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**English Language Teaching (ELT) in Saudi Arabia:
A Study of Learners' Needs Analysis with Special
Reference to Community College, Najran University**

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Ph.D. English, M.A. English, P.G. Dip. Linguistics



**ENGLISH LANGUAGE TEACHING (ELT) IN SAUDI
ARABIA: A STUDY OF LEARNERS' NEEDS ANALYSIS
WITH SPECIAL REFERENCE TO COMMUNITY
COLLEGE, NAJRAN UNIVERSITY**

Project

Reference No: NU 14/09

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NAJRAN UNIVERSITY

BY

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حياه الله

سعادة الدكتور / محمد محيب الرحمن

السلام عليكم ورحمة الله و بركاته

يسعدنا إبلاغكم بان المشروع المقدم منكم والذي تحت عنوان:

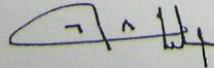
« تحليل وتدريس المشكلة التي تواجه المترد بالعبية
عند التمدد ونظيره الإبتليزية »

قد تم قبول تمويله من الجامعة تحت رقم

. NU Grant No14 / 09

نرجو مراعاة هذا الرقم لمشروعكم عند أي مراسلة و عند نشر أي ورقة علمية يجب الإشارة إلى هذا الرقم مع توجيه الشكر للجامعة على التمويل، مع الأخذ في الاعتبار بان هناك تقرير كل ثلاثة أشهر يجب أن يقدم إلى لجنة البحث العلمي لاستمرار التمويل في حالة التقدم في العمل.
أملين كتابة مواصفات الأجهزة و الخامات المطلوبة و تقديمها إلى إدارة المشتريات بالجامعة لبدء إجراءات الشراء، مع تمنياتنا لكم بالتوفيق.

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د. علي الحجري



Dedicated

to

My Parents



Acknowledgement

“The thankful receiver bears a plentiful harvest” -- William Blake

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(Dr. Mohd. Mahib ur Rahman)

CONTENTS

Acknowledgement

List of Abbreviations

List of Tables

List of Figures

Chapter 1: Preliminaries.....

1.1 Background to the Study

1.1.1 Saudi Arabia at a Glance

1.1.2 Present Status of Education

1.1.3 Status of English in K.S.A

1.2 Statement of the Problem

1.3 Objective of the Study

1.4 Scope of the Study

1.5 Limitations

Chapter 2: Review of Literature.....

2.1 Needs Analysis (NA)

2.2 Brief History of NA

2.3 Approaches to Needs Analysis

2.3.1 Sociolinguistic Model

2.3.2 Systemic Approach

2.3.3 Learning-Centered Approach

2.3.4 Learner-Centered Approaches

Chapter 3: Methodology, Results and Analysis

3.1 Procedure

3.2 Participants

3.2.1 Students Sample

3.2.2 Teachers Sample

3.3 Tabulation and Analysis

3.3.1 The Extent of English Language Use

3.3.2 Attitudes and Motivation

3.3.3 Preference and proficiency of English Language

Skills

3.3.4 English Language Needs

Chapter 4: Conclusion and Pedagogical Implications

4.1 Summary

4.2 Conclusions

4.3 Pedagogical Implications

4.3.1 Syllabus Designers

4.3.2 Teachers

References.....

Appendices

LIST OF ABBREVIATIONS

CAN	Critical Needs Analysis
CNP	Communicative Needs Processor
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ELT	English Language Teaching
EOP	English for Occupational Purposes
ESL	English as a Second Language
ESP	English for Specific Purposes
GCC	Gulf Cooperation Council
GE	General English
KSA	Kingdom of Saudi Arabia
NU	Najran University
NA	Needs Analysis
SQA	Students' Questionnaire
TQA	Teachers' Questionnaire

LIST OF TABLES

TABLE NO.

1.1	Male & Female Students in Saudi Arabia 1970 - 2001	
2.1	Various Stages of Needs Analysis	
3.1	Students' Use of English Language in Different Fraternities (Male Vs Female Students)	
3.2	Students' Use of English in Different Situations (Male Vs Female Students)	
3.3	Students' Use of English Language in different Domains	
3.4	Needs of English (Male Vs Female Students)	
3.5	Students' Perceptions of importance of English Language Skills (Male Vs Female)	
3.6	Students and Teachers' Evaluation of English Language Skills	
3.7	Students' English Language Needs as Viewed by Students and Teachers	
4.1	Students' Most Preferred Activity and Skill	

LIST OF FIGURES

Figures

2.1	Munby's Communicative Competence Model	
2.2	Hutchinson and Water's Dimensions of Needs	
2.3	Brindley's Objective and Subjective Needs Model	
3.1	Students Sample	
3.2	Students Faculty-wise Sample	
3.3	Teachers Sample	
3.4	Students' Use of English Language in different Domains	
3.5	Students Needs of English Language	
3.6	Students' Perceptions of importance of English Language Skills	
3.7	Teachers Perceptions of importance of English Language Skills	

CHAPTER: 1

PRELIMINARIES

1.1 Background to the Study:

1.1.1 Saudi Arabia at a Glance:

The Kingdom of Saudi Arabia (K.S.A.), the land of the two holy mosques, Masjid al- Haram and Masjid al-Nabawi, is the largest country in the Arabian Peninsula with an area of approximately 2,250,000 square kilometers (mohe.gov.sa) and about 27 million people including 8.4 million foreign residents (saudiembassy.net). It is surrounded with other middle-eastern countries like Jordon and Iraq on the north, Kuwait, Qatar and United Arab Emirates on the east, Oman on the southeast and Yemen on the south is located. Islam is the major religion and Arabic is the official language of the nation. K.S.A. is an exciting place in the Gulf region as it is seeing unprecedented growth in the fields of economy, health, education, science and technology. It is also the world's largest oil producer and

exporter. It also produces a good number of other mineral resources like natural gas, gold and silver etc.

1.1.2 Present Status of Education:

The formal education began in the Kingdom in the midst of 20th century. Until then education was out of reach from the majority of the people. It was possible only for a few people, who were living in the urban areas and get their education in the mosques. These kinds of schools were called “kuttab” and it offered education on Islam.

Now there is a mushrooming growth in the field of educational sector. The Kingdom at present provides the most suitable environment for education in the Gulf Cooperation Council (GCC) for its citizens. At present the Kingdom has more than 25000 schools (ibid), 21 Government universities, 24 private universities and colleges and many other educational and training institutions (mohe.gov.sa). With the development of educational institutes, number of students is also growing day by day. The following table given below shows the rising number of students (male & female) from 1970-2001.

Table: 1.1

Male & Female Students in Saudi Arabia 1970 - 2001			
Year	Male	Female	Total
1970	412,000	135,000	547,000
1975	673,000	311,000	984,000
1980	951,000	511,000	1,462,000
1985	1,273,000	876,000	2,149,000
1990	1,624,000	1,310,000	2,934,000
1995	2,022,000	1,912,000	3,934,000
2000	2,405,000	2,369,000	4,774,000
2001	2,595,452	2,420,198	5,015,650

Source: <http://www.kingfahdbinabdulaziz.com/main/coo7.htm>

Different bodies were also set up with various responsibilities to look after the various levels of education such as the Ministry of Education is responsible from the kindergarten to secondary level of education, the Ministry of Higher Education is responsible from the post secondary education onwards. It takes four years in the field of humanities and social sciences, and five to six years in the field of medicine, engineering and pharmacy. The Supreme Committee for Educational Policy, established in 1963 (www.ibe.unesco.org) is the highest authority, which supervises the whole educational matters. At present the Kingdom has seen the development in the following areas:

“Raising the efficiency and effectiveness of professional and administrative performance in the educational

institutions, in order to improve the standards and content of the educational process.

Ensuring that the education system fulfils the religious, economic and social objectives.

Reducing the illiteracy rate.

Integrating the activities of the higher education institutions within the general and specific requirements of the social and economic development plans.

Broadening the general base of higher education by diversifying its programmes, in order to cope with the Kingdom's development requirements.

Ensuring university education opportunities to every qualified citizen, in order to enable him/her to continue his/her education." (ibid)

1.1.3 Status of English in K.S.A:

In the past teaching and learning of English in Saudi Arabia was not considered as an important subject. Though it was introduced as a compulsory subject from grade seven, until recently students accepted it as a language to pass in the examination. But for last few years the scenario of English language teaching and learning has been changing in the Kingdom. Being realising the importance of English as a lingua franca, window on the wall, science and technology like many other countries, Saudi Arabia has also embraced it as one of the key

languages of its educational planning and now it has been made as a compulsory subject from elementary level to university level.

Since its arrival in the education system, the Kingdom has been spending multi billion dollars every year on the educational institutions to impart the knowledge of English among its citizens. The policy makers, language experts and the curriculum designers have been trying time to time to bring out suitable curriculums for the different stages of educational programs. The students are also now aware of the fact that the knowledge of English is crucial to find a white color job in the public and private sectors. At present there is a significant development of students' enrollment in various educational institutes to learn English.

Besides it English language is also playing a crucial role in electronic as well as print media. There are now many news papers, magazines, T.V. and radio programs in English.

1.2 Statement of the Problem:

Teaching of English in Saudi Arabia has been changing and improving day by day. However, after studying English for 7 long years

the undergraduate students fail to acquire English language proficiency, hence unable to use it in the real life situations.

The Najran University (NU) was established in 2007 and since then English has been taught as a compulsory subject in all the colleges of NU. The Department of English Language selects courses and study materials for different colleges in the university. Though the selected courses have been modified time to time according to the changing needs but so far no empirical investigation has been made on learners' English language needs.

When the specific needs of a language programme are not well defined, there is always a possibility of dissatisfaction in achieving its aims and objectives and the students will end up the language programme without any proper language proficiency. As a result the effort of the policy makers, course designers, teachers and the learners will go wastage.

Keeping in mind on the above mentioned aspects, an attempt has been made to investigate the needs of the learners of Community College, NU. The study is an attempt to find out the learners' various needs, i.e. subjective needs and objectives needs.

1.3 Objective of the Study:

It is quite satisfactory that the people and the students of Saudi Arabia have a very positive attitude towards English; they are fully aware of learning English. English is taught in the Kingdom as a foreign language. It is introduced in class 5th and it continues to be compulsory up to first degree level. It is used as a medium of instruction at the University level and in technical education and medicine.

The Kingdom has its own syllabi, textbooks, methods and approaches, which are designed by various language experts. It has also different bodies for different level education like Ministry of Education, Ministry of Higher Education and Ministry of Health. Ministry of Education deals with from the Primary Level to the Senior Secondary Level and Ministry of Higher Education deals with the education at the University Level while Ministry of Health is responsible for the education medicine. All these bodies play an important role for the development of education in the Kingdom and they also give emphasis on teaching of English language. Many seminars, conferences and policies are also being made time to time

to discuss the decline in standard of teaching English. Despite all these efforts the situation of teaching English in Saudi Arabia has always been in a constant state of flux.

The recently revised syllabuses by different universities promote multi-fold objectives by focusing on the teaching of language skills and to enable the learners to acquire it for the purpose of communication. Yet the result is not satisfactory. Even after Graduation the students hardly able speak or write a few intelligible sentences; as a result they wasted their valuable time, money and energy. The question therefore arise, why there have been no improvement. It would be wrong to blame one particular issue, like syllabuses and textbooks because the issue is much deeper than that. We have to see whether there are appropriate government policies towards teaching of English, whether the curriculums are designed according to the learners needs, whether there is enough classes to cover the course, whether the teachers of English are well qualified and well trained, whether the teaching methodologies adopted by the teachers are suitable, etc. It is not possible to study at all the aspects

within a limited time. Therefore, the study aims to cover the following areas:

1. To identify difficulties or problems in the four basic language skills of English in students from different levels;
2. To find out the learners' needs to acquire the knowledge of English;
3. To understand the students' motivations and attitudes towards English language learning in order to formulate effective strategies targeted at different proficiency levels;
4. To learn more about students' language learning experiences and their potential language skills that can be explored and promoted by teachers and peers.

1.4 Scope of the Study:

The present study proposes to study and examine the various needs of the undergraduate learners. Though the emphasis will be made on the learners' needs analysis, a focus at the learners' attitudes and motivation towards English will also be made. It aims to evaluate and assess the effectiveness of current English learning in the Kingdom especially at the Community College of Najran University.

1.5 Limitations:

1. The Kingdom of Saudi Arabia has available all educational facilities at all levels, from Primary to University but the present study is limited to Undergraduate education only.
2. Although the investigator has attempted to cover all aspects of undergraduate learners' needs, yet he does not claim to have made an exhausted discussion of all the relevant issues. However the researcher has tried to study the problem as deeply as possible.
3. Useful suggestions for future planning and development in ELT in the light of the findings of the present study have been made centering and focusing the undergraduate students.

Chapter: 2

REVIEW OF LITERATURE

2.1 Needs Analysis (NA):

Until 1970s NA was generally very informal and little research was done as language teachers based their teaching on “some kind of intuitive or informal analysis of students’ needs” (West 1994: 1). West (cited in Yassin, 2004) was the first to introduce needs analysis in his work. After that many scholars came forward and realized the importance of "needs analysis" for making the second / foreign language syllabus more effective.

Needs Analysis is a “process of determining the needs for which a learner or group of learners requires a language...” (Richards et al., 1992). It is true that NA has been ‘a key instrument in course design’ in ESP (West, 1994, p.2). It plays a vital role in the process of designing and carrying out any language course, whether it is English for Specific Purposes (ESP) or general English course. According to Iwai *et al.* (1999) the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for

developing a curriculum that will meet the needs of a particular group of students. Platt J., and Platt H. (1992, pp. 242 & 243) pointed out that NA is 'the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities'. In short NA aims to identify a potential student population and to indicate its linguistic needs. There are various methods of collecting information, such as Interviews with the teachers, parents, students, counselors etc. or through questionnaires from the present report. After collecting all the information, the program planners set the objectives by keeping in mind about the learners, teachers, society and the policy makers. Thus Jackson (2005) rightly mentioned that NA is the 'the cornerstone of ESP course design, materials development, and program implementation and assessment'.

2.2 Brief History of NA:

Since its arrival in the field of language teaching NA has gone through many stages and it focused on various aspects from time to time and the scope of analysis also broadened (West, 1994, 1997). The

various stages and the area of concerns and scope of NA are mentioned in the table below:

Table: 2.1

Various Stages of Needs Analysis				
Stage	period	Focus	Scope of analysis	Examples
1.	early 1970s	EOP	Target situation analysis	Richterich,1970/1980 ELTDU,1970 Stuart & Lee,1972/85
2.	later 1970s	EAP	Target situation analysis	Jordan & Mackay,1973 Mackay,1978
3.	1980s	ESP & general language teaching	target situation analysis deficiency analysis strategy analysis means analysis language audits	Tarole & Yule,1989 Allwright & Allwright,1977 Allwright,1982 Holliday & Crooke,1982 Pilbcam,1979
4.	early 1990s	ESP	integrated/compu ter based analysis material selection	Jones,1991 Nelson,1993

Adapted from West (Op.cit.:2)

During 70^s NA mainly focused on English for Occupational Purposes (EOP) but later it shifted towards English for Academic

Purposes (EAP) and English for Specific Purposes (ESP) and General English.

After the Second World War and the oil crisis in 1970's, the fields of science and technology and economy have been expended. As a result teaching of English became global importance and the communicative needs of the learner. Hutchinson and Waters (1987) rightly observed the emergence of ESP to meet the learners' needs. They also advocate the use of NA for GE on the grounds that in the case of language learning there is always a perceptible need of some kind. Tudor (1996:70) also supports the idea of needs analysis for GE course and argues that 'course content should be based on an analysis of the situations in which the learner will be required to use the language, whether these situations and the language needs which arise out of them can be specified with precision or only in terms of a general orientation'.

Since then a lot of works have been done on the importance and significance of NA by several great scholars and authors. Among them Munby, 1978; Richterich and Chancerel, 1987; Hutchinson and

Waters, 1987; Berwick, 1989; Brindley, 1989; Tarone and Yule, 1989; Robinson, 1991; West, 1994; Seedhouse, 1995; Jordan, 1997; Dudley-Evans and St. John, 1998; Iwai *et al.* 1999 are the most popular.

According to Hutchinson and Waters (1987), needs analysis started mainly in the field of ESP. Nevertheless, they argue that as far as needs analysis is concerned, there should not be any difference between ESP and general English (GE). They state that:

It is often argued that the needs of the general English learner, for example the schoolchild, are not specifiable. . . In fact, this is the weakest of all arguments, because it is always possible to specify needs, even if it is only the need to pass the exam at the end of the school year. There is always an identifiable need of some sort. What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need. (Hutchinson & Waters 1987, p. 53)

Though several scholars have suggested their views on the term NA but it is often regarded as a controversial point. According to Richterich (1983: 2), “The very concept of language needs has never been clearly defined and remains at best ambiguous”. However, in broad terms NA can be described as identifying “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” (West, 1994: 1).

2.3 Approaches to Needs Analysis:

Scholars have suggested different kinds of approaches to needs analysis, i.e. sociolinguistic model (Munby, 1978), systemic approach (Richterich & Chancerel, 1977), a learning-centred approach (Hutchinson & Waters, 1987), learner-centred approaches (Berwick, 1989; Brindley, 1989), and a task-based approach (Long 2005_a, 2005_b).

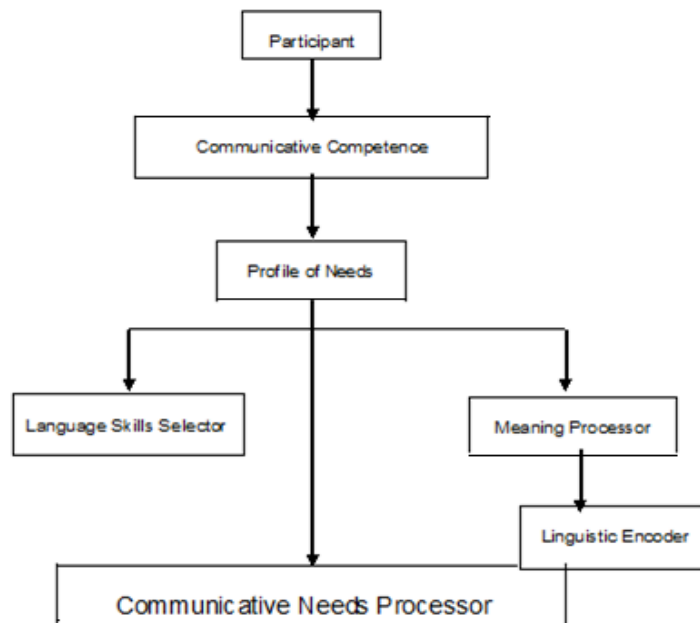
2.3.1 Sociolinguistic Model:

Munby (1978) explores a sociolinguistic model for analyzing the content of purpose-specific language programmes. The author in his book *Communicative Syllabus Design* considered *Communicative Needs*

Processor (CNP) as the most popular procedure for the needs analysis. Teachers of English, especially those concerned with the teaching of English for Specific Purpose (ESP), follow the model of Munby for specifying communicative competence. This model

contains a detailed set of procedures for discovering target situation needs. It is based on analyzing language communication in the target situation in order to provide a communicative needs profile for a specified group of learners. This model is suitable to identify the 'target situations' (West, 1994) that target communicative competence. None the less, the model comprised of communicative events (e.g. discussing everyday tasks and duties), purposive domain (e.g. educational), medium (e.g. spoken), mode (e.g. dialogue), channel of communication (e.g. face-to-face), setting of communication, main communicator/s, person/s with whom the communicator/s communicate, dialect, attitudinal tone (e.g. informal), subject content and level of English ability required for the communication.

Figure: 2.1



Model for Specifying Communicative Competence
(Adopted from Yassin, 2004: 31)

Though Munby's model has become very popular but it was criticized by other syllabus designers for being too mechanistic, impractical, inflexible, complex, and time-consuming and for paying little attention to perception of the learner (West, 1994). Nunan (1988:24), who points out that the Munby's instrument may be adequate for providing "objective information for course specification" but it needs to be supplemented by subjective information about the learner.

Later Tarone & Yule (1989) also developed a model which is related to Munby in the same ground. Their model is designed with four level frameworks, i.e. 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 suggest that a needs analysis should be designed 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 realized.

2.3.2 Systemic Approach:

This approach has been developed by Richterich and Chancerel (1977) to identify the needs of adults learning a foreign language. Systemic approach bridges the gaps in the sociolinguistic model in terms of flexibility and shows a distinct concern for learners. This kind

of approach gives more emphasis on investigating the learners' 'present situations' (Jordan, 1997) and the emergent nature of learner needs. The information on learners' needs are investigated before a course starts or during the course (ibid). Richterich & Chancerel (1977) suggest more than one or two data collection methods for needs analysis such as surveys, interviews and attitude scales.

Like Munby's sociolinguistic model critics have found a lot of drawbacks in systemic approach. This approach fails to focus on learners' real-life needs and over-reliance on learners' perceptions of their needs. Over-reliance on learners' perceptions becomes an important issue since many learners are not clear about what they want (Long, 2005a). Jordan (1997) claims both the above mentioned approaches as complementary approaches.

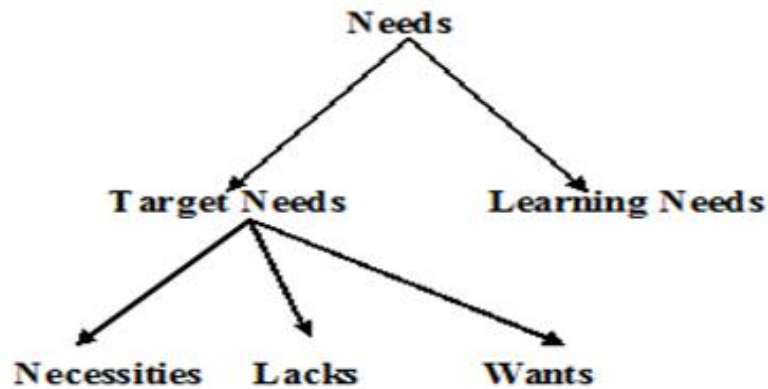
2.3.3 Learning-Centered Approach:

Hutchinson & Waters (1987) recommend learning-centred approach to ESP. Unlike the other approaches which give more emphasis to language needs, learning-centred approach believes in identifying how learners learn. According to them this approach is the

best way to convey learners from the starting point to the target situation. They recommend multiple methods of data collection – such as interviews, observation, and informal consultations with sponsors, learners and others involved – to deal with the complexity of target needs. They have categorised the term Needs in various dimensions through the following diagram:

Figure 2.2

Hutchinson & Waters' Dimensions of Needs



- 1) **Target Needs:** the authors observe that '**target needs**' is an umbrella term that hides a number of important distinctions. They look at the target situation in terms of necessities, lacks and wants as following:
 - a) **Necessities:** i.e. "*the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation* " (ibid. p. 55).
 - b) **Lacks:** they express that besides finding out the necessities, it is also important to know the learners existing knowledge, as

this helps us explore which of the necessities the learners lacks. In short, we need to match the target proficiency against the existing proficiency, and the gap between them is the learner`s lacks.

c) **Wants:** According to the authors two other important aspects, which should not be ignored are learners' wants and their views about the reasons why they need language, as students may have a clear idea about the necessities of the target situation and will certainly have a view as to their lacks. Actually, this might be a problem as the learner`s views might conflict with the perceptions of other interested parties, e.g. course designers, sponsors, and teachers.

2) **Learning Needs:** This aspect explains how learners will be able to move from the starting point (lacks) to the destination (necessities). Hutchinson and Waters (1987) point out that it would be a great fault to design a course simply on the target objectives. Since the target situation alone is not a reliable indicator, they suggest that the learning situation, the learners'

knowledge, skills, strategies, and motivation must also be taken into account.

The authors have designed a framework for target situation analysis which consists of the following important questions: 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? They also design a similar framework for analyzing learning needs that comprises the following questions: why are the learners taking the course? How do the learners learn? What resources are available? Who are the learners? Where will the course take place? When will the course take place? Finally, the authors suggest various techniques for collecting information about the target needs such as: questionnaires, interviews, observations, data collection, and informal consultations with sponsors, learners and others.

Michael West (1994) also classifies needs analysis in various categories which can be mentioned as the following:

- 1) **Target situation analysis:** it identifies the 'necessities', i.e. the demands of the target situation or, in other words, what the learners need to know in order to function effectively in the target situation.
- 2) **Deficiency analysis:** As mentioned earlier, it is the gap between the learners existing knowledge and what they are required to know or do at the end of the program. This type of analysis is very important because it shows the right path ahead. Goals shall be much clear after this kind of analysis. It also investigates whether students are required to do something in the target language that they cannot do in their native language.
- 3) **Strategy analysis:** it aims to explore the learners preferred learning styles. Here emphasis is given on methodology, but there are other related areas such as: reading in and out of class, grouping size, doing homework, learning habits, correction preferences, etc.
- 4) **Means analysis:** Means analysis focus on the logistics, practicalities, and constraints of needs-based language courses.

West (1994) points out that some analysts believe that instead of focusing on constraints, it might be better if course designers think about how to implement plans in the local situation.

- 5) **Language audits:** This claims 'any large-scale exercise forming the basis of strategic decisions on language needs and training requirements carried out by or for: 1) individual companies, 2) professional sectors, 3) countries or regions' (West 1994, p. 12). West suggests that language audits can be implemented to explore and analyze the current state of language teaching.

2.3.4 Learner-Centered Approaches:

Berwick (1989) and Brindley (1989) are the pioneers of learner-centred approaches to needs analysis. They discovered three different aspects to identify the learners' needs: perceived vs. felt needs; product vs. process oriented interpretations; and objective vs. subjective needs. 'Perceived needs' are from the perspective of experts while 'felt needs' are from the perspective of learners

(Berwick, 1989). In the product-oriented interpretation, learners'

needs are viewed as the language that learners require in target situations. In the process-oriented interpretation, the focus is on how individuals respond to their learning situation, involving affective and cognitive variables which affect learning (Brindley, 1989). Finally, objective needs are explored prior to a course, whereas subjective needs are addressed while the course is underway. Brindley observes that

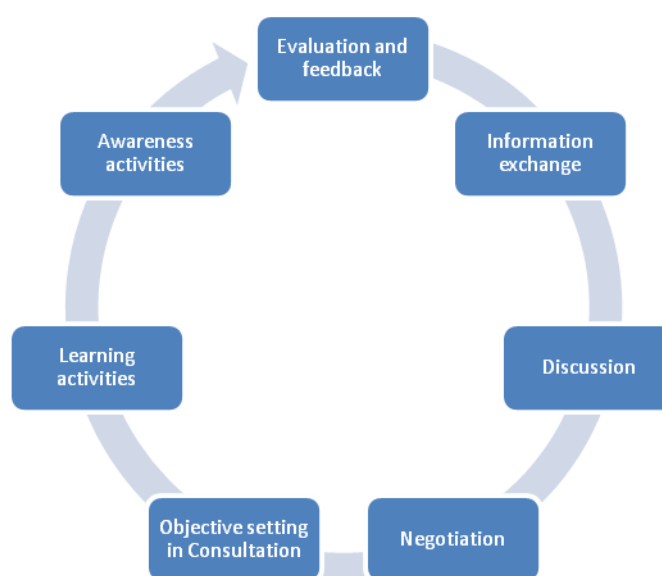
"If subjective psychological needs felt by the learner are to be taken into account as well as objective communication needs, then some kinds of mechanisms have to be built into the learning process which allow for systematic consultation and negotiation between the two parties. Information has to be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

Brindley (1989) explores a cyclic process of investigation of objective and subjective needs, which can be centred at any point, and which can continue during or after the course. His learner-centered system model, which includes negotiation, information, exchange, awareness activities, evaluation and feedback, learning activities, and

objective setting in consultation, can be shown in the following diagram.

Figure 2.3

Brindley's Objective and Subjective Needs Model



Brindley's model focused on the learning needs and to set future goals based on these needs.

Dudley-Evans & Jo St John (1998:125) advocates the following important areas of needs analysis:

- A target situation analysis & objective needs

- B wants, means, subjective needs
- C present situation analysis
- D learners' lacks
- E learning needs
- F linguistic and discourse analysis
- G what is wanted from the course
- H means analysis

According to the authors, the interpretation of the above mentioned dimensions are as follows: 'A refers to professional information about learners: what they will be using English for; B refers to personal information about learners: attitude to English, previous experiences. C includes English language information about learners: their current skills and experiences in language use; D defines the gap between C and A; E includes language learning information: effective ways of learning the skills and the language; H includes information about the environment in which the course will be run'.

Chapter 3

METHODOLOGY, RESULTS AND ANALYSIS

3.1 Procedure:

The data for the study was collected through a students' questionnaire (SQA) (see *Appendix 2*) and a teachers' questionnaire (TQA) (see *Appendix 3*). The SQA comprises a total of 24 items, which have been divided in to 4 parts. The first part of the SQA (items 1-10) tries to find out the socio-psychological and sociolinguistics background of the students, part 2 (items 11-12) was designed to identify the students English language use and exposure, part 3 (items 13-14) was designed to look into the linguistic attitudes and different types of motivational orientation of students and part 4 (items 15-24) was designed to elicit the students English language needs. Since there is a possibility of misunderstanding the questionnaire by the students, it was translated into Arabic by an expert before presented to the students. The teachers' questionnaire comprises of 13 items

and the items are similar with the students' questionnaire except some changes in the words.

To guarantee a positive participation the subjects were informed that their answers would be confidential. Moreover, the students were told that their answers and opinion would not affect their grades or their teachers' impression and their participation would help teachers to understand their desires and problems. Students were encouraged to ask questions at any time during the process. The survey was first piloted to a small sample of 30 students in 2009 and then administered to 96 students of Science and Management faculty in two Community Colleges affiliated to Najran University at the beginning of the academic year 2010-11. The students were asked to finish the questionnaire within 30 minutes during the normal teaching period.

3.2 Participants:

3.2.1 Students Sample:

For the study 96 students (Level-1 62.5% and Level-2 37.5%) of 16-

19 age groups (37.5%), 20-24 age group (62.5%) were randomly

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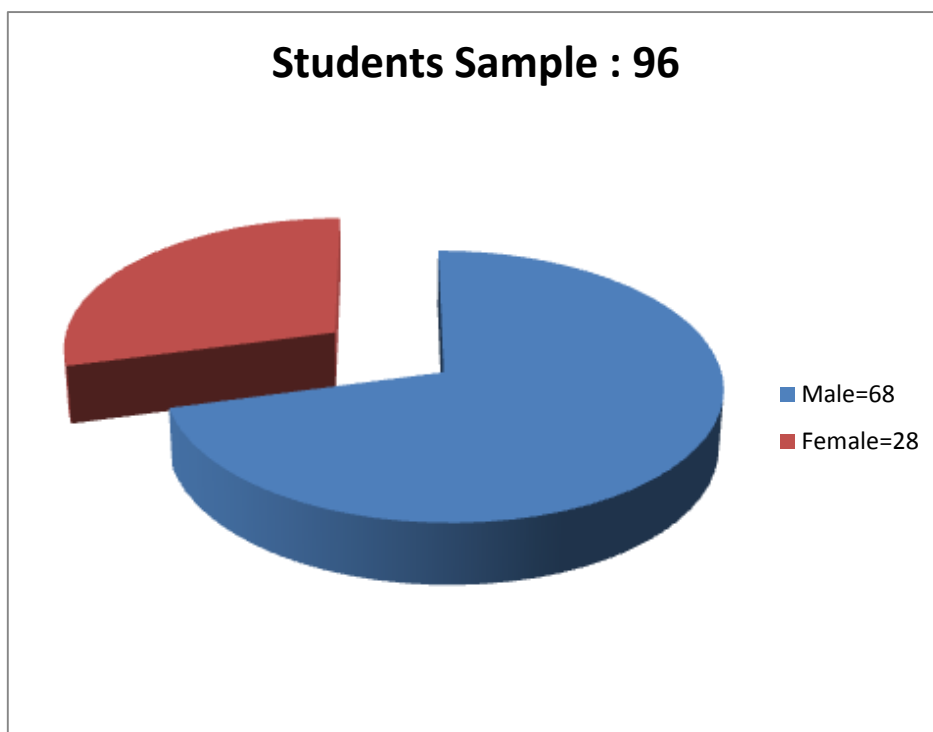
11 : 4 April 2011

Dr. Mohd. Mahib ur Rahman

English Language Teaching (ELT) in Saudi Arabia: A Study of Learners' Needs
Analysis With Special Reference to Community College, Najran University

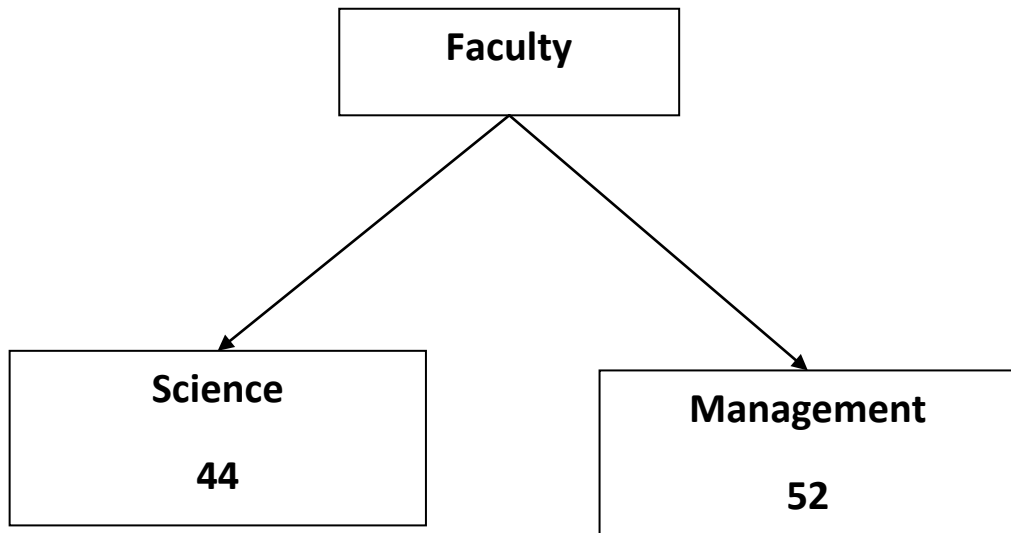
selected from the Community College Boys and Community College Girls of Najran University. 28 of them are female students constituting the 29% of the student group, whereas 68 are male which constitutes the 71% of the group. The following figure shows the number of male and female students' sample.

Figure 3.1



The faculty wise distribution of the students sample has been shown in the following figure 3.2.

Figure 3.2
Students Faculty-wise Sample



All the respondents were the native speakers of Arabic and learned English as a foreign language. Regarding the class when they started to learn English, it was observed that all the respondents (100%) began to study English at the 7th standard and they had already studied English language for 5 years.

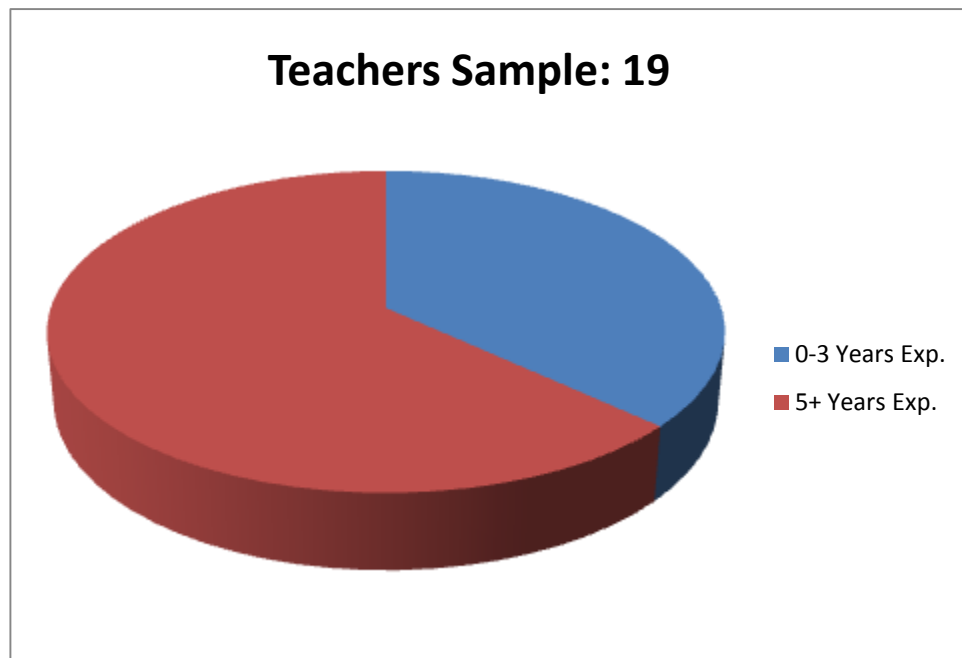
3.2.2 Teachers Sample:

There were 19 faculty members selected randomly from the English Language Unit of Community College. The sample represents 7

teachers (37 %), and 12 teachers (63 %) who got 0-3 years and more

than 5 years of teaching experience respectively. The experience wise teachers sample can be shown in figure 3.3.

Figure 3.3



Even though the study is limited to a small number of the subject group, it is statistically enough to have a general idea about the students having the same characteristics such as being enrolled in a same college and being exposed to English language teaching for same number of years.

3.3 Tabulation and Analysis:

As the data was gathered, it was entered into the computer and analyzed by using Microsoft Office Excel. Then frequencies were run for the generation of descriptive statistics. For each question or variable in the survey, the overall percentages, (where applicable) are presented in table and/or graph form.

3.3.1 The Extent of English Language Use:

In this section the respondents were asked to indicate their use of Arabic and English in different situations. Two items (11 and 12) were developed to identify the students' language use. Following table 3.1 shows the students use of language with members of different fraternities.

Table: 3.1

Students' Use of English with Different Fraternities (Male Vs Female)										
Languages	Parents (%)		Friends (%)		Teachers (%)		Relatives (%)		Guests (%)	
	M	F	M	F	M	F	M	F	M	F
Arabic	100	100	76.47	100	35.29	100	100	100	100	100
English	NIL	NIL	23.53	NIL	64.70	NIL	NIL	NIL	NIL	NIL
Total	68	28	68	28	68	28	68	28	68	28

In response to the item 11 (Which of the following languages do you use while talking to parents, friends, teachers, relatives and guests) all the students (100%) use Arabic with their parents, relatives and guests. The highest fraternities chosen by the students were teachers (64.70%) and friends (23.53%). It is significant to note that no female student was found who use English with different fraternities.

Table 3.2

Students' Use of English in Different Situations										
Male Vs Female										
Languages	Market		Office		Traveling		Restaurant		College	
	M	F	M	F	M	F	M	F	M	F
Arabic	85.29	78.57	70.59	100	64.70	71.43	79.41	100	35.29	100
English	14.71	21.43	29.41	NIL	34.30	28.57	20.59	100	64.71	NIL
Total	68	28	68	28	68	28	68	28	68	28

Above table 3.2 shows the students use of English in different situations. While the students were asked which of the languages, English or Arabic, do they use in different situations i.e. market, office, travelling, restaurant and college or university, it was found that students (64.71%) mostly use English at their colleges or university, but it surprising to note that no female students use English in this field. There were a few numbers of students (14.71% male and 21.43% female) who use English in the market. Another good number of students (34.30% male and 28.57% female) use English in travelling, (29.41% male only) in office and (20.59% male only) in restaurant.

3.3.2 Attitudes and Motivation:

Item 13 and 14 of SQA deal with the aspects of students' attitudes and motivation towards English. Figure 3.4 given below depicts the result of the item 13 (Do you involve yourself with the following activities in English).

Figure: 3.4

Students' Use of English Language in Different Domains

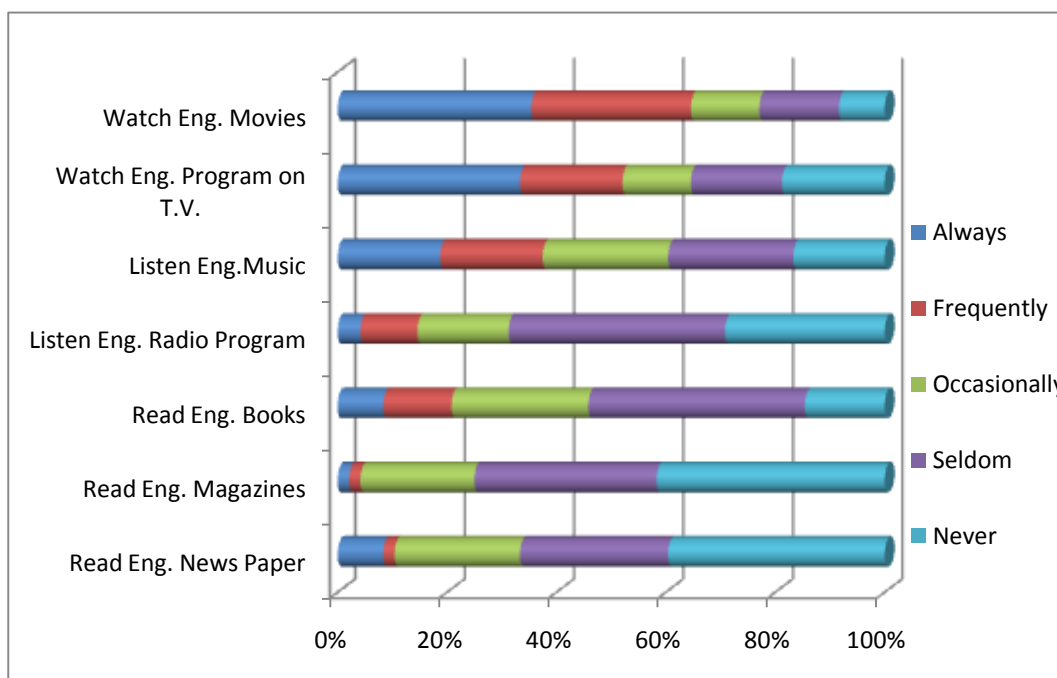


Figure 3.4 reflects that the dominant activity of English usage seems to be watching English movies (35.42% of the students always watch English movies), it is followed by watching English program on T.V. (33.33% students always watch English program), and another activity the students (18.75%) always involve is listening to English songs. The above figure indicates that the respondents hardly read English newspapers, magazine and books; only 8.33% read English newspapers and books always, 22.92% read English newspapers and

25% read English books occasionally. Interestingly 39.58% and 41.67%

never read English news papers and English magazines respectively. Listening to English radio program (only 4.17% students always) and reading English magazines (only 2.8% students always) were the least preferred domains among the students. 29.17% students never listen to English news on radio. It is evident from the findings that reading English is highly negligible area among the students. Thus it is clear that the students use English only for *entertainment* like watching movies, English programs or listening to English songs, but they hardly give interest in English books, English newspapers or English magazines.

Table: 3. 3

Students' Use of English Language in different Activities										
ACTIVITI-- ES	Always %		Frequently %		Occasionally %		Seldom %		Never %	
	M	F	M	F	M	F	M	F	M	F
1.Read English News Paper	11.76	NIL	7.14	NIL	32.35	NIL	17.65	50	35.29	50
2. Read English Magazines	2.94	NIL	2.94	NIL	26.47	7.14	35.29	28.57	32.35	64.28

3. Read English Books	11.76	NIL	14.70	7.14	32.35	7.14	29.41	64.28	11.76	21.43
4. Listen English Radio programme	5.88	NIL	8.82	14.28	23.53	NIL	38.23	42.86	23.53	42.86
5. Listen English Music	20.59	14.28	23.53	7.14	17.65	35.71	23.53	21.43	14.7	21.43
6. Watch English Programme on TV	29.41	42.86	23.53	7.14	14.7	7.14	8.82	35.71	23.53	7.14
7. Watch English Movie	32.35	42.86	32.35	21.43	11.76	14.28	14.7	14.28	8.82	7.14

Table 3.3 shows that in some of the items, female students generally have higher positive attitudes than male students towards the use of English. There were 42.86% of female students, who always ‘watch English program on T.V.’ (activity 6) and ‘watch English movies’ (activity 7) while only 29.41% and 32.35% male students use English always for the activities 6 and 7 respectively. Significantly as mentioned earlier these two were the most dominant items among both the sex. In response to the activities 1, 2, 3, 4, there were 8.33%, 2.08%, 8.33% and 4.17% male students respectively always, who use

English, but no female students were found for the above mentioned items. Thus it proved that male students have more positive attitudes towards English than the female students.

Figure 3.5

Students Needs of English Language

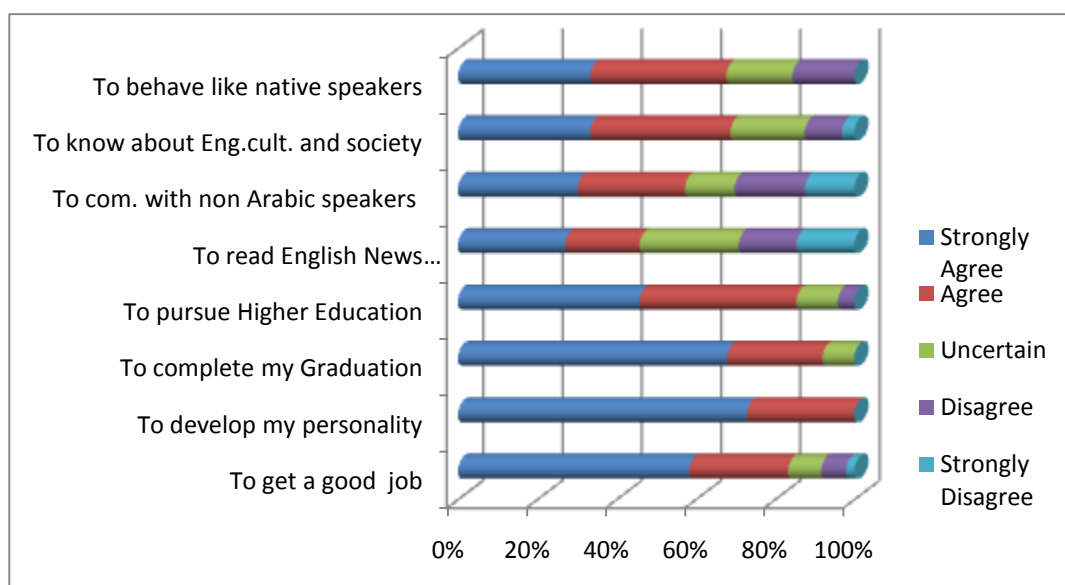


Figure 3.5 shows the findings of students' attitudes towards use of English language, which were collected through the use of a five point Linkert scale with 5= strongly agree (SA), 4= agree (A), 3= neutral (N), 2=disagree (DA), and 1= strongly disagree (SDA), to show how important each reason was. Students were asked about their

opinions on eight statements, which carry both instrumental and integrative motivation.

The most important reason felt by the students for why they were learning English was to develop their personality (item 2). 72.92 % students strongly felt that they need English to develop their personality (item 2), where 27 % students were also agreed on it. A majority of the students (62.5 % SA and 25 % A) were of the view that they learn English only 'to complete their graduation' (item 3). Again another higher percentage of students believed that they need English 'to get a good job' (item 1). There were 58.33 % (SA) and 25% (A) students in favor of the item 1. Although Saudi Arabia is still a secure place for its qualified natives regarding jobs, the students realized that for a better job opportunity, knowledge of English is crucial. Another large number of students group (43.75 % SA and 25 % A) felt that they were learning English 'to pursue higher education' (item 4). Out of the eight statements the least favored among the students was the item 5 'to read English news paper, novels, books etc'. Only 27 % students were strongly agreed and 18.75 % students were agreed on it. The students were also not favorable for the items

(6, 7, and 8) ‘to communicate with non Arabic speakers’ (30.20% SA and 27.08% A), to know about English culture and society (33.33% SA and 35.42% A) and ‘to behave like native speakers’ (33.33% SA and 34.37% A) respectively. It is significant from the findings that students were more attracted towards the items 1, 2, 3, and 4 and interestingly all these items fall under instrumental motivation. It is clear from the students’ response that they learnt English for its utilitarian value. Thus instrumental motivation played a dominant role over the integrative motivation.

Table 3. 4

Needs of English (Male Vs Female Students)										
Items	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
	M	F	M	F	M	F	M	F	M	F
1.To get a good job	67.65	35.71	16.67	28.57	2.94	21.43	2.94	21.43	2.94	N I L
2.To develop my Personality	82.35	50	17.65	50	NIL	NIL	NIL	NIL	N I L	N I L
3.To complete my	70.59	71.43	24.41	14.29	5.88	14.29	NIL	NIL	N	N

Graduation									I L	I L
4.To pursue Higher Education	47.06	42.86	41.18	35.71	5.88	21.43	5.88	NIL	N I L	N I L
5.To read English News paper, story books, novels, etc.	29.41	21.43	20.59	14.29	26.47	21.43	14.71	14.29	8.82	28.57
6.To com. with non Arabic speakers	35.29	17.86	20.59	35.71	14.71	7.14	17.65	17.86	8.82	21.43
7. To know about Eng.cult. and society	35.29	8.33	41.18	21.43	14.71	28.57	5.88	17.86	2.94	3.57
8.To behave like native speakers	32.35 %	35.71 %	36.76	28.57	14.71	21.43	16.18	14.28	N I L	N I L

Regarding gender differences, in the table 3.4 it was found that female students have higher positive attitudes towards use of English in different domains, but the table shows statistically significant differences between male and female groups in terms of English language needs. Here male students were found to have more

positive attitudes than the female students. In response to the item 1, 67.65% and 16.67% male students were strongly agree and agree respectively, while there were only 35.7% (SA) and 28.57% (A) female students for the same item. Another major difference felt in the item 2, where male students were large in number (82.35% SA and 17.65% A) against the female students (50% SA and 50% A). It is to note that there were minor differences for the items 3 and 4. For the item 3, there were 70.59% (SA) and 29.41 (A) male students against 71.43 % (SA) and 14.28 % (A) female students. For the item 4, there were 47.06 % (SA) and 41.18 % (A) male students and 42.86 % (SA) and 35.71 % (A) female students. It suggests that though the female students are instrumentally motivated, they are less interested in doing jobs or personality development. They need English to complete their graduation or pursue higher education.

3.3.3 Preference and proficiency of English Language Skills:

Item 15 of SQA and item 4 of TQ try to evaluate students' preference of English language skills. The following figure 3.6 shows the findings of the question (item 15) "of the four major English

language skills, i.e. Reading, Writing, Listening and Speaking, which is the most important for you?”

Figure 3.6

Students’ Perceptions of importance of English Language Skills

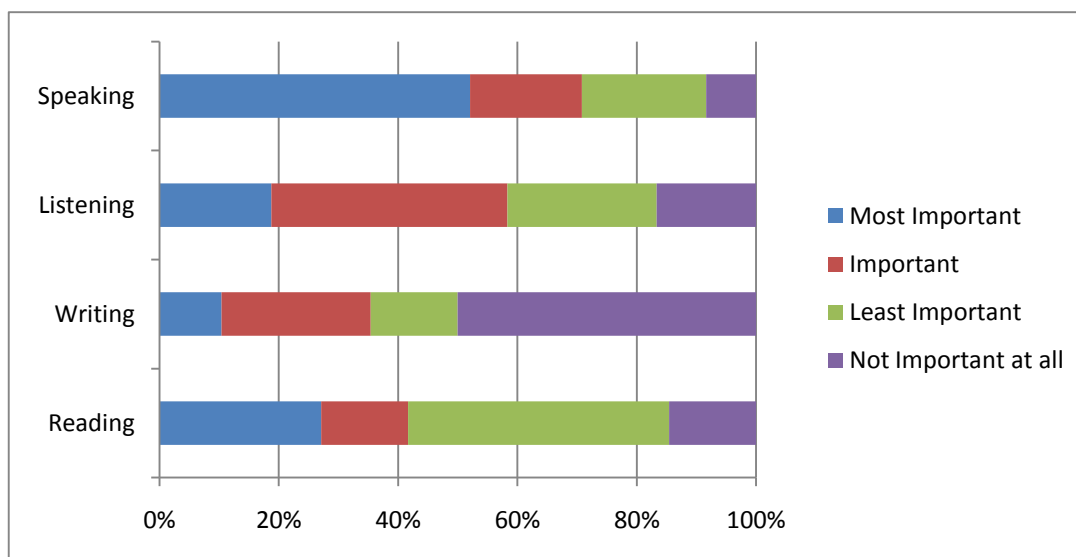


Figure 3.6 depicts the students’ perceptions of importance of English language skills. The students were asked to rank the four skills from 1 to 4, where 1 is the most important skill and 4 is the least important skill.

Speaking was chosen by 52.08 % students as the most important skill and Writing was chosen as the least important skill. Only 10.42 %

students felt writing as the most important skill. Reading, though ranked far behind speaking, was considered second in importance. 27.08 % students felt reading as the most important skill. Then 18.75 % students believed listening as the most important skill.

The following table 3.5 shows the male and female students attaching importance to each skill as learning needs.

Table 3.5

Students' Perceptions of importance of English Language Skills								
(Male Vs Female)								
Skills	Most Important		Important		Least Important		Not Important at all	
	M	F	M	F	M	F	M	F
Reading	28.41	21.43	17.65	7.14	41.18	50	11.76	21.43
Writing	8.82	14.28	26.47	21.43	20.59	NIL	44.12	64.28
Listening	20.59	14.28	38.23	42.86	17.65	42.86	23.53	NIL
Speaking	52.94	50	14.70	28.57	26.47	7.14	5.88	14.28

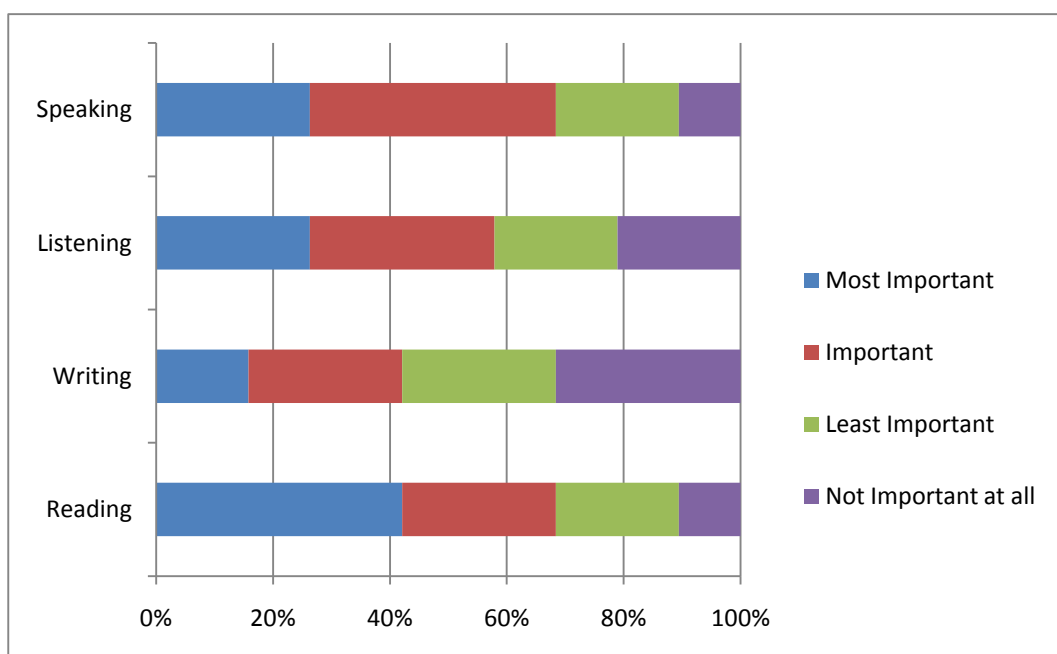
The above table reflects that students are more or less aware of their needs of all the four basic skills of English. It also does not project any significant difference between male and female students'

evaluation on the importance of English language skills. Speaking was

chosen by both male (52.94%) and female (50%) as the most important skill and writing was chosen (male 8.82% and female 14.28%) as the least important skill.

Figure: 3.7

Teachers Perceptions of importance of English Language Skills



The above figure 3.7 revealed the findings that there were differences between students' and teachers' perceptions concerning the importance of the basic English language skills. While students felt speaking is the most important skill to be developed, teachers

believed that reading should be highly emphasized in English language teaching.

In response to the item 4 of the TQ, (Of the four major skills, i.e. LSRW, which is the most important for your students?) Reading was chosen by 42.11 % of teachers as the most important and 26.32 % of teachers as important, while as mentioned earlier only 27.08 % students felt it as the most important and 14.58 % students felt it as an important skill. The least preferred skill according to the teachers was writing (15.79 % most important and 26.32 % important) and significantly for the students also it was the least important skill. Speaking was felt as the most important and important skill by 26.32 % and 42.11 % teachers respectively, but it was the most preferred skill by the students (52.08 % most important and 18.75 % important).

Item 16 of SQA and 5 of TQA shows the students' proficiency in English language. These results were obtained through the use of a five-point Likert scale questionnaire with 5= very good, 4= good, 3= satisfactory, 2= poor, and 1= very poor. The following table (3.6)

reveals the results indicated differing perceptions between students and teachers on students English language proficiency.

Table 3.6

Students and Teachers' Evaluation of English Language Skills										
Skills	Very good		Good		Satisfactory		Poor		Very Poor	
	%		%		%		%		%	
	TE.	STD.	TE.	STD.	TE.	STD.	TE.	STD.	TE.	STD.
Reading	5.26	16.67	10.53	56.25	42.10	18.75	15.79	8.33	26.31	NIL
Writing	NIL	6.25	5.26	37.5	36.84	50	36.84	6.25	21.05	NIL
Listening	NIL	29.17	15.79	43.75	31.58	27.08	31.58	NIL	21.05	NIL
Speaking	NIL	4.17	NIL	4.17	15.79	33.33	36.84	50	47.37	8.33

The analysis of the students' current language proficiency showed that the target students exhibited limited language proficiency in all the language skills. This is perhaps the result of inappropriate syllabus design, lack of motivation and lack of exposure. The least proficiency skill among the students was speaking. There were only 4.17 % students for each category of very good and good, and 50 % of the students were poor in speaking. Writing is another skill where students felt very difficulty. There were 6.25 % and 37.5 % students, who felt writing skill as very good and good respectively. Another 50 % students were satisfactory in writing. A higher

percentage of students felt listening and reading skill better than

speaking and writing. There were 29.17 % and 43.75% students very good and good respectively in listening and 16.67 % very good and 56.25 % good in reading.

But the students' proficiency in four basic language skills of English according to the teachers is very weak. The findings reveal that the condition is worse in writing and speaking. Significantly the students also felt that they were poor in these two skills. There were only 5.26 % and 10.53 % teachers believed that students' reading proficiency is very good and good respectively and 42.10 % teachers felt satisfactory. However this proficiency is not up to the mark. 15.79 % teachers believed that students are good in listening skill and 31.58 % teachers said satisfactory. There were 5.26 % and 36.84 % of teachers, who observed that students are good and satisfactory respectively in writing. No teachers felt speaking proficiency among the students is very good or good. Only 15.79 % teachers felt it satisfactory.

3.3.4 English Language Needs:

Section D of the students' questionnaire tries to explore the English language needs of the students. There were eight items (14-21) and students response were collected through the use of five point

linkert scale 5=strongly agree, 4= agree, 3= uncertain, 2= disagree and 1= strongly disagree. The details of the findings have been mentioned in the following table.

Table: 3.7

Students' English Language Needs as Viewed by Students and Teachers										
Items	Strongly Agree %		Agree %		Uncertain %		Disagree %		Strongly Disagree %	
	ST.	T	ST	T	ST	T	ST	T	ST	T
17. Do you think that knowledge of English is crucial for the students at present.	85.42	89.47	14.58	10.53	NIL	NIL	NIL	NIL	NIL	NIL
18. Do you think the present English syllabus is helping in improving your English language skills	45.83	10.53	41.66	68.42	NIL	10.53	8.33	5.26	4.17	5.26
19. Do you think the English text books you are studying are relevant to your needs	3.12	5.26	54.17	73.68	5.21	NIL	22.92	15.78	14.58	5.26
20. Do you think the content of your English course is interesting	18.75	NIL	45.83	52.63	6.25	5.26	25%	26.31	4.17	15.79
21. Do you understand while teacher explains lesson only in English	12.5	10.52	20.83	5.26	NIL	5.26	29.17	47.37	37.5	31.58

22. Do you understand while teacher explains lesson in English and in your Mother Tongue	100	47.37	NIL	52.63	NIL	NIL	NIL	NIL	NIL	NIL
23. Do you think if the existing textbooks are taught properly you would be able to improve your English language proficiency	27.08	5.26	62.5	63.16	NIL	26.31	8.33	5.26	2.08	NIL
24. A lot of English materials besides the main books are always available in your college	NIL	NIL	NIL	5.26	NIL	26.31	37.5	47.37	62.5	21.05

The above statistics (Table 3.7) have shown the students' and teachers' views regarding students' English language needs. In response to the item 17 of students' questionnaire (SQ) and item 6 of teachers' questionnaire (TQ) (Do you think that knowledge of English is crucial for the students at present) all the students and teachers were highly positive, 85.42% students and 89.47% teachers were strongly agree and 14.58% and 10.53% students and teachers were agree respectively.

Regarding the item 19 of SQA and item 8 of TQ (Do you think the English text books you are studying are relevant to students' needs) a good number of students were in favor of it (8% SA and 54.17% A) though another group of students did not accept it (22.92% DA and 14.58% SDA). Similarly majority of the teachers (5.26% SA and 73.68% A) believed that the existing text books are relevant to the students' needs. While the students and teachers were asked (item 20 of SQA and item 9 of TQ) whether they think the content of the English course is interesting a large number of students were highly affirmative (25% SA and 45.83% A). Though there were no teachers found to strongly agree on it, yet good number of teachers 52.63% agreed.

In response to the item 21 of SQA and item 10 of TQ (Do you understand while teacher explains lesson only in English), it is interesting to find that majority of the students and teachers felt it difficult to accept, thus the result is not satisfactory. There were students 37.5 % SDA and 29.17% DA and teachers 31.58% SDA and 47.37% DA. But while they were asked (item 22 of SQA and item 11 of TQ) whether they understand while teacher explains lesson in English and in their Mother Tongue the response from the students was highly

satisfactory. All the students (100% SA) teachers (47.37% SA and 52.63% A) were highly affirmative.

There was a higher level of agreement in response to the item 23 of SQ and item 12 of TQ (Do you think if the existing textbooks are taught properly you would be able to improve your English language proficiency). There were 27.08% and 62.5% students strongly agree and agree to it respectively. In the same way a good number of teachers (5.26% SA and 63.16% A) also believed that if the existing text books were taught properly students would be able to develop their proficiency in English.

Item 24 of SQA and item 13 of TQ (A lot of English materials besides the main books are always available in your college) was found to be the least accepted by the students (37.5% DA and 62.5% SDA) and the teachers (47.37% DA and 21.05% SDA).

CHAPTER 4

CONCLUSION AND PEDAGOGICAL IMPLICATIONS

4.1 Summary:

The pilot study described a source of information for the students learning English at the Community College of Najran University. Its purpose was to investigate the students' needs of learning English. Thus the study emphasized on the needs of students only and no focus had been made on other parties such as, the teachers, administrators, financial supporters, and the parents.

Chapter 1, focused on the statement of the problem, aims and objectives of the study. Besides it a brief sketch of present education scenario and the role of English language teaching in Saudi Arabia were also discussed.

Chapter 2, was an attempt on the theoretical back ground of needs analysis. It also worked out on different definitions and models of NA supplied by various scholars.

Chapter 3, discussed the methodology applied to the investigation and result of the findings related to students' attitudes towards English language and various needs in learning English. To

identify the various aspects of the study, questionnaires were divided into different sections, such as socio psychological data, language use, attitudes and motivation, and English language needs. There were 98 students and 19 teachers chosen from two community colleges, (one male and one female) under the Najran University to find out what exactly needs for better English language teaching environment.

4.2 Conclusions:

The significant issue observed by the present study was students' attitudes, towards English language is highly positive. They believed that English plays a crucial role in both personality development and career building. A brief summary of the students' most preferred activity and language skill can be shown in the following table 4.1.

Table 4.1

Students' Most Preferred Activity and Skill		
STUDENTS	MOST PREFERRED ACTIVITY	MOST PREFERRED SKILL
BOYS	Watch English Movies	Speaking
GIRLS	Watch English Programs and Movies	Speaking

4.3 Pedagogical Implications:

Considering the students learning needs and difficulties identified by the teachers and students, the following suggestions should be closely considered:

4.3.1 Syllabus Designers:

- (a) The text books and materials should focus on teaching English for specific purposes (ESP) or English for academic purposes (EAP). By doing so the students would be able to acquire the knowledge of English with a great deal of efficiency to meet their specific needs;
- (b) The reading syllabus should be designed with an aim to produce most English phonemes while beginning to read aloud. It should also produce simple vocabulary to communicate basic needs in social and academic settings, i.e. locations, greetings, classroom objects etc. Besides it reading syllabus should also enable the students to understand simple idioms analogies etc.;
- (c) The writing syllabus should emphasize on teaching how to write legible simple sentences that respond to topics in language arts and other content areas such as math, science, history and social science. The syllabus would enable the students to

produce independent writing with consistent use of capitalization, punctuation, and correct spelling. It should make the students efficient to create cohesive paragraphs that develop a central idea and consistently use standard English grammatical forms even though some rules may not be followed;

- (d) The listening and speaking syllabuses should aim to enable the students to participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

4.3.2 Teachers:

- (a) Teachers should conduct own NA for determining and responding to students' language needs. This may be done informally and personally through one-to-one sessions with students, in which the teachers talk through such issues as the student's perception of his or her learning style, learning assets, and learning goals;
- (b) Teaching of English language at the under graduate level aims to enable the learners to use it in real life communication.

Keeping in mind the above mentioned aim, language teachers should give up both the lecture mode of instruction and the dictation of notes;

- (c) Explicit classroom teaching should be provided to improve the knowledge of four basic language skills, i.e. Reading, Writing, Listening and Speaking. Teachers should engage their students in activities in which they must think critically, and provide opportunities for students to use the target language in meaningful contexts and in new and complex ways.

To conclude, the present study has its limitations. The first limitation is related to the number of participants. Since the investigator is currently teaching at the department of English language, Najran University, so the emphasis was made to the above mentioned university only. A large number of participants would make the study more valid in terms of the generalization of the findings.

Finally due to time limitation, data were collected for the investigation with the questionnaires only. Other data gathering sources such as, observations, formal or informal interviews and field notes would have provided more reliable results. For further

investigation a similar but a longer could lead more in-depth analysis
and results.

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Language in India www.languageinindia.com 443

11 : 4 April 2011

Dr. Mohd. Mahib ur Rahman

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Appendix: 1

The Kingdom of Saudi Arabia

(Najran City is Highlighted in Green Color)



Appendix: 2

Students' Questionnaire

Dear Recipient,

This Questionnaire is designed to find out about English language needs of the learners of Community College, Najran University, K. S. A. It would be very kind if you could participate in the study by filling in this questionnaire and help the researcher to gather data for his project.

All the replies will remain completely confidential. Thank you for your time.

Section A: Socio Psychological Data:

1. Name: _____

Please tick in the appropriate column below from the item No.2-7

2. Rural , Urban

3. Age Between : 16-19 , 20- 23 , 24+ years

4. Sex: Male , Female

5. Faculty: Arts , Science , Management

6. Class : Level-1 Level -2

7. Medium of Instruction: Arabic English

8. List (in order of confidence) all other languages you can communicate in:

1. _____ 2. _____ 3. _____ 4. _____

9. In which class have you started to learn English: _____.

10. Supply the following information regarding your parents:
Language in India www.languageinindia.com 450

11 : 4 April 2011

Dr. Mohd. Mahib ur Rahman

English Language Teaching (ELT) in Saudi Arabia: A Study of Learners' Needs
Analysis With Special Reference to Community College, Najran University

Parents	Mother Tongue	Education	Medium of instruction
Father			
Mother			

Section B: Language Use:

11. Which of the following languages do you use while talking to?

(Please tick in the appropriate box)

Languages	Parents	Friends	Teachers	Relatives	Guests
Arabic					
English					
Any Other					

12. Which of the following languages do you use in different situations?

Languages	Market	Office	Traveling	Restaurant	College / University
Arabic					

English					
Any Other					

Section C: Attitudes and Motivation:

13. Do you involve yourself with the following activities in English? (Please tick in the appropriate Box)

ACTIVITIES	Always	Frequently	Occasionally	Seldom	Never
Read English News Paper					
Read English Magazines					
Read English Books					
Listen English Radio programme					
Listen English Music					
Watch English Programme on TV					
Watch English Movie					

14. Why do you need to learn English?

(Please tick in the appropriate box)

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
To get a good job					
To develop my personality					

To complete my Graduation					
To pursue Higher Education					
To read English News paper, novels, etc.					
To communicate with non Assamese speakers					
To know about English culture and society					
To know about current events					
To behave like native speakers					

Section: D English Language Needs:

Arrange them in order from 1-4 (4= Most Important, 3= Important, 2=Least Important, 1=cannot say):

15. Of the four major skills mentioned below which is the most important for you?

a) Reading : _____ (c) Listening: _____

b) Writing : _____ d) Speaking : _____

16. Please evaluate your ability and knowledge of English in the following areas. (Arrange them in order from 1-5 (5= Very Good, 4= Good, 3= satisfactory, 2=Poor, 1=Very Poor):

a) Reading : _____ (c) Listening: _____

b) Writing : _____ d) Speaking : _____

(Arrange them in order from 1-5 (5= Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, 1=Strongly Disagree):

17. Do you think that knowledge of English is crucial for you at present?

(a) Strongly Agree : _____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____ (e) Strongly Disagree: _____

18. Do you think the present English syllabus is helping in improving your English language any further?

(a) Strongly Agree : _____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____ (e) Strongly Disagree: _____

19. Do you think the English text books you are studying are relevant to your needs?

(a) Strongly Agree : _____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____ (e) Strongly Disagree: _____

20. Do you think the content of your English course is interesting?

Language in India www.languageinindia.com 455

11 : 4 April 2011

Dr. Mohd. Mahib ur Rahman

English Language Teaching (ELT) in Saudi Arabia: A Study of Learners' Needs
Analysis With Special Reference to Community College, Najran University

(a) Strongly Agree : _____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____ (e) Strongly Disagree: _____

21. Do you understand while teacher explains lesson only in English?

(a) Strongly Agree : _____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____ (e) Strongly Disagree: _____

22. Do you understand while teacher explains lesson in English and in your Mother Tongue?

(a) Strongly Agree : _____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____ (e) Strongly Disagree: _____

23. Do you think if the existing textbooks are taught properly you would be able to improve your English language proficiency?

(a) Strongly Agree : _____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____ (e) Strongly Disagree: _____

2 4) Do you think a lot of English materials besides the main books are always available in your college

(a) Strongly Agree : _____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____ (e) Strongly Disagree: _____

Appendix: 3

TEACHERS' QUESTIONNAIRE

Dear Recipient,

This Questionnaire is designed to find out about English language needs of the learners of Community College, Najran University, K.S.A. It would be very kind if you could participate in the study by filling in this questionnaire and help the researcher to gather data for his project.

All the replies will remain completely confidential. Thank you for your cooperation.

1. Name: _____

2. Educational Qualifications: _____.

3. Teaching Experience: _____ years.

Language Needs in the College:

Arrange them in order from 1-4 (4= Most Important, 3= Important, 2=Least Important, 1=cannot say):

4. Of the four major skills mentioned below which is the most important for your students?

a) Reading : _____ (c) Listening: _____

b) Writing : _____ d) Speaking : _____

5. Please evaluate your students' ability and knowledge of English in the following areas.
(Arrange them in order from 1-5 (5= Very Good, 4= Good, 3= satisfactory, 2=Poor, 1=Very Poor):

a) Reading :_____ (c) Listening: _____

b) Writing :_____ d) Speaking :_____

(Arrange the following Questions in order from 1-5 (5= Strongly Agree, 4=Agree, 3=Uncertain,2=Disagree, 1=Strongly Disagree):

6. Do you think that knowledge of English is crucial for your students at present?

(a) Strongly Agree :_____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____ (e) Strongly Disagree: _____

7. Do you think the present English syllabus is helping in improving your students' English language skills?

(a) Strongly Agree :_____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____ (e) Strongly Disagree: _____

8. Do you think the English text books you are relevant to your students' needs?

(a) Strongly Agree :_____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____ (e) Strongly Disagree: _____

9. Do you think the content of existing English course is interesting?

(a) Strongly Agree : _____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____ (e) Strongly Disagree: _____

10. Do your students understand while you explain lesson only in English?

(a) Strongly Agree : _____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____ (e) Strongly Disagree: _____

11. Do your students understand while you explain lesson in English and in their Mother Tongue?

(a) Strongly Agree : _____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____ (e) Strongly Disagree: _____

12. Do you think if the existing textbooks are taught properly your students would be able to improve their English language proficiency?

(a) Strongly Agree : _____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____ (e) Strongly Disagree: _____

13) Do you think a lot of English materials besides the main books are always available in your college?

(b) Strongly Agree : _____ (b) Agree: _____ (c) Uncertain: _____

(d) Disagree: _____ (e) Strongly Disagree: _____

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