

Relationship between Subjective and Objective Needs Analysis of ESP Students at M.A. Level**Mustafa Zamanian¹** (Ph.D.)

Islamic Azad University, Shiraz Branch, Shiraz, Iran

Nahid Naderi Anari² (Ph.D. candidate, corresponding author)

Islamic Azad University, Anar Branch, Anar, Iran

Abstract: *Despite the growing demand for English for Specific Purpose (ESP) instruction in Iran, ESP courses are still limited to learning specific lexicon and translating texts. In response to students' needs, this study is an attempt to analyze subjective and objective language learning needs of Iranian ESP senior civil engineering students at M.A. level. The questionnaires were administered to the both students and their instructors and the data gathered from the respondents were downloaded into SPSS. The findings of this study showed that there are differences between subjective and objective needs analysis of students concerning the reason for studying English, the belief about the focus of English language teaching on skills and the importance of language skills. But there is no difference between subjective and objective needs analysis of students concerning the future domain of English language use and role of English in the university curriculum and future life.*

Key words: *subjective needs analysis, objective needs analysis, ESP*

1. Introduction

One of the most important phenomena of language learning-teaching process is to make students reach the intended language level in a shorter time and in a better way. So, the practice of content-based English language teaching has been gaining importance during the past two decades. In the content-based language teaching, mostly called ESP (English for Specific Purposes), knowing the English language needs of the students and preparing the curriculum of the course according to these needs is of vital importance. Since the language skills needed by the medical students, the students of English language and literature are different from those of chemistry students, the ways in which they take the language courses and the syllabi change from discipline to discipline. Therefore, while teaching English -as well as other foreign languages- the curriculum of the language course needs to be prepared in accordance with the specific language needs in the field of the learners.

In general terms needs assessment is a systematic exploration of the way things are and the way they should be (Stout, 1995). However, so far as language is concerned, needs assessment is the process of identifying the students' reasons for studying a language. It refers to the procedure for identifying general and specific language needs of students so that appropriate goals,

objectives, and content in courses can be developed (Hutchinson & Waters, 1987). Richterich (1984) claims that the purpose of a needs assessment is to provide the means by which to obtain a wider range of input into the content, design and, implementation of a language program by incorporating people such as learners, teachers, administrators and employers in the planning process.

Therefore, a needs assessment helps to identify general or specific language needs which can be addressed in developing goals, objectives, and content for an existing program. It is frequently used to provide data which can serve as the basis for reviewing and evaluating a program.

Although many teachers acknowledge the need to understand the ways in which learners differ in terms of preferences, they may not consult learners in conducting language activities. The basis for such reluctance to cooperate may be that learners are not generally regarded capable of expressing what they want or need to learn and how they want to learn it (Bada & Okan, 2000). Besides, it is argued by many teachers, quite rightly, that in some societies, like Iran, with a top-down curriculum, social roles of teachers and learners are so rigidly drawn that expecting learners to participate in decision-making in the classroom may not be viewed as appropriate (Eslami R. & Valizadeh, 2004). In these contexts promoting learners' participation in the educational process needs be done with care and sensitivity.

As Cray and Currie (1996) suggest, the important point is that teachers do not have to act on behalf of their learners but with their learners. Attention should be given to students' needs and unless teachers are aware of those needs they cannot consider them in their teaching activities and classroom practices.

So, the researcher, in this study, investigated the objective and subjective needs of Iranian ESP students.

2. Literature review

ESP and Needs Analysis

Needs analysis (NA) is an information gathering process. West (1994) states that the term 'analysis of needs' first appeared in India in 1920. However, needs-based curriculum planning in modern times probably owes its genesis to the legacy of public aid to education programmes in the USA in the 1960s when identification of needs was a legislative requirement for receiving finances for activities carried out by publicly funded educational and service-providing agencies (Berwick, 1989). Another factor which contributed to the appearance of needs analysis as educational technology was the behavioral objective movement which emphasized precision and accountability in educational system by insisting on specification of goals in measurable form (ibid). Thus, in this regard needs analysis (NA) is not exclusive to language teaching (Dudley-

Evans & Johns, 1998). Its emergence in language planning can be traced back to the 1970s and its widespread proliferation in the domain is attributable to its adoption by The Council of Europe's modern language project (Nunan, 1988).

NA is considered as a basic principal of ESP (Robinson, 1991) and most of the information on NA initially came from ESP (West, 1994). This is probably due to the fact that an NA approach is more useful when learners' needs are linked to a 'discrete set of communicative situations' (Tudor, 1996; 70). This factor diminishes the utility of NA approach for General English (GE) teaching as the needs of the learners' in GE are not specifiable (Hutchinson & Waters, 1987). Richards (1990; 2) considers NA as 'fundamental' to the planning of ESP courses and in language curriculum planning NA can be utilized as a means to a number of things, i.e.:

1) It can serve as a device for gathering an extensive range of input into the content, design, and implementation of language programme through involving all the stakeholders (Richards, 1990).

2) It can help in setting goals, objectives and content for a language programme by determining general and specific language needs (ibid).

3) NA can be instrumental in providing data which can be used for reviewing and evaluating an existing programme (ibid).

4) It can help teachers in understanding the local needs of the students and making decisions in pedagogy and assessment for further improvement (Tarone & Yule, 1989).

All these uses of NA refer to the fact that NA can be used for a range of purposes. It can be helpful in determining whether a programme should be implemented by finding out if it matches the goals and objectives of the learners for learning a language and at the same time used as part of a programme can help in improving various components of the programme and making these more oriented to the needs of the learners. NA can also help in evaluating an existing programme and if found deficient can help in establishing the need for introducing a change and what kind of change may appropriately match the needs of the learners and simultaneously be acceptable to teachers.

As the demands for ESP have increased in recent years, a considerable amount of research has been carried out on needs analysis in ESP (Alikhan, 2007; Deutch, 2003; Jiajing, 2007; Noora, 2008).

Since the 1980s, many studies have examined EFL students' language needs. Whereas some studies (e.g., Johns, 1981; Ostler, 1980) examine students' needs in several skill areas, others focus on specific areas such as aural/oral skills (Ferris, 1998), and writing skills (Horowitz, 1986; Holme, 1996). Often, needs analysis studies focus on what Hutchinson and Waters refer to

as "target needs," particularly "necessities" (Hutchinson & Waters, 1987, cited in Jordan, 1997). Researchers collect data to identify the tasks students might encounter in university content classrooms, and some also analyze the tasks to shed light on the skills students may need to perform the tasks successfully. For example, Horowitz (1986), in a study of writing tasks, analyzed 54 writing assignments from 29 courses taught in 17 departments at a university, identified 7 categories of writing tasks, and provided a description of their characteristics.

A study conducted by Jiajing (2007) indicates that when designing an ESP course, the primary issue is the analysis of learners' specific needs.

Analyzing the specific needs of a particular group serves as the prelude to an ESP course design, because it determines the "what" and "how" of an ESP course. Chen (2006) also reached the conclusion that ESP course designers should explore and identify the learners' potential needs in the first place.

Taillefer (2006) conducted a study on the professional language needs of economics graduates and the results of this study indicates that high levels of competence were seen to be necessary in all four language skills in varied types of communication with both native speakers and non-natives, and graduates expressed difficulty in meeting their target needs, particularly in oral communication.

Also the project needs analysis conducted by Chen (2007) consisted of pre-course and ongoing needs analysis. At the initial stage of the project, the researcher conducted several interviews, first with administrative personnel in the Education Section, then with the chief engineer, in order to find their job requirements or "what they have to be able to do at the end of their language course" (Robinson, 1991; 7). These types of needs were regarded by the sponsor or institute as being relevant to the job. From the interviews, the researcher identified the following as constituting their 'objective' needs:

- " reading specialist literature, academic journals, reading instructions,
- " writing instructions, drawing labels, writing technical and academic articles,
- " attending conferences, lectures, technical or business negotiation in English,
- " communicating with foreign engineers in design and at work,
- " visiting and receiving foreign visitors.

The other important needs emanated from learners themselves in the form of 'subjective' needs. Robinson (1991; 7) describes these as "what the students themselves would like to gain from the language course. This view of needs implies that students may have personal aims in addition to the requirements of their studies or jobs." By means of informal talk with course potential participants, the following were adjudged to represent such needs:

- " passing English examinations for professional promotion,
- " working or studying abroad or in joint ventures,
- " doing part-time translation,
- " enjoying films, songs or VCD in English.

Objective Needs Analysis

Initial "*objective*" needs analyses focused on identifying learners' real world communicative requirements so that courses could be designed reflecting these and preparing users for their intended use of the target language (TL). Munby's model (1978) is the most well-known of this type, and became "An unavoidable reference point" (Tudor, 1996;66), though West (1994) mentions that its rigour and complexity "tended to halt rather than advance development", and Tudor notes that it deals only with target situation analysis (TSA), ignoring deficiency analysis ("present situation analysis" - PSA, cf. Allwright, 1982), strategy analysis (Oxford, 1990) and means analysis (West, 1994; Tudor, 1996). Munby's model contained nine components, relating to the learners' communicative requirements (participant, purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event, and communicative key), and Tarone & Yule (1989) later covered much the same ground with a four-level framework: i) global level (situations, participants, communicative purpose, target activities); ii) rhetorical level (organisational structure of the communicative activities); iii) grammatical-rhetorical level (linguistic forms required to realise the forms in level ii); and iv) grammatical level (the frequency of grammatical and lexical constructions in the target situation). Both models imply that a needs analysis should progress from an identification of learners' target language needs, to an analysis of the communicative activities they will need to perform in order to achieve those goals, and the linguistic forms by which these activities will be realised (Tudor, 1996; 72).

Subjective Needs Analysis

As recognition grew in the 1980's and 1990's of the existence and importance of psychological, cognitive, cultural and affective learning needs, a "*subjective*" interpretation arose in which needs are seen in terms of the learner as an individual in the learning situation (Brindley, 1984a), and attention was given to "factors of a psychological or cognitive nature which influence the manner in which learners will perceive and interact with the process of language study" (Tudor, 1996;126), categorised in terms of: i) *individual differences* (introversion-extroversion, tolerance of ambiguity, risk-taking, cognitive style); and ii) *learning style* (psychological, cognitive, sensory differences). Along with this expanded view of the learner, it was also acknowledged that Robinson's (1991) call for the educator to access the knowledge and conceptual networks involved in the students' specialist disciplines was impractical in the majority of cases, especially at the beginning of a course, and that instead, learners needed training in identifying their learning needs (including specialist terms and concepts) and formulating them into goal-setting:

If subjective psychological needs felt by the learner are to be taken into account as well as objective communication needs, then some kinds of mechanisms have to be built into the learning process which allow for systematic consultation and negotiation between the two parties. Information has to be exchanged about roles and expectations. (Brindley, 1984b; 72-73)

Such a "mechanism" implies not only ongoing learner training in identifying learning needs, setting learning goals, planning a course of study, and reflection (self-assessment and reappraisal of goals), but also a change of roles and power structure (Stevick, 1976) as negotiation of course content and direction leads to modification of teacher/learner expectations, and teachers gradually transfer control of learning. This process of "learning how to learn" and of negotiating classroom learning parameters takes time (Brindley, 1984a; 76; Nunan, 1988) and is not always comfortable for teachers or students, as established "truths" are challenged and perhaps found inadequate. However, problems associated with objective needs analysis (e.g. the impracticality of obtaining sufficient pre-course data, the need for the teacher to be an expert in the students' special fields, and the responsibility for producing a course to meet students needs in those fields) tend to originate from a view of the teacher as all-knowing expert and transmitter of required knowledge, which is rarely the case in specialised ESP courses such as English for nurses, international trade, accounting, or particle physics, and a joint "exploration of the learners' needs, both by the teachers, and by the learners themselves" (Tudor, 1996; 76), is more appropriate.

3. Method

3.1. Participants

The participants in this study were 32 senior civil engineering students at M.A. level (females=3 [9.37%], males=29 [90.62%]) who were studying ESP course at Islamic Azad University of Yazd. The mean age of the students was 28.12 years with standard deviation of 3.80 and an age range of 23-35 years. Also 5 instructors of civil engineering students (all males) teaching ESP in Islamic Azad University of Yazd and Shahid Bahonar University of Kerman were participated in this study. The mean age of the instructors was 46 years with standard deviation of 8.54 and an age range of 35-55 years.

3.2. Instrument

This study has employed quantitative data collection techniques. The main data collection instrument was questionnaire developed by Alikhan (2007) for the students and instructors. The students' and instructors' questionnaires were arranged in multi-option question pattern.

The students' and instructors' questionnaires aimed at gathering information related to the following areas:

The reason for studying English

The future domain of English language use
The role of English in the university curriculum and future life
The belief about the focus of English language teaching on skills
The importance of language skills
These questionnaires were translated into the native language (Persian).

3.3. Data collection procedure

The questionnaires were administered to the senior civil engineering students at M.A. level and their instructors involved in this study by the researcher. The consents of the students and instructors were obtained and the purpose of the study was explained to them before distributing the instruments.

3.4. Data analysis procedure

The data gathered from the respondents was downloaded into the Statistical Package for the Social Sciences (SPSS) for quantitative analysis. Percentage, frequency and pie chart were determined for all questions.

4. Results

The purpose of this study was an investigation into the subjective and objective English language learning needs of civil engineering students at M.A. level.

4.1. Analysis of subjective English language learning needs of students

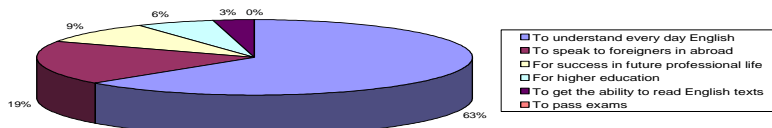
The analysis of responses is organized area-wise related to areas of the reason for studying English, the future domain of English language use, the role of English in the university curriculum and future life, the belief about focus of English language teaching on skills and the importance of language skills.

4.1.1. Reason for studying English

The question related to this area and the responses are presented below:

Question1 (Why do you need to study English?): The intended purpose of this question was to discover the students' perception of their reason for studying English as part of university curriculum. A majority of the students, which is 63%, considers understanding everyday English as their reason for studying English.

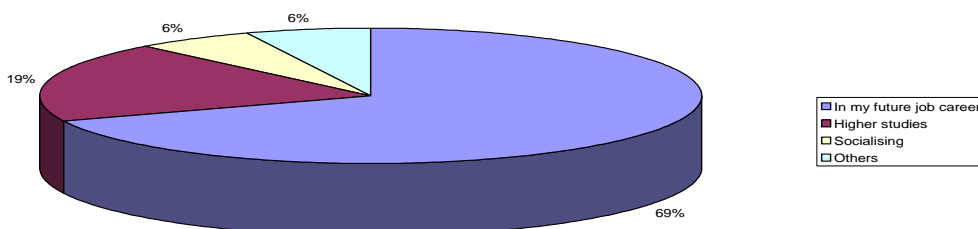
Figure1. Reasons for studying English as indicated by Q1



4.1.2. Future domain of English language use

Question2 (In future I shall be using English more for?): The aim of the question was to establish the future domain of English language use. 69% thought it will be in the domain of their future job or career.

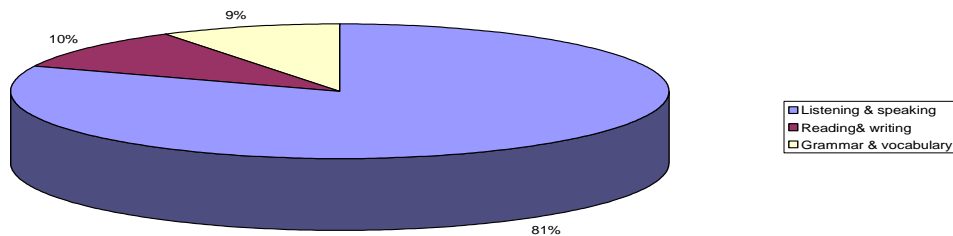
Figure2. Future use of English as indicated by Q2



4.1.3. Importance of language skills

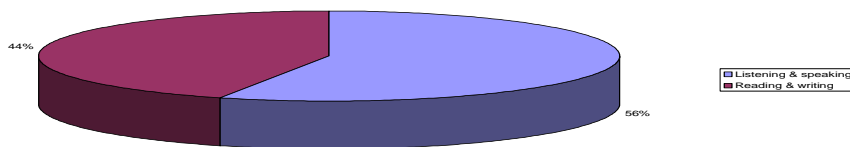
Question 3 and 4 also provided an insight in students' beliefs about the importance of certain language skills for them. The options in question 3 presented the four language skills and also grammar and vocabulary as additional options. These two areas are presently the focus of English language teaching in the curriculum. Listening and speaking together were opted by 81% of all the respondents as compared to reading and writing with 10% of responses together, and grammar and vocabulary with 9% of the responses.

Figure3. Importance attached to language skills as indicated by Q3



Similarly, in question 4, the responses to the option of listening and speaking are 56% as compared to 44% of the responses for reading and writing. Thus indicating a greater importance attached to the skills of listening and speaking by the students.

Figure4. Importance attached to listening and speaking compared to reading and writing as indicated by Q4

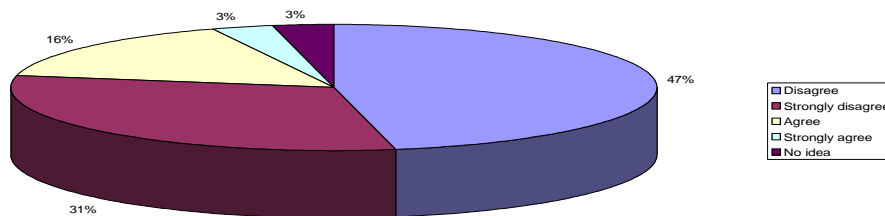


4.1.4. Role of English in the university curriculum and future life

The questionnaire contained questions which intended to judge students' attitude towards the role of English in the present university curriculum and in future life. The questions were in multiple choice forms and also in scaled form. These were questions no 5, 6, 7, 8, 9 in the questionnaire. Following is a pattern of responses to these questions which is helpful in establishing students' attitude toward the role of English in their academic and future life.

Question9: question9 aimed at probing the opinion of the students about the place of English in the university curriculum. The question was in the scaled form and the percentage of students who 'disagree' and those who 'strongly disagree' is 47% and 31% respectively. Thus 78% opposed the idea of removing English from the university curriculum even it is not fulfilling their needs. This helps in establishing the importance attached to the study of English by these students.

Figure5. Response pattern to Q9 suggesting removal of English from the university curriculum because it does not fulfill students' needs



Questions 5, 6, 7, 8: the purpose was to know the possible role of English in the present academic and future life of the students. Question5 tried to determine the effect of English language proficiency on the academic performance of the students.

75% thought that it can have a detrimental effect on students' academic performance if the proficiency level in English is not good.

Table1.

Do you think if a student's level of English is not good it can have:

Option	Number of students choosing the option (32)	Percentage
A good effect on his/her academic performance	24	75%
A bad effect on his/her academic performance	1	3.12%
No effect at all on his/her academic performance	7	21.87%

Question 6 and 7 investigated the students' opinion about the future role of English in the fields of higher education and progress in future career. 93.75% are of the opinion that proficiency in English will play a vital role in the successful completion of higher education and in making a good progress in their future career.

Also it was considered necessary to know the students' beliefs about the association between performance in scientific subjects and proficiency in English. Following are the results which give an indication of the belief of the students:

Table2.

Do students in your class face difficulty in studying scientific subjects because of their poor English?		
Option	Number of students choosing the option)32(Percentage
Many face a lot of difficulty	27	84.37%
Many face a little difficulty	4	12.5%
They face no difficulty	1	3.12%
No answer	-	-

4.2. *Analysis of objective English language learning needs of students*

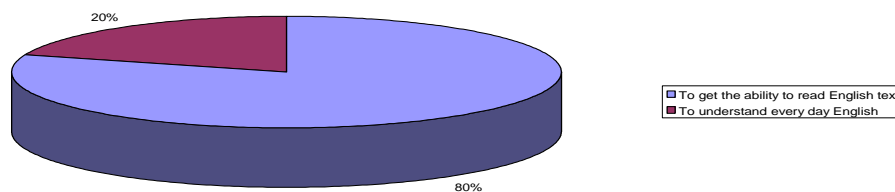
The analysis of instructors' responses is also organized related to areas of the reason for studying English, the future domain of English language use, the role of English in the university curriculum and future life of students, belief about the focus of English language teaching on skills and the importance of language skills.

4.2.1. *Reason for studying English*

The question related to this area and the instructors' responses are presented below:

Question 1: (why do your students need to study English?): The intended purpose of this question was to discover the instructors' perception of their students' needs for studying English as a part of university curriculum. A majority of the instructors, which is 80%, considers ability to read English text as the students' need for studying English.

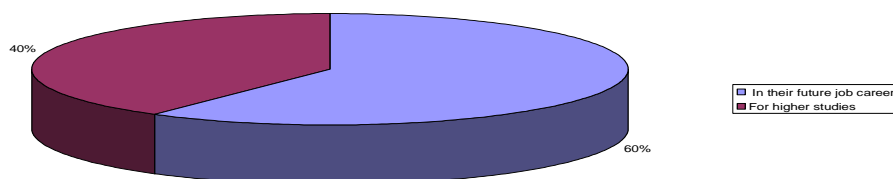
Figure6. Reason for studying English as indicated by Q1



4.2.2. Future domain of English language use

Question2 (In future your students shall need to use English for?): The aim of the question was to establish the future domain of English language use. 60% thought it will be in the domain of their students' future job or career.

Figure7. Future use of English as indicated by Q2

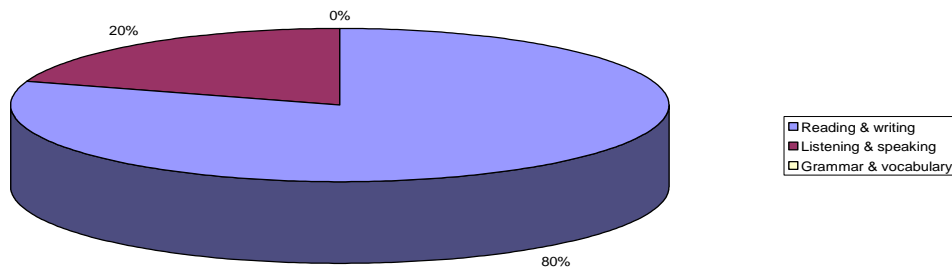


4.2.3. Importance of language skills

Question 3 and 4 also provided an insight in instructors' beliefs about the importance of certain language skills for their students. The options in question 3 presented the four language skills and

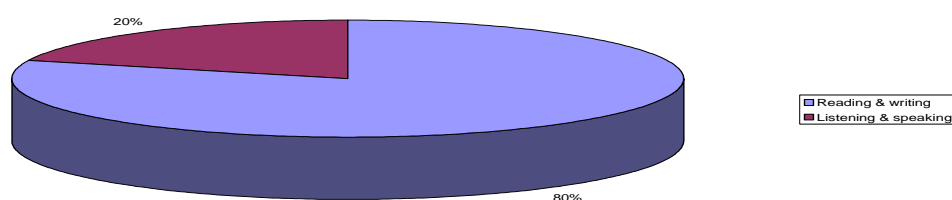
two components. Reading and writing together were opted by 80% of all instructors as compared to listening and speaking with 20% of the responses.

Figure8. Importance attached to language skills as indicated by Q3



Similarly, in question 4, the responses to the option of reading and writing are 80% as compared to 20% of the responses for listening and speaking. Thus indicating a greater importance attached to the skills of reading and writing by the instructors.

Figure9. Importance attached to reading and writing compared to listening and speaking as indicated by Q4

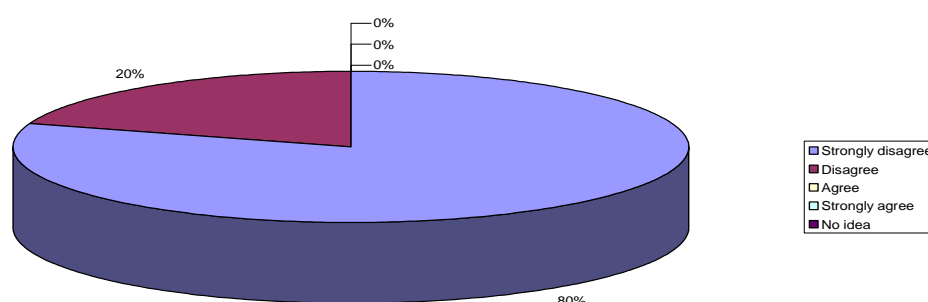


4.2.4. Role of English in the university curriculum and future life

The questionnaire contained questions which intended to judge instructors' attitude towards the role of English in the present university curriculum and in future life. These were questions no 5, 6, 7, 8, 9 in the instructors' questionnaire.

Question9: question9 aimed at probing the opinion of the instructors about the place of English in the university curriculum. The question was in the scaled form and the percentage of instructors who 'disagree' and those who 'strongly disagree' is 20% and 80% respectively. Thus 100% opposed the idea of removing English from the university curriculum even it is not fulfilling the students' needs. This helps in establishing the importance attached to the study of English by these instructors.

Figure10. Response pattern to Q9 suggesting removal of English from the university curriculum because it does not fulfill students' needs



Questions 5, 6, 7, 8: the purpose was to know the possible role of English in the present academic and future life of the students. Question5 tried to determine the effect of English language proficiency on the academic performance of the students.

100% thought that it can have a detrimental effect on students' academic performance if the proficiency level in English is not good.

Table3.

Do you think if a student's level of English is not good it can have:		
Option	Number of students choosing the option	Percentage
A good effect on his/her academic performance	5	100%

A bad effect on his/her academic performance	—	—
No effect at all on his/her academic performance	—	—

Question 6 and 7 investigated the instructors' opinion about the future role of English in the fields of higher education and progress in future career. 100% are of the opinion that proficiency in English will play a vital role in the successful completion of higher education and in making a good progress in the students' future career.

Also it was considered necessary to know the instructors' beliefs about the association between performance in scientific subjects and proficiency in English. Following are the results which give on indication of the belief of the instructors:

Table4.

Do students in your class face difficulty in studying scientific subjects because of their poor English?		
Option (5)	Number of students choosing the option	Percentage
Many face a lot of difficulty	4	80%
Many face a little difficulty	1	20%
They face no difficulty	—	—
	—	No answer

5. Discussion and Conclusion

Teachers, curriculum designers, material developers, and others who want to be sensitive to the needs of the students they serve, can not always rely on their unaided intuitions (White, 1988). Also it should be noted that not all learners are aware of their specific needs. Even if they know why they need to learn a language, they are not aware of the activities that are often essential prerequisites for fulfilling their needs. Therefore, the data for needs analysis should not be confined to the learners, but should be collected from multiple sources, including the learners, the teachers and the experts in the field (Farhady, 1992).

So the purpose of this study was to discover the English learning needs of the civil engineering students at M.A. level. The findings were presented in two parts, firstly the subjective needs of the students were established and then the objective ones were mentioned.

The results of the present study show that ESP students who are majoring in civil engineering at M.A. level are highly motivated to learn English for understanding every day English as compared to their instructors who believe that the students need to study English for getting ability to read English texts. So students have realized that they need English not only for academic purposes but also for communication.

"The future domain of language use is advancement in future professional life "(Harmer, 1991; 1) as suggested by the results presented in figures 2 and 7. Thus it can be inferred that the ' mastery of language' is considered instrumental in getting a good job in future and also making good progress in future career (target situation needs). This factor suggests that the motivation for English learning among these students is extrinsic and the instructors are aware of this fact.

In ESP environments, where a needs analysis is appropriate, it is possible to determine which of the four skills is most essential for the specific language use. The importance of the assessment stems from the acknowledgement that when planning a language course, not only necessities should be considered but also various constrains imposed by the parties involved. Thus, since all academic institutions and universities have time constrains, there is an unavoidable need to set priorities and focus on those skills which are more crucial for the specific intended use.

The students need to learn all the four skills of language as compared to grammar and vocabulary. Our findings show that speaking and listening is more preferred by the students as compared to the skills of reading and writing. So greater importance is attached to the skills of listening and speaking (figure 3&4). The order of preferences by students indicates a need for developing their communicative abilities firstly in the areas of speaking and listening and secondly in the areas of reading and writing. While comparing these results with the order of preferences by instructors, we observe that the instructors prefer to develop reading and writing as compared to listening and speaking.

So the current practice in ESP material development in Iran should be fundamentally redesigned, particularly in areas such as skill and usage specifications. Reading skill development and reading comprehension are considered by instructors to be the major objectives for the existing ESP materials. In global language planning, special attention should be paid to the needs of students concerning the modern context of information explosion era.

Also the findings of the present study show that both students and instructors attach great importance to the study of English. They opposed the idea of removing English from the university curriculum even if it is not fulfilling the students' needs.

In general, there is difference between subjective and objective language learning needs analysis of ESP civil engineering students at M.A. level concerning the reason for studying English, the belief about the focus of English language teaching on skills and the importance of language skills. But there is no difference between subjective and objective needs analysis of students concerning the future domain of English language use and role of English in the university curriculum and future life.

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Appendix A

Students' Questionnaire

Please read the questions and response options carefully.

1. Why do you need to study English?

To speak to foreigners in abroad
To pass exam
For higher education
For success in future professional life
To understand every day English
To get the ability to read English texts

2. In future I shall be using English for:

Higher studies
Socializing
In my future job
Others

3. Which of the following areas do you wish to develop more?

Listening
Speaking
Reading
Writing
Grammar
Vocabulary

4. What do you think English language teaching should focus on?

Listening & speaking
Reading & writing
All

5. Do you think if a student's level of English is not good it can have:

A good effect on his academic performance

A bad effect on his academic performance
No effect at all on his academic performance

6. My knowledge of English:

Will help me in successful completion of higher education
Will not help me in successful completion of higher education
Will play no role at all

7. My knowledge of English:

Will help me in making a good progress in my future career
Will not help me in making a good progress in my future career
Will play no role

8. Do students in your class face difficulty in studying content subjects because of their poor English?

Many face a lot of difficulty
Many face a little difficulty
They face no difficulty

9. Would you like English to be taken away from university curriculum because you do not find the present syllabus and the way of classroom teaching helpful in fulfilling your needs of English?

Strongly agree/ agree/ neither agree nor disagree/ disagree/ strongly disagree

Appendix B

Teachers' Questionnaire

1. Why do your students need to study English?

To speak to foreigners in abroad
To pass exam
For higher education
For success in future professional life
To understand every day English
To get the ability to read English texts

2. In future your students shall be using English for:

Higher studies
Socializing
In their future job
Others

3. Which of the following areas do your students wish to develop more?

Listening
Speaking
Reading
Writing
Grammar
Vocabulary

4. What do you think English language teaching should focus on?

Listening & speaking
Reading & writing
All

5. Do you think if a student's level of English is not good it can have:

A good effect on his academic performance
A bad effect on his academic performance
No effect at all on his academic performance

6. Your students' knowledge of English:

Will help them in successful completion of higher education
Will not help them in successful completion of higher education
Will play no role at all

7. Your students' knowledge of English:

Will help them in making a good progress in their future career
Will not help them in making a good progress in their future career
Will play no role

8. Do students in your class face difficulty in studying content subjects because of their poor English?

Many face a lot of difficulty

Many face a little difficulty

They face no difficulty

9. Would you like English to be taken away from university curriculum because you do not find the present syllabus and the way of classroom teaching helpful in fulfilling your students' needs of English?

Strongly agree/ agree/ neither agree nor disagree/ disagree/ strongly disagree

Appendix C

پرسش نامه دانشجوی

لطفا سوالات و گزینه های مربوطه را به دقت بخوانید.

1. چرا به مطالعه زبان انگلیسی نیاز دارید؟

برای صحبت کردن با خارجی ها در خارج از کشور

برای قبول شدن در امتحان

برای ادامه تحصیل

برای کسب موفقیت در زندگی شغلی آینده

برای فهمیدن زبان انگلیسی روزمره

برای کسب توانایی در خواندن متون انگلیسی

2. در آینده از زبان انگلیسی استفاده خواهم کرد:

برای ادامه تحصیل

برای معاشرت با دیگران

در شغل آینده ام

سایر موارد

3. بیشتر علاقه مند هستید در کدام یک از زمینه های زیر پیشرفت کنید؟

شنیدن

صحبت کردن

خواندن

نوشتن

گرامر

لغت

4. به نظر شما آموزش زبان انگلیسی بر کدام یک از موارد زیر باید متمرکز شود؟

شنیدن و صحبت کردن

خواندن و نوشتن

همه موارد

5. به نظر شما اگر سطح زبان انگلیسی دانشجویی خوب نباشد می تواند:

تاثیر قابل ملاحظه ای بر عملکرد تحصیلی اش داشته باشد.

تاثیر بدی بر عملکرد تحصیلی اش داشته باشد.

هیچ تاثیری بر عملکرد تحصیلی اش نداشته باشد.

6. دانش من در زبان انگلیسی:

به من کمک خواهد کرد تا مقاطع تحصیلی بالاتر را با موفقیت بگذرانم.

به من هیچ کمکی نخواهد کرد تا مقاطع تحصیلی بالاتر را با موفقیت بگذرانم.

در این زمینه هیچ فایده ای ندارد.

7. دانش من در زبان انگلیسی:

به من کمک خواهد کرد تا در شغل آینده ام پیشرفت خوبی داشته باشم.

به من هیچ کمکی نخواهد کرد تا در شغل آینده ام پیشرفت خوبی داشته باشم.

در این زمینه هیچ فایده ای ندارد.

8. آیا دانشجویان در کلاس شما به دلیل ضعف در زبان انگلیسی در مطالعه موضوعات محتوایی با مشکل رو به رو می

شوند:

بسیاری از آنان با مشکلات زیادی روبه رو می شوند.

بسیاری از آنان با مشکلات اندکی روبه رو می شوند.

آنان با مشکلی رو به رو نمی شوند.

9. آیا مایلید زبان انگلیسی از برنامه درسی دانشگاه حذف شود به دلیل اینکه دریافته اید برنامه درسی کنونی و روش

آموزش آن نیازهای شما را از آموختن زبان انگلیسی برآورده نمی کند؟

کاملاً موافقم / موافقم / نظری ندارم / مخالفم / کاملاً مخالفم

Appendix D

پرسش نامه استاد

1. چرا دانشجویان شما به مطالعه زبان انگلیسی نیاز دارند؟

برای صحبت کردن با خارجی ها در خارج از کشور

برای قبول شدن در امتحان

برای ادامه تحصیل

برای کسب موفقیت در زندگی شغلی آینده

برای فهمیدن زبان انگلیسی روزمره

برای کسب توانایی در خواندن متون انگلیسی

2. در آینده دانشجویان شما از زبان انگلیسی استفاده خواهند کرد:

برای ادامه تحصیل

برای معاشرت با دیگران

در شغل آینده شان

سایر موارد

3. دانشجویان شما بیشتر علاقه مند هستند در کدام یک از زمینه های زیر پیشرفت کنند؟

شنیدن

صحبت کردن

خواندن

نوشتن

گرامر

لغت

4. به نظر شما آموزش زبان انگلیسی بر کدام یک از موارد زیر باید متمرکز شود؟

شنیدن و صحبت کردن

خواندن و نوشتن

همه موارد

5. به نظر شما اگر سطح زبان انگلیسی دانشجویی خوب نباشد می‌واند:

□ تاثیر قابل ملاحظه ای بر عملکرد تحصیلی اش داشته باشد.

□ تاثیر بدی بر عملکرد تحصیلی اش داشته باشد.

□ هیچ تاثیری بر عملکرد تحصیلی اش نداشته باشد.

6. دانش دانشجویان شما در زبان انگلیسی:

به آنها کمک خواهد کرد □ مقاطع تحصیلی بالاتر را با موفقیت بگذرانند.

به آنها هیچ کمکی نخواهد کرد □ مقاطع تحصیلی بالاتر را با موفقیت بگذرانند.

در این زمینه هیچ فایده ای ندارد.

7. دانش دانشجویان شما در زبان انگلیسی:

به آنها کمک خواهد کرد □ در شغل آینده شان پیشرفت خوبی داشته باشند.

به آنها هیچ کمکی نخواهد کرد □ در شغل آینده شان پیشرفت خوبی داشته باشند.

در این زمینه هیچ فایده ای ندارد.

8. آیا دانشجویان در کلاس شما به دلیل ضعف در زبان انگلیسی در مطالعه موضوعات محتوایی با مشکل رو به رو می‌شوند:

شوند:

بسیاری از آنان با مشکلات زیادی روبه رو می‌شوند.

بسیاری از آنان با مشکلات اندکی روبه رو می‌شوند.

آنان با مشکلی روبه رو نمی‌شوند.

9. آیا مایلید زبان انگلیسی از برنامه درسی دانشگاه حذف شود به دلیل اینکه دریافته اید برنامه درسی کنونی و روش

آموزش آن نیازهای دانشجویان شما را از آموختن زبان انگلیسی برآورده نمی‌کند؟

کاملاً موافقم / موافقم / نظری ندارم / مخالفم / کاملاً مخالفم

Nahid Naderi Anari, Islamic Azad University, Anar Branch, Anar, Iran

E-mail address of corresponding author: naderi_nahid1@yahoo.com

Tel: 09132933169

Professional biography:

Nahid Naderi Anari is a professor at Islamic Azad University, Anar Branch, Anar, Iran. She is the faculty member, head of English department, and head of young researchers club at that university and is interested in researching about teaching profession and psycholinguistics. She holds a master's in English teaching and a bachelor's in English translation, all from Shahid Bahonar University in kerman, Iran, and now she is a Ph. D. candidate.