Deanship of Graduate Studies

Al-Quds University

Determining English Foreign Language Needs for Undergraduate Students in Scientific Faculties from Students' and Academic Staff's Point of View at Al-Quds University

Mus'ab yousef Issaa Abed Rabboh

M.Sc Thesis

Jerusalem-Palestine

1440/2018

Determining English Foreign Language Needs for Undergraduate Students in Scientific Faculties from Students' and Academic Staff's Point of View at Al-Quds University

Prepared by

Mus'ab yousef Issaa Abed Rabboh

B.Sc: English Language teaching methods

Al-Quds Open University (Palestine)

Supervisor: Dr. Inas Nasser

A Thesis Submitted in Partial Fulfillment of Requirements for the degree of Master in Education / Deanship of Graduate Studies/Faculty of Educational sciences /Al-Quds University

1440-2018

Al-Quds University

Deanship of Graduate Studies

Teaching Methods Program

Thesis Approval

Determining English Foreign Language Needs for Undergraduate Students in Scientific Faculties from Students' and Academic Staffs' Point of View at Al-Quds University

Prepared by: Mus'ab yousef Issaa Abed Rabboh

Registration Number: 21611236

Supervisor: Dr. Inas Aref Nasser

Master thesis submitted and accepted, date: 19/12/2018

The Names and signatures of the examining committee members:

1. Head of Committee — Dr. Inas Nasser — Signature.....
2. Internal Examiner — Dr. Buad Al-Khales — Signature.....
3. External Examiner — Dr. Su'ad Al-Abed — Signature.....

Jerusalem – Palestine

1440/2018

Dedication

It is our genuine gratefulness and warmest regard that we dedicate this work to:

The sake of Allah, my Creator and my master,

My great teacher and messenger, Mohammed (peace be Upon him), who taught us the purpose of life, My homeland Palestine, the warmest womb,

A caring mother, who leads me through the valley of darkness with light of hope and support,

The great martyrs and prisoners, the symbol of sacrifice,

My fathers' soul that became the suns and lighten the darkness of nights, God bless him, may his soul rest in peace,

My dearest wife, who stands beside me,

Who stands now on death's triumphal steep, Awakened out of life wherein we sleep "***Dr.Ziad Qabaja***". God bless him.

My father , mother -in-law who encourages me all the time,

My beloved and delightful sons, Sham and Adam, the candles that lighten my bath May Allah bless and protect them,

My beloved brothers and sisters who stand by me when things look bleak,

My friends who encouraged and supported me,

My lovely family and life-long companions,

My teachers and doctors who paved the way and made possible to lighten my road.

Declaration

I Certify that this thesis submitted for the degree of Master, is the result of my own research, except where otherwise acknowledged, and that this study (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signature:----------

Name: Mus'ab yousef Issaa Abed Rabboh

Date: 19/ 12/ 2018

Acknowledgment

"O Lord, all praise is due to you as befits the majesty of your countenance and the greatness of your authority".

My sincere appreciation goes to all of the students, Academic Staff, and employers who kindly participated in this study and shared their valuable perspectives. This thesis would not have been possible without them.

I would like to extend my sincere gratitude and my high appreciation to my Academic Staff ***Dr. Inas Nasser*** who guided me in accomplishing this work and bringing it into existence without whose help this effort would not have been achieved.

My special thanks are due to my friends at Al-Quds University – Dora branch for their spiritual support and valuable academic perspectives on my journey. Without them, my life would have been lonely and boring.

Many thanks go to the judgment committee and arbitrators for their continuous and sincere advices, and to the external examiner, ***Dr. Su'ad Al-Abed*** for her valuable notes and recommendations. Special thanks go to the internal examiner, ***Dr. Buad Al-Khales*** for her valuable notes and recommendations.

In addition, I would like to thank all professors, doctors and lecturers at Al-Quds University, especially :***Dr. Afif Zeidan, Dr. Ghassan Sarhan, Dr. Jamal Nafi', Mohsen Adas, Dr. Jihad Abbadi and Dr. Ibrahim El- Arman*** for their insights, supports, and efforts.

I am greatly indebted to the scientific faculties and staff members at Al-Quds University for their cooperative and enthusiastic participation of providing data through questionnaires and interviews.

To them all my deep respects.

Abstract

This study aims at determining English foreign language needs for undergraduate students in scientific faculties from students and academic staff's point of view at Al-Quds University. The population of the study consisted of (5052) students and (141) academic staff at scientific faculties. The study adopted the descriptive method that suits needs analysis. It was applied on stratified random sample which consisted of students and academic staff in the academic year (2018-2019). Students' sample included (1048), whereas (80) academic staff were chosen. The researcher prepared a student's questionnaire, an academic staff's questionnaire, and academic staff's interview. Validity and reliability were calculated for two instruments. The means and standard deviations, One-way "ANOVA", (t-test) and "LSD" tests were used in the study.

The results revealed that the importance of English foreign language needs at the scientific faculties from students' and academic staff's point of view are very high, and the most important English foreign language needs from students point of view are ordered as the following: speaking, listening, reading, vocabulary, and writing but the lowest important English foreign language needs at the scientific faculties from students' point of view is grammar. It also showed that English foreign language needs for undergraduate students in scientific faculties from students' point of view is in a high degree, and the needs are ordered respectively as the following: vocabulary, listening, speaking, reading, writing, but grammar is the lowest degree.

The results revealed that the most important of English foreign language needs at the scientific faculties from academic staff's point of view are ordered as the following: writing, reading, speaking, listening, vocabulary but the lowest importance is grammar. It also showed that English foreign language needs for undergraduate students in scientific faculties from academic staff's point of view is in a very high degree, and the needs are ordered respectively as the following: listening, writing, vocabulary, reading, speaking but grammar is the lowest degree.

The findings also showed that there were no statistically significant differences between the mean scores of responses of students' in scientific faculties towards English language needs due to academic level and achievement level, whereas there were statistically significant differences due to gender and faculty. Also, there were no statistically significant differences

between the mean scores of responses of academic staff's in scientific faculties at Al- Quds university towards English language needs due to experience and qualification, whereas there were statistically significant differences due to faculty. According to interview, the results showed that scientific students need to integrate English language skills in their scientific courses. Furthermore, English skills are needed for many functions in these courses.

Based on those findings, the researcher recommended of the curriculum at the scientific faculties and schools could be revised in order to fulfill students' needs especially speaking, writing and listening. And conducting studies on humanities faculties.

Table of Contents

Title	Page No.
Declaration……	i.
Acknowledgment……..	ii.
Abstract…….	iii.
Table of Contents……	v
Chapter One…….....	1
1.1 Introduction……	1
1.2 Statement of the Problem……...	3
1:3 Questions of the study……....	3
1:4 Hypotheses of the study……....	4
1:5 Purposes of the Study……....	5
1:6 Significance of the Study……...	6
1:7 Limitations of the Study……...	6
1:8 Definition of terms……....	7
Chapter Two……....	8
Review of literature & Related Studies……....	8
2.1 Introduction……....	8
2.2 Literature Review……....	8
2.2.1 What is English for Specific Purposes? …….....	8
2.2.2 Emergence of (ESP) …….....	8
2.2.3 ESP Characteristics……....	10
2.2.3.1 Absolute Characteristics……....	10
2.2.3. 2 Variable Characteristics……....	10
2.2.4 Types of ESP……....	11
2.2.5 The origins of needs analysis have been introduced by many experts……	12
2.2.5.1 What is Needs analysis? …….....	13
2.2.5.2 Modern components of Needs Analysis……....	14
2.2.6 Approaches of need Analysis……....	14
2.2.7 Purposes of Needs Analysis……	15

2.2.8 Weakness in English language for non-natives……..... 15
2.2.9 English for science……..... 17
2.2.10 English language skills in ESP……..... 18
2.2.10.1 Speaking in science fields……..... 19
2.2.10.2 Listening in ESP……..... 20
2.2.10.3 Writing in ESP……..... 22
2.2.10.4 Reading in ESP……..... 23
2.2.10.5 Grammar in ESP……..... 25
2.2.10.6 Vocabulary in ESP……..... 26
2.3 Related Studies: ……..... 28
2.3.1 Introduction……..... 28
2.3.2 Similarities and differences between previous studies……..... 35
Chapter Three……..... 37
Methods and Procedures……..... 37
3.1 Introduction……..... 37
3:2 Population of the study……..... 37
3.3 Sample of the Study……..... 37
3.3.1 Sample of students……..... 37
3.3.2 Sample of academic staff……..... 39
3.4 Instruments of the Study…… 41
3.4.1 Students' questionnaire……..... 41
3.4.2 Academic Staff's questionnaire……..... 42
3.4.3 Academic staff's Interview……..... 42
3.5 Validity of the Instruments……..... 42
3.6 Reliability of the Instruments…… 43
3.6.1 Questionnaire of students…… 43
3.6.2 Questionnaire of academic staff……..... 44
3.6.3 Interview of academic staff……..... 45
3.7 Design of the study……... 46
3.8 Variables of the Study……..... 46
3.8.1Independent Variables…….. 46

3.8.1.1 For students' questionnaire……..……..…….. 46
3.8.1 .2For Academic Staff questionnaire……..... 46
3.8.2 Dependent variables……... 47
3.9 Procedures of the study…..……..…….. 47
3.10 Data Analysis……...…….. 47
3.11Correction Key…… 48
Chapter Four…….....…. 49
Findings of the study…….....…… 49
4.1 Introduction…….....…… 49
4.2 Results related to the main question…….....…… 49
4.2.1 Results related to the sub-questions……...…… 50
4.2.1.1 Results related to the first sub question……...…… 50
4.2.2.2 Results related to the second sub-question…….....…… 52
4.2.2.3 Results related to the third sub question…….....…… 60
4.2.2.4 Results related to the fourth sub question…… 66
4.2.2.5 Results related to the fifth sub question……...…… 68
4.4.2.2.6 Results related to the sixth sub question……...…… 76
4.2.3 Interview Analysis…….....…… 82
4.2.3.1 Introduction…….....…… 82
4.2.3.2 Interview data analysis……...…… 82
4.2.3.3 Summary…….. 85
Chapter Five…….…… 86
Discussions, Conclusions and Recommendations…..…… 86
5.1 Introduction……...…… 86
5.2 Discussion of the findings related to the first main question……..…… 86
5.2.1 Discussion of the findings related to the first sub question……..…… 87
5.2.2 Discussion of the findings related to the second sub question……..…… 87
5.2.3 Discussion of the findings related to the third sub question……..…… 90
5.2.4 Discussion of the findings related to the forth sub question……..…… 93
5.2.5 Discussion of the findings related to fifth sub question…….....…… 94

5.2.6 Discussion of the findings related to the sixth sub question…… 95
5.2.7 Discussion of the findings related to seventh sub question..... 97
5.3 Discussion of Interviews' findings…….. 97
5.4 Conclusion…….....…… 99
5.5 Recommendations……...……..…… 101
5.6 Suggestions…… 102
References…….....…… 103
Appendices……...…….....…… 111

List of Tables

No.	Title	Page Number
3.1	Students' sample distribution according to gender, academic level, achievement level and faculty	38
3.2	Academic staff's sample distribution according to experience, faculty and qualification	40
3.3	Reliability coefficient for students' questionnaire domains	44
3.4	Reliability coefficient for Academic Staff's questionnaire domains	45
3.5	The degree of response means of the study participants	48
4.1	Means and standard deviations for the English foreign language needs for undergraduate students in scientific faculties from students and Academic Staff's point of view	50
4.2	Means and standard deviations for the study sample responses to the most important English foreign language needs at the scientific faculties from students' point of view	51
4.3	Means and standard deviations for the English foreign language needs for undergraduate students in scientific faculties from students' point of view	53
4.4	Means and standard deviation scores for the study sample responses to listening needs domain	54
4.5	Means and standard deviation scores for the study sample responses to speaking needs domain	55
4.6	Means and standard deviation scores for the study sample responses to reading needs domain	56
4.7	Means and standard deviation scores for the study sample responses to writing needs domain	57
4.8	Mean and standard deviation scores for the study sample responses to grammar needs domain	58
4.9	Means and standard deviation scores for the study sample responses to vocabulary needs domain	59
4.10	The results of independent t- test for the scores of responses of undergraduate students in scientific faculties at Al- Quds university towards English language needs due to gender	60
4.11	Means and standards deviations scores of responses of undergraduate students in scientific faculties at Al- Quds university towards English language needs due to academic level	61
4.12	One way ANOVA results for the scores of responses of	61

	undergraduate students in scientific faculties at Al- Quds university towards English language needs due to academic level	
4.13	Means and standard deviation scores of responses of undergraduate students in scientific faculties at Al- Quds university towards English language needs due to achievement level	62
4.14	Results of one way ANOVA test for the scores of responses of undergraduate students in scientific faculties at Al- Quds university towards English language needs due to achievement level	63
4.15	Means and standard deviation scores of responses of undergraduate students in scientific faculties at Al- Quds university towards English language needs due to faculty	64
4.16	Results of one way ANOVA test for the scores of responses of undergraduate students in scientific faculties at Al- Quds university towards English language needs due to faculty	64
4.17	LSD post-hoc test for faculty	65
4.18	Means and standard deviations for the study sample responses to the most important English foreign language needs at the scientific faculties from Academic Staff's point of view	67
4.19	Means and standard deviations for the English foreign language needs for undergraduate students' in scientific faculties from Academic Staff's point of view	69
4.20	Means and standard deviation scores for the study sample responses to listening needs' domain	70
4.21	Means and standard deviation scores for the study sample responses to speaking needs' domain	71
4.22	Means and standard deviation scores for the study sample responses to reading needs' domain	72
4.23	Means and standard deviation scores for the study sample responses to writing needs' domain	73
4.24	Means and standard deviation scores for the study sample responses to grammar needs' domain	74
4.25	Means and standard deviation scores for the study sample responses to vocabulary needs' domain	75
4.26	Means and standards deviations scores of responses of Academic Staff in scientific faculties at Al- Quds university towards English language needs due to experience	76
4.27	One way ANOVA results for the scores of responses of Academic Staff in scientific faculties at Al- Quds university towards English language needs due to experience	77
4.28	Means and standard deviation scores of responses of Academic	78

	Staff in scientific faculties at Al- Quds university towards English language needs due to faculty	
4.29	Results of one way ANOVA results for the scores of responses of Academic Staff in scientific faculties at Al- Quds university towards English language needs due to faculty	78
4.30	LSD post-hoc test for faculty	79
4.31	Means and standards deviations scores of responses of Academic Staff in scientific faculties at Al- Quds university towards English language needs due to qualification	81
4.32	One way ANOVA results of responses of Academic Staff in scientific faculties at Al- Quds university towards English language needs due to qualification	81

حاجات طلبة الكليات العلمية في اللغة الانجليزية من وجهة نظر الطلبة والمدرسين في جامعة القدس

إعداد: مصعب يوسف عيسى عبد ربو

إشراف: الدكتورة إيناس ناصر

هدفت هذه الدراسة إلى التعرف إلى حاجات طلبة الكليات العلمية في اللغة الانجليزية من وجهة نظر الطلبة والمدرسين في جامعة القدس. تبنت الدراسة المنهج الوصفي والذي يتلاءم مع هذه الدراسة. تكون مجتمع الدراسة من طلبة ومشرفي الكليات العلمية في جامعة القدس والبالغ عددهم (5052) طالباً و(141) مدرساً. تم تطبيق الدراسة على عينة عشوائية طبقية من مجتمع الدراسة من العام الدراسي (2018–2019). حيث شملت عينة الطلبة على (1048) طالب وطالبة، في حين تم اختيار (80) مشرفاً. تكونت أدوات الدراسة من استبانة خاصة بالطلبة والمشرفين، ومقابلة للمشرفين. تم التأكد من صدق الأدوات بعرضها على عدد من المحكمين، كذلك تم التأكد من ثباتهما باستخدام حساب معامل الثبات (كرونباخ ألفا). تم جمع بيانات الدراسة، ومن ثم تحليلها وتفسيرها باستخراج المتوسطات الحسابية والانحرافات المعيارية و ANOVA " وtest "t" و "LSD.

أظهرت نتائج الدراسة أن طلبة الكليات العلمية بحاجة ضرورية لجميع المهارات اللغوية الأساسية والفرعية بالإضافة إلى حاجتهم إلى القواعد والمفردات في الكليات العلمية من وجهة نظر الطلاب والمشرفين وبدرجة عالية.

وتوصلت الدراسة إلى أن أهم حاجات الطلبة من وجهة نظر الطلبة كانت مرتبة على النحو التالي: المحادثة، والاستماع والقراءة والمفردات والكتابة والقواعد. كما تبين أن درجة الحاجة كانت بدرجة عالية ومرتبة على النحو التالي: المفردات، الاستماع، المحادثة، القراءة، الكتابة والقواعد من وجهة نظرهم.

كما توصلت الدراسة إلى أن درجة الحاجات كانت مرتفعة جداً من وجهة نظر الطلبة والمشرفين. وتبين أن أهم حاجات الطلبة من وجهة نظر المشرفين كانت مرتبة على النحو التالي: الكتابة، القراءة، التحدث، الاستماع، المفردات والقواعد. وكان ترتيب درجة الحاجات من وجهة نظر المشرفين مرتبة على النحو التالي: الاستماع، الكتابة، المفردات، القراءة، المحادثة والقواعد. وتبين عدم وجود فروق ذات دلالة إحصائية لاستجابات الطلبة تعزى لمتغير الجنس، المستوى الأكاديمي، ومستوى التحصيل. ووجود فروق تعزى لمتغير الكلية.

كما تبين عدم وجود فروق ذات دلالة إحصائية لاستجابات المشرفين تعزى لمتغير الخبرة والمؤهل، ووجود فروق تعزى لمتغير الكلية. كما أظهرت نتائج المقابلة بضرورة تكامل مهارات اللغة الانجليزية في مساقات الكليات العلمية.

وبناءً على النتائج، أوصى الباحث بضرورة مراجعة المناهج الدراسية في الكليات العلمية والمدارس من أجل تلبية حاجات الطلبة خاصة المحادثة والكتابة والاستماع، ومراجعة نظام التعليم في فلسطين يواكب حاجات الطلبة.