English Needs Analysis of Passport Control and Immigration Employees at Erbil International Airport

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ABSTRACT

This study aimed to explore the English language needs of Passport Control and Immigration Department employees at Erbil International Airport in the North of Iraq. The study adopted a mixed-method approach in its design. A total of 85 employees were surveyed through a questionnaire and 11 employees were also interviewed. The survey consisted of three sections namely the extent of use of the four main skills, level of difficulty experienced in the four main skills, and the extent the participants need to use each skill for specific tasks. The data were analysed through the SPSS program and statistical values such as mean, frequency and percentage were obtained. The findings of the study revealed that the employees used the two main skills of speaking and listening more than the other two skills of reading and writing. The participants of the study also stated that they experienced the most difficulty in speaking and writing skills. Further, the results obtained through the interviews showed that the employees were well aware of the role of English in their jobs and how they managed to deal with the difficulties they experienced while communicating with foreign passengers and travellers. The study concluded with some implications for other contexts and for the current and future employees working at Erbil International Airport.

Keywords: Passport Control and Immigration (PCI), Department employees, English language needs, Language skills, English for Specific Purposes (ESP)

ÖZ

Bu çalışma, Kuzey Irak Erbil Uluslararası Havalimanı Pasaport Kontrol ile Göçmenlik ve Vize Dairesi çalışanlarının İngilizce dil ihtiyaçlarını belirlemeyi amaçlamaktadır. Çalışmanın yöntemi olarak karma yöntem kullanılmıştır. Mevcut çalışmada toplamda 85 çalışan ankete katılmış olup, 11 çalışanla da yüz yüze görüşme yapılmıştır. Anket üç bölümden oluşmaktadır, bunlar; dört ana becerinin kullanımı, dört ana beceride karşılaşılan zorlukların derecesi, ve katılımcıların bu becerileri özel amaçlar için ne derecede kullanabildiği şeklindedir. Veriler, SPSS programı ile analiz edilmiş, ortalama, sıklık, ve yüzdelik gibi istatistiksel değerler elde edilmiştir. Çalışmanın bulguları, çalışanların konuşma ve dinleme becerilerini, diğer iki beceri olan okuma ve yazmadan daha fazla kullandıklarını ortaya koymuştur. Araştırmaya katılanlar, en çok konuşma ve yazma becerilerinde zorlandıklarını ifade etmişlerdir. Ayrıca, görüşme yoluyla elde edilen sonuçlar çalışanların tümünün, İngilizce'nin çalışma hayatlarında nasıl bir etkiye sahip olduğu konusunda bilinçli olduklarını ve yabancılarla iletişim kurarken karşılaştıkları zorlukların üstesinden nasıl geldiklerini göstermiştir. Bu çalışma şu anda Erbil Uluslararası Havalimanı çalışanları ve degelecekteki çalışanları ile ilgili olarak çeşitli çıkarımlarda bulunmuştur.

Anahtar Kelimeler: Pasaport Kontrol ve Göçmenlik (PKG), Dairesi çalışanları, İngilizce dil ihtiyaçları, Dil becerileri, Özel amaçlara yönelik İngilizce

DEDICATION

To my parents, my wife and my children, Mahyar , Rozhyar and Sozyar

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First of all, I should be so grateful and thankful for Allah, the Most Gracious and the Most Merciful for giving me the patience, power and will to complete this work.

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INTRODUCTION

1.1 Background of the Study

As communication and relationships between nations increase the need for efficient communication is also felt stronger than before. As a result, a large number of economic and educational organizations, institutions, and agencies all around the world have realized by now that their existence is dependent on the communication with other agencies and organizations in other countries. In countries where trade and business is free and transparent, private and public sectors have realized this need and have taken the necessary actions to educate and improve the linguistic skills of their citizens and their work force. Currently, English has become a global language for communication and trade among nations and now with the upsurge in global business, trade and education, its role has been changed from a means of communication to a means of existence.

The role of English in Kurdistan Regional Government (KRG) has changed from an optional course at school to more of a necessity at educational as well as organizational sectors as the country is striving to become economically independent and as a result tries to establish multiple ties with various countries and nations. In this regard, Erbil International airport is one of the main entry gates for foreigners and foreign passengers and consequently the employees and staff need to be able to

communicate efficiently and effectively if they plan to increase their financial profit and asset as well as guarantee their effective future operation and management.

Traditionally, the role of English in education has been seen as either English for general purposes or English for specific purposes although various definitions and categories have been offered by scholars and researchers.

In some cases, individuals who lack proficiency in English are required by their employers to receive English instruction to handle their specific careers. To fulfill this need, new courses need to be designed and introduced which is what English for specific purposes (ESP) idea is all about. English for Specific Purposes has an important role in the university syllabuses and curriculum which needs to be adapted, selected and evaluated based on various criteria. One of the selection criteria is needs analysis, which as the name suggests, involves assessing and analysing the needs of the students before designing ESP materials which is as one of the most important learner-cantered courses with its own specific aims and objectives (Richards & Schmidt, 2010).

English for specific purposes is a learner-centered approach towards teaching as it assesses the needs of the learners who intend to learn the English for their own specific fields such as computer engineering, civil engineering, law, pharmacy, etc. It is seen by some as learner-cantered approach while Hutchinson and Waters (1987) believed that English is the language of commerce and technology which implicitly advertises a language that needs to be learned by students; that is, today's students are involved one way or another in working with various computer-mediated

programs which are all in English. Therefore, this generation of students knows that English is an essential part of their school or university programs.

English for specific purposes has been part of the school and university subjects since 1960s and have always been designed based on students' needs and purposes. As a result, as mentioned in the previous paragraph, needs analysis (NA) has always been in the center of this endeavor. NA has had a vital role in the development and training programs for students (Brown, 1995).

ESP also plays an important role in the lives of the Passport Control and Immigration and Visa Department employees at Erbil International Airport in Kurdistan Regional Government (KRG) in Iraq as it is establishing economic and political ties with other countries and nations in the region and in the world. This usually requires graduates in security forces and staff who can communicate effectively and efficiently in English, thus highlighting the importance of ESP as an important course in the context under consideration. For Kurdish context, the role of ESP is vital as the majority of the universities in KRG do not offer any ESP courses; therefore, the this research aimed to address this gap.

Moreover, to the best of the researcher's knowledge, no studies have been conducted on Passport Control and Immigration department employees' ESP needs analysis in Kurdish context. Therefore, this study embarked on investigating the needs of ESP for PCI staff who are officers and employees working in Passport Control and Immigration and Visa Department sector at Erbil International Airport. Police academies in KRG offer some general English courses but they usually do not offer any ESP courses to their cadets. This study aimed to investigate the benefits of ESP

and its implementation for the PCI staff in the context under study. Furthermore, the study also intended to analyse their needs in their field of study, by focusing on their most immediate needs.

1.2 Purpose of the Study

The purpose of this study was to assess the language needs of Passport Control and Immigration Department employees at Erbil International Airport and to identify their main needs in their daily routine jobs inside the airport. Thus the study aimed to identify the needs of the participants. The main research questions are as follows:

1. To what extent do Passport Control and Immigration Department employees need to use English in their job areas?

2. What are the functional needs of English for the Passport Control and Immigration Department employees?

3. What are their general difficulties in using English?

4. What are Passport Control and Immigration Department employees' perceptions of English language needs in their jobs?

1.3 Significance of the Study

The findings of this study can help the Erbil International Airport to identify the current and the future English needs of officers and employees. Additionally, the results of the study are expected to be used as a guideline to improve or expand the existing English courses for Passport Control and Immigration Department employees. Moreover, the study results can also benefit the managers and the government authorities to educate their current work force and to plan for their future work force needs by developing more effective English courses for the participants of the study and for the future staff to be employed.

Furthermore, the findings can also benefit the airport passengers and customers as they can get quality services by having access to people who can communicate effectively and efficiently.

1.4 Definitions of Terms

To better clarify the key terms that appear in this thesis, the following key are offered:

Erbil International Airport (EIA) used to be an airfield and military base until 1991 during Al-Ba'th regime; however, after the Iraqi regime was overthrown, KRG decided to establish a civil airport in an effort to start relations with other countries in 2003. In 2005, direct flights between KRG and European countries started. Nowadays, EIA is a leading airlines joining in the airline industry in Iraq. Having flights to 24 cities in 15 countries through 23 different airlines, both domestic and international, and is hoping to expand to more destinations.

Passport Control and Immigration (PCI) employees are the employees who work in this sector at Erbil International Airport. Most of these employees graduate of police colleges.

ESP or English for Specific Purposes is defined as teaching of English to students with special goals and purposes (Robinson, 1980) or teaching of English for "clearly utilitarian purposes" (Mackay & Mountford, 1978, p, 2). Hutchinson et al. (1987, p. 19) viewed ESP as "an approach to language teaching in which all decisions as to content and method are based on the learner's reason of learning". Streven (1988) made a distinction between 4 absolute and 2 variable characteristics of ESP as follows:

I. Absolute characteristics:

ESP consists of English language teaching which is:

- designed to meet specified needs of the learner;

- related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;

- centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;

- in contrast with General English.

II. Variable characteristics:

ESP may be, but not necessarily:

- restricted as to the language skills to be learned (e.g. reading only);

- not taught according to any pre-ordained methodology (pp.1-2).

Needs Analysis (NA) refers the method of data collection on the students' needs and wants while learning a disciplinary subject. According to Brown (1995), Needs Analysis is:

> The systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purpose that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation. (p. 269)

1.5 Summary

In this chapter, the background to the study was presented and then the purpose of the study and the significance of the study were explained. Further, the terms were defined. In chapter two, the relevant literature will be reviewed. Moreover, in chapter three the methodology will be presented. Chapter four also presents the findings of

the study. Finally, the conclusions and the main findings will be discussed in chapter

five.

Chapter 2

LITERATURE REVIEW

In this chapter, a review of related literature and research together with the theoretical framework will be offered and presented. The main issues discussed and presented in this chapter are English for Specific Purposes (ESP) and Needs Analysis (NA) as well as the relevant literature from various contexts.

2.1 English for Specific Purposes (ESP)

English as a Language of Wider Communication (Judd, 1981) has been used to ease the communication between different people from various linguistic backgrounds. However, the main use of English in today's world has been the use of English for academic, scientific and commercial purposes which has been referred to as English for Specific Purposes (ESP). Hutchinson and Waters (1987) offered three reasons for the emergence of ESP, the increasing demand to meet special needs, developments in linguistics, and Educational Psychology. These are discussed in length in the following sections:

1. The increasing demand to meet special needs

In this regard, Hutchinson and Waters (1987) distinguished two notable time periods in the emergence of ESP; the first one was the time after the cessation of Second World War which led to the enormous advancement and development in science and economy and emergence of the United States as a superpower in the world. The second period was the time when Oil Crisis took place in 1970s and the need for energy to propel the industry resulted in huge investment of capital and resources

into oil rich countries. As a result, the need for communication and understanding between nations came to the top of their agenda and English as an international language received enormous recognition, acceptance and popularity in the world. This in turn brought to the forefront the role of language education in offering effective and efficient language instruction to the needed work force. In this regard, Hutchinson and Waters (1987) noted that English is no longer the property of one nation and it is the wishes, needs and demands of the its users that determine its expansion, development and growth.

2. Developments in Linguistics

The growth and developments in the Linguistics and consequently Applied Linguistics especially in focusing on other related issues other than the formal features of language such as society and language has highlighted the role of English in the world. The increasing number of publications, journals, research articles, conferences, symposiums and workshops all around the world all in all show the significant role of English in the academia which is a by-product of developments in linguistics and how it views language not just as an abstract system but as a dynamic and vibrant system which finds meaning in real communication (Widdowson, 1978). As a result, the English used in one field of study came to be seen as possessing quite different features than English of a different discipline or field. For example, English of business and English of mechatronic engineering have a lot of different features which usually manifest themselves when they are designed for specific groups of students.

3. Educational psychology

The third reason for the emergence of ESP was the rise of Educational Psychology which emphasizes the role of the learners and their psychology in learning. That is, by following a learner-centered approach to learning, learners are considered as whole-persons with different needs and desires which influence their learning motivation and consequently their rate of learning or learning effectiveness.

Apart from the three aforementioned reasons for the emergence of ESP, its definition has not been so straightforward and various definitions have been offered by various scholars in the field. Swales (1984) viewed ESP as an emerging development in the field of English language teaching in the globalized world of business and trade while Strevens (1988) saw it as a popular movement towards more specific areas of language teaching. Robinson (1991) characterized it in terms of three components namely education, training and practice which revolve around three main domains of knowledge: language, pedagogy and the learners' area of interest. Further, Strevens distinguished between absolute and variable characteristics of ESP. The scholar specified four absolute and two variable characteristics of ESP which are discussed below:

A. The absolute Characteristics of ESP

1. ESP is designed to gear to the special needs of the students.

2. ESP covers special contents in special fields of study or disciplines such as engineering, economy, or business.

3. ESP makes use of appropriate graded linguistic materials such as grammar, vocabulary and discourse.

4. ESP is in contrast with general English.

B. Variable Characteristics of ESP

1) ESP is not confined only to special language skills such as reading or listening.

2) ESP is not bound to specific methodology although in some instances communicative methodology is preferred.

The previous characteristics of ESP were modified to some extent by Dudley-Evans and St. John (1998). The revised version is as follows:

> (A) Absolute Characteristics
> 1) ESP is defined to meet specific needs of the learner;
> 2) ESP makes use of the underlying methodology and activities of the discipline it serves;
> 3) ESP is centered on the language (grammar, lexis, and register), skills, discourse and genre appropriate to these activities.
> (B) Variable Characteristics
> 1) ESP may be related to or designed for specific disciplines;
> 2) ESP may use, in specific teaching situations, a different methodology from that of general English;
> 3) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
> 4) ESP is generally designed for intermediate or advanced students;
> 5) Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners. (p. 5-8)

As this definition indicates, the two scholars added more variable characteristics to the definition offered earlier by Strevens (1988).

Overall, ESP is an approach to teaching language which is tailored to the special desires, motivation and needs of the students and learners by focusing on a special content or discipline-specific knowledge.

2.2 Classification of ESP

ESP was classified into three types by Carver (1983) which are discussed below.

2.2.1 English as a Restricted Language

As the name suggests, it is the type of English that is used by a limited number of people in a special context such as English for air traffic control or English for waiters. It is referred to as restricted because the person may only possess a limited repertoire which can only be understood situationally or contextually (Mackay & Mountford, 1978). It is worth noting that by possessing such a limited repertoire the person might not be able to communicate adequately and effectively in a different situation outside the person's profession or field.

2.2.2 English for Academic and Occupational Purposes

English for specific purposes is also sometimes synonymous with English for Academic and Occupational purposes which were offered by Hutchinson and Waters (1987). The two scholars further divided ESP into three branches namely English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS) which were even further divided into two branches of English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (see figure 2.1). The two scholars also noted that the boundary line between two is not so clear as students can be engaged in learning both at the same time. For the same reason, some even consider EAP and EOP as branching from ESP.

2.2.3 English with Specific Topics

As the term suggests, in this specific type of ESP, the emphasis is on topics rather than purpose (Carver, 1983) and it is related to the needs of the students in the future for example attending professional development program which prepares the person for the future. However, some do not consider this as a separate type of ESP as

focusing on topics and future needs of the students is an essential components of ESP. That is, focusing on situational language is done through needs analysis carried out in authentic workplace situations of the target language.
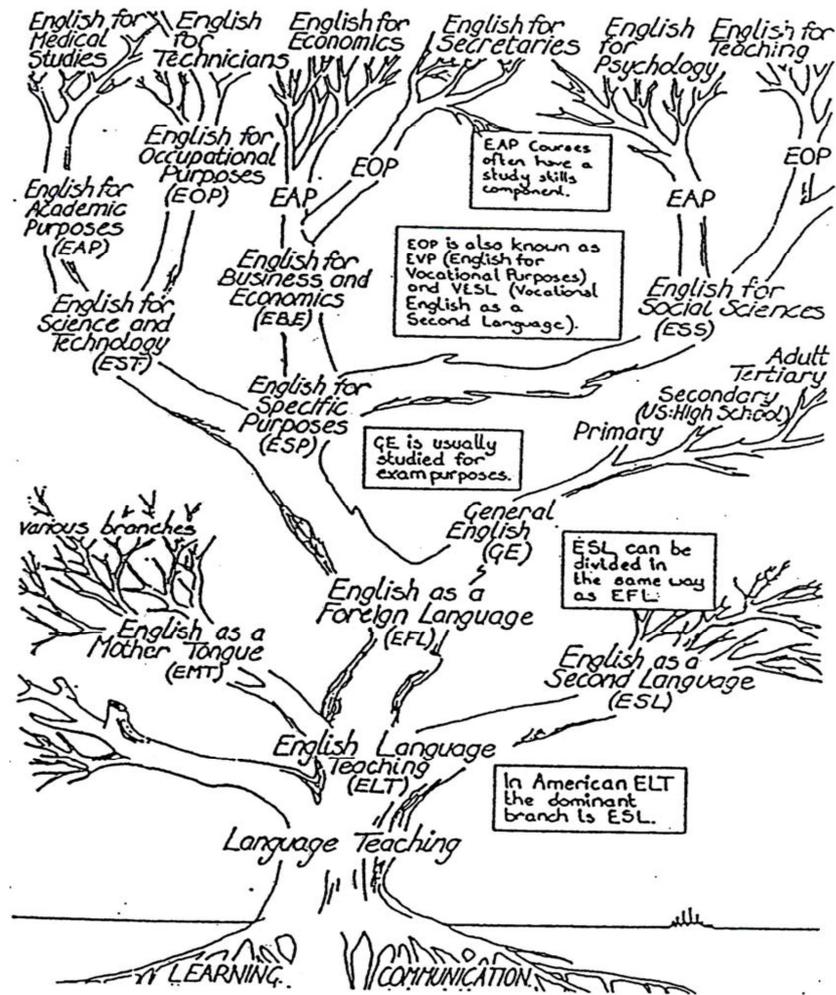
Figure 2.1: Tree of English Language Teaching (ELT). Source: Hutchinson and Waters (1987, p.17)

Further, there are a number of ESPs and many related acronyms which describe different types of ESP. The main distinction is made between English for Occupational Purposes (EOP) which, as the name indicates, is to do with English for needs and training of the workforce and English for Academic Purposes (EAP) which is concerned with needs of the students at universities (Robinson, 1991).

Moreover, English for science and technology (EST) is another type of ESP which is to do with study and work-related needs in the United States of America. Further, Robinson (1991) drew a distinction between Instructional and Operational English by considering the statuses of students as either newcomers and experienced. That is, newcomers in an academic setting require instruction on the basic aspects of their fields or practices while experienced students require the kind of English to be able to operate effectively in their practices or profession. This distinction in turn necessitates new approaches to ESP material preparation and instruction. The scholar also highlighted the role of ESP goal-directedness that is students studying ESP have an instrumental motivation in mind.

In our study, our focus was the ESP used and required by the Erbil International Airport Passport Control and Immigration Department employees in the north of Iraq which varies from English used in any other contexts or situations.

2.3 Needs Analysis (NA)

NA is the first step in setting course objectives or goals in designing a program for any group of students. It is defined differently by different scholars in the filed who follow various perspectives or viewpoints. NA is defined as a procedure that is used by a teacher or researcher to gain thorough information about the needs, functions, aims and purposes of a course in a specific context (Strevens, 1988). It is gathering data or information from multiple sources on learners and the materials they need (Richards, 1985). That is, NA is made to identify the current level of the learners and their expected competence. In this regard, Nunan (1988) viewed NA as the process of identification of the parameters of course study. Such a process includes parameters such as student placement criteria and rationale, specification and

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gradation of a course content, the duration of a course, as well as the methods or approaches of instruction. Moreover, Brindley (1989) saw NA as gathering the necessary information about learners' current and future language use before starting a course while Ellis and Johnson (1994) argued that NA is collection of information about learners' needs and wants which in turn requires gathering information about the purposes, levels of and the expected level of learners' language use and type. Collection of such information is usually carried out by various stakeholders such as teachers, trainers, researchers, company staff, and sometimes the learners themselves. Such data collection of course requires specific methodology which any benefiting party should follow. In this regard, one needs to take into account the students' personal and professional needs and wants from a language course (Robinson, 1991) which are sometimes ignored and overlooked. Robinson (1991) also viewed needs as lacks since students need instruction in certain areas and cannot perform or do certain activities properly.

Further, the needs of students have also been classified into two types by Mackay (1978). These are either Academic needs or job needs. Mackay (1978) defined academic needs as the needs of the students at the academia, that is, the type of English that students need to perform their academic activities such as paper writing, project submission and PowerPoint presentations in English. Whereas, job needs as the name indicates are concerned with the type of English that one needs to perform a professional job such as an engineer working on a project in the field of oil and gas industry.

Even further, another classification of needs analysis was offered by Bloor (1984), which divides NA into target-centered or learner-centered needs. The target-centered needs view the needs and roles of the learners in the future and decide on the future linguistic knowledge and skills that learners need to be able to function adequately in their future roles. On the other hand, learner-centered needs look at the current level of students and the process of their learning by focusing on their weaknesses or strengths. It is worth noting that an effective curriculum is the one that benefits from both the needs analyses as each of which focuses on specific needs of the learners.

2.3.1 Types of Needs Analysis

NA is an indispensable aspect of ESP and it is used to gather data about company training needs, language curriculum and syllabuses. Despite countless number of NA classification and types, this study sought a comprehensive framework which can justify the design and methodology of this research. Therefore, by referring to various sources and research findings, the framework followed by Robinson (1991) seemed to be the most suitable NA framework for this study. According to Robinson (1991) NA is classified into two types of target situation analysis and present situation analysis which will be discussed in length.

2.3.1.1 Target Situation Analysis

Target Situation Analysis targets the needs of the learners at the completion of a course. In this regard, Munby (1978) devised communicative needs processor (see Figure 2.2) which included a number of parameters used to collect information about learners' target situation. Some of the important features are discussed here. Comprehensive data banks which include information about the needed micro-skills and attitudes can be used to create the future syllabus. The next feature is target level

performance which is used to offer information about the required accuracy level of students in their future jobs.

Further, in Munby's (1978) framework for a target situation analysis, Communicative Needs Processor, there are nine points which can be used to offer a valuable instrument for analyzing the needs of language learners (see Figure 2.2). These points are discussed in details in the following sections:

1. Participant: this feature produces the necessary information about the learner or the student which includes information on students' biographical information such as age, gender, nationality and home address as well as linguistic profile such as the learner's first language and second language, his or her proficiency level and the learner's command of various skills.

2. Purposive domain: this feature provides information on the academic and professional needs in the target language. If it is professional it has to specify whether the ESP is before the person acquires the experience or after they acquire it. In case the domain is specified as academic, the domain needs to be specified as whether discipline-based or subject-based. In case of discipline-based it is determined whether it is pre- study or in-study ESP and in case of subject-based it is specified whether it is integrated or unintegrated ESP.

3. Setting which as the name indicates is to do with the time and place of the communication which comprises features such as physical setting such as the location, work place, study place and other related places as well as temporal setting such as the starting time for ESP, the length and frequency of the program, plus the psychological setting which provides information on cultural and psychological

issues such as the views and attitudes of the learners toward the target culture and language.

4. Interaction which provides data on the interactional patterns between the learners and the others whether they are other learners or whether they are instructors or teachers.

5. Instrumentality which is related to how the information is collected and what kind of instruments is used to gather the required information, that is, whether the medium of communication is oral or written, whether the writing is for learners to read or to speak, and whether the communication is face- to- face or addressing the public.

6. Dialect: this feature provides information on the dialect of the target language such as the temporal dialect, regional dialect and the sociolinguistic types of the dialect.

7. Target level: this feature is used to either act as a reference for the future learners; development program or is used as a guide for the further processing in the model.

8. Communicative event: this feature provides information on what activities or events the learners have to manage and perform in English.

9. Communicative key: it is related to how the participants perform the activities of an event by considering their identity, social class and psychological setting that we mentioned earlier.

Overall, it is worth noting that Munby (1978)'s needs analysis model has emphasized the role of NA as central to ESP and is considered to be the first step in curriculum design and development. As a result, the model has been used in various later researches and has also gone through some modifications.
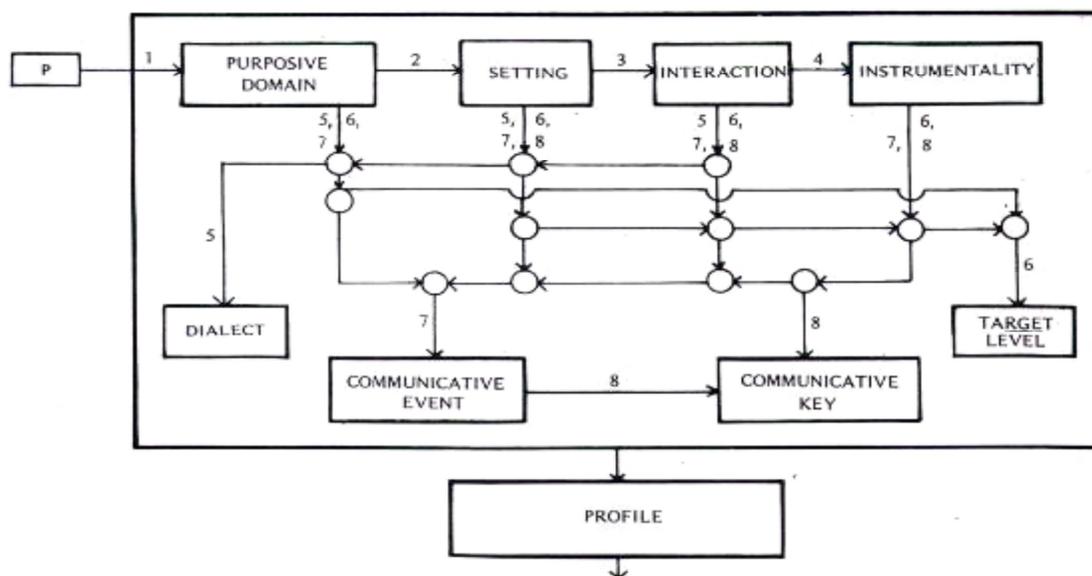

Figure 2.2: Communicative Needs Processor (CPN) Source: Munby (1978, p.33)

2.3.1.2 Present Situation Analysis

Present situation analysis (PSA) analyzes the students' strong and weak points at the start of a course. In this regard, three sources of information were identified by Richterich and Chancerel (1980) namely the learners themselves, the language-teaching establishment, and the user-institution. For each one of these needs, we need to obtain information on the learner's ability, their economic and academic statuses, and their attitudes towards learning and teaching. Moreover, we also need to gather information on their cultural and attitudinal behaviors towards the target language which in our case is English. As a result, this approach is called the learner-centered approach because it takes all the learners' needs into account. To collect data on for

Present Situation Analysis, a number of instruments such as surveys, questionnaires and interviews can be employed.

Further, it should be noted that another essential dimension of NA is deficiency analysis as NA aims to take into consideration the learners' needs and wants hence the learners' lacks and deficiencies (Allwright, 1982). Robinson (1991) termed deficiency analysis as combined target situation analysis and present-situation analysis because such approaches "start from the target situation and design the curriculum around the gap between the present abilities of the target trainees and the needs of the situation in which they will find themselves at the end of the training programme" (Smith & Arun, 1980, p. 210).

Bheiss (1988) made some alterations to the model of combined present-situation analysis and target-situation analysis by Allwright by following a more formal procedure in setting the syllabus needs and requirements which comprise of three interrelated components namely (a) a list of important target-situation skills prepared by a specialist in the field (b) a needs questionnaire listing the items ranging from "0 = unnecessary to 4 = essential" scale which identifies each sub-skill needs, (c) a deficiency questionnaire using listing items ranging from "0 = no difficulty to 4 = very difficult" scale which identified the lacks of the sub-skills. The questionnaires are distributed among the learners, their teachers and specialists in the field to obtain information on the lacks and deficiencies of the group under study. Moreover, deficiency analysis also looks into the fact whether there are areas which the learners are required to perform in the target language which they cannot do in their own first language, as Alderson (1980, p. 135) mentioned "teaching a student to do something

in English which he or she can already do in Spanish is a very different problem from teaching him or her something in English which he or she cannot do in Spanish".

2.3.2 Method of Data Collection on Needs Analysis

A number of instruments can be used to collect data on needs analysis. The most frequently used ones are interviews, questionnaires, observations, field notes, consultations with learners, teachers, and sponsors, as well as gathering related texts. An eight-step process has been devised by Schutz and Derwing (1981, p. 35) on needs analysis evaluation which is as follows:

1. Define the purpose

2. Delimit the target population

3. Delimit the parameters of investigation

4. Select the information-gathering instrument(s).

5. Collect the data.

6. Analyze the results (manual or computer compilation of data).

7. Interpret the results.

8. Carry out a critique of the whole project.

To do a target language NA, a course designer needs to raise a number of questions. Hutchinson and Waters (1987) provided a set of questions for this purpose namely:

1. What is the purpose of learning the language?

2. How is the language going to be used?

3. Which subject matter of content areas should be used?

4. With whom will the language learners communicate with?

5. In which context or situations will the language be used?

6. What is the timeline for the language use in future?

However, by some, a typical needs analysis is a questionnaire that the customers and the teachers fill in and discuss together (Scrivener, 1994). This entails discussing issues such as the purpose of learning English, expectations of the course, needs, wants and lacks of the learners and the course. This is in line with the view of the learning process as situationally and contextually bound, because the learners in each context make use of various learning strategies and skills, have different background knowledge and motivation as their needs and interests vary. Therefore, the researchers need to observe the real needs of each groups of learners so that they can help the course designers make better decisions on the curriculum and course design. In this study, English is needed for Passport Control and Immigration Department employees to perform their duties better at Erbil International Airport. Therefore, designing specific courses which can meet the needs of such group of people is one of the concerns of the ESP which arise out of the real needs of the learners.

2.4 Related Needs Analysis Studies

A large number of studies have been conducted on ESP in various fields and contexts. However, for this study, only some relevant studies will be reviewed. In one of the early studies, Sonsaardchit (1980) addressed the English needs of government officials and enterprises by focusing on their degree and skill of English proficiency. By using both questionnaires and interviews among 360 different state officials and heads, the study findings indicated that most of the study participants used English moderately as they read a lot and used less translation.

In another study, Wongsothon (1982) surveyed state agencies, enterprises and business sectors in Thailand by benefitting both from questionnaires and interviews. The study results indicated that English is used moderately by government agencies and state enterprises while it is used more by business sectors. Besides, among the main language skills, reading and writing were used extensively while listening, speaking and translating were respectively used less. Further, the study showed that English was mostly used for work related purposes than for social and personal purposes and that compared to other parties, academicians used more English.

Later, Akkakoson (1994) conducted a study addressing the business communication in English among the top Thai companies. The study participants were selected from 17 human resource management representatives from three different level companies, namely high-level companies, middle-level companies and low-level companies. The study findings emphasized the important role of English in business communication and the significance of all four language skills. The results indicated that English was an essential skill among the employees and that the human resource management representatives of the high-level companies viewed all the main skills very important for supervisory staff while the junior level staff only viewed listening and speaking as important. Moreover, the findings of the study revealed that the representatives of middle-level companies saw listening and reading as important for the supervisory positions, whereas the representatives of the low level companies viewed listening, speaking and writing as significant for supervisory roles.

A more relevant study to our study can be the one conducted by Ketkeaw (1997). The study investigated the English needs of Thai Airways International cabin

attendants. The study surveyed the participants' language needs and found that cabin attendants attached a significant role to the use of English especially the role of listening and speaking. The results also revealed that they used the four skills to a moderate degree though and that they believed that air stewards and air stewardesses had to improve their speaking and listening skills. Further, the participants of the study thought that air pursers and in-flight managers should work on all the four skills.

In another study carried out in Thailand, Yutdhana (2000) investigated the English language needs of business people in seven different businesses, namely health and education, agriculture, finance, handicraft, tourism, real state and design and trade. The findings of the study showed that English language was perceived as an important and required skill in business circles in Thailand.

Kuen (2001) investigated the communication needs of sales personnel of an owner-managers group of companies in Malaysia,. The study mainly focused mainly on the participants' productive and communicative skills of speaking and writing. The findings of the study highlighted the important role the participants ascribed to the role of English in business in Malaysia.

More recently, in one study conducted by Aunreun (2005), the English language needs of the travel agents were investigated in Thailand. The findings showed that the travel agents attached a great importance to the role of English in their careers and that they perceived speaking skill as the main required skill although they thought other skills were also necessary. The study results also indicated that the participants regarded grammar and pronunciation as not very important.

Furthermore, the results also indicated that the participants thought that they encountered numerous problems while speaking and that their main problem areas after speaking were grammar, appropriate expressions, translation and listening skills. The participants further mentioned that they encountered very few or no problems in vocabulary in their discipline-specific reading texts.

Moreover, Meemark (2002) addressed the English language needs and deficiencies of 11 groups of police forces working in the tourism section in Thailand. The findings of the study revealed that there was an urgent need for the PCI officers to improve all their main skills. Moreover, the listening skill was considered as the most important skills. The findings also recommended that the police forces be taught both by native English and Thai English teachers and that special training courses are designed to include the two main skills of listening and speaking as well as vocabulary.

Recently, Dejkunjorn (2005) investigated the language needs of Thai pilots and found that most of the participants considered their English proficiency as moderate and they regarded listening and speaking skills as the most important skills that they needed. The study results also indicated that the pilots thought that they needed to improve their listening and speaking skills and mispronounced some of the words while performing their flight duties.

Cowling (2007) conducted a NA on Japanese business companies by following a multiple-triangulation methodology through questionnaire, interviews, and observations. The study highlighted the effectiveness of using multiple data sources and multiple methodologies in gathering data for better NA. The study results

showed that great care and thought are needed in the initial stages (planning and execution stages) of course and syllabus design. The findings also revealed that the NA is far more complex than what is described in the course and syllabus design literature.

Further, Kassim and Ali (2010) did a study on engineering and ESL professionals and faculties across ten international companies in Malaysia. The study results emphasized the significance of model and course syllabus design that can meet the future needs of the university students after graduation. The results also indicated that the unemployment of a large number of Malaysian university graduates was due to their poor communication skills in English, that is, despite their qualification in other areas the companies sought graduates who had a good command of English. Finally, the two researchers recommended that to bridge the existing gap, the ESL experts should conduct a comprehensive NA and collaborate with subject matter specialists.

Similarly, Kandil (2008) addressed the high school Arab students' NA by investigating the problems that they faced through a mixed-method approach. The study results showed that the students received very little input in their language teaching context which was the main reason behind their low English proficiency at some schools.

Additionally, in another study Lockwood (2012) carried out a study on the perceptions of both stakeholders and the students at call centers in three different countries namely India, Costa Rica, and the Philippines. The results of the study indicated that students' communication deficiencies were due to their limited

repertoire of lexico-grammar and lack of cultural awareness, and inability in handling the dynamics of the telephone calls.

Moreover, Chan (2009) developed two checklists in an effort to evaluate and research the materials used in business English. The study drew on several theories and found that textbook materials evaluation through the two checklists revealed a lot about the program gaps and shortcomings. The researcher recommended that the same procedure be used in other business English programs in order to bridge the gap between research and the evaluation, development and use of materials.

Also, in a study on business reading skills, Forey (2004) compared the views of 15 English teachers and 12 business employees while interpreting two business memos. The study analyzed the social and textual aspects of the interviews and found that writing context and its interpretations play a very important role in work place environment. The results of the study also revealed that the participants of the study interpreted the memos differently indicating the importance of interpersonal interpretations in business places. The study also recommended that their results be used to improve writing skills in the work place environment.

Finally, Sorin (2006) conducted a NA on Korean business students who wanted to work in a business English environment in the US or in their country. The results of the study indicated the usefulness of 26 tasks through the help of interviews and questionnaires. The study also identified two levels in designing the task-based courses because one level failed to include all the employees' needs in English.

As these studies show, the various needs of various professions and fields have been addressed in different studies. For Erbil International Airport, the English language needs must be studied as they need English to perform their duties effectively and efficiently. This can also help the stakeholders come up with a better plan to train Passport Control and Immigration Department employees which will ultimately lead to better and quality services by these personnel.

Chapter 3

METHODOLOGY

3.1 Introduction

Chapter three reviews the methodology employed in the study. It includes five sections namely the design of the research, the population from which the participants were selected, the sampling procedure, data collection and data analysis procedure.

3.2 Research Design

This study investigated the occupational English language needs of PCI Department employees at Erbil International Airport in Northern Iraq. Since English language skills are a necessity for the Passport Control and Immigration Department employees at the Airport especially in today's globalized world, the identification of their English language needs is an important issue. The present study utilized a mixed-methods approach by collecting data both quantitatively and qualitatively. First, the researcher used a survey to identify the English needs of KRG International Airport in the city of Erbil in Northern Iraq. A questionnaire was used to gather data on the English needs of one hundred research participants and then 11 research participants were also interviewed to gain a better and in-depth understanding of the research participants' English needs and deficiencies. The design also allowed the researcher to gain a better insight into the needs of the study subjects.

3.2.1 Validity and Reliability of the Questionnaire

In this section, we will discuss the validity and reliability of the instruments used to collect data for this study.

3.2.1.1 Validity

The questionnaire used in this study has been used in a number of studies which was developed through reference to various relevant literatures by considering the needs analysis of various research participants in different educational and linguistic settings. Moreover, both the questionnaires and interview questions were rigorously cross-checked by the research supervisor and advisor as well as the thesis committee members. After piloting, some minor modifications were made which can indicate the face and content validity of the study instruments.

3.2.1.2 Reliability

To assess the reliability of the questionnaire, ten employees at Erbil International Airport responded to the questionnaire in a pilot study in September 2017. The pilot study was conducted in order to check the participants' content understanding of the questionnaire. The collected questionnaires were also calculated for the reliability coefficient using the Cronbach Alpha method. A reliability coefficient of 0.936 was reported by the result which is a high reliability indication for social sciences and humanities.

3.3 Population

3.3.1 Study Participants

The population from which the study subjects were selected in this study was 150 staff working for Erbil International Airport in September 2017. The participants were from Passport Control and Immigration department at Erbil International Airport. The officers and employees were selected for this study as they mainly used English to communicate face to face with foreign passengers and as they have to write their daily reports in English. The sampling used in this study was based on availability that is the available number of Passport Control and Immigration Department employees were contacted and they expressed willingness to participate in the study. Since they worked on different shifts, the researcher had to go to the airport several times during September and October 2017. They also asked the researcher to share his research findings with them.

3.4 Data Collection

After obtaining the permission from the department in conducting research in the context under study, the researcher approached the department of PCI in Erbil with the research letter from the EMU. The researcher introduced himself and explained the purpose of his study to the managing director of Erbil International Airport in order to obtain permission to conduct his study. After obtaining the required permission, the researcher printed out and prepared 150 copies of the questionnaire. The researcher then was accompanied by an officer and he distributed his questionnaires to the available staff within 30 days between 15th of September to 15th of October. At first 10 copies were distributed for the pilot study. Then a total of 140 Copies were handed out to Passport Control and Immigration Department employees who were on duty between the specified dates at the Airport. While filling in the

questionnaires the participants were asked if they would like to participate in the interview and around 11 participants were also interviewed during the same period on the spot after completing the questionnaires. Ninety questionnaires were filled in but five questionnaires were removed from the study since they were not properly filled out.

3.5 Data Analysis

After collecting the questionnaires, the data were entered into the SPSS software program and some statistical values such as frequencies, and percentage were obtained. Further, the English needs and difficulties experienced by the study participants were also calculated through the five-point Likert scale questionnaire. Moreover, the semi-structured interviews were also collected and read several times. Then the interview questions were also analysed one by one by following a thematic analysis. The data from these sections were read several times and the emerging themes which were mostly based on the questions were identified and explained.

3.6 Research Instruments

3.6.1 The Questionnaire

The questionnaire used in the study to collect the quantitative data was adapted from Tangniam's (2007) study. The questionnaire was translated into Kurdish by an expert translator and for the sake of its validity; it was cross-checked by two independent ELT professors at University of Raparin and University of Sulaimani. The questionnaire consisted of three main parts. The first part is concerned with the biographical as well as the general data of the participants which included general information of the study participants namely gender, age, educational background, position, rank, the number of English courses attended and importance of those

courses, their opinion regarding the importance and function of English in their jobs and how they perceive their English level.

The second part is concerned with General opinions regarding the language four main skills namely listening, speaking, reading and writing. The participants of the study were required to rate their levels of English skills based on five-Likert scale items of Excellent (5), good (4), fair (3), poor (2), and very poor (1). The participants were also asked to rank their English language needs in the four main domains according to the five - point Likert scale as follows:

5 - Extremely needed

4 - Mostly needed

3 - Moderately needed

2 - Slightly needed

1 - Least needed

Further, the participants were also asked to rate the difficulties of the four main skills in the form of a five-point Likert scale as follows:

5 - Extremely difficult

4 - Mostly difficult

3 - Moderately difficult

2 - Slightly difficult

1 - Least difficult

The third part asked the participants to rate their needs in using the main skills on a five-point Likert scale as follows:

5 - Extremely needed

4 - Mostly needed

3 - Moderately needed

2 - Slightly needed

1 - Least needed

3.6.2 Interview

The second form of data was obtained through interviews with 11 participants. The interview questions were adapted from an interview used by Park (2015) and were translated into Kurdish by an expert translator for the ease of understanding by the research participants. For validity purposes, like the questionnaire section, the translation was checked by two independent ELT professors at University of Raparin and University of Sulaimani. The interviewees were employees working at the airport and ranged in age between 28 to 39. The interviews were conducted in Kurdish and were audio-recorded. The interview included 11 open-ended questions asking the participants to identify the main skills they needed, difficulties they experienced and deficiencies and shortcomings they encountered.

3.7 Chapter Summary

This chapter described the design of the research which was a mixed-methods design. Further, the information on the population of the study was presented. Additionally, the information on the participants of the study was offered. Moreover, the sampling procedure was explained and discussed in details. Furthermore, data collection was described and finally data analysis procedure was discussed.

Chapter 4

RESULTS AND FINDINGS

4.1 Introduction

In this chapter, the findings and results of both the questionnaires and the interviews obtained from the officers and employees working at passport and immigration control at Erbil International Airport. The results of the study are tabulated which shows the statistical values such as frequency, percentage, mean and standard deviation. The interview section is also analyzed based on the emerging themes and some categories were offered.

4.2 Quantitative Data Result Analyses

In this section, the general information about the participants, General opinions regarding the language four main skills namely listening, speaking, reading and writing and the participants' assessment of their language needs will be described.

4.2.1 General Information

This section describes the general information obtained about the 85 officers and employees at passport control and immigration at Erbil International Airport who filled out the questionnaires. The section included information on participants' age, gender, educational background, duration of experience in the job, and their current position.

Table 4.1: Participants' age range

Year	Frequency	Percentage	Valid Percentage	Cumulative Percentage
27	4	4.7	4.7	4.7
28	2	2.4	2.4	7.1
29	4	4.7	4.7	11.8
30	18	21.2	21.2	32.9
31	14	16.5	16.5	49.4
32	10	11.8	11.8	61.2
33	18	21.2	21.2	82.4
34	4	4.7	4.7	87.1
35	6	7.1	7.1	94.1
36	1	1.2	1.2	95.3
37	2	2.4	2.4	97.6
39	1	1.2	1.2	98.8
43	1	1.2	1.2	100.0
Total	85	100.0	100.0	

Table 4.1 displays information on the participants' age range. As the table indicates, around 70 percent of the participants were between 30 and 33 years of age; around 12 percent of the participants were under thirty and around 18 percent were 34 years or over.

Table 4.2: Gender distribution

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Male	80	94.1	94.1	94.1
Female	5	5.9	5.9	100.0
Total	85	100.0	100.0	

As table 4.2 indicates, the majority of the participants, around 94 percent, were male while only around 6 percent were female.

Table 4.3: The educational background of the participants

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Bachelor	69	81.2	81.2	81.2
Master	2	2.4	2.4	83.5
Others	14	16.5	16.5	100.0
Total	85	100.0	100.0	

The educational background of the participants revealed that around seventy two percent of the participants in the study held a university degree, that is, around seventy percent had a bachelor degree and two percent held a master's degree while the rest had no university degree.

Table 4.4: The duration of experience in the job

How many years have you been working at the airport?				
Years	Frequency	Percentage	Valid Percentage	Cumulative Percentage
2	1	1.2	1.2	1.2
4	8	9.4	9.4	10.6
5	3	3.5	3.5	14.1
6	35	41.2	41.2	55.3
7	14	16.5	16.5	71.8
8	9	10.6	10.6	82.4
9	7	8.2	8.2	90.6
10	5	5.9	5.9	96.5
11	1	1.2	1.2	97.6
12	2	2.4	2.4	100.0
Total	85	100.0	100.0	

The next category of the biographical information was to do with the duration of their experience in the job. Table 4.4 shows that around 1 percent of the participants had around 1 to two years of experience, around 90 percent had between 4 to 10 years of experience while around 10 percent had more than 10 years of experience. The table also shows that 40 percent of the participants had six years of experience in the job indicating the recruitment of forces at that particular time.

Table 4.5: The current position in the job

What is your current position?				
	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Manager	1	1.2	1.2	1.2
Passport Control	54	63.5	63.5	64.7
Visa Section	2	2.4	2.4	67.1
Immigration and Passport Section	28	32.9	32.9	100.0
Total	85	100.0	100.0	

Table 4.5 shows that 63 percent of the participants worked at Passport Control section, 2 percent worked at Visa Section and around 33 percent at the Immigration and Passport Section of Erbil International Airport.

4.2.2 General Opinions Regarding the Four Main Language Skills

This section of the questionnaire delved into the participants' opinions with regard to their four main language skills. This section asked the participants what role English played in their job, how they regarded their language skills, if they received any training on their language skills, how often they used or needed the stated skills and what difficulty they encountered while they were using those skills.

Table 4.6: The importance of English

Is English important for your present job?

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	81	95.3	95.3	95.3
No	4	4.7	4.7	100.0
Total	85	100.0	100.0	

When the participants asked about the importance of English in their job, more than 95 percent of the respondents acknowledged the importance of English in their jobs while only five percent thought that English is not important in their job.

Table 4.7: The provision of training courses for the staff

Does airport provide adequate English course for you?

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	7	8.2	8.2	8.2
No	78	91.8	91.8	100.0
Total	85	100.0	100.0	

As table 4.7 shows around 90 percent of the respondents said that the airport had not provided any English courses for them. Therefore, a large majority of the respondents believed that they did not receive any instruction in English at their job.

Table 4.8: Participants' opinion on their main skills

	Very poor	Poor	Fair	good	Excellent
How do you rate your listening skill?		15.3	32.9	37.6	14.1
How do you rate your speaking skill?		17.6	51.8	24.7	5.9
How do you rate your reading skill?		18.8	28.2	48.2	4.7
How do you rate your writing skill?	1.2	15.3	36.5	42.2	5.9

With regard to how the participants rated their four main skills, the findings in table 4.8 were obtained. With regard to their listening skills, more than half the participants regarded their skills as either good or excellent while less than half the participants considered their listening skill either poor or fair. With regard to speaking skill, around 70 percent of the respondents thought that their speaking skill is not good while only around 30 percent considered their speaking skill as good or excellent. However, more than 50 percent of the students considered their reading skills as good or excellent while less than half of the respondents thought that their reading skills were fair or poor. Further, as table 4.8 indicates that the participants of the study considered their writing skill as better compared to the other skills as only around 16 percent thought that their writing skill was either poor or very poor while the majority considered their writing skill fair, good or excellent.

Table 4.9: Participants' use of four main skills in their job

	least	A little	somewhat	A lot	most
how often do you need to use the listening skill?		15.3	21.2	38.8	24.7
how often do you need to use the speaking skill?		11.8	18.8	28.2	41.2
how often do you need to use the reading skill?	14.1	17.6	30.6	27.1	10.6
how often do you need to use the writing skill?	20	24.7	30.6	18.8	5.9

Table 4.9 shows how often the respondents needed to use their four main skills in their job. More than sixty percent stated that they needed to use the listening skill a lot in their job while only less than 37 percent believed that they did not need the listening skill as much in their job. Further, around 70 percent of the respondents mentioned that they used speaking skill to a large extent in their job while only around 30 percent saw less or little need in using their speaking skill. Moreover, with regard to the respondents' use of reading skill in their related jobs, around 40 percent of the participants believed that they needed to use reading skills a lot or most in their jobs while more than sixty percent described their use of reading skills as somewhat, little and the least in their respective jobs. Finally, when the participants were asked about how often they needed to use writing skill in their jobs, around 25 percent stated that they needed to use writing in their jobs a lot or most while 75 mentioned that they needed to use the writing skills in their jobs sometimes or little or the least.

Table 4.10: The level of difficulty experienced in the four main skills

	Least	A little	Somewhat	A lot	Most
Listening	4.7	24.7	40	21.2	9.4
Speaking	2.4	22.4	40	24.7	10.6
Reading	18.8	38.8	29.4	9.4	3.5
Writing	34.1	28.2	21.2	11.8	4.7

Table 4.10 shows the difficulty experienced in different skills by the respondents, as the table shows around 30 percent said that they experienced listening-skill related difficulty a lot or most in their jobs while 70 percent mentioned that they experienced such difficulties somewhat, a little or the least in their jobs. The next difficulty was to do with speaking skill which around 35 percent of respondents mentioned that they experienced a lot or most difficulty while 40 percent said that they somewhat experienced difficulties in this specific skill. Surprisingly, only around 13 percent stated that they experienced a lot or most difficulty in their reading skill while around 58 percent mentioned that they experienced a little or the least difficulty in this area. The last question in this table is to do with writing skill which as table 4.10 indicates only around 16 percent experienced to a large extent difficulty in this regard while around 63 percent experienced a little or the least difficulty in this specific skill.

4.2.3 The Participants' Assessment of Their Language Needs

The last section of the questionnaire was to do with the assessment of the participants of their various needs. This section asked the respondents to assess their difficulties experienced in different areas.

Table 4.11: The participants' assessment of their listening skill needs

To what extent do you need the listening skills for	Least	Slightly	Moderately	Mostly	Extremely
Listening to and understanding what passengers want?	2.4	8.2	22.4	31.8	35.3
listening to passengers' complaints?	3.5	9.4	29.4	29.4	28.2
listening to personal details and information?	11.8	20	24.7	25.9	17.6
for listening to conversations by phone	30.6	18.8	28.2	3.5	18.8

This section of the questionnaire asked the participants about the extent they needed the listening skill for different purposes. The first question asked the respondents to what extent they needed the listening skill for listening and understanding what passengers want. Around 67 percent said that they needed the listening skill mostly and extremely for this purpose, around 23 percent mentioned that they needed listening skill moderately and around 11 percent stated that they needed this skill slightly or the least. Further, in response to what extent the respondents needed listening skill for listening to passengers' complaints, around 58 percent said that they needed the listening skill mostly or extremely for this purpose. About 30 percent stated that they needed this skill moderately and around 13 percent said that they needed listening skill slightly or the least.

Moreover, as table 4.11 shows the percentage on what extent the participants needed listening skill for listening to personal details and information, around 44 percent said that they needed the listening skill mostly or extremely for this task. About 25 percent said that they moderately needed listening skill for this purpose while around 32 percent remarked that they slightly or very least needed this skill. Finally, the data on the extent the respondents needed listening skill for listening to conversations by phone indicates that around 22 percent needed listening skill mostly or extremely for this purpose, 28 percent needed this skill moderately, and around 50 percent did not see much need for listening skill for this particular purpose.

Table 4.12: The participants' assessment of their speaking skill needs

To what extent do you need speaking skill for	Least	Slightly	Moderately	Mostly	Extremely
welcoming, greetings and farewell to passengers?	1.2	3.5	15.3	37.6	42.4
inquiring about passengers' information and needs?		9.4	18.8	36.5	35.3
making polite requests and refuses?	1.2	11.8	27.1	31.8	28.2
providing and explaining information about flight itineraries and other services?	3.5	11.8	28.2	29.4	27.1
offering assistance?	3.5	2.4	25.9	40	28.2

conducting conversations by phone?	28.2	21.2	21.2	22.4	7.1
apologizing when mistakes made?	3.5	8.2	30.6	31.8	25.9
expressing gratitude when passengers give compliments?	2.4	5.9	21.2	25.9	44.7
pronouncing English words properly?	5.9	5.9	34.1	25.9	28.2
speaking with appropriate word intonation?	3.5	9.4	25.9	36.5	24.7
speaking using airline terminology?	7.1	9.4	20.0	41.2	22.4
speaking politely according to grammatical rules and social etiquette?	1.2	5.9	25.9	45.9	21.2

Table 4.12 displays the percentage and frequency of the extent of need for speaking skill for various purposes. With regard to the extent of need for speaking skill for welcoming, greetings and farewell to passengers, as the table shows around 80 percent of the respondents needed speaking skill for this purpose mostly or

extremely. Though around 20 percent said that they needed the speaking skill moderately, slightly or the least for this particular purpose.

Further, as the table shows around 72 percent said that they needed the speaking skill for inquiring about passengers' information and needs, while only 28 percent said that they needed the speaking skill slightly or moderately for this particular purpose. Additionally, considering the extent that the respondents needed speaking skill for making polite requests and refuses, around 60 percent said that they needed the speaking skill mostly or extremely for this purpose, while only 30 percent said that they needed the skill moderately or slightly for this purpose. Also, Table 4.12 displays the percentage of need for speaking skill for providing and explaining information about flight itineraries and other services. As the table shows, around 57 said that they mostly or extremely needed the skill for this purpose while around 39 percent said that they needed the skill to a slight or moderate degree for the particular purpose.

Moreover, table 4.12 shows the degree the respondents needed the speaking skill for offering assistance. In this regard, around 69 percent extremely or mostly were in need of speaking skill for this particular purpose while around 28 percent said that they needed this skill to a slight or moderate degree for the purpose. Besides, around 30 percent were extremely or mostly in need of speaking skill for conducting conversations by phone while 21 percent said that they needed the skill for this particular purpose moderately. Around 49 percent stated that they needed the speaking skill to a slight or very least degree for the task.

In addition, table 4.12 shows to what extent the respondents needed speaking skill for apologizing when mistakes made. Around 60 percent said that they needed the speaking skill for this particular task mostly or extremely. About 30 percent said that they moderately needed the skill for the task, while only 10 percent saw very slight or least need for the skill for performing the task. Table 4.12 also shows the percentage of need for speaking skill for expressing gratitude when passengers give compliments. As the table shows around 70 percent said that they extremely or mostly needed the skill for this task, while only 21 percent said that they moderately needed the skill for performing such as task. Furthermore, around 54 percent of the respondents said that they needed speaking skill for pronouncing English words properly, thirty-four percent said that they moderately needed the skill for the task while only around 11 percent saw the least or slight need for the skill to do the task.

By the same token, 61 percent of the respondents mostly or extremely needed speaking skill for speaking with appropriate word intonation, 26 percent moderately and around 13 percent slightly or least needed the skill for speaking with appropriate word intonation. On the other hand, table 4.12 displays the information on the degree of need for speaking skill for speaking using airline terminology. In this regard, around 64 percent said that they mostly or extremely needed the skill, while 20 percent moderately, and around 16 percent slightly or least needed the skill to speak using airline terminology. Finally, the findings on the extent of need for speaking skill for speaking politely according to grammatical rules and social etiquette, around 67 percent said that they mostly or extremely needed the skill, while around 26 felt a moderate need for this skill to perform politely according to grammatical rules and social etiquette.

Table 4.13: The participants' assessment of their reading skill needs for reading passengers' travel documents

To what extent do you need reading skill	Least	Slightly	Moderately	Mostly	Extremely
for reading passengers' travel documents?	5.9	7.1	29.4	17.6	40.0
for reading emails and faxes?	30.6	21.2	28.2	9.4	10.6

In response to the extent of need for reading passengers' travel documents (table 4.13), around 58 percent said that they extremely or mostly needed reading skill for such a purpose while around 30 percent moderately and around 17 percent slightly or very little needed the reading skill for reading passengers' travel documents. Further, the statistics on the respondents' needs for reading emails and faxes indicated that around 20 percent stated that they mostly or extremely needed this reading skill while 28 percent moderately, 21 percent slightly and 30 percent least needed the skill.

Table 4.14: The participants' assessment of their writing skill needs

To what extent do you need writing skill	Least	Slightly	Moderately	Mostly	Extremely
for conducting telexes correctly to aviation format?	32.9	24.7	29.4	4.7	8.2
for writing daily reports?	25.9	29.4	27.1	4.7	12.9

	42.4	29.4	17.6	2.4	8.2
for writing messages for passengers?					
for issuing airline documents?	38.8	31.8	18.8	2.4	8.2

Table 4.14 shows the respondents' need for writing skill in conducting telexes correctly to aviation format. As the table indicates around 13 percent said that they mostly or extremely needed this skill while around 58 percent slightly or least felt the need for such a skill. Further, in response to the extent of need for writing daily reports, around 18 percent said that they mostly or extremely needed the skill while around 56 slightly or least and around 27 moderately expressed the need for such skills. Also, the results on the extent of need for writing skill in writing daily messages for passengers, around 72 percent said that they least or slightly needed the skill for such purposes, while around 18 percent and around 11 percent said that they needed the skill moderately or most/extremely respectively. Finally, in response to the last question on the respondents ideas about the extent they needed the writing skill for issuing airline documents, more than 70 percent said that they very least or slightly needed the writing skill for this purpose, while around 19 percent said that they moderately needed this skill and only around 11 percent said that they mostly or extremely needed this skill.

Finally, to evaluate the reliability of the instrument of the research, a Cronbach's Alpha analysis was run on the items. As table 4.41 shows, a high reliability (0.93) was reported for this study.

Table 4.15: Reliability evaluation

Reliability Statistics

Cronbach's Alpha	N of Items
.936	34

4.3 Interview Results

The analysis of the interview section was done question by question as it was a semi-structured interview. The first section of the biographical information revealed the following information about the respondents.

The Biographical Information

The respondents ranged in age from 28 to 39 years old. They were 9 male participants and 2 female participants. They all held a bachelor degree at the time of data collection.

Question1. How many years have you served in the Erbil International Airport? In which career field have been serving?

The respondents worked at Visa, Passport Control, and Management Department from 4 to 12 years.

Question2. While you work as airport officer or employee, in what situations, what kinds of tasks do you need to carry out using English?

Most of the respondents said that they mostly talked to the passengers during passport control and their visas. For example one of the respondents remarked "when

I speak with the passengers for passport control reason ask about the passengers where they came and how long they stay in Erbil we give them visa" (third interview).

Another interviewee said that he also gave them instruction during passport control "checking passport and helping passengers by giving them instructions" (interview 9).

The eleventh interviewee said that she also uses English for reading emails and faxes in the Passport Control and immigration Department "I use English for reading and reading e mails and instructions in the passport department" (interview 11).

Question3. Do you usually get help while speaking in English? If yes, from whom? Interpreters? Experts? Others?

To this question, different responses were offered. Some said that their English was good so they needed no help. Some said that they took helps from the experts, friends, colleagues, even from dictionaries. One respondent offered a different response though: "before I took a help from the experts but now I learnt what language is used at the airport, the same repetitive questions, generally I can say this is English for travellers, like business English" (interview 2). So as the extract indicated, this person has developed the strategies to communicate with the passengers.

Question4. If you can take an English course, what would you want to learn in the class?

In response to this question, most of the respondents stated that they needed courses on speaking and listening although some also added that reading, writing, grammar, pronunciation and vocabulary were also important. Further, one respondent mentioned that a general English course and another mentioned that an everyday English course for welcoming and greetings are also important.

Question5. Could you rank the importance of the four language skills in order of importance for performance of the tasks?

To this question, most of the respondents believed that speaking and listening are the first two main skills and then reading and writing. However, the eleventh interviewee said that reading and writing are the first ones and then speaking and listening skills follow. One of the respondents said that "speaking and listening are the main skills that we need here at the airport as we deal with foreign passengers and tourists but reading and writing skills are basically not a priority in our career" (interviewee 11).

Question6. What level of each English skill do you think is needed for successful accomplishment of the tasks given to airport officers?

To this question all respondents unanimously mentioned that a good level of English in all the four main areas is necessary.

Question7. What language area do you think is needed for successful performance in linguistic knowledge: grammar, vocabulary and phonology?

To this question, all of the stated skills were regarded as important though the order and importance varied. One participant said that "firstly you should know the

vocabulary, word meaning then how to arrange this word properly, last how to pronounce these words" (interview 7).

Question8. What kinds of contents do you think is necessary to be taught in English courses?

The responses varied, speaking and listening skills were what most respondents said they needed, although other skills such as grammar reading, writing and vocabulary were mentioned by some. One interviewee stated that "reading and writing are not important only speaking and listening are important" (interview 3). Another respondent said that "speaking and reading are important because we know some vocabulary it is usually used by airport officers" (interview 4).

Question9. Have you ever experienced any miscommunications caused by your conversation partners' cultural difference? If yes, could you describe those situations?

About half of the respondents said that they encountered no problem while half said that they encountered problems. One interviewee mentioned that he encountered no problem, "there is a unique language generally at the airport that is body language I can make the questions clear for the passengers" (interview 1). Some also said that they called their friends or colleagues when problem arose.

Question10. Do you think that your English knowledge is sufficient for your work?

More than half said that their English is not sufficient while less than half of the respondents thought their English was sufficient.

Question11. How important is English language in your current job?

All the participants unanimously referred to the important role of English in their job and it seemed that they quite well knew its significance in their job. For example, one respondent explained, "Yes it is very important in my job because English language becomes the international language nowadays, I can speak with all nationality in English in general, like, Turkish, German and Arabs" (interview 1). Another interviewee stated, "English language is very important in my job because if you get any help from any one, he may translate incorrectly what is happening between you and the passengers and it may lead to confusion" (interview 3). Even another interviewee explained "English is a much needed language specially for officers because we have direct contacts with the foreign passengers" (interview 6).

4.4 Summary

This chapter presented the results and findings from both the qualitative and quantitative data. In the first section, the data gathered through the questionnaire was presented. The section consisted of three sections namely general information, general opinions regarding the language four main skills, the participants' assessment of their language needs. The obtained data for each section was presented. Further, the results obtained through the interview section were provided.

The first finding of the study indicated that around half or more of the participants considered their listening, reading and writing skills as either good or excellent while around 30 percent thought that their speaking skill is either good or excellent. The next finding of the study was related to the extent they needed to use the four main language skills. In this regard, more than 63 percent and around 70 percent of the participants said that they needed the listening skill and speaking skill respectively a

lot and most in their jobs. While the other two skills reading and writing were not considered as much needed as the two aforementioned skills. Further, the findings revealed that more than 30 percent of the participants experienced a lot or most difficulties in listening and speaking skills while only 40 percent experienced somewhat difficulties in the listening and speaking skills. Moreover, the findings showed that around half or more of the participants experienced a little or very little difficulty in reading and writing skills.

The findings from the interview section showed that the majority of the participants viewed speaking and listening as the most important and the most needed skills than the reading and writing skills. The participants were also well aware of the role of English as an international language and as the medium of communication with the foreign passengers and travellers. In the next chapter, the results of the study will be discussed in details.

Chapter 5

CONCLUSION

In this chapter, the discussions of the findings on the needs analysis of the Passport Control and Immigration Department employees at Erbil International Airport are presented. Further, the implications of the study together with suggestions for further research are also presented which offers a guideline on course development for the current as well as future employees working at Erbil International Airport.

5.1 Discussion of the Study

In this section, the findings of the study presented in chapter four will be discussed in details. The discussion of the main findings revolving over the four research questions presented in chapter 1 are described and explained in details in this section.

5.1.1 The Assessment of the Employees' Four Main Skills

The finding of the study indicated that around half or more of the participants considered their listening, reading and writing skills as either good or excellent while around 30 percent thought that their speaking skill is either good or excellent. This indicates that the participants of the study thought that their speaking skill is not as good as their three other skills. Moreover, it can also show the significance of speaking skill in the lives of these employees as they have to directly deal with foreign passengers and communicate with them about their wants and needs. This finding of the study is in line with the findings of Ketkeaw's (1997) study in which the participants attached a significant role to the use of English especially the role of listening and speaking. Further, our findings corroborate the findings of the research

conducted by Aunreun (2005), in which the travel agents attached a great importance to the role of English especially by considering speaking skill as the main required skill. It should be also noted that more than half of the research participants rated their speaking skill as fair, suggesting that half the participants thought that their speaking skill is enough for their job. This was also found in the interview data as most of the participants thought that their English is enough for them to do their daily routine activities.

5.1.2 The Participants' Use of their Four Main Language Skills

The next finding of the study was related to the extent they needed to use the four main language skills. The first section of the questionnaire was related to the four main skills and the second part asked the participants to identify the extent they needed the four skills for different purposes. More than 63 percent and around 70 percent of the participants said that they needed the listening skill and speaking skill respectively a lot and most in their jobs. While the other two skills reading and writing were not considered as much needed as the two aforementioned skills. This shows that the participants of the study are aware of their most needed skills as they have to communicate with foreign passengers and travellers in their jobs hence requiring skillfulness in the two communicative skills of listening and speaking. The results of the study also revealed that listening and speaking are by far the most necessary skills for the research participants. This finding is in line with previous research findings (Aunreun, 2005; Ketkeaw, 1997, Tangniam, 2006).

5.1.3 The Functional Needs of English for Various Purposes

Among the four main skills, listening is considered to be the second most needed skill after speaking for the Passport Control and Immigration Department employees at Erbil International Airport. Most of their duties concern face-to-face

communication with the passengers before departure and upon arrival of the flights. They have to listen to passengers' wants, complaints, personal information and appreciative comments on a daily basis. They should also conduct and answer telephone calls regarding the flight details. Moreover, they need to listen to various accents of native and nonnative English speakers coming from different nationalities. As a result, they have frequent contacts with passengers, tourists and travellers and thus should get used to various accents and varieties of English.

As the findings indicate in this section, we can conclude that listening is one of the main concerns of these employees after speaking skill. In this regard we can point to the fact that more than 67 percent of the employees said that they needed listening skill mostly and extremely for listening to and understanding what passengers want and for listening to passengers' complaints. That is, these two functions were considered mostly and extremely needed for the airport employees.

Further, speaking skill was considered as the first most needed skill for the employees. In this regard, the finding of this study was similar to the results of the study conducted by Aunruen (2005) which indicated that speaking and listening skills were the mostly needed two skills for the travel agents in Thailand up when they communicated with foreign customers. In this study, the airport employees said that around 80 percent of the respondents mostly or extremely needed speaking skill for welcoming, greetings and farewell to passengers. This is an indication of the significance of speaking skill for this particular purpose. Therefore, the authorities can provide some training in this special area for the respondents. Such a training course might include aspects such as expressing gratitude in English, knowing about the social etiquettes, politeness, as well as grammar rules, correct pronunciation of

words, sentence stress and intonation to name just a few which were highlighted as the most needed areas for development in this survey. Moreover, around 70 percent said that they extremely or mostly needed the speaking skill for expressing gratitude when passengers give compliments. This can also show the need of speaking skill for this particular purpose. Besides, the need for speaking politely according to grammatical rules and social etiquette was another mostly needed speaking skill as around 67 percent said that they mostly or extremely needed the skill. This also shows the growing awareness of the participants over the need to know the grammatical rules as well as the social etiquette of the target language in dealing with passengers and travelers appropriately. Additionally, the need for providing and explaining information about flight itineraries and other services and the need for apologizing when mistakes made were the mostly and extremely needed by more than 56 percent of the employees. This also shows the importance of these speaking skills for the employees. Further, offering assistance was another speaking skill which was considered to be mostly and extremely needed by around 70 percent of the participants. This shows that the employees are willing to offer assistance in case of any need. The need for expressing gratitude when passengers give compliments and the need for speaking with appropriate word intonation were also regarded to be mostly and extremely needed by more than seventy percent of the participants of the study. Finally, the need for pronouncing English words properly and for speaking using airline terminology were also thought to be mostly and extremely needed by the airport employees and staff. These also show the growing awareness over standard pronunciation and the need for special terminologies as one of the interviewees also mentioned that they needed each skill for very particular purposes.

Further, the need for reading passengers' travel documents was regarded as mostly or extremely needed by more than 57 percent of the employees while the majority of the participants stated that they saw very little, least or somewhat need for other reading and writing purposes. This again shows that the airport employees and staff saw reading and writing skills as not much needed which can be due to the fact that they mostly need English for speaking and listening purposes.

5.1.4 The Level of Difficulties Experienced in Using the Four Main Skills

This findings of this section revealed that more than 30 percent of the participants experienced a lot or most difficulties in listening and speaking skills while only 40 percent experienced somewhat difficulties in the listening and speaking skills. Further, the findings showed that around half or more of the participants experienced a little or very little difficulty in reading and writing skills. This is also, as we mentioned earlier, due to the fact that most of the communication taking place between the employees and the passengers are done through speaking and listening while reading and writing are only used for very limited purposes. This finding is similar to the findings of the study by Meemark (2002) and Tangniam (2006). They also found that listening and speaking are considered as the most difficult skills.

However, around sixty percent of the study participants said that experienced very little or least difficulty in their reading skills. This showed that the respondents experienced more difficulty in speaking and listening skills than reading or writing which can be also ascribed to very low need for readings that they do in their jobs as it seems that they read very specific texts which they have enough experience or background knowledge on. This trend was also repeated in the writing skill as more than sixty percent said that they experienced very little or least difficulty in their

writing skill which can again be related to very limited writing that these employees do in English.

5.1.5 The Participants' Perceptions of English Language Needs

In the interview section, the majority of the participants mentioned that speaking and listening are the most important and the most needed skills than the reading and writing skills. The participants were also well aware of the role of English as an international language and as the medium of communication with foreign passengers and travellers. Some of the participants also considered their English as enough and one mentioned that since they needed English for very particular purposes, they pick up the necessary key words after staying at the job for a while.

5.2 Implications of the Study

English for Specific Purposes (ESP) is an approach to language teaching in which the language needs of the learners are identified. Moreover, ESP is designed to meet the specific needs of a specific group of learners (Evans and John, 1997). As a result, to identify the learners' needs we need to analyse their needs by specific purposes for which the learners use the language, the type of the language used, the requirements for beginner level, and the intended target level (Ellis & Johnson, 1994). This study can have several implications for the future research. One of the implications of this research is for the future training purposes. That is, the purposes for which employees expressed the most or extreme needs can be included in syllabus and materials designed for particular group of leaners. Therefore, specific courses can be designed to meet these employees' needs. Moreover, as the respondents of this study indicated speaking and listening skill should be included in the future courses and should receive priority over reading and writing skills. Moreover, the specific needs that the study participants mentioned should be included in the future syllabuses.

Such a course should also raise the learners' awareness over the importance of effective communication while considering politeness at the same time. It should also provide adequate knowledge on pronunciation, intonation, word stress by emphasizing the intercultural communication issues. Moreover, the course should provide some sections on different varieties of English so that these employees become used to different accents.

The employees also raised their concern over the need to receive instruction on speaking and listening skills. Therefore, the airport authorities and stakeholders should provide training on these skills for the betterment of their services which could include materials and activities such as role-plays in which trainees' practice both listening and speaking as well as pronunciation.

The company should also issue certificates and provide special promotions for English proficient employees with the highest score in an effort to motivate them. Moreover, intercultural communication issues should be brought into discussion in the training sessions especially by teachers and material designers in order to raise the awareness of the employees over verbal and non-verbal differences across various cultures and languages.

Furthermore, the researcher recommends technology-integrated classes for the employees as teachers of these courses can benefit a lot from various online clips, videos and files which can be used for listening practice. Also, transcription of such files can be used for language analysis and for grammar and vocabulary development. Moreover, with recent advances in multimedia technology, the learners of these courses can benefit a lot from various online sources and even can contact

people from other linguistic and cultural backgrounds which would help them improve their speaking and pronunciation.

5.3 Recommendations for Further Research

In this study we attempted to use the most immediate part of the main questionnaire used in previous studies in order to decrease the number of questions. Moreover, the pilot study helped us to focus on issues that were of concern in the context under study. Such piloting and reduction of the number of questions have also improved the reliability of the questionnaire we used in the study. Therefore, the future studies should consider such issues while investigating the various needs of the learners. Moreover, the researcher recommends that the future research focus on the types of strategies especially communication strategies that the employees need in order to communicate with passengers who experience language barriers. One limitation in this study was that the data came mainly from the respondents' perceived evaluation of their skills and needs. For a more objective needs analysis, future research might include a Standard English Proficiency Test to see their level in specific skills as well as observation of their actual performances with passengers to see their strengths and weaknesses in communication.

5.4 Chapter Summary

In this chapter, the four main findings of the study, the assessment of the employees' four main skills, The participants' use of their four main language skills and the functional needs of English for various purposes, the level of difficulties experienced in using the four main skills, the participants' perceptions of English language needs were described and explained in details by referring to the related findings of the study in chapter four. Moreover, some implications of the study were offered and some recommendations were made for the future research.

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APPENDICES

Appendix A: Questions for Semi-Structured Interviews

QUESTIONS FOR SEMI-STRUCTURED INTERVIEWS   پرسیارەکانی چاوپێکەوتن

1. Age تەمەن: _____

2. Gender;ڕەگەز: Female مێ ☐   Male نێر ☐

2. Educational background

پاشخانی پەروەردەیی

☐   هەڵگری بڕوانامەی بە کالۆریۆس Bachelor's Degree

☐   هەڵگری بڕوانامەی ماستەر Master's Degree

☐   هەڵگری بڕوانامەی دکتۆرا PhD Degree

Others (please specify) ئەوانی تر تکایە دیاری بکە ………………………..……….

1. How many years have you been served in the Erbil International Airport? In which career field have been serving?

ماوەی چەند ساڵە لەفڕۆکەخانەی هەولێری نێودەوڵەتی خزمەت دەکەی ؟ لە چ بوارێك خزمەت دەکەی ؟

2. While you work as airport officer or employee, in what situations, what kinds of tasks do you need to carry out using English?

کاتێك تۆ وەك ئەفسەرێك یان کارمەندێکی فڕۆکەخانە کاردەکیت لە چ بوارێك بۆ چ جۆرە کارێك زمانی ئینگلیزی بەکاردەهینی ؟

Situations بوارەکان	Tasks کارەکان	Communication Types جۆری پەیوەندی

3. Do you usually get help while speaking in English? If yes, from whom? Interpreters? Experts? Others?

ئایا یارمەتی وەردەگری لەکاتی قسەکردن بە زمانی ئینگلیزی؟ئەگەر بەلێ, لەکی؟, لەوەرگێر یان لەکەسانی شارەزا

4. If you can take an English course, what would you want to learn in the class?

ئەگەر ویستت کۆرسی زمانی ئینگلیزی وەربگریت , تۆ چیت دەوێت فێربیت لە پۆل ؟

5. Could you rank the importance of the four language skills in order of importance for performing the tasks?

ئایە دەتوانی پلە دابنێیت بۆ چوار کارەمەییەکەی زمانی ئینگلیزی بەگوێرەی گرینگی ئەنجامدانیی کارەکەت ؟

6. What level of each English skill do you think is needed for successful accomplishment of the tasks given to airport officers? (This question does **not** ask your level of English but **the required level** of English for airport officers.)

تا چ ئاستێك کارەمەیی زمانی ئینگلیزیت پێویستە بۆ ئەنجامدانی کارەکان بە سەرکەوتویی بۆ ئەفسەرانی فرۆکە خانە ؟ (ئەم پرسیارە بۆ زانینی ئاستی زمان نیە بەڵکو بۆ داواکاری ئاستی ویستراوی ئەفسەرانی فرۆکەخانەیە)

Language Skills کارامەییەکانی زمان	Required Levels ئاستی ویستراو
Speaking قسە کردن	
Listening گوێگرتن	
Reading خوێندنەوە	
Writing نووسین	

7. What language area do you think is needed for successful performance in linguistic knowledge: grammar, vocabulary and pronunciation?

بەبیرو رای تۆ چ بوارێیکی زمان پێویستە بۆ بەئەنجام گەیاندنی تەواوی زانستی زمانەوانی : رێزمان , ووشە , دەنگەکانی ئاخاوتن ؟

8. What kinds of content do you think are necessary to be taught in English courses?

چ جۆرە ناوەرۆکێك پێویستە بوترێتەوە لە کۆرسی زمانی ئینگلیزی ؟

9. Have you ever experienced any miscommunications caused by your conversation partners' cultural difference? If yes, could you describe those situations?

هیچ کات رووبەرووی لێك تێنەگەیشتن بویتەوە لەکاتی گفتوگۆکردن لەگەڵ کەلتوری جیاواز ؟ ئەگەر بەڵێ دەتوانی بوارەکە روون بکەیەوە ؟

10. Do you think that your English knowledge is sufficient for your work?

ئایە هەست دەکەی زانیاریەکانی زمانی ئینگلیزیت تا رادەیەك تەواوە لەکارەکانت ؟

11. How important is English language in your current job?

زمانی ئینگلیزی چەند گرینگە لە کاری ئێستات ؟

Appendix B: Questionnaire

Part 1: General information of the airport employee زانیاری گشتی دەربارەی فەرمانبەرانی فرۆکەخانە

Instruction: Please put **X** in the appropriate box or fill in the blanks provided.

تکایە نیشانەی [x] لە چوار گۆشەی گونجاو دابنیٚ یاخود بۆشاییەکان بە گونجاوی پڕبکەرەوە

1. Age: تەمەن: ---------

2. Gender: ڕەگەز: Female میٚ [   ]   Male نێر [   ]

3. Educational background پاشخانی پەروەردەیی

Bachelor's Degree   هەڵگری بڕوانامەی بەکالۆریۆس [   ]

Master's Degree   هەڵگری بڕوانامەی ماستەر [   ]

Others (please specify) ئەوانی تر, تکایە دەست نیشانی بکە .……………………..………

4. How many years have you been working at the airport? …………years:
ماوە چەند ساڵە لە فرۆکە خانە کاردەکەی ؟

5. What is your current position?
شوێنی ئێستای کارکردنت ؟

…………………………………………………………………...………..

6. Is English important for your present job?   Yes بەڵیٚ [   ]   No نەخیٚر [   ]
ئایە زمانی ئینگلیزی پێویستە بۆ کاری ئێستات ؟

7. Does airport provide adequate English courses for you?
ئایا فرۆکەخانە کۆرسی زمانی ئینگلیزیپێویستت بۆ دابین دەکات ؟

Yes بەڵیٚ [   ]   No نەخیٚر [   ]

8. For what reasons do you think English training course is important for you? (You can make more than 1 choice)

بەبیرو ڕای تۆ کۆرسی زمانی ئینگلیزی بۆ چ مەبەستیٚک گرنگە بۆتۆ؟   (دەتوانی زیاتر لە هەڵبژاردەیەك دابنیٚت)

[   ] To get promoted in your career in the future
بۆ پلەبەرزبوونەوە لەکارەکەت لە داهاتوو

[   ] To improve all skills in English to communicate with passengers in English more fluently.
بۆ باشتر کردنی کارامەیی لە زمانی ئینگلیزی و پەیوەندی کردن لەگەڵ گەشتیاران زیاتر بە ڕەوانی

[   ] To access all English entertainment channels such as movies, music, magazines, etc.
بۆ خزانەناو کەناڵە ئینگلیزیەکان وەك (فیلم ,مۆسیقا ,گۆڤار) هتد.……

Others (Please specify)………………………………………………..
ئەوانی تر تکایە دیاری بکە

Part 2: General opinions about language skills in using English: listening, speaking, reading and writing

بەشی دوو : ڕای گشتی لەبارەی کارامەیی لە بەکار هێنانی زمانی ئینگلیزی: گوێگرتن ,قسەکردن,خوێندنەوە , نوسین .

<u>Instruction</u>: Please put **X** into the appropriate box.

ڕێنمایی : تکایە نیشانەی [X] لە چوارگۆشەی گونجاو دابنێ

1. How do you rate your listening skills in English?

   چۆن کارامەیی گوێگرتنت ڕێژەدار دەکەیت ؟

   Excellent نایاب [ ]   Good باش [ ]   Fair ناوەند [ ]   Poor نزم [ ]   Very poor زۆر نزم [ ]

2. How do you rate your speaking skills in English?

   چۆن کارامەیی گفتوگۆکردن ڕێژەداردەکەی ؟

   Excellent نایاب [ ]   Good باش [ ]   Fair ناوەند [ ]   Poor نزم [ ]   Very poor زۆر نزم [ ]

3. How do you rate your reading skills in English?

   چۆن کارامەیی خوێندنەوەت ڕێژەدار دەکەی ؟

   Excellent نایاب [ ]   Good باش [ ]   Fair ناوەند [ ]   Poor نزم [ ]   Very poor زۆر نزم [ ]

4. How do you rate your writing skills in English?

   چۆن کارامەیی نووسینت ڕێژەداردەکەیت ؟

   Excellent نایاب [ ]   Good باش [ ]   Fair ناوەند [ ]   Poor نزم [ ]   Very poor زۆر نزم [ ]

5. In your job, how often do you need to use the following language skills?

   لەکارەکەت زیاتر پێویستیت بە کام کارەمەیی زمان دەبێت لەمانەی خوارەوە ؟

Skills کارامەیی	Most گەلیك زۆر	A lot زۆر	Somewhat هەندێك جار	A little کەم	Least زۆرکەم
Listening گوێگرتن					
Speaking گفتوگۆکردن					
Reading خوێندنەوە					
Writing نوسین					

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6. In your job, what level of difficulty do you encounter for the following language skills?

ئاستی ئەو بەربەستانە چین کە لەئەرکەکەت ڕوبەڕوی دەبیەوە لەم کارامەییانەی زمان کە لەخوارەوە دیاری کراوە ؟

Skills کارامەیی	Most گەلێك زۆر	A lot زۆر	Somewhat هەندێك جار	A little کەم	Least زۆرکەم
Listening گوێگرتن					
Speaking گفتوگۆکردن					
Reading خوێندنەوە					
Writing نوسین					

Part 3: The needs in using English skills: listening, speaking, reading and writing.

بەشی 3 : پێداویستیەکان لە بەکار هێنانی کارامەیی زمانی ئینگلیزی ؟

<u>Instruction:</u> **Please put X into the appropriate box.**

ڕێنمایی : نكایە نیشانەی ![X] لە چوارگۆشەی گونجاو دابنێ

1. To what extent do you need the following <u>Listening Skills</u> in your job?

تا چ ڕادەیەك پێویستیت بەم کارامەییانەی گوێگرتن هەیە کە لە خوارەوە یە لە ئەرکەکەت ؟

Listening Skills کارامەیی گوێگرتن	Extremely ئەو پەڕی زۆری	Mostly بە زۆری	Moderately مام ناوەندیانە	Slightly بە کەمی	Least زۆرکەم
- Listening to and understanding what passengers want. گوێگرتن و تێگەیشتن کە گەشتیار چی دەوێت .					
- Listening to passengers' Complaints گوێگرتن لە سکاڵای گەشتیار					
- Listening to personal details and information گوێگرتن لە زانیاریو زانیاری کەسی					
- Listening to conversations by phone گوێگرتن لەگفتوگۆ لە تەلەفۆن .					

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2. To what extent do you need the following **Speaking Skills** in your job?

تا چ ڕادەیەك پێویستیت بەم کارامەییانەی گفتوگۆ ھەیە کەلە خوارەوە یە لە ئەرکەکەت ؟

Speaking Skills کارامەیی گفتوگۆکردن	Extremely ئەوپەڕی زۆری	Mostly بەزۆری	Moderately مام ناوەندیانە	Slightly بەکەمی	Least زۆر کەم
- Welcoming, greeting and farewell to passengers. بەخێر ھێنان، سڵاو کردن، بەجێھێشتنی گەشتیاران					
- Inquiring about passengers' information and needs. پسیار کردن لەبارەی زانیاری دەربارەی گەشتیاران و پێداویستیەکان					
- Making polite requests and refuses ئەنجامدانی داواکردن و ڕەتکردنەوە بە ڕێزەوە					
- Providing and explaining information about flight itineraries and other services. پێشکەش کردن و ڕوون کردنەوەی زانیاری دەربارەی گەشتەکان و خزمەت گوزاریەکان					
- Offering assistance. پێشکەش کردنی یارمەتی.					
- Conducting conversations by phone. ئەنجامدانی پەیوەندی تەلەفۆنی					
- Apologizing when mistakes made. داوای لێبوردن کردن لەکاتی ڕودانی ھەڵەیەك					
- Expressing gratitude when passengers give compliments. دەربڕینی سوپاسگوزاری کاتێك گەشتیار ستایشت دەکات .					
- Pronouncing English word properly دەربڕینی ووشەکانی زمانی ئینگلیزی بە تەواوی					

	Extremely	Mostly	Moderately	Slightly	Least
- Speaking with appropriate word intonation. قسەکردن بەگونجاوی لەدەربرینی ووشەکان					
- Speaking using airline terminology correctly. قسەکردن وبەکارهێنانی زاراوەکانی هێلی ئاسمانی بەتەواوی.					
- Speaking politely according to grammatical rules and social etiquette. قسەکردن بەرێزەوە بەگوێرەی یاسارێزمانیەکان و ئەتەکێتی کۆمەلایەتی					

3. To what extent do you need the following **Reading Skills** in your job?

تا چ رادەیەك پێویستیت بەم کارامەییانەی خوێندنەوە هەیە کەلە خوارەوە یە لە ئەرکەکەت ؟

کارامەیی خوێندەوە Reading Skills	Extremely ئەوپەڕی زۆری	Mostly بەزۆری	Moderately مام ناوەندیانە	Slightly بەکەمی	Least زۆرکەم
- Reading passengers' travel documents. خوێندنەوەی بەلگەنامەکانی گەشتیاران.					
- Reading emails, faxes. خوێندنەوەی ئیمیل و فاکس					

3. To what extent do you need the following **Writing Skills** in your job?

تا چ رادەیەك پێویستیت بەم کارامەییانەی نووسین هەیە کەلە خوارەوە یە لە ئەرکەکەت ؟

کارامەیی نووسین Writing Skills	Extremely ئەوپەڕی زۆری	Mostly بەزۆری	Moderately مام ناوەندیانە	Slightly بەکەمی	Least زۆرکەم
- Conducting telexes correctly to aviation format. ئەنجامدانی تلێکس بەشێوەی فۆرمی فرین					
- Writing daily reports. نووسینی را پۆرتەکانی رۆژانە .					
- Writing messages for passengers. نووسینی نامە بۆ گەشتیاران .					
- Issuing airline documents. دەرکردنی بەلگەنامەکانی هێلی فرۆکەوانی .					

Appendix C: Ethical Committee

Reference No: ETK00-2017-0209   03.07.2017

RE: Mazin Abubakir Abdulla (15500473)
Department of Foreign Language Education

To Whom It May Concern,

As part of the 2016-2017 Spring Semester, pertaining to Master Thesis questionnaires EMU's Scientific Research and Publication Ethics Committee has granted Mr. Mazin Abubakir Abdulla (15500473), from the Department of Foreign Language Education Program, to pursue with his survey entitled *Needs Analysis in English for Specific Purposes for Police Forces at Erbil International Airport.* This decision has been taken by the majority of votes. (Meeting number 2017/45-24)

Regards,

Assoc. Prof. Dr. Şükrü Tüzmen
Director of Ethics Commitee

ŞT/sky.

Appendix D: Permission Letter to (PCI) Kurdish Version

حكومەتی هەرێمی کوردستان – عێراق		حكومەتى ھەرێمى کوردستان – عێراق
وزارەتی ناوخۆ		ومزارەتی ناوخۆ

<table>
<tr><td>حكومة أقليم كوردستان – العراق
وزارة الداخلية
مديرية الجنسية العامة لأقليم كوردستان
مديرية اقامة محافظة أربيل
الادارة</td><td>Kurdistan Regional Government- Iraq
Ministry of Interior
General Directorate of Nationality
Directorate of Residence – Erbil
Administration</td><td>حکومەتی هەرێمی کوردستان – عێراق
ومزارەتی ناوخۆ
بەرێوەبەرایەتی گشتی رەگەزنامەی هەرێمی کوردستان
بەرێوەبەرایەتی نشینگەی پارێزگای هەولێر
کارگێری</td></tr>
</table>

2716 کوردی	رێکەوت/ ۱۹ /2017 / 03 زاینی	ژمارە:

بۆ/بنکەی نشینگە و پاسپۆرتی فرۆکەخانەی نێودەوڵەتی ھەولێر

ب/ئاسانکاری

ھاوکــاری و ئاســانکاری بــەرێز((مــازن أبــوبکر عبداللــە))قوتــابی خوێنــدنی بــاڵا ماســتەر لــە زانکــۆی((Estern Mediterranean University))لــە وۆڵاتــی قــوبرس بــۆ ئەنجامــدانی توێژینــەوەی زانســتی ماســتەر نامەکــەی لــە زمــانی ئینگلیــزی بۆ مەبەستی چاوپێکەوتن و راپرسی لەگەڵ ئەفسەران و کارمەندانتان لەسەر زمانی ئینگلیزی.

بۆ ئاگاداری و کاری پێویست...

یادگار أنور فرج
بەرێوەبەری نشینگەی پارێزگای ھەولێر

وێنەیەک بۆ/
• سەرەتاییەکان.

VALA – 2017-03-19

Appendix E: Permission Letter to (PCI) English Version

Kurdistan Regional Government – Iraq
Ministry of Interior
General Directorate of Nationality
Directorate of Residence – Erbil
Administration

Kurdish 2716	19-03-2017	no: 6045

Sealed

To/ Passport and Residence station in Erbil International Airport

Subject/ Permission

Do Permit and assist Mr. (Mazin Abubakir Abdulla) MA. Student at ((Estern Mediterranean University)) at Cyprus about his English master Research for Interviewing and Questionnaire with Your Officers and Employers on English language.

For your info and to do what is required

A copy to/

Initials

Legitimate Signature

Brigadier

Yadgar Anwar Faraj

The Director of Erbil Residence Directorate

YALA- 19-03-2017

Address: Erbil 100 meter street Sarbast Qr infront of Empire
Website: www.erbilresidence.com
Email: info@erbilresidency.com
Phone no: 009647508224488   00964662539200

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