in their specific future careers. Accordingly, the learners will develop more motivation and satisfaction as they benefit from the specific courses provided for them in their career field. This will lead them to have a clearer vision of their future job, furthermore, they will develop more confidence in the reality of their specific language needs.

As regards the ESP instructors, particularly those who deal with teaching ESP for PhD candidates whose teaching are mainly based on mere translation of original texts, the findings of the present study help them gain a comprehensible outlook towards the real language needs of their students, adjusting their teaching materials and methods in a more prolific way, teaching the most specific language their students need. In other words, the findings of the current study will assist creating more fruitful ESP courses, by considering the target language needs of the learners in different academic disciplines, giving the instructors the required impetus to guide the class in the right path by employing the most appropriate teaching materials and methods.

Curriculum developers, as another group of beneficiaries, bear the greater burden of establishing any desirable and efficient norm and standards of EFL learning in a variety of educational fields. It is proposed that long term programming and required budget as well, need to be officially ratified in advance of educating the learners, more specifically the PhD candidates for whom there is no well-established ESP materials. A large number of the EFL books are planned, designed, and published by famous Iranian publications, with a specific rationale behind them. A detailed analysis of the current textbooks, however, clarifies that the real language needs of the learners have not been taken into consideration in designing the books. Indeed experts need to dare to give outstanding alterations to the current textbooks by injecting the very specific language needs of future professionals.

Moreover, the discrepancies found between the current ESP programs and target needs of the participants highlight the necessity of renewing the current syllabuses by consulting all stakeholders. Furthermore, the low GEP level of the learners found as the outcome of a standard tool, that is CEFR, is a warning to the educational system before planning ESP courses. Regarding GEP level of learners as a decisive factor in success, setting criterion GEP level by program designers, for students upon entry to the ESP courses, is suggested. In addition, as Atai and Nazari (2011) put forth, it is logical to invest on some remedial semi-specific courses to be considered by language departments to solve general English language proficiency problem of the learners.

Another implication of the findings is the necessity of collaboration of content (subject) teachers and language instructors to avoid confusion in perceiving learners' language needs and setting the appropriate teaching methodologies. Nowadays, especially in the Iranian context, there is no cooperation among the content and language instructors as far as effective ESP is concerned. Otherwise stated, to incorporate a balanced amount of language and content knowledge into ESP classrooms, there must be a good cooperation between the two departments (i.e., language and subject specific departments).

The results of the study, notwithstanding its limitations, provide another key evidence of importance of needs assessment procedure before planning any ESP course. Meanwhile, it is

hoped that the current study sheds more light into EFL teaching context, especially postgraduate programs in Iran which have been paid little attention in the past years. In this respect, the findings are hoped to lubricate the wheels of educational system, bringing about efficient implications to EFL curriculum developers, teachers, and students, by feeding the findings into university curriculum, possibly encouraging instructors to rethink their pedagogy and orient their teaching on the basis of the systematic needs analysis study and to move towards more communication-based classes; and syllabus designers to potentially break the ice of traditional grammar-based textbooks to develop more effective books applicable to specific disciplines. The interdisciplinary characteristic of this study can also be used as the starting point in delving deep into the target language needs of candidates in various academic disciplines, comparing the language needs of learners on the basis of their academic disciplines.

In support of all pedagogical implications mentioned above, it is beneficial to recommend language instructors, syllabus designers, and curriculum developers to profile learners' language needs prior to planning any language course, that is, language needs analysis is and must be the very first step in designing the language programs especially in postgraduate studies in the Iranian context in order for the learners to succeed in their future profession. Most importantly, there is a pressing need for updating the current ESP curriculum and materials to keep up with the latest changes in English language teaching.

In a nutshell, needs assessment must be vital factor in curriculum development, considered by Iranian policy makers and as Taillefer (cited in Atai & Shoja, 2011) states “ this demands a state of mind open to external evaluation and the ability and willingness to question traditional values and modes of operations”.

5.3 Limitations

As any human production, the current study also entails some inevitable limitations. Therefore, the findings of the present study need to be interpreted after due considerations of the mentioned

drawbacks and to be generalized with caution. In addition, catering for these limitations may provide some insights for further research.

The first and most obvious limitation of the study was the limited number of participants in the groups consulted in various disciplines. This interdisciplinary research can be best conducted in other universities, with larger number of participants in various academic fields. Due to the mentioned limitation of the research, data was gathered from several similar academic disciplines in a college presented one group of participants (e.g., learners of computer engineering, mechanics, and electronic engineering were all consulted to be included in one group, titled as *Engineering* group).

In addition, due to the limited number of participants, gender was another factor which was not controlled in this study. As studies like Pourshahian, Gholami, Vaseghi, & Rezvani kalajahi, (2012) suggest, language needs can vary across gender that can also be controlled.

As review through literature indicated, systematic needs analysis must be conducted, consulting several stake-holders like students, instructors, graduates, employers, and policy makers, however, the current study could only focus on ideas of students and their corresponding instructors.

Certainly it is not feasible to classify all the specific language needs of the learners in one study, though the current study attempted to consider the four language skills, each language skill can be studied meticulously in detail too.

5.4 Suggestions for further research

With respect to the aforementioned limitations of the study, the following points deserve further exploration in future.

The current interdisciplinary research can be conducted with a larger number of participants from several universities. In addition, it will be more precise to conduct the research on specific academic disciplines rather than a college.

Secondly, including gender as one of the variables in future studies can highlight possible differences in language needs of learners across gender.

Furthermore, research can be conducted by incorporating ideas of other stakeholders as policy makers, curriculum developers, employers, and graduates.

Attitudes and motivations of learners as the most important affective factors in learning are the other subjects that can be explored in ESP courses.

Moreover, not only the methodology of teaching is of great importance, but also the textbooks and the materials used in class play a major role in the success of ESP courses, that is a thorough analysis of content material in EAP courses is seriously required in the Iranian context.

Besides, exploring the beliefs of ESP instructors concerning language needs of the learners and the real practice in the classroom, to see if instructors do the same as they think, can be an interesting area of research. In other words, it will be so creative to have a full account of exactly what the ESP instructors do in the classroom, to make sure if they orient their activities based on what they believe the students need or they simply use GTM.

Probing the expectations of the learners (PhD candidates) is another worthy issue to be deemed. In other words, it is commendable to see what and how PhD candidates attempt to get to their needs and if they expect the teachers to do all they want.

5.5 Conclusion and final remarks

This study was an attempt to scrutinize the possible differences in language needs of Iranian PhD candidates in several academic disciplines (i.e., agriculture, engineering, sciences, humanities,

physical education, & chemistry). The aim of the study was not only to categorize the specific language needs of PhD candidates, but also to compare their ideas concerning their target language needs with the corresponding instructors' ideas.

Furthermore, the present status of learners' GEP was assessed by means of standard proficiency tools (FCE and CEFR) in order to better find the gaps between the current language proficiency of the learners and their future target needs.

The results of the ANOVA analysis indicated the difference among the specific language needs of the participants in different academic skills. However, results of the item by item frequency analysis indicated that *writing articles for journals* and *reading articles of the field related journals* as sub-skills of writing and reading were identified by almost all of the participants to be of paramount importance in PhD programs. In addition *t-test* was run to compare learners' and instructors' ideas, clarifying the dissimilarities between their ideas. The outcomes indicated the importance of consulting various stake-holders' opinions before planning the ESP courses.

Moreover, the results of the interviews clarified that learners were not satisfied with the current courses, enumerating unsuitable textbooks, insufficient time of ESP classes, lack of qualified instructors, and improper methodology of focusing only on grammar, as well as their own low language proficiency level as the main shortcomings of the current courses. Implications and suggestions for further research were provided at the end.

On the whole, the novelties and the interdisciplinary aspect of the current study paved the way for future researchers to deeply scrutinize the real language needs of learners in specific academic disciplines, and to update the teaching materials and methodologies, to better fertilize the EFL educational foundation for the upcoming generation.

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APPENDIX A

Interview questions with PhD candidates

به طور کلی نظرتان در مورد دروس زبان تخصصی چیست؟

دروس زبان تخصصی که گذرانده اید را چگونه برآورد می کنید؟

آیا این دروس به حد کافی برایتان مفید بوده اند؟

آیا با مشکل خاصی در حین ارائه این دروس مواجه بوده اید؟

آیا این دروس بر روی سطح زبان عمومی شما موثر بوده است؟

تمرکز اصلی این دروس روی چه مهارت هایی بوده؟

به نظر شما چه مهارت های زبانی باید در این دروس مورد توجه قرار گیرند؟

به نظرتان با توجه به رشته تحصیلی شما چه مهارت هایی در آینده شغلی تان مهم هستند؟

آیا از کتب مطالعه شده در این دروس راضی بوده اید؟

آیا تعداد جلسات این درس در طول دوره آموزشی کافی است؟

درس زبان تخصصی توسط چه استادی تدریس شده؟ به نظرتان این درس باید توسط استاد زبان یا استادی از رشته خودتان تدریس شود؟ چرا؟

برای پیشرفت و بهبود دروس زبان تخصصی چه پیشنهادی دارید؟

APPENDIX B

Interview Questions with Professors

به چه میزان از زبان انگلیسی در تدریس و ارائه مطالب استفاده می کنید؟

چه مهارت هایی بیشتر در کلاس شما مورد تاکید قرار می گیرند؟

به نظرتان هدف اصلی از دروس زبان تخصصی چیست؟

مشکلات اصلی دانشجویان در دروس زبان تخصصی چیست؟

تا چه حدی سطح زبان عمومی دانشجویان در موفقیتشان در درس زبان تخصصی تاثیر گذار است؟

ایا سطح زبان عمومی دانشجویان می تواند در کلاس زبان تخصصی ارتقا پیدا کند؟

آیا تعداد جلسات این درس در طول دوره آموزشی کافی است

دروس زبان تخصصی و کلاس های مربوطه را چگونه بر آورد می کنید؟

به نظرتان این درس باید توسط استاد زبان یا استادی با رشته مرتبط تدریس شود؟

به نظر شما مشکل عمده دروس زبان تخصصی در کشور ما چیست؟

برای پیشرفت و بهبود دروس زبان تخصصی چه پیشنهادی دارید

APPENDIX C

PhD Candidates' Questionnaires

بسمه تعالی

شرکت کننده عزیز

پرسش نامه حاضر در جهت بررسی نیازهای زبان انگلیسی دانشجویان دکتری طراحی شده است. لطفا جاهای خالی را با پاسخ های مناسب پر کنید.

نام.....
(اختیاری بوده و در نتایج تحقیق ذکر نخواهد شد).

سن.....

جنسیت.....

زبان مادری.....

رشته تحصیلی.....

این قسمت نیازهای زبان انگلیسی دانشجویان دکتری در استفاده از مهارت های چهارگانه را بررسی می کند. لطفا گزینه های مناسب را انتخاب کنید.

مهارت گوش دادن

No	شما انگلیسی را برای این موارد نیاز دارید:	اصلا	کمی	تا حدی	متوسط	تا حد زیاد	بسیار زیاد
1	گوش دادن به مکالمات با موضوعات عمومی						
2	گوش دادن به سخنرانی ها						
3	گوش دادن به سخنرانی های کلاسی						
4	گوش دادن به مطبوعات به انگلیسی						
5	گوش دادن به دستور العمل ها در شرایط واقعی						

مهارت صحبت کردن

No	شما انگلیسی را برای این موارد نیاز دارید:	اصلا	کمی	تا حدی	متوسط	تا حد زیاد	بسیار زیاد
6	شرکت در بحث های آکادمیک						
7	صحبت کردن در سمینارها جلسات و ارائه ها						
8	پرسش و پاسخ در کلاس						
9	پرسش و پاسخ در سمینارها						
10	صحبت با متخصصین رشته در شرایط واقعی						

مهارت خواندن

No	شما انگلیسی را نیاز دارید جهت:	اصلا	کمی	تا حدی	متوسط	تا حد زیاد	بسیار زیاد
11	خواندن کتاب های درسی در رشته تحصیلی خودتان						
12	خواندن مقالات در مجلات تخصصی						
13	مطالعه روزنامه ها و مجلات انگلیسی						
14	خواندن متون در اینترنت						
15	خواندن دستور العمل ها در حین یک برنامه						
16	مرور اجمالی متن						
17	خواندن متن بطور سطحی						
18	آشنایی با سبک های نوشتاری گوناگون از جمله کتاب ها و مقالات						

						درک ارتباط بین متون جدول ها نمودارها و اشکال	19
						نتیجه گیری و درک ایده های ضمنی	20
						درک ارتباط بین مطالب از جمله رابطه علت و معلولی	21
						درک ارتباط بین مطالب با استفاده از لغات متصل کننده از جمله: با وجود این و گرچه	22

مهارت نگارش

No	شما انگلیسی را نیاز دارید جهت :	اصلا	کمی	تا حدی	متوسط	تا حد زیاد	بسیار زیاد
23	نت برداری از سخنرانی ها						
24	نت برداری از کتب درسی						
25	نوشتن مقاله برای ارائه شفاهی						
26	نوشتن ورقه امتحانی در طول ترم						
27	نوشتن مقاله ها برای مجلات معتبر در رشته ی خودتان						
28	نوشتن دستورالعمل های یک برنامه						
29	نوشتن خلاصه یا نقد کتب و مقالات						
30	نوشتن گزارش آزمایشگاهی						
31	دیگر گونه های نگارش. لطفا توضیح دهید						

مهارت های عمومی

No	شما انگلیسی را نیاز دارید جهت:	اصلا	کمی	تا حدی	متوسط	تا حد زیاد	بسیار زیاد
32	یادگیری واژگان عمومی						
33	یادگیری مکالمات نیمه تخصصی						
34	یادگیری مکالمات تخصصی						
35	یادگیری تکنولوژی رشته تحصیلی خودتان						
36	یادگیری لغات جدید در جملات و مترادف ها						
37	تمرین چگونگی استفاده از لغات تخصصی رشته در محیط واقعی						
38	شرکت در کلاس های گرامر (جهت تمرین بیشتر) مکانی که مشکلات عمومی دانشجویان توضیح داده می شود.						

این قسمت در صدد بررسی نظرات دانشجویان پس از گذراندن دروس زبان انگلیسی در دانشگاه می باشد. لطفا گزینه مربوط را انتخاب کنید.

No		اصلا	کمی	تا حدی	متوسط	تا حد زیاد	بسیار زیاد
39	مهارت گوش کردن من پیشرفت کرده						
40	مهارت سخن گفتن من پیشرفت کرده						
41	مهارت نوشتن من پیشرفت کرده						
42	مهارت خواندن من پیشرفت کرده						
43	مهارت ارتباطی من پیشرفت کرده						

در این قسمت لطفا توانایی کنونی زبان انگلیسی خود را مشخص کنید.

1= نمی توانم 2= تا حدی 3= کاملاً می توانم

No	توانایی ها
44	من قادرم نامه های شخصی کوتاه و ساده و تبلیغات و منو و جداول زمانی را خوانده و درک کنم
45	من قادرم متون روزمره و زبان مربوط به رشته ام را درک کنم.
46	من قادرم نثر ادبی معاصر را خوانده و درک کنم.
47	من قادرم دستورالعمل های تخصصی را حتی اگر مربوط به رشته تحصیلی ام نباشند را خوانده و درک کنم.
48	من قادرم انواع زبان نوشتاری انتزاعی و متون پیچیده زبانی از جمله کتاب های راهنما و مقالات تخصصی را خوانده و درک کنم.
49	من قادرم کارت پستال های کوتاه و ساده و فرم های مربوط به اطلاعات شخصی را پر کنم.
50	من قادرم نت های ساده و کوتاه و نامه های شخصی را بنویسم.
51	من قادرم متون ساده با عناوین آشنا و مورد علاقه ام را بنویسم.
52	من قادرم گزارش و یا نامه هایی نوشته و در آن به موارد و تجربیات مهم تاکید کنم.
53	من قادرم سبک مناسب برای نگارش را انتخاب و در مورد موضوعات پیچیده در نامه یا گزارش بنویسم.
54	من قادرم گزارشات پیچیده و خلاصه ی آثار ادبی و تخصصی را بنگارم .
55	من قادرم کلمات رایج را شنیده و درک کرده و نقاط اصلی یک پیام ساده و کوتاه را درک کنم.
56	من قادرم مطالب مهم یک سخنرانی واضح و نقاط مهم برنامه های رادیو و تلویزیون را درک کنم.
57	من قادرم به درک اکثر فیلم ها و بخش عمده ای از اخبار تلویزیون هستم.
58	من قادرم برنامه های تلویزیون را بدون مشکل فهمیده حتی قادرم به درک سخنرانی های طولانی بدون ساختار هستم.
59	من قادرم سوالات ساده را پرسیده و پاسخگو باشم.
60	من قادرم مکالمات اجتماعی کوتاه را اگرچه کاملاً متوجه نمی شوم مدیریت کنم.
61	من قادرم شرایط پیش آمده در سفررا تحت کنترل در آورده و وارد مکالمات با موضوع آشنا بدون آمادگی قبلی شوم.
62	من قادرم به صورت سلیس مکالمه کرده و وارد بحث های با موضوعات آشنا شوم.
63	من قادرم عقایدم را به آسانی بیان کرده و زبان انگلیسی را خود به خود و اتوماتیک مورد استفاده قرار دهم.

در این قسمت لطفا نظرات خود را در مورد سوالات مطرح شده یادداشت فرمایید.

64. آیا دانشجویان دکتری رشته تحصیلی شما به میزان کافی از دانش زبان انگلیسی برخوردار هستند؟

65. آیا مدرسین رشته شما به میزان کافی از دانش زبان انگلیسی برخوردار هستند؟

66. آیا مدرسین رشته تحصیلی شما قادر به برگزاری کلاس ها به انگلیسی هستند؟

67. آیا برگزاری امتحان های بین المللی به میزان کافی باعث افزایش سطح زبان انگلیسی دانشجویان در تمامی مهارت ها می شود؟
(MSRT / MCHE)

68. آیا برگزاری دروس زبان انگلیسی عمومی و تخصصی در دوره دکتری لازم می باشد؟

69. چه مهارت هایی بیشتر باید در این دروس مورد توجه قرار گیرند؟

70. در صورت برگزاری چنین دوره آموزشی آیا این دروس باعث افزایش سطح علمی دانشجویان خواهد شد؟

71. آیا این دروس باید بصورت اختیاری یا اجباری در اختیار دانشجویان قرار گیرد؟

72. چه منابعی باید در این دروس مورد استفاده قرار گیرد؟

73. دوره آموزشی به چه مدت باید به طول انجامد؟

74. کلا چه پیشنهادات و نظراتی در جهت بهبود دانش زبان انگلیسی دانشجویان دکتری دارید؟

75. در صورت تمایل به همکاری بیشتر با محقق در راستای تحقق اهداف تحقیق و اطلاع از نتایج این تحقیق لطفا آدرس ایمیلتان را یادداشت کنید.

در صورت نیاز با آدرس زیر تماس حاصل فرمایید.
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از همکاری شما صمیمانه سپاسگزاریم.



APPENDIX D

Professors' Questionnaire

بسمه تعالی

استاد گرانمایه

پرسش نامه حاضر در جهت بررسی نیازهای زبان انگلیسی دانشجویان دکتری طراحی شده است. لطفا جاهای خالی را با پاسخ های مناسب پر کنید.

نام.....
(اختیاری بوده و در نتایج تحقیق ذکر نخواهد شد).

سن.....

جنسیت.....

زبان مادری.....

رشته تحصیلی.....

این قسمت نیازهای زبان انگلیسی دانشجویان دکتری در استفاده از مهارت های چهارگانه را بررسی می کند. لطفا گزینه های مناسب را انتخاب کنید.

مهارت گوش دادن

No	دانشجویان دکتری، انگلیسی را برای این موارد نیاز دارند:	اصلا	کمی	تا حدی	متوسط	تا حد زیاد	بسیار زیاد
1	گوش دادن به مکالمات با موضوعات عمومی						
2	گوش دادن به سخنرانی ها						
3	گوش دادن به سخنرانی های کلاسی						
4	گوش دادن به مطبوعات به انگلیسی						
5	گوش دادن به دستور العمل ها در شرایط واقعی						

مهارت صحبت کردن

No	اصلا	کمی	تا حدی	متوسط	تا حد زیاد	بسیار زیاد
6						
7						
8						
9						
10						

مهارت خواندن

No	اصلا	کمی	تا حدی	متوسط	تا حد زیاد	بسیار زیاد
11						
12						
13						
14						
15						
16						
17						
18						

						درک ارتباط بین متون جدول ها نمودارها و اشکال	19
						نتیجه گیری و درک ایده های ضمنی	20
						درک ارتباط بین مطالب از جمله رابطه علت و معلولی	21
						درک ارتباط بین مطالب با استفاده از لغات متصل کننده از جمله: با وجود این و گرچه	22

مهارت نگارش

No	دانشجویان دکتری انگلیسی را نیاز دارند جهت :	اصلا	کمی	تا حدی	متوسط	تا حد زیاد	بسیار زیاد
23	نت برداری از سخنرانی ها						
24	نت برداری از کتب درسی						
25	نوشتن مقاله برای ارائه شفاهی						
26	نوشتن ورقه امتحانی در طول ترم						
27	نوشتن مقاله ها برای مجلات معتبر در رشته ی خودتان						
28	نوشتن دستورالعمل های یک برنامه						
29	نوشتن خلاصه یا نقد کتب و مقالات						
30	نوشتن گزارش آزمایشگاهی						
31	دیگر گونه های نگارش. لطفا توضیح دهید						

مهارت های عمومی

No	دانشجویان دکتری انگلیسی را نیاز دارند جهت:	اصلا	کمی	تا حدی	متوسط	تا حد زیاد	بسیار زیاد
32	یادگیری واژگان عمومی						
33	یادگیری مکالمات نیمه تخصصی						
34	یادگیری مکالمات تخصصی						
35	یادگیری تکنولوژی رشته تحصیلی خودتان						
36	یادگیری لغات جدید در جملات و مترادف ها						
37	تمرین چگونگی استفاده از لغات تخصصی رشته در محیط واقعی						
38	شرکت در کلاس های گرامر (جهت تمرین بیشتر) مکانی که مشکلات عمومی دانشجویان توضیح داده می شود.						

در این قسمت لطفا نظرات خود را در مورد سوالات مطرح شده یادداشت فرمایید.

39. آیا دانشجویان دکتری رشته شما به میزان کافی از دانش زبان انگلیسی برخوردار هستند؟

40. آیا مدرسین رشته شما قادر به برگزاری کلاس ها به انگلیسی هستند؟

41. آیا برگزاری امتحان های بین المللی به میزان کافی باعث افزایش سطح زبان انگلیسی دانشجویان در تمامی مهارت ها می شود؟
(MSRT / MCHE)

42. آیا برگزاری دروس زبان انگلیسی عمومی و تخصصی در دوره دکتری لازم می باشد؟

43. چه مهارت هایی بیشتر باید در این دروس مورد توجه قرار گیرند؟

44. آیا این دروس باید بصورت اختیاری یا اجباری در اختیار دانشجویان قرار گیرد؟

45. چه منابعی باید در این دروس مورد استفاده قرار گیرد؟

46. دوره آموزشی به چه مدت باید به طول انجامد؟

47. کلا چه پیشنهادات و نظراتی در جهت بهبود دانش زبان انگلیسی دانشجویان دکتری دارید؟

48. در صورت تمایل به همکاری بیشتر با محقق در راستای تحقق اهداف تحقیق و اطلاع از نتایج این تحقیق لطفا آدرس ایمیلتان را یادداشت کنید.

در صورت نیاز با آدرس زیر تماس حاصل فرمایید

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Examinations in English as a Foreign Language

First Certificate

Use of English

Part One: Multiple Choice Cloze

For Questions 1-12, read the text below and decide which answer A, B, C or D best fits each space.

Example: (0) A in B at C of D to

No More Classes

The use (0) ... computers has meant students can study language programs (1) ... their own speed when and for how long they want - and no need to worry about the teacher having a favorite or doing (2) ... another boring lesson. What's more, in the virtual classrooms of the future the student will (3) ... on their headset, and be transported into an imaginary school, choose their class, take the books they need off the shelf and (4) ... conversations with other computerized students.

They might (5) ... choose to pay a visit to the supermarket or the train station, the bank or the restaurant. At the (6) ... of a button they would be transported to (7) ... realistic settings where they could practice their English, maybe getting a hand (8) ... a virtual English companion. All this perhaps, at the computer, from the comfort of their home: no (9) ... to catch the bus to college, or a plane to England.

Exciting? Certainly, and an interesting alternative to traditional classroom lessons. But would it ever (10) ... the classroom? Hopefully not. (11) ... the need to relate to real people talking about real issues and generally learning a little more about others will always lead language learners to (12) ... at least a little of their time with real people.

1. A with

B for

C at

D in

- | | | | |
|------------------|--------------|--------------|------------|
| 2. A still | B for | C yet | D already |
| 3. A place | B put | C set | D get |
| 4. A take | B do | C catch | D hold |
| 5. A although | B preferably | C instead | D contrary |
| 6. A force | B hit | C depressed | D push |
| 7. A so | B such | C like | D alike |
| 8. A with | B to | C from | D for |
| 9. A role | B duty | C obligation | D need |
| 10. A replace | B restore | C succeed | D recover |
| 11. A definitely | B mainly | C totally | D surely |
| 12. A spend | B make | C have | D do |

Part Two: Open Cloze

Read the following extract from a brochure giving advice on taking an examination. For questions 13-24, type the word which best fits in each space. Use only one word in each space.

(0) to

Exam Tips

When the day comes give yourself plenty of time **(0)** ... do everything: have breakfast but don't drink **(13)** ... much; go to the toilet; arrive on time, but not too early or you will find yourself getting more and more nervous while you wait to start. Try not to talk **(14)** ... the exam before you go in.

In the exam, calm **(15)** ... down by breathing deeply and thinking positively. Read **(16)** ... exam questions carefully and underline all of the key instruction words **(17)** ... indicate how the questions should **(18)** ... answered. If possible start with the ones **(19)** ... can do easily to give you confidence. Remember what you've learnt from practicing questions and doing mock exams previously and plan your use of time. Don't panic **(20)** ... everyone around you seems to start writing furiously straight away and don't be tempted to follow their example.

Finally, after the exam, don't join in a discussion about **(21)** ... everyone else did, **(22)** ... you want to frighten yourself, and drain your self-confidence for the next exam. Above **(23)** ..., remember that exams are not designed to catch you out, **(24)** ... to find out what you know, what you understand and what you can do.

Part Three: Word Formation

Read the text and then write the correct form of the word in CAPITALS to complete the gaps. There is an example at the beginning.

Example: 0 natural

Food Production

In the not-too-distant past farm animals were able to

live **(0)** ... lives in what we would now term

NATURE

'free-range' conditions. Such farming methods however,

(were not able to supply the rapidly growing **(25)** ...

POPULATE

of the world and the increasing demands on food

(26) ... In order to cope with this rising demand, factory

CONSUME

farming methods were introduced along with the **(27)** ...

DEVELOP

of genetically engineered **(28)** ... hormones, which

GROW

resulted in a massive increase in food (29) ...

However, these developments in the use of factory farming and drug (30) ... have led to a widespread feeling that animals are being caused a lot of distress and that the quality of the food itself suffers as a consequence. Certainly, many people (31) ... with the idea of keeping animals in one building for their entire (32) ... and argue that more emphasis should be given to (33) ... farming methods. A growing number of people are choosing to eat organic food, supporting farmers who use free-range methods, a system which has proved to be both ... (34) ... and humane.

PRODUCE

TREAT

AGREE

EXIST

ALTERNATE

ECONOMY

Part Four: 'Key' Word Transformation

For the questions 35-42, complete the second question so that it has the similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

Example:

I haven't seen you for years.

AGES

It's (been ages since I) saw you

35. I want to go to university this year.

INTERESTED

I to university this year.

36. "Have you been on holiday recently, Jane?" asked Tony.

BEEN

Tony asked Jane on holiday recently.

37. I was too tired to go to the party.

THAT

I was I couldn't go to the party.

38. There's no point asking Lynda to help as she's really busy.

WASTE

It's asking Lynda to help as she's really busy.

39. The union claims its members will only return to work if the company agrees to a meeting.

NOT

The union claims its members will the company agrees to a meeting.

40. I'm sure it was Ana I saw in town as I recognized her coat.

MUST

It Ana I saw in town as I recognized her coat.

41. We demanded to see the hotel manager to make our complaint.

SEEING

We the hotel manager to make our complaint.

42. The boss wouldn't object to you going early today.

OBJECTION

The boss would not you going early today.

APPENDIX F: Speaking Skill line graph

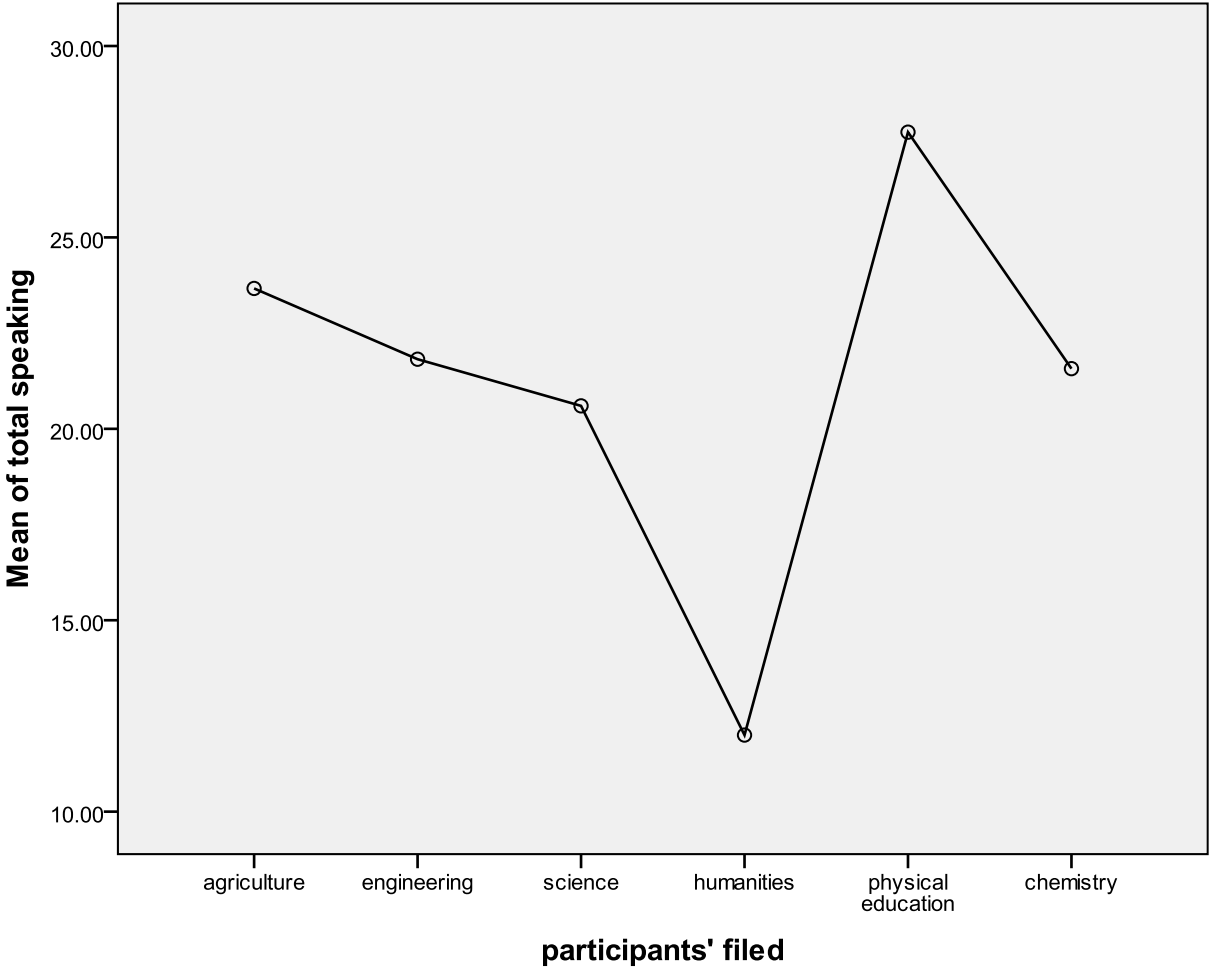


Figure 1: Comparisons across Various Disciplines in terms of Speaking Skill

APPENDIX G: Listening skill line graph

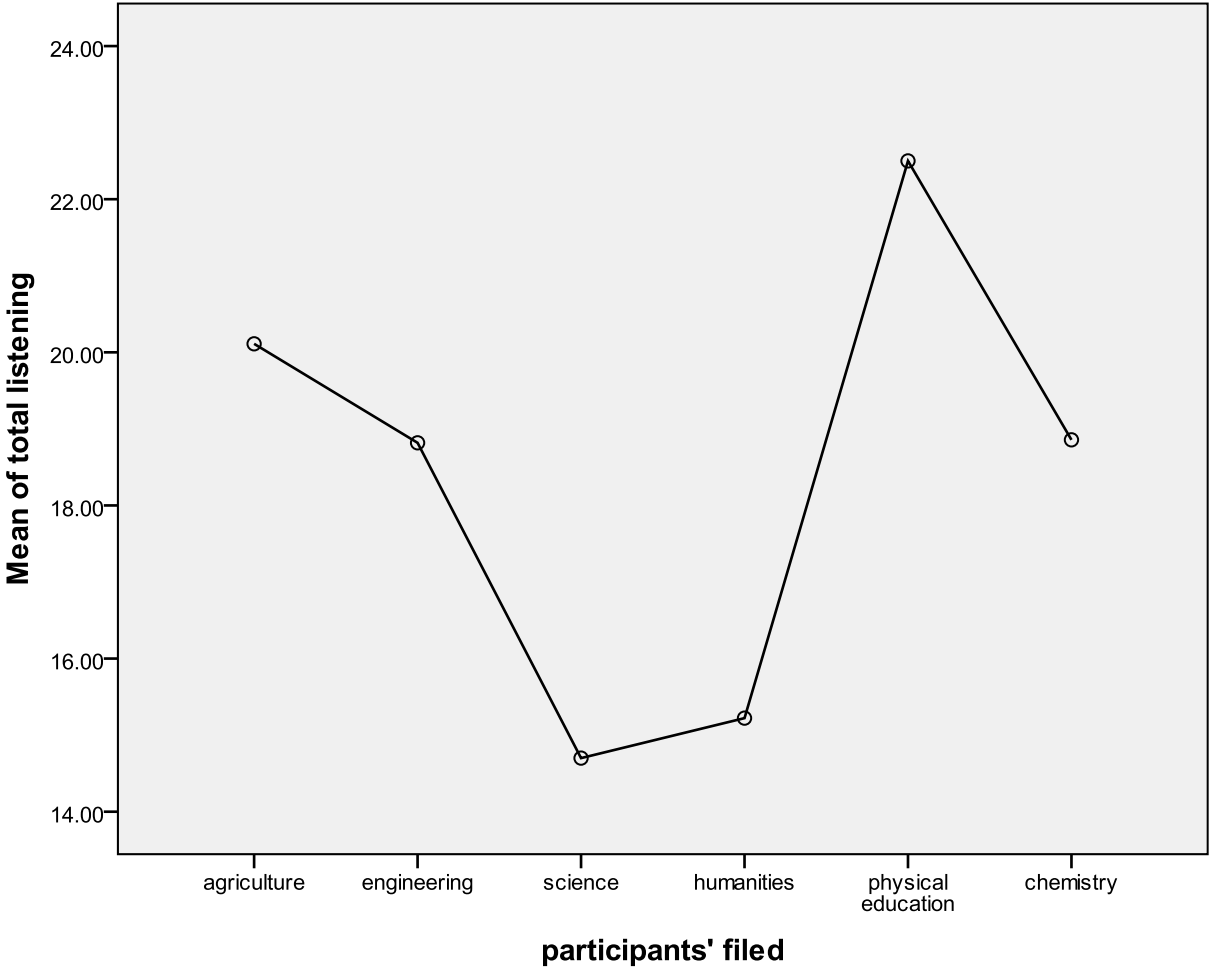


Figure 2: Comparisons across various Disicplines in terms of Listening Skill

APPENDIX H: Reading skill line graph

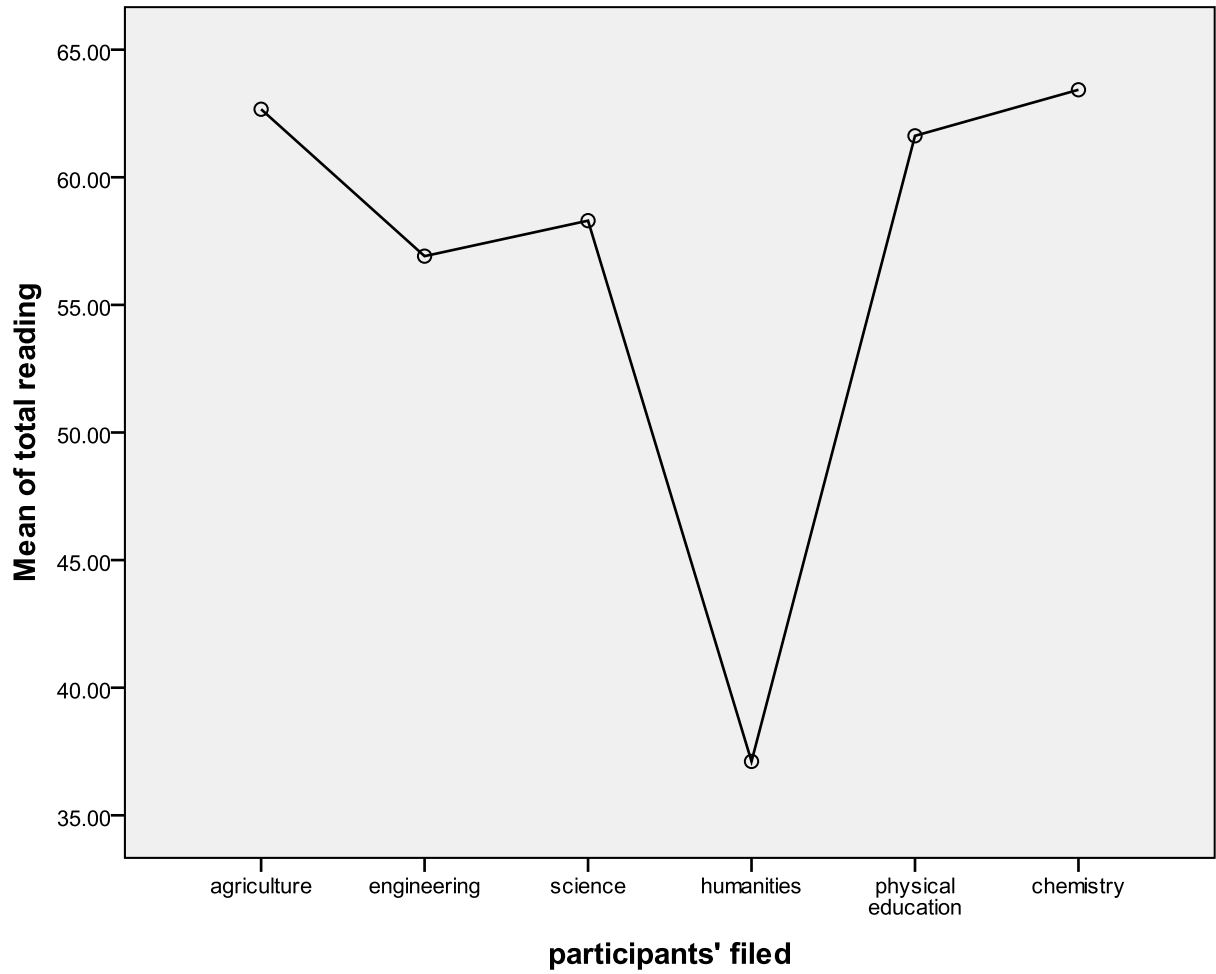


Figure 3: Comparisons across Various Disciplines in terms of reading Skill

APPENDIX I: Writing skill line graph

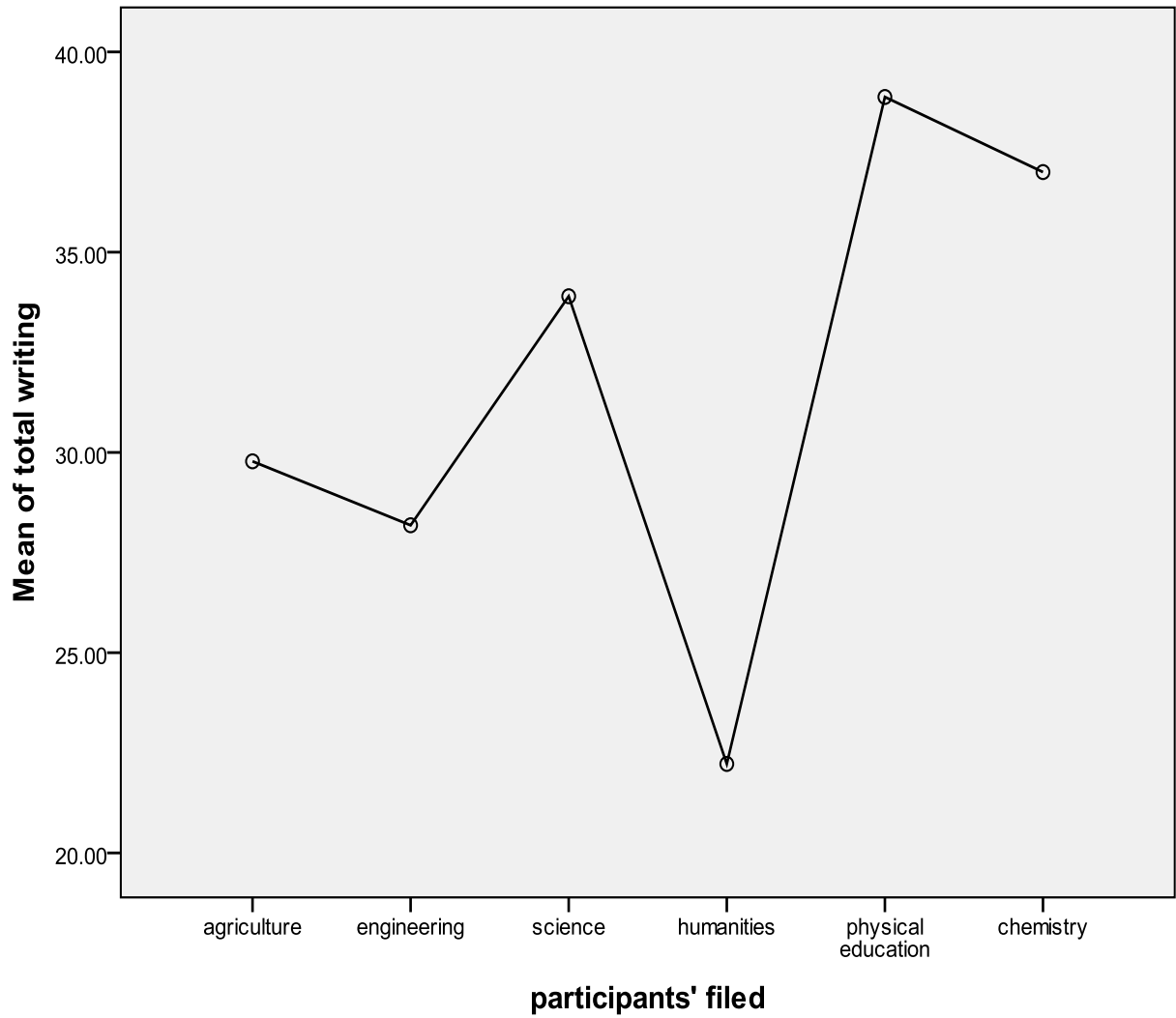


Figure 4: Comparisons across Various Disciplines in terms of Writing Skill

Appendix J: Common European Framework of Reference (CEFR)

Students at this level:	Council of Europe Levels	London Tests of English
Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.	Mastery Proficient User C2	Level 5 Proficient
Can understand a wide range of demanding, longer texts and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.	Effective Operational Proficiency Proficient User C1	Level 4 Advanced
Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Vantage Independent User B2	Level 3 Upper Intermediate
Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	Threshold Independent User B1	Level 2 Intermediate
Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	Waystage Basic User A2	Level 1 Elementary
Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	Breakthrough Basic User A1	Level A1 Foundation

چکیده

عنوان: بررسی نیازهای زبان انگلیسی دانشجویان دکتری در رشته های مختلف

با سرعت روز افزون ارتباطات انگلیسی در سراسر جهان و پیشرفت های حاصل شده در برنامه های آموزشی زبان انگلیسی اکثر مدرسین در کشورهای مختلف روش های تدریس و کتب درسی مورد استفاده خود را به روز رسانی کرده اند. با وجود این، به نظر میرسد دانشگاههای ایرانی در امر نوسازی منابع درسی و روشهای تدریس بویژه منابع دروس زبان تخصصی بسیار کند بوده اند. این امر بویژه در بخش تحصیلات تکمیلی (دوره دکتری) که زبان انگلیسی از اهمیت فوق العاده ای در موفقیت دانشجویان برخوردار است بسیار چشم گیر و قابل تامل می باشد. از این رو تحقیق حاضر درصدد یافتن مهم ترین نیازهای زبان انگلیسی دانشجویان، مقایسه نیازهای دانشجویان در چند رشته مختلف، مقایسه نظرات دانشجویان اساتید، همچنین برآورد کلاسهای زبان تخصصی کنونی و مقایسه ی آنها با نیازهای واقعی دانشجویان بوده است. بر این اساس 54 دانشجوی دکتری در یکی از رشته های کشاورزی، انسانی، علوم، مهندسی، تربیت بدنی و شیمی و 32 مدرس در این تحقیق شرکت کردند. پس از بررسی چندین پرسش نامه ی موجود، مشاهده ی کلاسهای زبان تخصصی و مصاحبه با شرکت کنندگان پرسش نامه ی جدیدی طراحی و توسط شرکت کنندگان پاسخ داده شد. علاوه بر این تست های استاندارد جهت برآورد سطح زبان انگلیسی دانشجویان به کار گرفته شد. نگارش مقالات برای مجلات و خواندن مقالات در مجلات مربوط با رشته ی تحصیلی به عنوان مهم ترین نیازهای دانشجویان دکتری شناسایی شد. نتایج آزمون انووا نشان دهنده تفاوت در نیازهای دانشجویان در رشته های مختلف و نتایج آزمون تجزیه و تحلیل تی - تست حاکی از تفاوت بین نظرات اساتید و دانشجویان در رابطه با نیازهای زبان انگلیسی دانشجویان بود. نهایتاً نتایج نشان دهنده عدم رضایت دانشجویان از واحدهای زبان تخصصی و ناهماهنگی بین نیازهای دانشجویان و دروس کنونی از مشکلات این دروس عنوان شد. شایان ذکر است زمان کوتاه اختصاص یافته به این دروس، منابع و کتب نامناسب، سطح بسیار پایین زبان انگلیسی دانشجویان و نبود مدرسین با تجربه در این زمینه از دلایل عمده عدم موفقیت دروس زبان تخصصی توسط شرکت کنندگان ذکر شده است.

واژگان کلیدی: انگلیسی با اهداف ویژه، برآورد نیازها، تهیه و تدوین مطالب درسی، دانشجویان دکتری





دانشگاه سندھ
دائره ادبیات و علوم انسانی

پیمان نامہ نقلی / خانم برصیرہ لوریکو واسم بہ تاریخ شماره ۳۱۵ - الف
تحت عنوان انگریزی: میںاں رہاں آہر زینس زبان انڈیسی انریڈیٹن / دانش جویان / لسی رستم جی مکتوف
در تاریخ ۹۲۶۰۶۰۲۵ مور پذیرش بیات محترم داوران با رتبہ عالی و نمبر ۱۸۱۶۰ قرار گرفت.

- ۱- استاد رہنمای اول درنیں بیات داوران: سید مرخانہ
- ۲- استاد رہنمای دوم پیمان نامہ: محمد حسین پرواز
- ۳- داور خارجی:
- ۴- داور داخلی: مجاور غلام
- ۵- استاد سار:
- ۶- پانڈہ تحصیلات تکمیلی: نرجس

(حق طبع و نشر محتوی پیمان نامہ برای دانشگاه اریوید محفوظ است)



دانشکده ادبیات و علوم انسانی
دپارتمان زبان و ادبیات انگلیسی

پایان نامه کارشناسی ارشد با عنوان:

ارزیابی نیازهای آموزشی زبان انگلیسی از دیدگاه دانشجویان دکتری رشته های
مختلف

ارائه شده در تحقق بخشی از الزامات برای
مدرک کارشناسی ارشد در آموزش زبان انگلیسی

توسط

رقیه پوربهرام

استاد

سیما مدیرخامنه