

Needs Analysis in ESP for Computer Science Students at the University of Human Development

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ABSTRACT

The aim of this study is to identify the needs of students and alumni for an English for Specific Purposes (ESP) program at the University of Human Development in Sulaimani-Iraq. To attain this aim, the students and alumni's needs for an ESP course as well as their needs for the expected language skills to be involved were also determined. Participants proposed some suggestions for having an ESP course in their academic curriculum.

As a research design, mixed method research was used. For collecting the quantitative data, closed-ended questions were used while for collecting the qualitative data open-ended questions were used. The participants consisted of 116 third and fourth year students, and 50 alumni.

The findings of the study revealed that the students need an ESP course to be added to their academic curriculum. Furthermore, the findings also showed that the students and alumni needed speaking skills for general English in their studies and works. Moreover, it was found that the students and alumni's current situational needs were the same and both believed that they needed listening skills the most for their academic studies and current jobs for ESP courses. Particularly, the students believed they would need competence in speaking more than competence in any other skill in their future occupations for ESP courses.

Finally, the students and alumni made some suggestions regarding the ESP course they required. Some of them suggested adding an ESP course to the curriculum in

their academic study. Others even suggested having ESP courses in all four years of academic study. They further suggested having a general English course prior to an ESP course.

Keywords: Needs analysis, English for Specific Purposes (ESP).

ÖZ

Bu çalışmanın amacı Sulaimani-Irak'ta bulunan Human Development Üniversitesi'ndeki öğrenciler ve mezunların Özel Amaçlı İngilizce (ESP) programı bağlamındaki ihtiyaçlarını belirlemektir. Bu amaca yönelik olarak Özel Amaçlı İngilizce (ESP) programı doğrultusunda öğrenci ve mezunların ihtiyaçları ve dört dil becerisi açısından beklentileri belirlenmiştir. Katılımcılar akademik müfredatta bulunacak kendi ihtiyaçlarına dayalı bir Özel Amaçlı İngilizce (ESP) programı konusunda da önerilerde bulunmuşlardır.

Çalışma deseni olarak karma yöntem kullanılmıştır. Nicel veriler kapalı uçlu sorular kullanılarak toplanırken nitel veriler açık uçlu sorular kullanılarak toplanmıştır. Katılımcılar üçüncü ve dördüncü yılında bulunan 116 öğrenci ve 50 mezundan oluşmaktadır.

Çalışmanın bulguları öğrencilerin akademik müfredata eklenecek bir Özel Amaçlı İngilizce (ESP) programına ihtiyaç duyduklarını ortaya koymuştur. Ayrıca, bu çalışma öğrenci ve mezunların akademik çalışmalarında ve mesleki yaşamlarında konuşma becerilerine ihtiyaç duyduklarını göstermiştir. Buna ek olarak, öğrenci ve mezunların güncel gereksinimlerinin aynı olduğu ve her iki grubun gerek akademik gerekse şimdiki mesleki yaşamlarında da en çok dinleme becerilerine gereksinim duydukları saptanmıştır. Özellikle, öğrencilerin gelecekteki mesleklerinde diğer becerilere kıyasla konuşma becerisine daha çok ihtiyaç duydukları görülmüştür.

Son olarak, öğrenci ve mezunlar ihtiyaç duydukları Özel Amaçlı İngilizce (ESP) dersi konusunda önerilerde bulunmuşlardır. Bazıları müfredata bir Özel Amaçlı İngilizce (ESP) dersinin eklenmesini önermiştir. Diğerleri ise hatta Özel Amaçlı İngilizce (ESP) dersinin tüm dört yılın müfredatında yer almasını önermiştir. Buna ek olarak, Özel Amaçlı İngilizce (ESP) dersinden önce bir Genel İngilizce dersinin sunulmasını önermişlerdir.

Anahtar kelimeler: İhtiyaç analizi, Özel Amaçlı İngilizce (ESP).

DEDICATION

This study is dedicated to my beloved family, my dear father and mother who dreamed to see me in this day and they continuously supported me to make my dream true. Also to my dearest and only love, my lovely wife (Tazhan) who encouraged, supported and helped me a lot to continue and overpower the difficulties faced throughout my life and academic study. I also dedicate it to those who feel happy to see my work and those who helped me to finish this study.

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Chapter 1

INTRODUCTION

1.1 Introduction

This chapter consists of six parts. The first part explains the background of the study and the next part focuses on the problem statement. Then, the third part provides the purpose of the study, and the following part gives the research questions. The fifth part defines the terms that have been used throughout the study.

1.2 Background of the Study

A huge number of language users as an international language nowadays consider English as a worldwide language. Through the globalization of technology, activities, and expansion of economic and trade with scientific progress plus expanding communications internationally, demands of using English have increased. For this reason, English has been accepted as a lingua franca since it has been defined as ‘a ‘contact language’ between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication’ (Firth 1996, p. 240, cited in Seidlhofer, 2005). In the light of this, it has therefore been paramount for English language learners to focus on specific areas in language learning based on their purpose of language use. Consequently, because of increasing requirements and demands of using English as a lingua franca, a part of English has been developed under the name of English for Specific Language (ESP). In other words, ESP has been a branch of English language teaching which is based

on the specific needs of the learners. Moreover, ESP courses are based on some strategies and objectives of needs analysis in order to identify language learners' needs. Researchers such as Dudley-Evans & St John, (1998); Hutchinson & Waters, (1987); Robinson, (1991) have ascertained that identifying needs of students in designing ESP syllabus should be the first step. Furthermore, needs analysis or assessment should be done systematically through identifying needs of learners in ESP courses and language teaching. ESP, therefore, provides all that the learners need in English language for a specific purpose. As Ekici (2003) stated:

Learners were seen to have different needs and interests, which had an important influence on their motivation to learn and therefore, affect their effectiveness in learning. This led to the support of the development of courses which are relevant to learners' needs and of much interest and importance to them (p. 2).

English language teaching in Kurdistan has developed for the past 20 years. Before Iraqi-Kurdistan got its independence in 1991, Kurdish students were taught General English for Iraq curriculum, but after 1991, and after establishing the Kurdistan Region of Iraq, several things were developed, and the educational system was one of them (Sofi-Karim, 2015). Developing the educational system also influenced universities in Kurdistan of Iraq: course books and syllabuses were changed to the international and professional syllabuses, and all of them focused on English for General Purposes (EGP). EGP is suitable for communication in real life but not appropriate for students' needs in their future jobs.

Moreover, at the university level, students are to learn English that might not benefit them in their future works and fields. Using General English in the university might cause demotivation for the students because the English language learnt may not

fulfill their needs. Therefore, teachers need to know students' needs and on this base, design a course and teach them accordingly.

The major difference between English for Specific Purposes (ESP) and General English (GE) has been explained by Hutchinson and Waters (1987). According to them, "in theory nothing, in practice a great deal" (p.53) because in 1980s teachers rarely applied needs analysis to find out what was necessary or needed to be able to achieve the objectives of a course. Nowadays, in ESP, teachers are more aware of the importance of needs analysis, and they can select the materials that are most suitable for their learners after such analysis. Perhaps this reveals the impact that ESP has on the process of teaching English in general. The major differences between ESP and GE can be seen in terms of learners' aim, and concerns. ESP is precisely being designed for adults, while GE is precisely designed for school students, specifically high schools. The aims of ESP are to meet the needs of specific learners in a particular domain while the aims of GE are to improve the learners' general English competence in the four language skills (reading, writing, listening and speaking), including some language features.

Based on the information provided above, ESP is crucial for the current educational system in Kurdistan especially in the sector of the higher education in order to meet the students' necessity based on their needs. More importantly, the university students should be able to use English in their area of specialization, which is why ESP is very important for them.

1.3 Problem Statement

The University of Human Development is situated in Kurdistan Region of Iraq, Sulaimani city. It consists of many colleges and schools. Almost all of the students are Kurdish native speakers; there is no English native speaker in this university. Most of the students are from different cities in Kurdistan. However, because of the current situation in Iraq (the ISIS war in the middle and southern part of Iraq and financial crises), there are many Arab immigrants in Sulaimani which is why there are a lot of Arab students who are studying in this university as well.

There is no proficiency test to evaluate students' knowledge about English language when they enter this university. Also, there is only one English course in the first year. The English course is a general English course which is the same available in other departments.

For freshmen students, there is a compulsory English course, and all of the students are expected to take that course in their first year regardless of their academic courses. In other words, there is no special English course available in their field before starting their academic study. Moreover, the course they are to study is English for General Purpose (EGP), and all they would learn from this course are daily life English and general information. In short, there is no English for Specific Purposes (ESP) course in the university.

The students' need for English is different from one department to another. The English courses that students take in their first year may not fulfil their needs. For instance, Engineering students' needs are different from Computer Science students' needs. One of the needs in the classrooms is that they would want to communicate

with other students and teachers, and also participate in the discussions both inside or outside the class.

Moreover, no other studies have been done at the University of Human Development in this field before. This study investigates the needs of ESP for undergraduate students and alumni of Computer Science at the University of Human Development.

This study, therefore, aims to identify ESP needs among the students of the University of Human Development, specifically Computer Science department and to know their expectations for using English language skills in their future work in life.

1.4 Purpose of the Study

The purpose of this study is to examine the students' needs in ESP and find out whether they need an ESP course for their daily study and future work or not; whether the general courses they have are enough for their field or they need better courses such as ESP that deals with their specific need. In addition, it explores the students' assumption about their future works and study for using English language skills in order to know which skill they will use the most. Also, it investigates the alumni needs in their current situation.

1.5 Research Questions

1. Do the computer science students need an ESP course?
2. Which English language skills do the students and alumni need the most in their given context (current situation and future works, respectively)?
3. What suggestions do the students and alumni make for an ESP course?

1.6 Significant of the Study

This study covers the analysis of the students' and alumni's needs for an ESP course at the University of Human Development in Sulaimani-Iraq. More specifically, this study was conducted in the Computer Science Department at the University of Human Development in Sulaimani-Iraq with the students and alumni of the department in order to analyse the students' and alumni's need for an ESP course in their current situation and their future works.

This study is the first attempt to analyse their needs for an ESP course at the University of Human Development; no other studies have been done before at the university and in the context as the knowledge of the researcher.

Additionally, it is assumed that the findings of this study may provide useful feedback to the administration of the Computer Science Department about their students' and alumni's needs for an ESP course and design a course for their students. Furthermore, the finding may provide useful feedback about their students and alumni about their department.

1.7 Definition of the Terms

This section contains the definitions of the key terms used in the study.

1.7.1 English for Specific Purposes (ESP)

Barnard & Zemach (1986) defined ESP as a general term that refers to the English taught to students who are trying to learn English language for a special study or work (cited in Farsi, 2013).

1.7.2 Needs Analysis (NA)

Need analysis is defined as “acknowledgement that what works well in one situation may not work in another” (Dudley-Evans & St. John, 1998, p. 124).

Chapter 2

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of the literature regarding needs analysis and ESP features. An overview regarding the ESP course development, the characteristics of ESP and types of ESP were looked into. After which needs analysis was presented by explaining the steps of needs analysis's transference.

2.2 Overview to ESP

The history of ESP dates back to the 1960s. ESP signifies the effect of the global interest in learning English. Kennedy and Bolitho (1984, p. 1) explained:

- The introduction of governmental mass education programs “with English as the first, and sometimes only, foreign language;
- The need of English as a common medium of communication as a consequence of the growth of business and increased occupational mobility;
- The facilitation of access to scientific and technical literature.

Noticeably, these three reasons have been seen from the beginning, firstly it was the demands of the new world, secondly it was a revolution in linguistics and finally, it was a new focus on the learners (Hutchinson & Waters, 1987). ESP refers to English for Specific Purposes, which means teaching a specific variation of English to the learners who have a specific job, field, and goal.

2.2.1 What is ESP?

The question of “What is ESP” is came out from the explanation of English Language Teaching (ELT), and both ESL or EFL. During the 1960s, English for specific purposes (ESP) was separated from the English Language Teaching (ELT) for nearly a century with its teaching techniques and methods (Farsi, 2013). ESP can be seen as “an approach to language teaching in which all decisions regarding content and method are based on the learner’s reasons for learning” (Hutchinson & Waters, 1987, p. 19). Anthony (1997) suggested that Hutchinson and Waters's (1987) definition has validity but still has some weak points. He explained that different non-specialist ESP teachers apply different approaches to ESP in their course syllabi based on their personal knowledge of English for real communication and learners’ needs analysis, so there has therefore never been known a place where ESP courses end and general English courses start. Moreover, El-Minyawi (1984) discussed that the courses of ESP are based on the need to convey the subjects or ideas which learners need most in order to have the ability to read confidently and communicate appropriately in their field of study and work.

Robinson, Pauline, and Coleman (1989, p. 19) sees ESP as a type of English Language Teaching (ELT) and defined it as “Goal-oriented language learning” (p. 398), which means that students have specific goals they want to achieve. P. C. Robinson (1991) in the definition of ESP gave two important criteria; which are needs analysis that relates to what students have to do specifically which should be applied to develop ESP courses and ESP that is ‘goal-directed’.

In the same line, Hutchinson and Waters (1992) stated that “learners know specifically why they are learning a language“ (p. 6). Therefore, this is an advantage as the group of learners of ESP are going to obtain the specific aim in the field of the branch that they are studying. ESP can be seen as an approach to language learning on its own as Hutchinson and Waters (1992) emphasized that ESP is an approach which means that in learning the language “all decisions as to content and method are based on the learner’s reason for learning” (p. 19). It is believed that, ESP has developed its own methodology, and its research draws on research from various disciplines in addition to applied linguistics – this is the key distinguishing characteristic of ESP (Bojovic, 2006, p. 487). Furthermore, Hutchinson and Waters (2001) indicated that “ESP must be seen as an approach, not as a product” (p. 16). More also, Barnard and Zemach (2003) mentioned that ESP as an approach, uses different technique and method, being “an umbrella term that refers to the teaching of English to students who are learning the language for particular work or study-related reason” (p. 306). ESP can therefore be taught or can be learned for any type of English (Lee, 2016).

2.2.2 History of ESP

There are two well-known linguists in the ESP field, which are (Hutchinson & Waters, 1987), they are the pioneer of the tree of ELT which showed the growth of ELT and its division into some other subdivisions. ELT started growing after the World War II "an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale" (p. 6). For various reasons, this growth is due to most notably the economic power of the United States in the post-war world, which made the role of international language to fall on English. The reason

for this was that technology and business were seen as the essential sources of commerce all over the world, and the English language was used as the main language in both sectors.

More also, Hutchinson and Waters (1987) explained that in the 1960s, there was an increase in technology and commerce because of the exchange of goods and services between different countries who therefore had to use English and therefore considered English to be a Lingua Franca. Therefore, the stakeholders in these two fields decided to hire those who know English in order to be able to communicate properly. After which, they realized that they needed English courses which will meet their real-life demands. Therefore, the EFL and ESL branches sprang up a new branch with different methodology and activities in the 1980s and they named it ESP.

The development of ESP and its origin can be linked with students' desire in different categories. For example, 'English for Tourist Management', 'Law English' or 'English for Hotel Industry'. Students study English for Specific Purpose by learning the subject matter in order to develop specific skill and knowledge in English. Because of this reason, English as International Language considered as a vehicle for its achievement. "Students study ESP not because they are interested in the English language as such but because they have to perform a task in English. The command needed in English language is therefore such that they can reach a satisfactory level in their specialist subject studies." (Robinson et al., 1989, p. 396)

Furthermore, at 1994, ESP was further divided into smaller branches. ESP was separated into three groups, which are EOP, EAP, and ELP and each of the groups were also distributed into different new groups and the division continued to other newer groups.

2.2.3 Reasons for the Emergence of ESP

According to Hutchinson and Waters (1987), with the development of the activities of human, there was no plan and clear movement for ESP, but phenomena started growing different means. These have been done differently in different parts of the world, but there are three main reasons, which mark the beginning of ESP.

1- The Demands of a Brave New World

The end of World War II in 1945 marked an era and a huge growth in finance, scientific and technical actions internationally. This growth led to creating a united world, which focuses mainly on two forces, commerce and technology. Prior to this era, learning English language was just learnt in order to speak, but after the acceptance of English as an international language of commerce and technology, a new learning generation was created who knew and focused specifically on why they wanted to learn a language. Selling products by businesspersons and women, reading instruction manuals by mechanics, staying abreast with the developments in the field of medicine (doctors). All these learners and many others needed English and that will meet their specific need especially in their field of domain.

2- A Revolution in Linguistics

Traditionally, the purpose of linguistics was to describe rules of using English, and mainly, the grammar. However, there was a shift in the way language is being considered in recent times which is focus more on real life communication (Henry George Widdowson, 1978). In ELT, it is believed that there are differences between the language of commerce and the language for engineering. These concepts led naturally to the improvement of English language courses for particular groups of student. The concept was simple, if the language is different from one situation to another, then there must be a specific language for users and on the base of this, there should be a specific course for learners.

In conclusion, the need for particular English language for a specific group of learners should be acknowledged by investigating the linguistic features of their special study or work. In Hutchinson & Waters' word, "Tell me what you need English for and I will tell you the English that you need" (Hutchinson & Waters, 1987, p. 8) this is a guiding standard for ESP.

3- A New Focus on the Learner

The new growth in the psychology of education was a support in the increase of ESP, by focusing on the importance of the learner and their learning attitude. There are different interest and needs for the learners that have an important effect on learners' motivation to learn effectively. The notion originated from the belief that if English courses were based on the learners' needs, it will improve the motivation of learners and this will lead to a faster and better learning.

To sum up, there were three reasons why ESP came into place which were the demands of a brave new world that united world through the instrumentality of commerce, and technology. The second was a revolution in linguistics through a shift from defining the use language formally to determine the ways that language can be used for real life communication. The last one was a new focus on the learner and their needs.

2.2.4 ESP Development

Hutchinson and Waters (1987) explained various theoretical bases, which ESP was developed from. They include: Register analysis, Rhetorical or discourse analysis, Target situation analysis, and Study Skills.

1- Register Analysis

Register analysis is built on the principle of different division in the genres of fields, for example, the language of medicine is different from engineering, and the discourse analysis contained recognizing the lexical features and grammatical of these registers. The purpose of doing such registering was to classify the courses of ESP that were more appropriate to the linguistic needs of the learners since the aim was to emphasize on the forms of language that learners would usually use in their fields.

Perrin (1969) discussed that recognizing language for specific purposes or of different registers based on different fields of learners' specialization is useful where the language is used. Moreover, Lee (1976) discussed two elements in register study. The first was lexical analysis of language, which deals with emphasizing the repetition of items and their absence or presence in the used language in a particular

domain for specific purposes. The second is Syntactic analysis of language (Cited in Ouarniki, 2014).

Robinson (1980) argued that ESP must apply to a special register or special language, he also mentioned that register is a terminology that meant simple vocabulary and collocations. Sometimes there is no covenant in the way of approaching and defining register.

2- Rhetorical or Discourse Analysis

Hutchinson and Waters (1987) explained that ESP was a characteristic by moving from the grammatical and lexical level of sentences and register analysis to the study of rhetoric or discourse analysis. Furthermore, they focused on the understanding of how different sentences are joined to convey a real meaning.

Henry George Widdowson (1979) said that these groups of words should be known as text, not discourse because text would allow for the imagination of strategies that signal structuring beyond the sentence level. The devices that Widdowson discussed are compound grammatical structures and rhetorical linguistics device that built the text, which the learners of ESP would commonly meet in their specializing field.

Allen and Widdowson (1974) discussed that the needs of learners in ESP should be fulfilled by courses that teach students how sentences are joined and used to act precisely in their communicative domain.

3- Target Situation Analysis

The focus of teaching English as a foreign language has been on communicative approach, which influences ESP to switch its focus to target situations. Hutchinson and Waters (1987) explained that when learners use a particular language they are acquiring they use target situation. They further added that, during this level, the curricular of ESP focused on revealing those particular target situations for specified group of students due to investigating the language features that are more common to those circumstances.

One of the famous examples of communicative settings and situation analysis is the one was developed by John Munby (1978) in communicative syllabus design. He focused on the needs of the learners in relation to communicative goals, the domain in which particular languages would be used, in terms of written and oral communication, the language function, structure and skills.

Douglas (2002) mentioned that the performance of language usually is different in relation to various trend and specialization of humanities that have taken place, and the ability of the learners varies from one presentation of target situation to another. This is why; a student can have a great communicative information about computer science, while another learner may have greater or lesser information in a field, like medicine, architecture and laboratory work, etc.

4- Study Skills

In dealing with ESP, the mental process at work in using the language focuses on the developmental skills and those strategies that learners imply in terms of acquiring the

second language. Hutchinson and Waters (1987) stated that there are processes in interpreting and reasoning in all types of languages and those processes help people to get the meaning from that discourse. The focus is on the strategies that learners use in order to deal with surface or external forms.

They further added that in the teaching process everything should be aimed at serving learners to use different strategies in learning to achieve their learning targets. In order to do this, the developers of ESP curricular are motivated to include learners in the development of the ESP curricular, first they should emphasize on the learners' needs of learning and the way that learners learn.

The most important part here is the participants of ESP should emphasize on their needs and be aware of the content type they will be in contact with, its value, significant, and key concepts. This will help the participants of ESP to choose a content that encourages students and are suitable since it will be used outside and inside the classroom in real situations in dealing with language.

2.2.5 Classifications of ESP

English for specific Purpose (ESP) refers to the learning and teaching of English as a foreign or second language where the aim of the learners is to practice English in a specific field. In the early days of teaching English for Specific Purposes, it was highly motivated by the necessity to communicate among languages in some areas like technology and commerce. This discipline has nowadays expanded to refer to other areas such as English for Academic Purposes (EAP), English for Medical Purposes (EMP), English for Vocational Purposes (EVP), English for Occupational purposes (EOP), English for Sociocultural Purposes (ESCP), English for Business

Purposes (EBP), English for Legal Purposes (ELP), and English for Medical Purposes (EMP) (Belcher, 2009).

According to the requirements and the target situation, there are divisions in ESP variety of branches (Flowerdew, 2011). There are two specific ESP branches, the first is EAP (English for Academic Purposes) and the second one is EOP (English for Occupational Purposes). On the other hand, Carver (1983) divided ESP into three types, the first one is English as a restricted language. The second one is English for Academic and Occupational purposes.

Additionally, English for Academic can also be divided into subdivisions, such as English for Academic Purposes (EAP), English for Science and Technology (EST), English for Social Studies (ESS), English for Business and Economy (EBE) and English for Occupational Purposes (EOP). Finally, the third one is based on specific topic; it is a type that focuses on the students' needs for English for example the requirement of scientists for English reading study for postgraduates, participating in conferences and teaching in foreign institutes.

ESP has mainly been classified into two major fields: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP).

It makes a differentiation of EOP and EAP courses together. For example, courses that have been presented with the field of study in an organization will provide an opportunity for the integration of specific work.

Furthermore, ESP was classified differently based on professional or discipline field by (Dudley-Evans & St John, 1998; Johns, 1991).

In this classification, there might have a distinction between discourse and studying in language, for example, technology and science for academic purposes that is developed for the students of Engineering department, and the occupational studying purposes is designed for engineers who are in the practice stage.

At the end Dudley-Evans and St John (1998) criticized the use of figures “creates a number of problems by failing to capture the essentially fluid nature of the various types of ESP teaching and the degree of overlap between 'common core' EAP or English for Business Purpose (EBP) and General Purpose” (p. 8). Thus, the scholars provided clear continuum description of English language teaching course types by providing examples.

The scholars have seen the position of two and three sharing common points and it is probably the overall discourse of the program that shows whether or not the provided course is considered as an ESP course. However, Dudley-Evans and St John (1998) discussed that, the position five becomes more precise . The major characteristics of these kind of courses are its flexibility in teaching that is arose by the needs of the learners.

2.2.6 The Characteristics of ESP

There have been some arguments about what is ESP. Dudley-Evans and St John (1998) gave some characteristics of ESP in order to understand what ESP is all about, and these are absolute and variable characteristics:

Absolute Characteristics shows that ESP as a field has its own methodology and activities. Its design shows the needs of the learners in a special field, and its focus is on the grammar terms of language, register, discourse, genre, study skill and Lexis.

To sum up, Dudley-Evans and St John (1998) said that:

- ESP is defined to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline that it serves;
- ESP is centered on the language (grammar, lexis, and register), skills, discourse, and genres appropriate to these activities. (p 4).

Variable Characteristics shows the field of ESP being created for special learners and special scoops. The methodologies and activities of ESP are different from the other groups of ESP like General English. Furthermore, the design of ESP is for intermediate and advance learners.

And to sum up, Dudley-Evans and St John (1998) said that:

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;

- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (p. 5).

2.3 Needs Analysis

Needs analysis is a way in which designers and teachers can realize the learners' needs. Therefore, the importance of needs analysis in the field of ESP is approved by Hutchinson and Waters (1987). Robinson (1991) defined needs analysis as “a matter for agreement and judgment, not discovery” (p. 2). Several researches have explained different kinds of needs. For example, Henry George Widdowson (1981) provided two kinds of needs for the learners: process-oriented and goal-oriented. In Process-oriented, the focus is on the learners' needs for obtaining the language needed. On the other hand, in Goal-oriented, learners' needs are focused on in terms of the benefits they get in learning a language they have learnt.

Brown (1995) defines needs analysis as “the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular institutions involved in the learning situation” (p. 21). He further added that needs analysis belongs to the procedures and activities that are used to collect information for curriculum development; in this case it will fulfil the requirements of the learner of a particular group. Likewise, Richards, Platt and Weber (1985) define needs analysis as “the process of identifying

the requirements for which a learner or group of learners necessitates a language and arranging the needs according to priorities” (Cited in Brown, 1995, p. 35).

In addition, Hutchinson and Waters (1987) stated that “what distinguishes ESP from General English...is an awareness of need.” (p. 53). Therefore, the only way to distinguish between English for Specific Purposes and General English is needs analysis. More also, to determine the abilities of learners such as what they can do in the classroom and what they know, needs analysis has an important role to play in order to help teachers in this case (Iwai et al., 1999; Johns, 1991).

Furthermore, Graves (2000) suggested that in applying needs analysis in the continuous process of teaching methodology, it assists students to have better understanding of evaluating the learning process and to have better understanding of their needs “gain a sense of ownership and control of their own learning process” (p. 98). In (2000), he further explained that in this continuous strategy, some steps can be considered: gathering the information; analysing the information; presenting the information; evaluating the effectiveness of the action; determining current or further information to gather; deciding what type of knowledge to gather and the logic behind this selection; and deciding on the most suitable strategy to gather (how, when, whom, from).

Stufflebeam (1977) also explained four different philosophies of need analysis “the democratic, the analytic, the diagnostic and the discrepancy” (Cited in Brown, 1995; Ekici, 2003, p. 23). The democratic philosophy refers to the decisions made by large number of program administrators, teachers, owners of private schools or the student by

themselves Ekici (2003). The second philosophy is analytic philosophy; which illustrates the relationship between learning process and the learners. In addition, it indicates that if the development level of learners' language is X, it needs to provide X+1 level in order to improve their language. Furthermore, in Diagnostic philosophy "a need is anything that would prove harmful if it was missing" (Ekici, 2003, p. 23). As a final point, the discrepancy philosophy explains what students actually do and what they perfume.

2.3.1 Methodology of Needs Analysis

Before conducting the needs analysis, there are some critical problems that should be taken to account which are the decision of the participants who will participate, the type of data that will be gathered, the way the data will be collected and analysed.

Brown (1995) discussed four types of individual that should participate in the process of needs analysis; the audience, the target group, the resource group and the needs analyst. The audience belongs to the group of people who will use the outcomes of the evaluation process directly. This group generally includes administrators, teachers and institutions or government.

Furthermore, the target group belongs to those participants whose information will be gathered about; they include teachers or learners. Resource group are those participants who may act as a source of knowledge about the target group. This group may involve language instructors, parents, content-field instructors etc. Finally, needs analyst refers to those applicants who are in charge for reliability and validity of the needs analysis. Brown (1995) concluded that in order to identify the

participants, special attention needed to be taken so as not to eliminate significant group or individual participants in these groups.

Brown (1995) also gave four philosophies that can be developed in considering the kind of information that should be collected by participants; democratic, diagnostic, discrepancy and analytic. Democratic philosophy is any change that may occur in needs analysis that is required by the majority of participants that are involved in the study. Diagnostic philosophy refers to anything that is absent and would be damaging in the needs. In discrepancy philosophy, the differences between the required performances from students are considered as a need and what they are obtaining currently. In analytic philosophy a need is seen as whatever the learners can naturally guessed based on what they think them and in their learning process as well.

The most common instruments that are used in the data process and data collection in needs analysis are tests, interviews, questionnaires, meetings, and observations, According to Brown (1995), tests are considered as the bases source of getting information in dealing with the overall capability and level of learners that are to be identified.

He also added that the interviews might be used in terms of the open-ended questions; Questionnaires to be used, on the other, hand should be straightforward. Graves (2000) said that the questions in the questionnaire should not be ambiguous and should be clear to avoid any confusion by the learners or participants.

Furthermore, meetings can be designed in a way that the group of participants can be given some specific tasks, which is different from interview.

Additionally, observations for need analysis include observing group or individual participant and recording the required behaviours that takes place in time. Watching an individual or group of participants while they engage in an activity may give more data and knowledge about the participants and the curriculums.

For analysing the data collection in needs analysis, computer techniques of analysis are good for large participant surveys and for interviews or questionnaires which include huge amount of questions. Interviews and observations are processed qualitatively. Questionnaires that include open-ended questions can be classified and examined by hand (Schutz & Derwing, 1981). After analysing the result, the researcher may offer the implications of the study and also provide suggestions for further studies.

2.4 Related Studied in Different Contexts

Many studies have been conducted on needs analysis for ESP in different contexts by different researchers. In all of them the importance of needs analysis in the field of ESP was discussed. To start with, a study conducted by Zughoul and Hussein (1985) in Jordan discussed the language needs from different fields such as medical sciences, economics, engineering, natural sciences, arts and humanities and administrative sciences for undergraduate students. It investigated the perceptions of staff members and students. The findings showed that the participants used English most of the times in their fields.

Similarly, another study conducted in Jordan by Al-Khatib (2005) examined the communication needs in tourism and banking departments in English by identifying the attitude of workers to English language and the use of English in their working place. The findings showed the importance of English language in communication skills for banking and tourism workers. In addition, it was revealed that the attitudes of almost all participants in their working place toward using English were positive.

In addition, another study conducted in the petroleum engineering department at HUST, in Yemen by Al-Tamimi and Shuib (2007), examined the needs of English language of the students of petroleum engineering at HUST. The result revealed the students' lacks and necessities with regard to different skills of English language. It also enumerated the requirement to design a new curriculum to fulfil students' needs.

Furthermore, Dakhmouche (2008) conducted a study based on the needs of the students and teaching ESP in Computer Science Department in Algeria. In her study, student and teacher questionnaire were used to collect data in order to find out their lacks and wants. The findings showed that teachers face difficulties in their work specifically because of having large classes and increase in the number of the students each year. In addition, the students declared that their dissatisfaction about the ESP course mostly relates with their teachers. However, the result of the study indicated that the teachers focus more on listening and writing but the students prefer to focus on speaking and reading.

Furthermore, a different study conducted at Kaunas University of Technology (KTU) by Pranckevičiūtė and Zajankauskaitė (2012) investigated the ESP approach to

teaching English language and how it meets the needs of students. The findings revealed the topical needs of students, such as the improvements of speaking skill which is a productive skill. Also, Mehdi (2012) conducted a study in Algeria, in the computer Science Department. The participants of his study were 41 students and the teachers, the tools that he used to collect data were observation and two questionnaires for each of the students and teachers. The findings showed that, the participants highly accepted to have an ESP course in their study with the language skills (reading, writing, listening and speaking). Additionally, Moattarian and Tahririan (2014) also conducted a study in Iran to investigate lacks, wants and necessities of alumni of tourism management. Questionnaire and semi-structure interview were used to collect the data. The results showed that all four-language skills should be focused on in their ESP courses. Another study was conducted by Aliakbari and Boghayeri (2014) at Ilam University in Iran to investigate the architecture students and alumni's needs and views, and their ESP course's effectiveness. A questionnaire was used in the study and the results showed that the participants endorsed the important English language skills, as reading followed by writing, speaking and listening skill. Additionally, the participants were unhappy with the textbook, the topics and the course length by maintaining that their ESP course did not meet their needs.

HO (2015) also conducted a study in City University in Hong Kong on Computer Science students and their perception about ESP in preparing them for internship and workplace. Questionnaire and interview were used as research tool to collect data. The findings indicated that reading and writing were the major skills the students

needed the most after their graduation so as to communicate through emails. In addition, Lee (2016) conducted a study at National Taichung University of Science and Technology in Taiwan and examined the participants' needs as perceived on their ESP course. Questionnaire was used for collecting the data. The results showed that the perception of the students regarding their needs about ESP was positive and the skill that they need the most was writing. Also, Hussein (2016) in KSA conducted a study to find out the importance of having an ESP course and which skills do the participants need in their course. The researcher used both questionnaire and interview to collect data. The findings indicated that, the participants showed their agreement to study an ESP course, and all four skills are need but they gave priority to writing skill.

To the knowledge of the researcher, no other studies have been conducted at the University of Human Development and other universities in Sulaimani. This is the first attempt to analyse the students' needs for an ESP course in the Computer Science Department at the University of Human Development.

Chapter 3

METHODOLOGY

3.1 Introduction

This chapter provides a complete description of the research methodology used in this study, which contains the participants, the study context, the data collection instrument and data collection procedure, and the data analysis procedure.

3.2 The Overall of Research Design

This study is a case study and its aim is to identify the students' needs at the University of Human Development for an ESP course. Furthermore, the study inquires the students' needs for an ESP course and their needs for the Language skills for their study in the class, and the alumni needs for using the language skills in their present work and study. Moreover, this study focuses on both third and fourth year students, and the Alumni who graduated from the University of Human Development.

In order to achieve the aim mentioned above, the study used, a mixed methods approach, including both qualitative and quantitative data. For the quantitative data, a questionnaire was used and for the qualitative data, open-ended questions were used. A mixed methods approach is used so as to understand the research problem well from different viewpoints (Borkan, 2004; Creswell & Creswell, 2005).

The purpose for using both qualitative and quantitative methods in a study is that, one method is not enough to examine and give the researcher a better understanding about the study problem and provide the study's complete picture (Greene & Caracelli, 1997; Tashakkori & Teddlie, 2003). The data collection tool of this study was adopted and adapted from Moattarian and Tahririan (2014), and both students and alumni's questionnaires were derived from this adapted questionnaire.

In addition, both the students and alumni questionnaires were originally in English but were translated into the participants' first language (Kurdish language) by two legal English-Kurdish translators. After that, the Kurdish versions of the questionnaires were translated back to English by another legal translator. Behr (2016) stated that "back translation involves the translation of a questionnaire back into the original language and the subsequent comparison of the two original-language versions" (p.1). This was the justification for the back translation done regarding the question used in this study.

3.3 The Context of the Study

The study was carried out in the University of Human Development, Faculty of Science and Technology, Computer Science Department. This university located in Sulaimani, the Kurdistan region of Iraq. Also, this study was carried out in January 2017.

The University of Human Development is a private national university which was established in 2008. Furthermore, this university is under the supervision of the Ministry of Higher Education and Scientific Research in Kurdistan Region of Iraq,

and its certificate is recognized by the already stated Ministry, which provides the license to this private university to be opened. The academic year of the university started in 2008-2009 with 379 students in the first year, and three colleges, which consisted of four departments: the Political Science Department and Law Department, which belong to College of Law and Politics. Computer Department in College of Science and Technology and English Department in the College of Language. In 2009-2010 two departments and a college were opened; the Arabic Department in the College of Language and the Banking and Financial Science in the College of Administration and Economy. The university consists of six departments nowadays. The Computer Science Department is one of the departments that started in 2008.

The Computer Science Department's mission is an attempt to develop the academic and scientific career in Kurdistan Region, Iraq through the human development resources. Also, it attempts to fulfil the current educational and technical needs through the improvement of the learning process and higher values of scientific research. Furthermore, this department meets the technical, cultural and educational requirements within the concept of human development commitments and the high value of education with the professional and academic field in Kurdistan and the whole Iraq. In addition, this department is in collaboration with other universities and academic institutes outside of Iraq for the purpose of improving the department and upgrading the academic level of lecturers and students. Also, nothing has been mentioned in the department's webpage regarding the medium of instruction or how the courses are taught. In the first year, they take a General English course, called

(Basics of English Language), and there are no other English courses in the other years. All the other courses are about their fields and specialities except one of them which is Kurdology course (Appendix P) (UHD, 2017).

3.4 Participants

The study's participants were undergraduate students and alumni from the Computer Science department at the University of Human Development. The participants were 116 undergraduate students, 50 (43%) of them were third year students and 66 (57%) of them were fourth year students. The analysis of the data also shows that there were 60 males, (51.7%) and 56 females (48.3%). The ages of the students are different, 17 (14.7%) of them were between 18-21 years old, 82 (70.7%) of them were between 22-25 years old, 14 (12.1%) of them were between 26-29 years old and only 3 (2.5%) of them were more than 30 years old. In terms of nationality, all of the participants are Iraqi-Kurdish and their L1 background is Kurdish. Some of the students know other languages than Kurdish, for instance Arabic, English, Turkish, Persian, etc. The participants signed the consent letter, which showed the aim of the study, and they participated in the data collection process by filling the questionnaire happily.

In addition, the alumni participants were 50 and they all graduated from the same department. Chovancová (2014) stated that "Instructors and course designers should, however, obtain information from professionals and former graduates as well because that will enable them to address the actual target situations most effectively" (p. 43). Thirty-eight of them were males (76%), and 12 of them were females (24%). The ages of the alumni were different, 26 (52%) of them are between 22-25 years

old, 18 (36%) of them are between 26-29 years old and only 6 (12%) of them were more than 30 years old. Less than half (44%) have taught computer science in schools or the institutions and have teaching experience from 1 year to 4 years. Furthermore, more than half (56%) have their own work and they work independently or are unemployed.

In the next section of this chapter the data collection instrument, which is a questionnaire consisting of closed and open ended questions, is introduced.

3.5 Data Collection Instrument

In this study, the main data collection instrument is questionnaires, which consist of both close and open-ended questions. These questions were chosen according to the objectives of the research. The first questionnaire is for the students of Computer Science Department in terms of their needs for an ESP course (Appendix F). The other questionnaire was designed for the alumni who graduated from the same university in Computer Science Department. This questionnaire focused on the needs for specific English in their present work. (Appendix K)

The questionnaires were translated into Kurdish because the students are Kurds and their L1 is Kurdish. Most of them do not know English well and they might not understand the questions in the questionnaires'. Two legal translators translated the questionnaires to Kurdish and another legal translator translated it back to English in order to be sure about the Kurdish translation. After that, two English teachers who have experience in translation and a native English speaker checked its validity and they approved both the Kurdish and English back translation. For the reliability

check, the questionnaires for both students and alumni were piloted and both the students' and alumni's questionnaires appeared reliable, with the Cronbach Alpha value 0.83 and 0.87 respectively.

The next part described the questionnaire that is used in collecting data from the students and alumni by considering their needs for an ESP course and the language skills that they need in their current situation and future work.

3.5.1 Student and Alumni Questionnaires

This questionnaire examines the needs of the Computer Science students for an ESP course. It aims to realize the language skills they need in their study for both third and fourth year students. Moreover, to distinguish their expectation for using language skills in their future work or studies, and to know which language skill they will need the most.

The questionnaire used in this study was adapted from Moattarian and Tahririan (2014) (see Appendix D for the original). Some of the items which were related to the researchers' context and they were not appropriate for this context were deleted (i.e. items 5, 6, 9, 11, 19, 21, 24, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37) (Appendix Q). Those items were related to existing an ESP course, but in this context there is no ESP course. Moreover, the only difference between students' and alumni's questionnaire is in item 6 which asks the students' need for using English for class participation and this item is deleted in the alumni questionnaire, because they do not need it. Permission for using the questionnaire was given by the researchers (Appendix C). It was piloted in their context and it was valid and reliable, and its Cronbach's alpha result was (0.82). Therefore, it was highly reliable. The

questionnaire in this study was adopted by referring to several related studies and needs analysis such as Abuklaish (2014); Ekici (2003); Farsi (2013); Hossain (2013); Mazdayasna and Tahririan (2008); Meddour (2014). Moreover, the reliability Cronbach's alpha in this study's context is (0.83).

Furthermore, the questionnaire consists of three parts. The first part is the background information about the students' age, gender, their experience of teaching and languages known other than Kurdish. The second part of the questionnaire is about their needs for ESP in each language skill, and their expectation in using different language skills in their future work in their fields. Finally, the last part consists of two open-ended questions which ask about their opinion about having an ESP course and their suggestions related to ESP.

Additionally, the questionnaire includes 24 items, 22 of them are about the students' needs for ESP course in term of the four language skills. 20 items are about the students' self-assessment for their current situation with five options (never, little, sometimes, much, a great deal) and students had to choose between them according to their needs for English language. The other two items include the four language skills and the students had to rank them according to their needs from 1 to 4. Moreover, the last two items are open-ended questions and the students had to write short answers based on their needs and wants.

The questionnaire includes sections about four language skills: listening, speaking, writing and reading. The Listening part consists of 4 items which asked the students about their needs for listening language skill in different situations. The Speaking

part consists of 4 items which asked the students about their needs for speaking language skills in different situations. The Writing part consists of 7 items, and the aim of this part is to identify the students' needs for the writing skill. Finally, the reading part consists of 5 items and the purpose of this part is to find out the students' needs for the reading skill in their study in different conditions.

In addition, two of the language skill items asked the students to identify their needs for the language skills in the order of 1 to 4. This ordering should be based on the needs of language skills in their academic study and their expectation about the use of language skills after they graduate and in their future works.

Finally, the Alumni questionnaire examined the needs of the Computer Science graduate students for ESP courses. Its purpose was to analyse the language skills the participants need to use in their current work places. The questionnaire is the same as students' questionnaire and was adapted from the same source. The reliability Cronbach's alpha in the study's context is (0.87).

The items of the questionnaire are almost the same except some of them, which were about using English in their studies and classrooms. Those were changed to items about their current work and specialties. Furthermore, the item which asked the students about their expectations of using language skills in the future work (item 22) was removed and they only answered the questions that relate with the language skills they use in their current work.

3.5.2 Translation of both Student and Alumni Questionnaire

The items of the questionnaire were adapted and by reviewing some other researches in the field, the questionnaire was modified. A new version of the questionnaire was designed after considering the needs of the students for ESP. The necessary deletions and additions were done accordingly. The original version of the questionnaires for both students and alumni were prepared in English, but to be able to administer them to the students and alumni, both of the questionnaires had to be translated into Kurdish language.

The questionnaires (Appendix H and M) and the consent forms (Appendix G and L) were translated to Kurdish by two legal translators. The two versions of the Kurdish translations were compared to each other and the one which was most appropriate was accepted. The Kurdish version was compared to the English version by two other translators and they also accepted the translation.

Furthermore, another legal translator back translated the accepted version of the Kurdish translation to English. Both English and back-translated versions of the questionnaire were compared by two native English speakers who teach academic writing in a preparatory school at the Eastern Mediterranean University in Cyprus, who also gave consent to the back-translated version.

3.5.3 Piloting both Student and Alumni Questionnaires

The Kurdish translated version and the original English version of the questionnaires were combined together (Appendix I and N) in order for the students to be able to understand the items well and answer them accurately. The combined versions of the questionnaires were then piloted in the context of the study. The participants for the

pilot study were 16 computer science students, 7 males and 9 females, 8 of them were third year students and the other 8 students were fourth year students. Their ages were between 18 and 30 years old.

Additionally, the piloted questionnaire for the alumni was conducted among the graduate students of Computer Science department. The number of the alumni were 15 students, 11 males and 4 females. Their ages were between 22 and 30 years old.

After piloting the questionnaires and analysing the data, the reliability coefficient of the items was calculated separately for both the student and alumni questionnaire. The student questionnaire's Cronbach's Alpha after piloting ranged from 0.80 to 0.84. The Cronbach's Alpha for the student questionnaire was 0.80. Additionally, the alumni questionnaire's Cronbach's Alpha after piloting ranged from 0.80 to 0.85. The Cronbach's Alpha for the alumni questionnaire was 0.82.

3.6 Data Collection Procedure

The data was collected from both the students and the alumni of the Computer Science department during 2016-2017 academic year. The students were in their third and fourth year study and alumni were who graduated from the same department. The collection of the data started from the beginning of January with the pilot test, then after developing the questionnaire, the data collection started at the end of January.

Firstly, the researcher spoke with the chair of computer science department about the study. After understanding the importance of the study, the researcher was given written permission to collect the data in the department (Appendix A). The

researcher submitted the permission letter with the data collection tools to the Ethical Committee of the Faculty of Education at Eastern Mediterranean University. After two months, the researcher got the approval from the Committee to start collecting data in his country.

3.6.1 Student and Alumni Pilot Test Administration

After getting permission from the Ethical Committee (Appendix B), the researcher started piloting the questionnaire for both students and alumni. Firstly, the researcher obtained permission from the teachers to collect data from 16 students and was allowed to use 10 minutes at the beginning of the lesson.

The researcher explained what the study was about and made sure that all of the students understood the purpose of the study. Then, consent forms were given to the students and the alumni to make sure they agreed to answer the questions. After making sure that they are all agreed, the consent forms were collected and the questionnaire was distributed to them. Additionally, for the alumni, an online form was created for their consent and both the English and Kurdish versions of the questionnaire were sent to 15 alumni.

3.6.2 Student and Alumni Data Collection

After piloting the questionnaire, the researcher started collecting data from different student and alumni, and none of the students and alumni who participated in the pilot test participated again in answering the questionnaire. The procedure was the same as the pilot test.

The participants were third and fourth year students and each of them consists of 2 groups, the researcher obtained permission from the teacher and the teacher allowed

the researcher and gave him 10 minutes from the beginning of the class. The consent forms (Appendix E) were distributed in the classroom and the students were asked to read it and sign it. After showing agreement, the consent forms were collected after which the questionnaires were distributed.

Finally, data were collected from the alumni by using the same Google form (Appendix O) as it is used for the pilot test. It contained the consent form (Appendix J) which allowed them to show agreement by ticking a box, after which they can start answering the questionnaire. Both English and Kurdish versions of the questionnaires were written together. In other words, each item which is written in English its Kurdish translation is written as well.

The online form was used for the alumni because University of Human Development is a private university and students had to leave to their cities after graduation. It was therefore impossible to reach all of them which necessitated the use of online medium for their data collection.

3.7 Data Analysis

The researcher used SPSS 24 to analyse the quantitative data by entering the obtained data to the program and listing the results in tables. In order to know the level of the use of each item, Likert scale was used by the researcher (Never=1, Little=2, Sometimes=3, Much=4, A great deal=5). In addition, the qualitative data from open-ended questions were analysed by using content analysis.

Finally, after the data analysis, the findings were described and discussed by the researcher and the results of the undergraduate students were compared with the

alumni in order to know the correlation between them. Furthermore, what the undergraduate students expect in using the language skills in their future work was compared with the alumni students' needs in their current work.

Chapter 4

RESULTS

4.1 Introduction

This chapter presents the results of the data which were collected from the students and alumni of Computer Science Department at University of Human Development through questionnaires with both closed-ended and open-ended items.

The quantitative and qualitative data were collected based on their needs for an ESP course. As mentioned in chapter 3, the questionnaire was adapted from Moattarian and Tahririan (2014) and its Cronbach's alpha result was (.815). Therefore, it was highly reliable. The questionnaire consists of three parts: the first part was about background information of the students and alumni, the second part was about the students' needs for an ESP course divided into the four English language skills and the last part of the questionnaires was composed of two open-ended questions to be answered briefly by the participants.

4.2 Students' Questionnaire

This section shows the results of the student's questionnaire. The questions were divided into two parts, the quantitative part which is close-ended questions. The questions are divided into four parts according to the language skills, listening, speaking, writing and reading. Additionally, the second part is qualitative which has

two questions about students' opinion for an ESP course and their suggestion related to ESP.

4.2.1 Quantitative Data (Close-ended questions)

This part is about the quantitative data which presents the frequency of the items by percentages. The items are based on needs of the students for the language skills; listening, speaking, writing and reading. The responses range from N (Never) to GD (A Great Deal). The results are reported in tables in each part.

4.2.1.1 Listening Skills

This part of the questionnaire is about how much they need English listening skills for different purposes. The responses as shown in Table 1 revealed the means and standard deviations.

Table 1: The Students' Needs for Listening Skills in Percentage

How much do you need English for:	N	L	S	M	GD	Mean	SD
1- Listening to general conversations	0.9	11.2	25.0	41.4	21.6	3.71	0.95
2- Listening to conference speech	6.0	39.7	34.5	12.9	6.9	2.75	0.99
3- Listening to English media	7.8	23.3	33.6	20.7	14.7	3.11	1.15
4- Listening to instructions in real situations	4.3	19.8	29.3	29.3	17.2	3.35	1.11
Average	4.75	23.5	30.6	26.1	15.1	3.23	1.05

Note: N=Never, L=Little, S=Sometimes, M=much, GD= A Great Deal, SD= Standard Deviation.

Firstly, in terms of the listening skills, *listening to general conversations* (item 1) gets the highest percentage among the items. 41.4 % of the students asserted that

they need it much. This is followed by a quarter of the respondents (25%) who reported that they sometimes need it, while 21.6% says a great deal. However, 11.2% of the students endorsed that they need it little, and only 0.9% endorsed that they never need English for listening to general conversations. Furthermore, its mean is 3.71, which indicates that, the students mostly ascertained that they needed it nearly much, and its standard deviation is 0.95.

In the next item (item 2), their needs for *listening to conference speech* little gets the highest percentage which is 39.7%, this is followed by sometimes which is 34.5%. After that 12.9% of the students need it much, and 6.9% of them need it a great deal. On the other hand, only 6% of them believed that they never need it. Moreover, its mean is 2.75 which shows that, the students need it between little and sometimes, and its standard deviation is 0.99.

Furthermore, 33.6% of the students think that they sometimes need English for *Listening to English media* (item 3), this was followed by 23.3% of them who endorsed that they need it little. In contrast, 20.7% believed that they need it much, and this was followed by 14.7% who needs a great deal. Finally, only 7.8% think that they never need it. Additionally, its mean is 3.11, which indicates that they mostly think that they sometimes need it, and its standard deviation is 1.15.

In addition, for the next item (item 4) which asks about the students' needs for English for *listening to instructions in real situations*, both sometimes and much get the same and the highest percentages in the table which is 29.3%. Moreover, 19.8% of them believed that they need it little. In contrast, 17.2% of the students showed

that they need it a great deal, and only 4.3% think that they never need it. Additionally, its mean is 3.35, which shows that mostly they need it more than sometimes, and its standard deviation is 1.11.

The mean of the all-listening item for the students' needs for listening skills shows that 30.6% of the students believed that they sometimes need listening skills, followed by 26.1% of them who believed that they need it much. In contrast, less than a quarter (23.5%) think that they need it little, whereas 15.1% endorsed that they need it in a great deal. Finally, only 4.3% think that they never need it. Moreover, the average mean for the items in listening skills is 3.23 which shows that, they need listening skill more than sometimes, and their average standard deviation is 1.05.

4.2.1.2 Speaking Skills

This part of the questionnaire is about how much they need English for speaking skills for different purposes; their answers can be seen in the table below (Table 2) with its mean and standard deviation.

Table 2: The Students' Needs for Speaking Skills in Percentage

How much do you need English for:	N	L	S	M	GD	Mean	SD
5- Class participation	0.9	12.9	25	36.2	25	3.71	1.01
6- Giving speech in conferences	17.2	30.2	18.1	23.3	11.2	2.81	1.28
7- Talking to professionals	7.8	21.6	22.4	26.7	21.6	3.32	1.24
8- Getting into conversations	0	15.5	23.3	39.7	21.6	3.67	0.98
Average	6.5	20	22	31.5	20	3.38	1.13

Note: N=Never, L=Little, S=Sometimes, M=much, GD= A Great Deal, SD= Standard Deviation.

The item, which asks the students how much they need English for *class participation* (item 5), has the highest percentage (36.2%). This is followed by both sometimes and a great deal which they have the same percentages which is 25%. However, 12.9% of the students think that they need it little, and only 0.9% of them think they never need English for class participation. Moreover, its mean is 3.71, which shows that they need it more than sometimes and nearly much, and its standard deviation is 1.01.

Furthermore, regarding the students' needs for using English for *giving speech in conferences* (item 6); 30.2% of the students think that they need it little. In contrast, 23.3% of them think that they need it, much which is about quarter of them. Moreover, 18.1% of the students think that they sometimes need English for giving speech in conference but at the same time, 17.2% of them think that they never need it. Finally, 11.2% of the students think that they need it in a great deal. In addition, its mean is 2.81, which means that they need it near to sometimes, and its standard deviation is 1.28.

Additionally, in the item which is asked about students' needs for English for *talking to professionals* (item 7), 26.7% of the students think that they need it much, followed by 22.4% of the students who believed that they need it sometimes. After that, it is followed by both little and a great deal which are in contrast to each other have the same percentage, which is 21.6%. Finally, only 7.8% of them think that they never need English for talking to professionals. Moreover, its mean is 3.32, which shows that more than sometimes, they need it, and its standard deviation is 1.24.

In addition, for the item which inquired about the students' needs for using English *for getting into conversation* (item 8), 39.7% of the students think that they need it much which is the highest percentage. This is followed by 23.3% of them who think that they sometimes need it. In addition, 21.6% of them think that they need it a great deal. In contrast, 15.5% of the students think that they need English for getting into conversation and the percentage of never is 0%. Moreover, the mean for this item is 3.67, indicating that they mostly need it near more than sometimes and nearly much, and its standard deviation is 1.13.

On the whole, the mean of all the items for the need for speaking skills starts from the highest percentage which is 31.5% of the students believed that they need speaking skill much. This is followed by the second point, 22% of them think that they sometimes need it. Moreover, two of the them have the same percentage although they differ from each other, their percentages are 20% and they are a great deal and little. Finally, only 6.5% of the students think that they never need speaking skill. More also, the average mean of speaking skills is 3.38 which shows that they need speaking skills more than sometimes, and its average standard deviation is 1.13.

4.2.1.3 Writing Skills

This part of the questionnaire is about how much they need English for Writing Skills for different purposes; their answers are shown in the table below (Table 3) with mean and standard deviation.

Table 3: The Students' Needs for Writing Skills in Percentage

How much do you need English for:	N	L	S	M	GD	Mean	SD
9- Write articles	24.1	23.3	19.8	24.1	8.6	2.69	1.30
10- Note-taking while reading	5.2	20.7	39.7	25.9	8.6	3.12	1.00
11- Note-taking in speeches	15.5	27.6	31.9	18.1	6.9	2.73	1.13
12- Note-taking in class	6.9	17.2	28.4	30.2	17.2	3.33	1.15
13- Writing business letters	8.6	24.1	26.7	23.3	17.2	3.16	1.22
14- Writing emails	5.2	8.6	21.6	34.5	30.2	3.75	1.13
15- Writing reports	1.7	8.6	16.4	39.7	33.6	3.94	1.00
Average	9.6	18.6	26.4	28	17.5	3.25	1.13

Note: N=Never, L=Little, S=Sometimes, M=much, GD= A Great Deal, SD= Standard Deviation.

The highest percentage for the first item in writing skill, which asks about the students' needs for English for writing articles, is 24.1%, which refers to two Likert Scales, in one of them the students, believed that they need it much and in contrast the others said that they never need it. This is followed by 23.3% of the students who think that they need it little, and 19.8% of them think that they sometimes need it. Finally, only 8.6% of them think they need it in a great deal. Additionally, this item's mean is 2.69, which indicates that less than sometimes they need English for writing articles, and its standard deviation is 1.30.

Furthermore, for the item which asks about students' needs for English language for *note taking while reading* (item 10), the highest percentage of the students think that they sometimes need it which is 39.7%. This is followed by quarters of them (25.9%) who think that they need it much, while 20.7% of them think that they need it little.

Moreover, 8.6% of the students think that they need it a great deal. Whereas, only 5.2% of them think they never need it. The mean of this item is 3.12, which shows that the students sometimes need English for note taking while reading, and its standard deviation is 1.00.

In addition, in the question which asks about the students' needs for *note taking in speeches* (item 11), the highest percentage is 31.9%. These students think that they sometimes need it. This is followed by 27.6% of them who think that they need it little. In addition, 18.1% of them think that they need it much, while 15.5% of them think that they never need it. Finally, only 6.9% of the students believed that they need it a great deal. Furthermore, the mean for this item is 2.73, which shows that they need English less than sometimes for note taking in speeches, and its standard deviation is 1.13.

The next item asks about the students' needs for *note taking in class* (item 12), the highest percentage of the students 30.2% think that they need English much. This is followed by 28.4% of them who think that they sometimes need it. Additionally, two of them have the same percentage 17.2%, but they are different scales, a group of the students think they need it a little, whereas the other group of students believe that they need it in a great deal. Finally, only 6.9% of the students think that they never need English for note taking in class. Moreover, the mean for this item is 3.33 which means they students' needs for English is more than sometimes, and its standard deviation is 1.15.

Furthermore, the highest percentage for the item which asks the students about their needs for English language *for writing business letters* (item 13) is 26.7% which they think they sometimes need it. This is followed by 24.1% of them who think that they need it little, while 23.3% of them think that they need it much. Moreover, 17.2% of the student's think that they need it in a great deal. Whereas only 8.6% of them think that, they never need English for writing business letters. The mean of this item is 3.16, which means they think they sometimes need it, and its standard deviation is 1.22.

The next item' ask about the students' needs for English language *for writing emails* (item 14) as 34.5% of the students think that they need it much. Moreover, at the same time 30.2% of them think that they need it a great deal. Whereas 21.6% of the students think that they need it little, and only 5.2% of the student think that they need English language for writing emails. Additionally, this item's mean is 3.75, which indicates that the student think that they need it between sometimes and much, and its standard deviation is 1.13.

Finally, the last item of writing skills' asks about the students' needs for English language for *writing reports* (item 15) as 39.7% of the students think that they need it much. Additionally, 33.6% of them think that they need it a great deal. 16.4% of the students believe that they sometimes need it. However, 8.6% of them think that they need it a little, and finally, only 1.7% of them think that they never need it. Moreover, this item's mean is 3.94, which means the students need English for writing reports much, and its standard deviation is 1.00.

In general, the average percentage for the writing skills item shows that they need English language writing skill for their different purposes with 28% which is the highest. This is followed by 26.4% of the students who think that they sometimes need it. Additionally, 18.6% of the students think that they need it a little. In contrast, 17.5% of the students think that they need it a great deal. Finally, only 9.6% of them think that they never need writing skills. In addition, the average mean for writing skills is 3.25, which means the students need writing skills more than sometimes, and its average standard deviation is 1.13.

4.2.1.4 Reading Skills

This part of the questionnaire is about how much the participants need English for Reading Skills for different purposes; their answers are shown in the table below (Table 4) with mean and standard deviation.

Table 4: The Students' Needs for Reading Skills in Percentage

How much do you need English for:	N	L	S	M	GD	Mean	SD
16- Reading technical text books	14.7	20.7	23.3	25.9	15.5	3.06	1.29
17- Reading articles	19	23.3	26.7	19	12.1	2.81	1.28
18- Online reading	4.3	9.5	22.4	34.5	29.3	3.75	1.11
19- Reading reports	4.3	16.4	30.2	28.4	15.5	3.24	1.18
20- Reading brochures and instructions	9.5	16.4	30.2	28.4	15.5	3.24	1.18
Average	10.4	17.3	26.6	27.3	17.6	3.22	1.21

Note: N=Never, L=Little, S=Sometimes, M=much, GD= A Great Deal, SD= Standard Deviation.

The highest percentage of the first item of reading skills that asks about the students' needs for English language for *reading technical textbooks* (item 16). This means

25.9% of the students think that they need it much. This is followed by 23.3% of the students who think that they sometimes need it. In addition, 20.7% of them believed that they need English a little. Additionally, 15.5% of the students think that they need it a great deal. In contrast, 14.7% of them think that they never need it. The mean of this item is 3.06 which means sometimes they need English for reading technical textbooks, and its standard deviation is 1.29.

Moreover, the highest percentage for (item 17) which asks about the students' need for English for *reading articles*, is 26.7% as the students think that sometimes they need it. After that, 23.3% of the them think that they need it a little. This is followed by both much and never; which have same percentage value, which are 19% o. Finally, only 12.1% of them think that they need it a great deal. In addition, the mean of this item is 2.81, which indicates that they need English for reading articles more that little, and its standard deviation is 1.28.

Furthermore, the highest percentage of this item which asks about the students' needs for English for *online reading* (item 18), is 34.5% as the students think that they need English for online reading much. A great deal has the second highest percentage, which is 29.3%. This is followed by 22.4% of them who think that they sometimes need it. Moreover, 9.5% of them think that they need it a little. Finally, only 4.3% of them think that they never need English for online reading. This item's mean is 3.75, which shows that mostly the students' need for this item is nearly much, and its standard deviation is 1.11.

In addition, in (item 19) which asks about the students' needs for English for *reading reports*, the highest percentage is 36.2%, these students think that they need it much. Followed is 22.6% of them who think that they sometimes need it. Whereas, nearly the same value percentage, 21.6% of the students think that they need is a great deal. 15.5% of them think that they need it little. Finally, only 4.3% of the students think that they need English for reading reports. The mean of this item is 3.55, which shows that the students think that they need it between sometimes and much, and its standard deviation is 1.12.

Finally, the last item of reading skills is (item 20) which asks about the students' need for English language for *reading brochures and instructions*. The highest percentage is 30.2%, this shows that the students believe that they sometimes need it. While 28.4% of them think that, they need it much. Moreover, 16.4% of the students think that they need it little. In contrast, 15.5% of the students think that they need it a great deal. Finally, only 9.5% of them think that they never need it. In addition, this item's mean is 3.34, which shows that they need English for reading Brochures and instructions more than sometimes, and its standard deviation is 1.18.

Overall, the mean of the percentages of the reading skills items shows that, the highest percentage is 27.3% as these students think that they need English language reading skill much. This is followed by the second highest percentage, which is 26.6% who think that they sometimes they need it. After that, 17.6% of them think that they need it a great deal. In contrast, those who think they need it a little have almost the same percentage of a great deal which is 17.3%. Finally, 10.4% of the students think that they never need reading skills. Their average mean for reading

skills is 3.22, which indicated that the students need it more than sometimes, and their average standard deviation is 1.21.

4.2.1.5 Four Language Skills Ranking

In this section, the students have to rank the language skills according to their needs for each of them. This part consists of two items. The first item asks about their needs for the skills in their current situation as students. The other item is about the students' expectation for their needs for language skills in their future works or fields. The results are shown in the tables below (Tables 5,6).

Item 21 which relates with the four skills and asks the students to *set the language skill in order according to their needs in their current academic study*, they arranged them according to their needs from 1-4. Number 1 is the most important skill according to their needs and number 4 is the least important skill for their current situation. The table below (Table 5) shows the results for their current needs for the four skills.

Table 5: The Students' Needs for the Four Skills in their Current Situation in Percentage

	1	2	3	4
Listening	38.8	27.6	17.2	16.5
Speaking	37.1	30.2	14.7	18.1
Reading	15.5	25.9	35.3	23.3
Writing	8.6	16.4	32.8	42.2

According to the students' current situational needs, the skills were arranged, which shows that they think that they need *listening skills* the most, which comes in the first place in the ranking in the above table with the highest percentage 38.8%. This is followed by *Speaking Skills*, which they need the most after listening skills; its percentage is 37.1%. In addition, *reading skills* comes after them, which has 15.5%. Finally, they think that they need *writing skills* the least which is 8.6%.

Furthermore, in the second place in the ranking, they think they need *speaking skills*, the most which has the highest percentage in the second place, which is 30.2%. After that, listening skills is the next, which is 27.6%. In addition, *reading skills* get more than a quarter of them (25.9%). Finally, writing skills has the lowest percentage among them, which has 16.4%.

Furthermore, in the third place in the ranking, the students think that they need *reading skills*, which has the highest percentage, which is 35.3%. This is followed by *writing skills*, which has 32.8% in the ranking. More also, *listening skills* comes after them which has 17.2%. Finally, the last one is *speaking skills*, which has 14.7%.

Finally, *writing skills* comes in the fourth place, which has the highest percentage according to the students' need; they think they need the least in their current situation, which has 42.2%. After that, *reading skills* follows with 23.3%. This is followed by *reading skills*, which has 18.1%. Finally, *listening skills* has the lowest percentage which is 16.4%.

The second four skills item (item 22) asks the students to *identify their expectation about using English language skills in their future works*, they arranged them according to their needs from 1-4, number 1 is the most important skill according to their needs and number 4 is the least important skill according to their expectations for their future works. The table below (table 6) shows the results for their needs for the four skills.

Table 6: The Students' Expectation About Using English Language Skill in their Future work

	1	2	3	4
Listening	23.3	31	16.4	23.3
Speaking	50.9	19.8	14.7	14.7
Reading	9.5	25.9	45.7	18.1
Writing	10.3	23.3	23.3	44

According to the students' expectation for using English language skills in their future works, more than half of the students think that they will need *speaking skills* the most, it has the highest percentage and comes in the first place in the rank which has 50.9%. This is followed by less than quarter of the students who think that they will need *listening skills*, which has 23.3%. After that *writing skills* follows with 10.3%. Finally, they think they will need *reading skills* the least with 9.5%.

Moreover, *listening skills* comes in the second place in the ranking, the students think that, after speaking skills, they will need listening skills which has 31%. In addition, after that, more than quarter of the student think they will need *reading skills*, which

has 25.9%. This is followed by *writing skills*, which has 23.3%. Finally, *speaking skills* has the lowest percentage in the second place with 19.8%.

Furthermore, according to the students' expectation, reading skills come in the third place that they think they need in their future work, which has 45.7%. After that, *writing skills* follow with 23.3%. This is followed by *listening skills*, which has 16.4%. Finally, *speaking skills* has the lowest percentage, with 14.7%.

Conclusively, the students think that, in the fourth place, they will need *writing skills*, which has the highest percentage in the fourth place, and it has 44%. Additionally, *listening skills* comes after that with 23.3%. After which the *reading skills* come which has 18.1%. Finally, *speaking skills* has the lowest percentage in the fourth place which has 14.7%.

4.2.2 Qualitative Data (Open-ended Questions)

This part is about the qualitative data, there are two open-ended questions that are about the students' thoughts about studying ESP and the other item is about their suggestion about ESP. The results were organized accordingly and shown in percentage.

Regarding to the first question, which is "What do you think about studying English based on your needs and purposes (i.e. ESP – English for Specific Purposes)." (item21), the highest percentage of the students which is less than half of them think that studying ESP is crucial for their field of study which is 44%. Moreover, mostly of them think that, most of the sources are in English and while they conduct a research, they need the language in order to find their appropriate resources. As S2

said, “English is very important since every resources I need to improve my major is in English”, and S18 and S19 said “It is very important, because most of the sources are in English”.

Furthermore, some of the students think that English has become an international language; it is therefore important for them to use English for their specialties. S20 and S49 said, “Studying English should take into consideration, especially in Kurdistan, because I think it is a necessity of each individual of society and to use it in our field”. In addition, some other students think that English is a universal language and it is important for them if they are to understand anything in their field have been published all over the world. S25, S28 and S35 asserted “I think learning English is necessary because it is a universal language and we have to know how to use it in our field”.

Some of the students believe that they need to learn ESP because they think that they need it everywhere in their field. For example, S88 said “we need to learn more about ESP, because we need it every time and everywhere in our study and future works, the special English is useful”. In the same vein, S90 says, “knowing English as an international language is good, but as students we need to know how to use it for a special purpose”. S95 further stated, “we need English in all the fields in our life, but we need to use it in our field as a Computer Science student, because we used it form the smallest thing to the biggest ones”. Also, S102 added that “it is a general language and the necessity of life especially we wok as technology field, most of the news and inventions’ videos and reports are in English, that’s why is an important point for us”.

In addition, 37% of the students (43 students) believed that it is important to study ESP as a course at the University level. For example, S47 stated, “it should be taught from the first year of the University so as to learn it not to study just for passing in the courses”. Another student explained the importance of ESP in the University curriculum as S51 mentioned, “I only need it in my study field now, because sometimes I cannot express myself in the classroom to the teacher”, similarly; S59 explained that “we need studying ESP for our daily works continuously in the university”.

Furthermore, S63 explained that it is important to add ESP to the University curriculum “take more care about it and add it to the curriculums”, and S64 said “In my opinion this research about ESP is a very good idea, I hope this program will apply soon and ESP will be added in our curriculum”.

Furthermore, S70 said “it is important to study ESP courses in university program”, and S83 further stated that “studying is crucial, it should study in all levels in university”. In S89 opinion, “studying ESP is crucial and necessary, as much as we are familiar about it, we will have more jobs and we will have more scientific opportunities in our field by participating in conferences and etc.”. Furthermore, S 96 discussed the importance of adding ESP in the University programs by saying that “because all sciences nowadays are derived from the foreign countries that’s why it is very difficult to translate these concepts and information that’ why we have to study ESP”.

Furthermore, S 98 said “learning ESP is useful especially for computer and other branches” and S 99 explains more by stating that “it is crucial to learn ESP and try more with us because it is a universal language and it should be looked at as L1”.

In addition, 18.1% of the students (21 students) do not provide any response, while only one student 0.9% of the students mentioned that having an ESP course is not important, for example, S105 said, “it is not that necessary to study ESP in my field”.

4.3 Alumni Questionnaire

This section shows the results of the alumni questionnaire. The items are about alumni’s needs for ESP in their current job and life. The questions were divided into two parts, the quantitative part which is close-ended questions. The questions were divided into four parts according to the language skills listening, speaking, writing and reading. Additionally, the second part is qualitative which has two questions asking about their opinion for an ESP course and their suggestion related to ESP.

4.3.1 Quantitative Data (Close-ended questions)

This part is about the quantitative data presenting frequency of the items with their percentages. The items were based on needs of the alumni for the language skills; listening, speaking, writing and reading. The responses range from N (Never) to GD (A Great Deal). The results are shown in tables in each part.

4.3.1.1 Listening Skills

This part of the questionnaire is about how much they need English listening skills for different purposes, their answers are shown in the table below (Table 7) with their means and standard deviations.

Table 7: The Students' Needs for Listening Skills in Percentage

How much do you need English for:	N	L	S	M	GD	Mean	SD
1- Listening to general conversations	2	18	24	42	14	3.48	1.02
2- Listening to conference speech	8	22	38	22	10	3.04	1.09
3- Listening to English media	4	24	30	28	14	3.24	1.10
4- Listening to instructions in real situations	6	16	34	28	16	3.32	1.12
Average	5	20	31. 5	30	13.5	3.27	1.08

Note: N=Never, L=Little, S=Sometimes, M=much, GD= A Great Deal, SD= Standard Deviation.

In the listening skill term, in (item 1) which asks how much they need English for *listening to general conversation* 42% of the alumni think that they need it much, and this is followed by 24% of them who think that they sometimes need it. Moreover, 18% of the alumni think that they need it a little. In addition, 14% of them think that they need English a great deal, and only 2% think that they never need English for listening to general conversation. The mean of this item is 3.48, which indicates that the students need English between sometimes and much, and its standard deviation is 1.02.

The second item (item 2) which asked the alumni about their needs for *listening to conference speech*, revealed that 38% of them think that they need it sometimes. This is followed by 22%, both for little and much. Moreover, 10% of them think that they need it in a great deal, on the other hand, 8% of the think that they never need it. In addition, its mean is 3.04, which indicates that the alumni think that they sometimes need English for listening to conference speech, and its standard deviation is 1.09.

Furthermore, in the item which asks about the alumni needs for English for *listening for English media* (item 3), 30% of the alumni think that they sometimes need it, while 28% of them mentioned that they need it much. Additionally, about quarter of them 24% think that they need it a little. In addition, 14% of them expressed that they need it in a great deal. Finally, only 4% of them said that they never need it. The mean of this item is 3.24, which indicates that most of the alumni think that they need English for listening to English media sometimes, and its standard deviation is 1.12.

Finally, for the last item in Listening skill (item 4), the highest percentage is 34% as these alumni mentioned that they sometimes need English for *listening to instructions in real situations*. Moreover, more than a quarter of them show that they need it much. Furthermore, 16% of them mention that they need it little, on the other hand, the same level of them think that they need it a great deal. Finally, only 6% of the alumni think that they never need it. Additionally, the mean of this item is 3.32 which shows that most of the alumni think that they more that sometimes need English for listening to instructions in real situation, and its standard deviation is 1.12.

To sum up, the mean of the entire four items in listening skill shows that most of the alumni believe that they sometimes need listening skill, which has the highest percentage 31.5%. This is followed by 30% of them who believed that they need it much, while 20% of them think that they need it little. Moreover, 13.5% of the alumni showed that they need it a great deal, on the other hand, only 6% of them think that they never need it. The average of their means is 3.27, which indicates that

they more than sometimes need listening language skill, and their average standard deviation is 1.08.

4.3.1.2 Speaking Skills

This part of the questionnaire is about how much they need English for speaking skills for different purposes, their answers are shown in the table below (Table 8) with their means and standard deviations.

Table 8: The Students' Needs for Speaking Skills in Percentage

How much do you need English for:	N	L	S	M	GD	Mean	SD
5- Giving speech in conferences	16	18	16	20	30	3.30	1.50
6- Talking to professionals	4	16	26	32	22	3.52	1.13
7- Getting into conversations	2	26	16	26	30	3.56	1.23
Average	7.3	20	19.3	26	27.4	3.46	1.29

Note: N=Never, L=Little, S=Sometimes, M=much, GD= A Great Deal, SD= Standard Deviation.

Firstly, regarding the first item in the speaking language skill which asks the alumni about their need for English for *giving speech in a conference* (item 5), the highest level of the them 30% believe that they need it a great deal, this is followed by 20% of them who think that they need it much. Moreover, 18% of them reported that they need it a little. Furthermore, 16% of the alumni think that they never need English for giving speech in a conference; while the same level of them think that, they sometimes need it. The mean of this item is 3.30, which shows that they need it more than sometimes, and its standard deviation is 1.50.

In addition, the highest percentage for the second item in speaking skill (item 6) which asks about their needs for English for *talking to professionals* is 32% who think that they need it much. In addition, more than a quarter of them (26%) thinks that they sometimes need it, while 22% of them believed that they need it a great deal. 16% of them think that they need it little, and only 4% of them said that they never need it. Moreover, the mean of this item is 3.52, which indicates that they need English for talking to professionals between sometimes and much, and its standard deviation is 1.13.

Furthermore, the highest percentage for item 7, which asks about the alumni's needs for getting into conversation, is 30 %. They think that they need it a great deal. In addition, more than a quarter of them (26%) believed that they need it a little. On the other hand, the same level of them showed that they need it much. In addition, 26% of them think that they sometimes need it, while only 2% of them think that they never need it. The mean of this item is 3.56, which shows that mostly, the alumni believe that they need English language for getting into conversation about much, and its standard deviation is 1.23.

To summarize, the mean of all three items in the speaking skill shows that the highest percentage 27.4% of the alumni think that they need speaking English language skill a great deal. This is followed the second highest level, which is 26%, who think that they need it much. In addition, one fifth of them 20% believe that they need it little. Additionally, 19.5% of them think that they sometimes need it while only 7.3% of them show that they never need it. Furthermore, the average of the

mean of the items is 3.46, which shows that they alumni needs English speaking skill between sometimes and much, and the average of the standard deviation is 1.26.

4.3.1.3 Writing Skills

This part of the questionnaire was about how much they need English for Writing Skills for different purposes, their answers are shown in the table below (Table 9) with their means and standard deviations.

Table 9: The Students' Needs for Writing Skills in Percentage

How much do you need English for:	N	L	S	M	GD	Mean	SD
8- Write articles	8	20	34	30	8	3.10	1.07
9- Note-taking while reading	8	26	32	26	8	3.00	1.09
10- Note-taking in speeches	6	26	44	22	2	2.88	0.90
11- Writing business letters	8	16	40	24	12	3.16	1.10
12- Writing emails	6	20	10	32	32	3.64	1.29
13- Writing reports	4	18	24	20	34	3.62	1.24
Average	6.7	21	30.7	25.7	16	3.23	1.12

Note: N=Never, L=Little, S=Sometimes, M=much, GD= A Great Deal, SD= Standard Deviation.

The highest percentage for item 8 in the writing skill, which asks about the alumni's needs for *writing articles*, is 34%. It means that more than one third of the alumni think that they sometimes need it. Moreover, this is followed by 30% of them who think that they need it much. Furthermore, one fifth of them, which is 20%, believe that they need it little. The alumni who believed that they never need it were 8%, on the other hand, the same percentage of the alumni showed that they need it a great deal. The mean of this item is 3.10, which shows that the alumni believe that they

sometimes need English language for writing articles, and the standard deviation is 1.07.

Additionally, the highest percentage of the alumni which is 32% showed that they sometimes need English for *note taking while reading* (item 9). Moreover, more than a quarter of them (26%) believed that they need it little, while the same level of them showed that they need it much. Finally, 8% of them believed that they never need it. On the other hand, the same percentage of the alumni thinks that they need it a great deal. The mean of this item is 3.0, which indicates that the alumni believe that they sometimes need English for note taking while reading, and its standard deviation is 1.09.

In addition, the highest percentage of the alumni, which is 44% think that they sometimes need English language for *note taking in speeches* (item 10). Furthermore, more than quarter of them believed that they need it a little, while 22% of them showed that they need it much. Moreover, 6% of them think that they never need it, and only 2% of them think that they need it a great deal. The mean of this item is 2.88, which indicates that the alumni mostly sometimes need English for note taking in speeches, and its standard deviation is 0.90.

The highest percentage of the alumni, which is 40% of them, believed that they sometimes need English for *writing business letters* (item 11). This is followed by nearly quarter of them, which is 24% who think that they need it much. Furthermore, 16% of them believed that they need it a little, while 12% of them showed that they need of in a great deal. Finally, only 8% of them think that they never need it. The

mean of this item is 3.16, which shows that the alumni believe that they sometimes need English for writing business letter, and its standard deviation is 1.10.

Furthermore, nearly one third of the alumni (32%) believed that they need English for *writing e-mails* much (item12), in the same vein, the same level of alumni showed that they need it in a great deal. This is followed by one fifth of them (20%) of who believed that they need it a little. Moreover, 10% of them think that they sometimes need it. Finally, only 6% of them showed that they never need it. The mean of this item is 3.64, which indicates that the alumni believe that they need English language for writing e-mails between sometimes and much, and its standard deviation is 1.29.

Finally, the highest percentage of the alumni (34%) believed that they need English language for *writing reports* (item 12) in a great deal. Moreover, quarter of them (24%) believed that they sometimes need it. In addition, one fifth of them, which is 20%, showed that they need it much and 18% think that they need it a little. Finally, only 4% of them think that they never need it. The mean of this item is 3.62, which shows that they alumni think that they need English language for writing reports between sometimes and much, and its standard deviation is 1.24.

In conclusion, the mean of all six items of writing language skill showed that the highest percentage is 30.7% as the alumni think that they sometimes need writing language skill. This is followed by more than quarter of them who believed that they need it much, while more than quarter of them showed that they need it little. Furthermore, 16% think that they need it a great deal, and only 4% think that they

never need it. The average of their mean is 3.23 which indicated that the alumni need English language writing skill more than sometimes, and their average standard deviation is 1.12.

4.3.1.4 Reading Skills

This part of the questionnaire is about how much they need English for Reading Skills for different purposes, their answers are shown in the table below (Table 10) with their means and standard deviations.

Table 10: The Students' Needs for Reading Skills in Percentage

How much do you need English for:	N	L	S	M	GD	Mean	SD
14- Reading technical text books	4	18	30	26	22	3.44	1.15
15- Reading articles	10	20	26	30	14	3.18	1.20
16- Online reading	4	14	28	30	24	3.56	1.13
17- Reading reports	8	20	30	24	18	3.24	1.20
28- Reading brochures and instructions	8	22	30	24	16	3.18	1.19
Average	6.8	18.8	28.8	26.8	18.8	3.32	1.17

Note: N=Never, L=Little, S=Sometimes, M=much, GD= A Great Deal, SD= Standard Deviation.

The highest percentage of the first item in the reading language skill (item14) which asks the alumni about their needs for English for *reading technical text books* is 30% who think that they sometimes need it. Moreover, more than quarter of them 26% believed that they need it much, this is followed by 22% who showed that they need it a great deal. Furthermore, 18% said they need it little, and only 4% think that they never need it. The mean of this item is 3.44, which indicates that they need English language for reading technical text books between sometimes and much, and its standard deviation is 1.15.

Furthermore, regarding the item which asks about the alumni needs for English language for *reading articles* (item 15), higher percentage of them believe that they need it much. Additionally, more than quarter of them (26%) said that they sometimes need it, while one-fifth (20%) said they need it little. Additionally, 14% think that they need it a great deal, on the other hand, 10% of them said that they never need it. The mean of this item is 3.18, which means that they need English language for reading articles more than sometimes, and its standard deviation is 1.20.

The highest level of the alumni in the item which asks about their needs *for online reading* (item 16) is 30% the alumni said that they need it much, and this is followed by 28% who believed that they need it sometimes. In addition, about quarter of them 24% said that they need it a great deal while 14% think that they need it little. Lastly, only 4% of them said they never need it. The mean of this item is 3.56, which shows that they need English language for online reading between sometimes and much, and its standard deviation is 1.13.

Additionally, the highest percentage of the alumni thinks that they sometimes need English language for *reading reports*, with 30% of them (item 17). This is followed by the second level, which is nearly quarter of them (24%) who believed that they need it much, on the other hand, one fifth of them (20%) said that they need it little. Moreover, 18% of them think that they need it a great deal, while only 8% of them said they never need it. The mean of this item is 3.24, which means that they need English language for reading reports more than sometimes, and its standard deviation is 1.20.

Finally, in the last item in the reading skill, which asks alumni about their needs for English language for reading brochures and instructions (item 18) the highest level of the alumni 30%. they believed that they sometimes need it. Moreover, this is followed by nearly quarter of them (24%) who think that they need it much, while 22% believed that they need it a little. Furthermore, 16% think that they need it a great deal, while only 8% said that they never need it. The mean of this item is 3.18, which shows that the alumni need English more than sometimes *for reading brochures and instructions*, and its standard deviation is 1.19.

The mean of all five items in the reading skill showed that the highest percentage of the alumni -28.8%- think that they sometimes need reading language skill. In addition, this is followed by more that quarter of them 26.8% who believed that they need it much. Furthermore, 18.8% think that they need it little. In contrast, the same level of the alumni which is 18.8% said that they need it in a great deal. Additionally, only 6.8% think that they never need it. In addition, the average mean of the reading language skill is 3.32, which indicates that the alumni think that they need English reading skill more than sometimes, and its average standard deviation is 1.17.

4.3.1.5 Four Language Skills Ranking

In this section, the alumni have to rank the language skills according to their needs for each of them. This part consists of one item, which asks about skills needed in their current situation as alumni in their jobs and study. The results are shown in the table below (Table 11).

In four skills item (item 19) asks the alumni to *identify their current situation in using English language skill*, by setting them in order based on their needs from 1-4. Number 1 is the most important skill according to their needs and number 4 is the least important skill for their current situation. The table below (Table 11) shows the results for their needs for the four skills.

Table 11: The Alumni's Needs for the Four Skills in their Current Situation in Percentage

	1	2	3	4
Listening	40	26	20	14
Speaking	18	34	20	28
Reading	16	28	34	22
Writing	26	12	26	36

According to the alumni's current situation's needs, they think they need *listening skills* the most, which comes in the first place in rank in the above table with the highest percentage which is 40%. This is followed by *writing skills*, which they need the most after listening skills, its percentage is 26%. In addition, *speaking skills* are ranked in the third place with the percentage of 18. Finally, they think that they need *reading skills* with just 16%.

Moreover, in the second place in the ranking, more than one third believed they need *speaking skills*, the most which has the highest percentage, which is 34%. After that, *reading skills* follows with 28%. In addition, *listening skills* get more that quarter of

them which is 26%. Finally, *writing skills* has the lowest percentage among them with 12%.

Furthermore, in the third place in the ranking, more than one third of the alumni think that they need *reading skills*, and it is the highest percentage, which is 34%. This is followed by *writing skills*, and its percentage is 26% in the rank. In addition, both *listening skills* and *speaking skills* come after them with the same percentage, both of them are 20%.

Finally, *writing skills* comes in the fourth place, which has the highest percentage according to the alumni's needs. More than one third of the alumni think that they need the least in their current situation, which has 36% in the last place. After that, *speaking skills* follows and has 28% and, *reading skills* has 22%. Finally, *listening skills* has the lowest percentage, which is 14%.

4.3.2 Qualitative Data (Open-ended Questions)

The alumni of the Human Development University in Sulaimani have different perspectives in terms of the needs and purposes of using ESP. To begin with, 52% of alumni think that studying and having courses like ESP is crucial in their academic career and help them to benefit from the recent knowledge about their specialty (Computer) all over the world. For example, Alumni 2 mentioned that “studying an ESP course in the University help students to concentrate more on their specialty and look for the information that they need”, Alumni 12 further says “if I had ESP course, I would have different academic career and would be more profession in my field”.

Furthermore, Alumni 24 believed that “studying ESP in the University helps students to be more qualified”. Also Alumni 43 has the same idea and stated that: “studying and having ESP course based on students’ necessity helps them to be more qualified and be successful after their graduation”. Furthermore, Alumni 48 explained that if students have such a course like ESP, they would try to learn instead of studying just for passing and getting good grades.

In addition, 10% of the alumni believe that studying ESP course based on the needs and purposes of the students will help students to get proper job after graduation. For example, Alumni 16 mentioned that studying ESP based on the students’ needs helps students to get a good job after they graduate. In addition, Alumni 42 said: “studying an ESP in the University based on the needs and purposes of the students helps them to be more aware about their needs and try harder in order to get a good job in the future”. Furthermore, Alumni 49 believed that having ESP course helps students to have a suitable job because to start working anywhere English is one of their major requirements.

Moreover, 32% of the alumni think that ESP is a necessity for them nowadays. For example, Alumni 10 mentioned, “studying ESP based on our needs is a necessity and should be taken into consideration”. In addition, Alumni 24 believed that studying an ESP is the necessity for all the students because it helps them to advance more in their academics. In addition, Alumni 29 said, “studying an ESP course becomes a necessity of students’ academic career”, Alumni 35 further mentioned, “studying ESP in the university helps students to learn and they are more aware about their needs that is why it is one of the important courses that students need it”.

Finally, 4% of the alumni did not provide a relevant answer and 2% of them did not respond to this question.

Regarding the second open-ended question, which asks alumni to provide their suggestions about ESP, 16% of the respondents suggested that it is important to consider the needs of the market in applying an ESP course. For instance, alumni 21 mentioned that in applying for an ESP course it is essential to consider the current needs of the market in order to help students get a good job after they graduate. Also alumni 30 recommends that considering the needs of the market in studying ESP helps students to learn instead of memorizing. Furthermore, Alumni 36 mentioned that if the need of the market is considered in the content of ESP course it would help students to try harder and search for the newest information regarding their specialty. Alumni 50 further said, “If students study ESP based on their needs, they would have better opportunity to get a job because nowadays in the market they require English to start working anywhere”.

Furthermore, 12% of the alumni mentioned that there should be more focus on ESP and it should apply as soon as possible. For example, alumni 16 said that the department and presidency of Human Development University should focus more on opening ESP course in the university curriculum. In addition, Alumni 26 said, “applying ESP course is very important and this project should be applied soon”. Furthermore, alumni 42 stated that opening ESP courses is important and the department should think about opening such a course in the department. Also, alumni 46 said “in fact, studying ESP is very good for Departments which their specialists

are not English language, they should to specified the vocabularies and materials have related to their specialist directly.”

Finally, 2% of the alumni mentioned that in the first two years, general English should be studied and in the last two years ESP course must be studied. However, 40% of the alumni did not provide any response and 30% of them did not provide relevant answer.

4.4 Summary

In this chapter, the results of the students’ and alumni’s questionnaires were presented. The student questionnaire produced of quantitative data (23 closed-items) and qualitative data (2 open-ended questions), and the alumni questionnaire led to quantitative data (21 closed-items) and qualitative data (2 open-ended questions).

Chapter 5

RESULTS AND DISCUSSION

5.1 Introduction

The aim of this chapter is to discuss the findings of the study by answering and discussing the research questions and referring to the related studies in the literature. This followed by the conclusion and some practical implications of the study. Finally, several limitations of the study were discussed and some suggestions were made for further research.

5.2 Discussion of the Results

This study examined the needs of Computer Science students and alumni at the University of Human Development for an ESP course, and their needs for the general English language skills in their daily use and in their classes and outside. It also examined the needs of both students and alumni for the English language skills in their current situation and future work. In this study, a mixed methods approach was used; the quantitative research design consisted of 22 close-ended questions and quantitative research design consisted of 2 open-ended questions. In order to investigate the students' needs for an ESP course and find out their current situation and future needs for the English language skills, the following research questions were addressed.

5.2.1 Research question 1: Do the Computer Science Students Need an ESP Course?

Based on the findings of the study, majority of the students believed that, they need an ESP course in their academic study. The reason for having an ESP course, as mentioned, was that since all the special scientific sources are in English, they need a specific language to understand the terminologies and terms. This is similar to the Lee's (2016) finding, the perception of the students' regarding to their needs about ESP course was positive and they also believed that they need ESP course in their academic study.

Another reason might refer to the lack of their proficiency level in English language for using it in their academic field. Because of this, they might have problem in their academic studies, as one of the students said, they have problems in using English in their classes and they cannot participate in the class.

Moreover, the majority of the alumni who graduated from the same department and had the same courses also stated that, they practically figured out that it is crucial for the students to have an ESP course in their academic study. The reasons behind this statement might be that due to the fact that they had also been taught a General English course in their study and while studying their academic study, they might have had difficulty in their study as they did not know enough English language to search for further information about their field. This is similar to the findings of Hussein's (2016) study, which indicated that the participants highly appreciated to have an ESP course due to the sources that they use which is in English.

Additionally, another reason might refer to their current situation in their work place or postgraduate studies. Some of the alumni were self-employed and they believed that, ESP is essential for their jobs and because they had not studied an ESP course, sometimes they face difficulties in their jobs. In addition, those who work at a different company, related to their specialty, also thought that, sometimes they had to collect new information about their jobs from different sources, and they had problem with some of the language uses in the books and studies. Finally, others who teach in schools and institutes faced problems in searching and obtaining recent information and convey them to the students.

Based on the students and alumni's perceptions, it could be said that they had not benefited much from the general English courses for their scientific fields, because there are some necessities according to their fields, which they cannot get through the knowledge of general English courses. For instance, the scientific terminologies and their needs for the English language skills are different from a department to another. This is similar to the findings of Mehdi 's (2012) study, which showed that the ESP course was highly required by participants of the study because of their need to use English for their speciality.

However, a few of the students believed that they do not need ESP course, because what they had been taught in the general English is enough for them and having such a course is not necessary for them. The reason behind this belief might be that they are not aware about ESP and they might not know anything about it, because of their lack of desire for learning English language; they might not like to learn English.

More importantly, the researcher could not relate the findings of the study with relevant literature, due to lack of sources regarding the necessity of having an ESP course. All of the studies in the relevant literature were related to existing ESP course in the institutes and universities.

To sum up, the majority of the students and alumni believed that having an ESP course in their academic study is crucial. The reason mentioned was that they thought English is now an international language and almost all of the resources and studies needed to be done in English. In addition, the alumni practically figured out that having an ESP course is important, because they faced many problems during their works and teaching. Only a few of them thought that there is no need for an ESP course and that the General English course is enough for them.

5.2.2 Research question 2: Which English Language Skills do the Students and Alumni Need the Most in their Given Context (Current Situation and Future Works, Respectively)?

Based on the results of the study, which were retrieved from the students' and alumni's questionnaires, the first 20 items of the students' questionnaire and the first 18 items of the alumni questionnaire were related with the general English language skills that participants use for their current situation. The findings showed that speaking skills have the highest-level preference. It came first in both students' and alumni's responses, which means that the majority of the participants chose speaking skill as the most needed skill. This might refer to the students' needs of English for getting into conversation, which has the highest range in the speaking skills.

Another reason may refer to their want to participate in the classes and they need English the most. Moreover, they also may need it for presenting their papers in the conferences. Finally, another reason might refer to their needs for talking to the professionals in their fields, i.e., computer science. This finding is similar to the Pranckevičiūtė and Zajankauskaitė's (2012) study in which the students also believed that they needed speaking language skills the most and it was also in the first place. However, this finding is opposite with Hussein's (2016) study that writing skill came in the first place and had the highest priority.

The findings from the students' results revealed that the writing skill was followed by the speaking skill which came at the second place. The reason behind this might be because of their needs for writing reports in their classes. Another reason might refer to their needs for writing emails to their teachers, supervisors or their friends. Writing research papers is another possibility for choosing this skill. In addition, note taking in the classes during their lectures is another possibility. Another reason might refer to their needs for writing answers to the questions during their quizzes and examinations. This is in contrast with Lee's (2016) finding which stated that, the participants in the study found the writing skill was the most needed and it came in the first place for them.

On the other hand, according to the alumni results, listening skills came at the second place based on their needs. This might be due to their needs on their jobs, which might demand listening to costumers and communicating with them. Another reason might refer to their needs for listening to conference speeches while they participate.

Based on the findings from students' results, the reading skill came at the third place. The first possible reason for this might be their need for reading online sources, because some of the sources are from online and mostly they are in English, they might need it to update their knowledge about computer and innovations in technology. Another reason might refer to their needs for reading technical textbooks related to their fields. Moreover, they might need it for reading their course books so as to participate in the classes and exams. In the related literature, this is in contrast with the findings of the study conducted by Aliakbari and Boghayeri (2014), which showed that, the students need reading skill the most and it came in the first place.

Although the reading skill came at the third place in the student's results, writing skill had taken the third place in Alumni's perceptions. The reasons might be the alumni's needs for writing reports for their bosses, supervisors or for themselves in their own works. Another reason might refer to their needs for writing emails for co-workers, bosses or their business clients. Another possibility might be their needs for note-taking while they participate in speech or while they read. Finally, they might want to write researches about their fields.

Finally, listening skills came in the fourth place from the students' perceptions. The reasons behind this might refer to their needs for listening skills after they talked with their friends, they will therefore need to listen to them while they speak in English, or listen to general conversation.

Furthermore, the alumni believed that they need reading skill the least which came at the fourth place. The reasons for this might refer to the alumni's needs for reading

technical textbooks in their free times, and searching for news about technology and reading them in order to update their knowledge in the field. Another possible reason might be that they want to read brochures and instructions about their work and interests.

Regarding the four language skills in ESP, the last two items (21 and 22) in the students' questionnaire were about their current need for the language skills and their expectation for their needs in their future works in an ESP course, while the last item (item 19) in the alumni's questionnaire was about their current situational needs for the language skills in ESP after having graduated and started working.

The findings showed that the results of both the students and the alumni were almost the same. Both of them appear to have the same needs in their current situations for the four language skills. They set them in order from the most needed skills to the least needed skills.

Based on the findings of students and alumni's questionnaires, the first skill, which came in the first place, is listening skill. They believed that they need listening skill the most and the reason behind this for the students was for listening to their instructors in the classes and understand the subjects in their fields. In addition, the reason behind the needs for this skill by the alumni might refer to their needs to listen to their clients or their managers in their work place and understand their requests in order to be able to manage their works efficiently.

Furthermore, the second language skill, which the students and alumni thought they needed the most, after listening skill, is speaking skill. One of the reasons for this for the students might refer to their needs to participate in their classes after they listened to their instructors and understood the subject. While for the alumni, it might be for speaking with their clients and managers, and communicate with them about their businesses. Additionally, it might also be a reflection of students and alumni's needs to speak to professionals in their fields.

Additionally, the third language skill, which comes in the third place based on their needs, was the reading skill. The reasons behind choosing this skill after the other two skills by the students might refer to their needs to read their course books and other materials, related to their classes and fields. Furthermore, the reason for this by the alumni might be the need to read books and sources about their fields. Moreover, one common reason between the student and the alumni, is that they might need it in order to be able to read emails and letters in their daily life.

Finally, the last language skill, which comes in the last place among the four skills, is the writing skills. The major reason behind choosing this skill as the last one might be that they listen first to understand and then communicate with others before thinking of writing. The reasons behind choosing this skill by the students might refer to their needs to take notes inside the classes and to participate in examinations. In addition, alumni might want to write business letters to their clients and manager in their works. Finally, both the students and alumni might want to write emails to each other, or might want to write articles in their fields.

Regarding the students' expectations, the last item (22) in the students' questionnaire, the students thought that they would need speaking skill in their future works. Their expectation for this skill might refer to their thoughts that they have to speak with clients at work places and start conversation with them. To compare this result with the alumni's current situation, it is different; the alumni thought that they need listening skill in their current situations, because they thought they would like to listen to their clients and understand them before they talk.

In addition, the students' expectation for the second skill is listening skill, they thought that they would need listening skill after speaking skill. The reason might be to be able to listen to their clients and understand their needs. This is also different from the alumni's current situation, who thought that they need speaking skill in the second place; the reason might be that they would like to listen first in order to know what their clients want and then start speaking.

Furthermore, the students' thought that they would need reading skill after the two other skills. This might refer to their needs for reading business letters and technical textbooks. This is the same as the alumni needs in their current situation. Finally, they thought that they would need writing skill as the last skill, because they might want to write emails to their clients or write business letters. Both students' and alumni have the same need for reading skill in the last choice.

To sum up, the English language skill that the students and alumni needed the most is the speaking skill based on the daily use of the skills, and it came in the first place among the language skills. The second place was occupied by the writing skills for

the student, but it was the listening skills for the alumni. In addition, the students thought that, they needed reading skills in the third place. In contrast, the alumni believed that, they needed writing skills in the third place. Also, listening is in the last place for the students but the alumni thought that, they need reading skill as the last. Moreover, the findings indicated that the students and alumni almost have similar needs in their current situation which listening skill has the priority and writing comes at the end. Finally, the findings from the students' expectations revealed that the students need the speaking skill most in their future works and writing skill has the least priority.

5.2.3 Research question 3: What Suggestions do the Students and Alumni Make for an ESP Course?

The findings showed that, the students and alumni made some suggestions regarding the ESP course they required. Some of the students and alumni proposed to having an ESP course in their curriculum and it is important to have the indicated course in their program especially in the first year of their study. The reasons for having an ESP course as they mentioned were based on their needs for English language in their field. Another reason may refer to their need to search for new resources to improve their knowledge in their fields. One more justification may refer to their want to participate in their classes and exchange knowledge between their colleagues and teachers. Furthermore, another reason for the students may refer to their want to talk about their specialties, they need to learn and know the terminologies and expressions related to their fields so as to make sure they communicate correctly and while they write about subjects in their field, as it was mentioned by the students. Additionally, another reason may be because most of the computer science sources

are in English and in order to understand them, they have to know good English language which is related to their field.

Furthermore, some students and alumni also suggested that it is better to have ESP course in all the four years of study in their department, because it is crucial and essential for their field. In addition, another suggestion proposed by the students and alumni was that, they believed that, it's better to have a general English course before an ESP course. The reason behind this thought was that, they said that it is better to have general information about English language and then study the ESP course. They thought that unless one has enough knowledge about English, one cannot learn ESP course easily.

To sum up, there were some suggestions given by the students and alumni about having an ESP course in their curriculum. Some of them suggested adding an ESP course to their curriculum with its own course book in order to have knowledge about their courses and subjects. While some students and alumni suggested that, it is better to have ESP courses in all their four years of studying in their field, because it would be avail better chance to learn more in their fields.

5.3 Conclusion

Overall, the finding of the study showed that, the students and alumni believed that there is a need for an ESP course in their first year of university study. Also, they believed that they needed speaking skills the most in their daily needs for General English language. Although they thought they need listening skill the most in their current situation, the students' expected for using the language skill in their future

works was speaking skill. Finally, both students and alumni made some suggestions for having an ESP course in their curriculum, they also suggested to have ESP courses in all of the four years in their study, and some of them suggested that it is better to study the general English language before the ESP course.

The students and alumni thought that it is crucial to study an ESP course in their study at the university. They gave some reasons for having an ESP course. One of them was the importance of English language in their fields, because most of the computer science resources are in English and nowadays it is a universal language in the world. Another reason given by the alumni was that, they believed that studying an ESP course is essential because what they learnt through general English was not enough in their current situation.

In addition, both the students and alumni assumed that they needed speaking language skill the most in using English language in their daily life, followed by writing skill for students and listening skill for the alumni. Additionally, the students thought that they needed reading skill while the alumni thought that they need writing skill. Finally, the student believed that they need listening skill the least but the alumni believed that they need the reading skill the least.

Furthermore, according to the four language skills in the students and alumni's current situations, they both had the same belief. They both assumed that they needed listening language skill the most and they ranked it in the first place, followed by the second language skill in the second place, which was speaking skill. The reading

skill came in the third place in the rank. Finally, they thought that they needed writing skill as the last as it came fourth in the ranking.

Additionally, according to the students' expectations for the needs for the four language skills, they believed that they will need speaking language skill the most and it came in the first place in the ranking, followed by the second language skill in the second place which is listening. The reading skill occupied the third place and writing skill came in the fourth place in the ranking.

The students and alumni also made some suggestions for studying an ESP course in their first year study. The first suggestion was to have an ESP course in the first year in their academic study, and adding it to the department's curriculum. Another suggestion made was to have ESP courses in all the four years of study. Lastly, they suggested studying general English language course before an ESP course so as to have enough knowledge about English language generally.

5.4 The Practical Implications of the Study

The finding of the study may have some practical implications. Firstly, this may be a useful feedback for the Computer Science Department at the University of Human Development and administration can be taken into consideration for adding an ESP course to their curriculum for it to be studied in the first year of academic study of the department.

Secondly, it might also be an important feedback to the students of the same department, because they will be aware about their needs in their fields, as they can ask for an ESP course from their department so as to get more benefit during their

study. Finally, it can also be feedback to the department about their students and alumni's opinion about their department.

5.5 Limitations of the Study

In spite of the fact that the study reached its aim, there are some limitations in the study. Lack of using the instructors as part of the participants for the interview in the study can be considered as one of the limitations of the study. Most of the related studies in the field considered the instructors' view on the topic at hand but this was not done in this study.

Lack of observation can also be considered as another limitation. By using observation in the computer science classes, more information and richer data can be collected and the students and alumni can be observed during their study and works,

Using only one university in data collection can also be considered as a limitation of the study because the findings of the study cannot be generalized to all of the universities.

5.6 Suggestions for Further Research

This study has some suggestions for further research in the field by considering the limitations of the study. In this study, only questionnaires (close and open-ended questions) were used, using interview with the students, alumni and instructors might be essential to gather, richer data. In addition, observation can be used as another data collection tool in other studies to collect data.

This study was conducted in the University of Human Development, Computer Science Department. The findings can, therefore, only be limited to this university. Using more than one university in other cities and using different departments can be considered a crucial suggestion for further researches in the future.

Another suggestion for further research in the future is designing an ESP course for the Computer Science Department. Based on the students' needs reported in the findings of this study, it can be taken into consideration to design a course in the future so that the students can benefit from what they studied in their department and also for their future works.

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APPENDICES

Appendix A: Computer Science Department's Permission

University of Human Development College of Science and Technology Computer Science Department Sulaimanyah, Iraq Ref: k1/73 Date: 24/11/2016	 زانكۆی گهشه پێدانی مرۆیی زانکۆی گهشه پێدانی مرۆیی کۆنیهی زانست و تهکنه لۆجیا بهشی زانستی کۆمپیوتەر ژماره: پهروار:
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Dear Rabar Azad Mahmood,

I am writing in reply to your permission request letter dated 20.11.2016 for conducting your masters research at the department of Computer Science. After consideration we are happy to grant you full permission to conduct your research here under the condition that you observe the intellectual property rights and guidelines of the University.

Should you require further information please do not hesitate to contact us.

Yours faithfully

Mr. Hoger Mahmud
Head of Computer Science Department
Tel: +9647710228898
Email: hoger.mahmud@uhd.edu.iq



Appendix B: Ethical Comity's Permission

 <p>Doğu Akdeniz Üniversitesi "Uluslararası Kariyer İçin"</p>	<p>Eastern Mediterranean University "For Your International Career"</p>	<p>P.K.: 99628 Gazimağusa, KUZZEY KIBRIS / Famagusta, North Cyprus, via Mersin-10 TURKEY Tel: (+90) 392 630 1995 Faks/Fax: (+90) 392 630 2919 bayek@emu.edu.tr</p>
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Etik Kurulu / Ethics Committee

Reference No: ETK00-2017-0016

19.01.2017

RE: Rabar Azad Mahmood (15500099)
Department of English Language Teaching

To Whom It May Concern,

As part of the 2016-2017 Fall Semester, pertaining to Master Thesis questionnaires EMU's Scientific Research and Publication Ethics Committee has granted Mr. Rabar Azar Mahmood (15500099), from the Department of English Language Teaching Master Program, to pursue with his survey entitled **Needs Analysis in ESP for Computer Science at University of Human Development**. This decision has been taken by the majority of votes. (Meeting number 2017/38-18)

Regards,



Assoc. Prof. Dr. Sükrü Tüzmen
Director of Ethics Committee

ŞT/sky.

www.emu.edu.tr

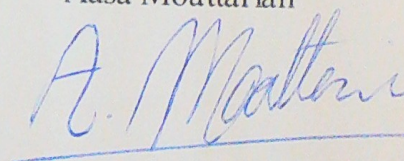
Appendix C: Authors' Permission for Using the Questionnaire

Sheikhbahaee University,
Esfahan, Iran
December 04, 2016

Dear Rabar A. Mahmood

I am writing to authorize you to use our data collection tools used for conducting research during 2014 which result has been presented in form of an article entitled "Language Needs of Graduate Students and ESP Courses: The Case of Tourism Management in Iran" published in *Journal of Research in Applied Linguistics (RALs, 5(2), Fall 2014)*.

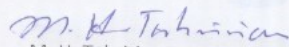
Sincerely yours,
Aasa Moattarian

A handwritten signature in blue ink, reading "A. Moattarian", is written over a horizontal blue line.

December 13, 2016

TO WHOM IT MAY CONCERN

This is to certify that I, the undersigned, agree that Mr. Rabar A. Mahmood is authorized to adapt/use the questionnaires and data collection procedures that my coauthor and I have used for our article entitled "Language Needs of Graduate Students and ESP Courses: The Case of Tourism Management in Iran) for his research purposes" for his research purposes, while observing relevant professional laws and ethics.


M. H. Tahririan

Professor of Applied Linguistics

Sheikhbahaee University

Appendix D: The Original Questionnaire which is Adapted from

Needs Analysis Questionnaire

Instructions: *Thank you for taking the time to complete our questionnaire. The information supplied here will give us insights in what you want to be taught in your ESP classes.*

Personal Information

Major: Level of Educational: University:
 Gender: Age:

When did you attend ESP classes?

Undergraduate studies ☐ Graduate studies ☐ Both ☐

Listening

How much do you need English for:	<i>Never</i>	<i>Little</i>	<i>Sometimes</i>	<i>Much</i>	<i>A Great Deal</i>
1. Listening to general conversations					
2. Listening to conference speech					
3. Listening to English Media					
4. Listening to instruction in real situations					
5. Listening to public announcements					
6. Listening to other people talking					

Speaking

How much do you need English for:	<i>Never</i>	<i>Little</i>	<i>Sometimes</i>	<i>Much</i>	<i>A Great Deal</i>
7. Class participation					

8. Giving speech in conferences					
9. Class participation					
10. Talking to professionals					
11. Talking to hotel staff, travel agency clerks, etc.					
12. Getting into conversations					

Writing

How much do you need English for:	<i>Never</i>	<i>Little</i>	<i>Sometimes</i>	<i>Much</i>	<i>A Great Deal</i>
13. Writing articles					
14. Note-taking while reading					
15. Note-taking in speeches					
16. Note-taking in class					
17. Writing business letters					
18. Writing e-mails					
19. Writing schedules					
20. Writing reports					
21. Writing brochures					

Reading

How much do you need English for:	<i>Never</i>	<i>Little</i>	<i>Sometimes</i>	<i>Much</i>	<i>A Great Deal</i>
22. Reading technical text books					
23. Reading articles					
24. Reading newspapers and magazines					
25. Online reading					
26. Reading reports					
27. Reading brochures and instructions					

Evaluation of the offered ESP courses

	<i>Never</i>	<i>Little</i>	<i>Sometimes</i>	<i>Much</i>	<i>A Great Deal</i>
28. Has ESP courses satisfied your needs?					
29. Were the materials appropriately chosen to satisfy your needs?					
30. Were the materials appropriately used to satisfy your needs?					

31. How many credits should be devoted to ESP?

32. How long should it take to offer ES courses?

33. Which one do you prefer to teach ESP?

a. Language teachers

b. Content teachers

Why?

34. In general, how do you evaluate your ESP courses?

a. Very poor

b. Poor

c. Average

d. Good

e. Very good

35. Which skill should be emphasized more in ESP classes? (You can choose more than one)

a. Listening

b. Speaking

c. Reading

d. Writing

36. When should ESP courses be offered?

a. Before specialized courses are offered

b. After specialized courses are offered

c. While specialized courses are offered

37. Is it necessary to offer ESP courses at graduate levels, too?

a. Yes

b. No

Please feel free to add any additional notes or comments regarding your ESP courses.

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.....

Appendix E: Students Consent Form

Dear Computer Science Students,

As part of my MA studies, I am conducting a research study titled *Needs analysis in ESP for Computer Science students at the University of Human Development*. The purpose of this questionnaire is to identify your needs for using English for specific purposes (ESP) based on your current situation and future work. Your individual responses will be kept confidential and used for research purposes, only. Please be informed that you can withdraw from the study anytime you want to. Moreover, if you need additional information, you can contact my thesis supervisor or me.

Thank you for your cooperation.

Rabar Azad Mahmood
MA student
Department of Foreign Language
Education
English Language Teaching
Faculty of Education
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E-mail: rabar9234@gmail.com

Assist. Prof. Dr. İlkey Gilanlioğlu
Thesis supervisor
Department of Foreign Language
Education
English Language Teaching
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Eastern Mediterranean University
E-mail: ilkay.gilanlioglu@emu.edu.tr

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CONSENT FORM

After reading and understanding the information given above, I have understood the main purpose of the research. Therefore, I agree to participate in this research study.

Name-surname: _____

Signature: _____

Date: _____

Appendix F : Students Questionnaire

Students' Needs Analysis Questionnaire

Part one: Background Information

Age: 18-21 ☐ 22-25 ☐ 26-29 ☐ 30+ ☐

Gender: Male ☐ Female ☐

Class: 3rd ☐ 4th ☐

Do you speak any other languages in addition to Kurdish? Yes ☐ No ☐

If Yes, (Please Specify)

Part Two: Questions About Your Needs

*Please answer these questions below according to your needs for each of them.

Listening

How much do you need English for:	Never	Little	Sometimes	Much	A great deal
1- Listening to general conversations					
2- Listening to conference speech					
3- Listening to English media					
4- Listening to instructions in real situations					

Speaking

How much do you need English for:	Never	Little	Sometimes	Much	A great deal
5- Class participation					
6- Giving speech in conferences					
7- Talking to professionals					
8- Getting into conversations					

Writing

How much do you need English for:	Never	Little	Sometimes	Much	A great deal
9- Write articles					
10- Note-taking while reading					
11- Note-taking in speeches					
12- Note-taking in class					
13- Writing business letters					
14- Writing emails					
15- Writing reports					

Reading

How much do you need English for:	Never	Little	Sometimes	Much	A great deal
16- Reading technical text books					
17- Reading articles					
18- Online reading					
19- Reading reports					
20- Reading brochures and instructions					

21- Which English language skills do you need in your current academic study?
Please set them in order based on your needs by giving the number 1 – 4.

Listening	
Speaking	
Reading	
Writing	

22- Identify your expectation about using English language skills in your future work, please set them in order based on your needs by giving the number 1 – 4.

Listening	
Speaking	
Reading	
Writing	

23- What do you think about studying English based on your needs and purposes (i.e. ESP – English for Specific Purposes)? (Please answer briefly)

.....

.....

.....

24- If you have any other suggestions related to ESP, please write them down briefly:

.....

.....

.....

Appendix G: The Kurdish Version of the Students Consent Form

خویندکارانی نازیزی بهشی زانستی کومییوتەر،

و ډګر به شیک له خوښډنې ماسټر نامه کم، نهم لیکو لینو میه نهمچام دهم له ژیر ناوینشانی 'سیکاری پیروسیته کانی' ESP یو خوښډنکارانی زانستی کومپوټر له زانکوی ګمشی پیدای مړوی دا، مهبست لمړ ږاړ سییه بریتیه له دهنشاندن پیروسیته کانی نیوه له بکار هینانی نینگلیزی یو مهبستی دیاریکړ او (ESP) بنما لیسر دوخی نیستای نیوه و کار ی داهاتو وتان، وه لامکانتان به نهی دهمینیتوه و تنها یو مهبستی لیکو لینو مهبکار دیت، تکایه ناګداری نیوه بیه تو هر کاتیک ویست دهنانیت دست لمړ لیکو لینو میه هملګریت، هر وه ناګر زانیاری زیارت پیویست یو دهنانیت پیویندی به من یان سمر پر شتاری لیکو لینو مهبسوه بکیت.

یویاس یو هاوکاریان

پروفیسوری یاریدہ دہر. نیلکای گیلانلینتو غلو

سهر بهر شتياري اٽڪه ٺهيو ه

خويندڪاري ماستر

به‌شی خویندنی زمانه بیانیه‌کان

وتنهوہی زمانی ئینگلیزی

فاکملتی پسر و مرده

زانکۆی رۆژەلاتی دەریای سپی ناوەر است

E-mail: rabar9234@gmail.com

E-mail: ilkay.gilanlioglu@emu.edu.tr

✂

فۆرمى رەزامەندى يېڭان

پاش خونیندهو و تیگهشتن لهو زانیاریانی لای سهرموه، له مهبستی سهرمکی لیکوآنیوه که تیگهشتن، لیسر نهو رازیم به بهشدار یکر دن لهم لیکوآنیوه میدا.

_____ : ناو-ناز ناو :

_____ واژو:

بہر وار:



Appendix H: The Kurdish Version of the Students Questionnaire

رەپرسی شیکاری پنیویتیەکانی خوێندکاران

بەشی یەک: زانیاری پێشینه

تەسن: ☐ 18-21 ☐ 22-25 ☐ 26-29 ☐ 30+

رەگەز: ☐ نێر ☐ م

قوناغ: ☐ سێهەم ☐ چوارهەم

قەسە بە هیچ زمانێکی تر دەکەیت لەپال زمانی کوردیدا؟ ☐ بەڵێ ☐ نەخێر

نەگەر بەڵێ، تکایە دەستێشانی بکە.....

بەشی دوو: پرسیار لەسەر پنیویتیەکان

*تکایە وەلامی نەم پرسیارانە بدەو بە پنیویتیەکان.

گوێگرتن

گەلێک زۆر زۆر هەندێک جار کەم هەرگیز چەندێک پنیویتی بە نینگلیزیە بۆ:

۱- گوێگرتن لە ناخاوێنی گشتی

۲- گوێگرتن لە وتە کۆنفرانس

۳- گوێگرتن لە راگەیاندنی نینگلیزی

۴- گوێگرتن لە رێنمایی لە دۆخی راستەقینەدا

قەسەکردن

گەلێک زۆر زۆر هەندێک جار کەم هەرگیز چەندێک پنیویتی بە نینگلیزیە بۆ:

۵- بەشداریکردنی ناو کلاس

۶- وتاردان لە کۆنفرانسدا

۷- قەسەکردن بۆ کەسانی شارەزا

۸- دەستکردن بە ناخاوێن



نوسين

گەلىك زۇر زۇر ھەندىك جار كەم ھەرگىز چەندىك پىويستت بە نىنگىلزيە بۇ:

۹- نوسىنى مەقالە

۱۰- نوسىنى تىيىنى لەكاتى خويندەو دە

۱۱- نوسىنى تىيىنى لەكاتى وتاردا

۱۲- نوسىنى تىيىنى لەناو كلاسدا

۱۳- نوسىنى نامەى كار

۱۴- نوسىنى نىمەيل

۱۵- نوسىنى راپۇرت

خويندەو

گەلىك زۇر زۇر ھەندىك جار كەم ھەرگىز چەندىك پىويستت بە نىنگىلزيە بۇ:

۱۶- خويندەو پەرتووكى تەكنىكى

۱۷- خويندەو مەقالە

۱۸- خويندەو نۇلاين

۱۹- خويندەو راپۇرت

۲۰- خويندەو برۇشەر و رىنمايەكان

۲۱- كام كارامەى زامانى ئىنگىلىزىت پىويستە لەم ئاستە ئەكادىمىيەى ئىستاتدا؟

تاكايە بە رىز بەندىى بياننوسە بىنما لەسەر پىويستىەكانت بە دانانى ژمارە ۱ تا ۴

گونگرتن

قسەكردن

خويندەو

نوسين



۲۲- پیشبینیه‌کانت لاسر به‌کار هینانی زمانی نینگیزی له داهاوودا بنوسه

تکایه به ریز باندی بیانونوسه بنما لاسر پیوستیه‌کانت به دانانی ژماره ۱ تا ۴

گوینگرتن
قسه‌کردن
خویندنه‌وه
نوسین

۲۳- رات چیه لاسر خویندنی زمانی نینگیزی بنما لاسر پیوستی و مایسته‌کانت (واته ESP- نینگیزی بۆ

مایستی دیاریکراو)؟ (تکایه به کورتی وه‌لامیدره‌وه)

.....
.....
.....

۲۴- نه‌گاس هر پیشنیاریکت هیهه‌ پیوست به ESP، تکایه له خوار وه به کورتی بیانونوسه:

.....
.....
.....



Appendix I: Students Questionnaire with Kurdish Version

Students' Needs Analysis Questionnaire راپرسی شیکاری پێویستیهکانی خوێندکاران

Part one: Background Information بەشی یەک: زانیاری پێشینە

Age تەمەن: 18-21 ☐ 22-25 ☐ 26-29 ☐ 30+ ☐

Gender ڕەگەز: Male نێر ☐ Female مێ ☐

Class قۆناغ: 3rd سێهەم ☐ 4th چوارهەم ☐

Do you speak any other languages in addition to Kurdish? Yes بەئێ ☐ No نەخێر ☐

قسە بە هیچ زمانێکی تر دەکەیت لەگەڵ زمانی کوردیدا؟

If Yes, (Please Specify)

نەگەر بەئێ، تکایە دەستنیشانی بکە

Part Two: Questions About Your Needs بەشی دوو: پرسیار لەسەر پێداویستیهکان

*Please answer these questions below according to your needs for each of them.

تکایە وەلامی ئەم پرسیارانەی خوارەوە بەدەرەو بە پێی پێداویستیهکان

گۆیگرتن

How much do you need English for: چەندێک پێویستت بە ئینگلیزییە بۆ:	Never هەرگیز	Little کەم	Sometimes هەندێک کات	Much زۆر	A great deal گەنیک زۆر
1- Listening to general conversations گۆیگرتن لە قسەکردنی گشتی					
2- Listening to conference speech گۆیگرتن لە وتەی کۆنفرانس					
3- Listening to English media گۆیگرتن لە ڕاگەیاندنی ئینگلیزی					
4- Listening to instructions in real situations گۆیگرتن لە ڕێنمایی لە دۆخی راستەقینەدا					

قسه کردن Speaking

How much do you need English for: چه نديك پيوستت به ئينگليزيه بۇ:	Never هەرگيز	Little كەم	Sometimes هەندىك جار	Much زۆر	A great deal گەلىك زۆر
5- Class participation بەژدارىكردنى ناو پۆل					
6- Giving speech in conferences وتاردان ئە كۆنفرانسدا					
7- Talking to professionals قسه كىردن بۇ كەسانى شارهزا					
8- Getting into conversations دەستكىردن بە قسه كىردن					

نوسىن Writing

How much do you need English for: چه نديك پيوستت به ئينگليزيه بۇ:	Never هەرگيز	Little كەم	Sometimes هەندىك جار	Much زۆر	A great deal گەلىك زۆر
9- Write articles نوسىنى مەقالە					
10- Note-taking while reading نوسىنى تىيىنى ئەكاتى خويندەنەو					
11- Note-taking in speeches نوسىنى تىيىنى ئەكاتى وتارداندا					
12- Note-taking in class نوسىنى تىيىنى ئە ناو پۆلدا					
13- Writing business letters نوسىنى نامەى كار					
14- Writing emails نوسىنى ئيمەيل					
15- Writing reports نوسىنى راپورت					

خويندەنەو Reading

How much do you need English for: چه نديك پيوستت به ئينگليزيه بۇ:	Never هەرگيز	Little كەم	Sometimes هەندىك جار	Much زۆر	A great deal گەلىك زۆر
16- Reading technical text books خويندەنەو پەرتوكى تەكنىكى					
17- Reading articles خويندەنەو مەقالە					
18- Online reading خويندەنەو ئونلاين					
19- Reading reports خويندەنەو راپورت					
20- Reading brochures and instructions خويندەنەو بروشەر و رېنمىايى					

21- Which English language skills do you need in your current academic study?

کام کارامه‌یی زمانی ئینگلیزیت پیوښته له‌م ناسته نه‌کادیمیه‌ی ئیستادتا؟

Please set them in order based on your needs by giving the number 1 – 4.

تکایه به ریزه‌ندی بیاننوسه بنه‌ما له‌سهر پیوښتیه‌کانت به دانانی ژماره 1 تا 4

Listening	گوښگرتن	
Speaking	قسه‌کردن	
Reading	خویندنه‌وه	
Writing	نوسین	

22- Identify your expectation about using English language skills in your future

پیشبینیه‌کانت له‌سهر به‌کاره‌ینانی کارامه‌یه‌کانی زمانی ئینگلیزی له‌ داهاتوودا بنوسه

work, please set them in order based on your needs by giving the number 1 – 4.

تکایه به ریزه‌ندی بیاننوسه بنه‌ما له‌سهر پیوښتیه‌کانت به دانانی ژماره 1 تا 4

Listening	گوښگرتن	
Speaking	قسه‌کردن	
Reading	خویندنه‌وه	
Writing	نوسین	

23- What do you think about studying English based on your needs and purposes

رات چیه له‌سهر خویندنی زمانی ئینگلیزی بنه‌ما له‌سهر پیوښتی و مه‌به‌سته‌کانت

(i.e. ESP – English for Specific Purposes)? (Please answer briefly)

(واته ESP: ئینگلیزی بۆ مه‌به‌ستی دیاریکراو؟) (تکایه به کورتی وه‌لام بده‌ره‌وه)

.....

.....

.....

If you have any other suggestions related to ESP, please write them down briefly:

نه‌گهر ههر پیشنیاړیکت هه‌یه په‌یوست به ESP, تکایه به کورتی بیاننوسه:

.....

.....

.....

Appendix J: Alumni Consent Form

Dear Computer Science alumni,

As part of my MA studies, I am conducting a research study titled *Needs analysis in ESP for Computer Science students at the University of Human Development*. The purpose of this questionnaire is to identify your needs for using English for specific purposes (ESP) based on your current situation and future work. Your individual responses will be kept confidential and used for research purposes, only. Please be informed that you can withdraw from the study anytime you want to. Moreover, if you need additional information, you can contact my thesis supervisor or me.

Thank you for your cooperation.

Rabar Azad Mahmood

MA student

Department of Foreign Language

Education

English Language Teaching

Faculty of Education

Eastern Mediterranean University

E-mail: rabar9234@gmail.com

Assist. Prof. Dr. İlkey Gilanlioğlu

Thesis supervisor

Department of Foreign Language

Education

English Language Teaching

Faculty of Education

Eastern Mediterranean University

E-mail: ilkay.gilanlioglu@emu.edu.tr

✂-----

CONSENT FORM

After reading and understanding the information given above, I have understood the main purpose of the research. Therefore, I agree to participate in this research study.

Name-surname: _____

Signature: _____

Date: _____

Appendix K : Alumni Questionnaire

Alumni's Needs Analysis Questionnaire

Part one: Background Information

Age: 18-21 ☐ 22-25 ☐ 26-29 ☐ 30+ ☐

Gender: Male ☐ Female ☐

Do you speak any other languages in addition to Kurdish? Yes ☐ No ☐

If yes, please specify.....

Have you started teaching? Yes ☐ No ☐

If yes, how long have you been teaching? years

If no, please identify your current job:

Part Two: Questions About Your Needs

*Please answer these questions below according to your needs for each of them.

Listening

How much do you need English for:	Never	Little	Sometimes	Much	A great deal
1- Listening to general conversations					
2- Listening to conference speech					
3- Listening to English media					
4- Listening to instructions in real situations					

Speaking

How much do you need English for:	Never	Little	Sometimes	Much	A great deal
5- Giving speech in conferences					
6- Talking to professionals					
7- Getting into conversations					

Writing

How much do you need English for:	Never	Little	Sometimes	Much	A great deal
8- Write articles					
9- Note-taking while reading					
10- Note-taking in speeches					
11- Writing business letters					
12- Writing e-mails					
13- Writing reports					

Reading

How much do you need English for:	Never	Little	Sometimes	Much	A great deal
14- Reading technical text books					
15- Reading articles					
16- Online reading					
17- Reading reports					
18- Reading brochures and instructions					

19- Identify your current situation in using English language skills,
please set them in order based on your needs by giving the number 1 – 4.

Listening	
Speaking	
Reading	
Writing	

20- What do you think about studying English based on your needs and purposes

(i.e. ESP – English for Specific Purposes)? (Please write answer briefly)

.....

.....

.....

21- If you have any other suggestions related to ESP, please write them down briefly:

.....

.....

.....

Appendix L: The Kurdish Version of the Consent Form

دەرچوانی نازیزی بهشی زانستی کۆمپیوتەر،

و مکو بهشی له خویندنی ماستر ناممکم، نهم لیکۆلینهوه به نهم له ژێر ناوێشانی 'شیکاری پتووستیهکانی ESP یه خویندکارانی زانستی کۆمپیوتەر له زانکۆی گهشاپێدانی مرویی دا. مهبهست لهم راپرسییه بریتیه له دهستیشاندنی پتووستیهکانی ئیوه له بهکارهێناتی ئینگلیزی بۆ مهبهستی دیاریکراو (ESP) بنهما لاسهر دۆخی ئیستای ئیوه و کاری داهاوتوتان. وه لاهمهکانتان به نهینی دهمنینتیهوه و تهنها بۆ مهبهستی لیکۆلینهوه بهکار دینت. تکایه ناگاداری ئیوه بیه تۆ ههر کاتێک ویستت دهتوانیت دهست لهم لیکۆلینهوه بههلبگریت. ههر وه ها نهگهر زانیاری زیاتر پتووست بۆو دهتوانیت پهیوندی به مانی سهر پهشتیاری لیکۆلینهوه کهمهوه بهکعبیت.

سوپاس بۆ هاوکاریتان

رابهز نازاد مهحمود

خویندکاری ماستر

بهشی خویندنی زمانه بیانییهکان

وتنهوهی زمانی ئینگلیزی

فاکهلتی پهروه ده

زانکۆی رۆژ ههلاتی ده ریای سپی ناوه ر است

E-mail: rabar9234@gmail.com

پرۆفسۆری یاریدهدهر. ئیلکای گیلانلیو غلو

سهر پهشتیاری لیکۆلینهوه

بهشی خویندنی زمانه بیانییهکان

وتنهوهی زمانی ئینگلیزی

فاکهلتی پهروه ده

زانکۆی رۆژ ههلاتی ده ریای سپی ناوه ر است

E-mail: ilkay.gilanlioglu@emu.edu.tr

فۆرمی رهزانهندی پێدان

پاش خویندنهوه و تێگهشتن لهم زانیاریاتهی لای سهر وه، له مهبهستی سهرهکیی لیکۆلینهوه که تێگهشتن. لهیه ئیوه رازیم به بهشداریکەر دن لهم لیکۆلینهوه بهدا.

ناو-خاز ناو: _____

واژۆ: _____

بهروار: _____



Appendix M: The Kurdish Version of the Alumni Questionnaire

راپرسی شیکاری پښتیه‌کانی دەرچوان

بەشی یەک: زانیاری پێشینه

تەمەن: 21-18 ☐ 22-25 ☐ 26-29 ☐ 30+ ☐

ڕه‌گه‌ز: نێر ☐ مێ ☐

قسه به هه‌چ زمانه‌کی تر ده‌که‌یت له‌پال زمانه‌ی کوردیدا؟ ☐ به‌ئێ ☐ نه‌خێر ☐

نه‌گه‌ر به‌ئێ، تکایه‌ ده‌ستپێشانی بکه‌.....

ده‌ستت کردوه به‌ وانه‌ گوته‌وه؟ ☐ به‌ئێ ☐ نه‌خێر ☐

نه‌گه‌ر به‌ئێ، چه‌ند ساله‌ وانه‌ ده‌لێته‌وه؟.....سال

نه‌گه‌ر نه‌خێر، تکایه‌ پێشه‌ی ئێستات ده‌ستپێشان بکه‌.....

بەشی دوو: پرسیار له‌سه‌ر پښتیه‌کانت

*تکایه‌ وه‌لامی ئەم پرسیارانه‌ بده‌وه به‌پێی پښتیه‌کانت.

گوێگرتن

گه‌له‌یه‌ک زۆر زۆر هه‌ندێک جار که‌م هه‌رگیز

چه‌ندێک پښتیه‌ به‌ نینگلیزیه‌ بۆ:

١- گوێگرتن له‌ ناخاوته‌ی گشتی

٢- گوێگرتن له‌ وته‌ی کۆنفرانس

٣- گوێگرتن له‌ ڕاگه‌یانده‌ی نینگلیزی

٤- گوێگرتن له‌ ڕه‌نمایی له‌ دۆخی راسه‌قه‌ینه‌دا



قەسەكردن

گەلنىڭ زۇر زۇر ھەندىك جار كەم ھەرگىز چەندىك پىنويستت بە ئىنگىلىزىيە بۇ:

۵- وتاردان لە كۇنفرانسدا

۶- قەسە كردن بۇ كەسانى شارەزا

۷- دەستكردن بە ناخاوتن

نوسىن

گەلنىڭ زۇر زۇر ھەندىك جار كەم ھەرگىز چەندىك پىنويستت بە ئىنگىلىزىيە بۇ:

۸- نوسىنى مەقالە

۹- نوسىنى تىيىنى لەكاتى خويندەنەودا

۱۰- نوسىنى تىيىنى لەكاتى وتاردا

۱۱- نوسىنى نامەى كار

۱۲- نوسىنى نيمەيل

۱۳- نوسىنى راپۇرت

خويندەنەو

گەلنىڭ زۇر زۇر ھەندىك جار كەم ھەرگىز چەندىك پىنويستت بە ئىنگىلىزىيە بۇ:

۱۴- خويندەنەوئى پەرتووكى تەكنىكى

۱۵- خويندەنەوئى مەقالە

۱۶- خويندەنەوئى نۇنلاين

۱۷- خويندەنەوئى راپۇرت

۱۸- خويندەنەوئى برۇشەر و رىنمايىهكان



١٩- دۆخی ئیستات دهستنیشان بکه له بهکار هینانی کارامهیهکانی زمانی ئینگلیزی دا،

تکایه به ریزبندیی بیاننوسه بنهما لهسه پنیویستهکانت به دانانی ژماره ١ تا ٤

گوینگرتن
قسهکردن
خویندنهوه
نوسین

٢٠- رات چیه لهسه خویندنی زمانی ئینگلیزی بنهما لهسه پنیویستی و مهیهستهکانت (واته ESP- ئینگلیزی بۆ

مهیهستی دیاریکراو)؟ (تکایه وهلامهکه به کورتی بنوسه)

.....
.....
.....

٢١- نهگهر هس پینشیاریکی ترت هیه پهیهوست به ESP، تکایه له خوارموه به کورتی بیاننوسه:

.....
.....
.....



Appendix N : Alumni Questionnaire with Kurdish Version

Alumni's Needs Analysis Questionnaire پێداویستیه‌کانی دەرچوان

Part one: Background Information به‌شی یه‌که‌م: زانیاری بنچینه‌یی

Age ته‌مه‌ن: 18-21 ☐ 22-25 ☐ 26-29 ☐ 30+ ☐

Gender ڕه‌گه‌ز: Male نێر ☐ Female مێ ☐

Do you speak any other languages in addition to Kurdish? Yes به‌ئێ ☐ No نه‌خێر ☐

قسه به هه‌یج زمانیکه‌ی تر ده‌که‌یت له‌گه‌ڵ زمانی کوردیدا؟

If yes, please specify.....

نه‌گه‌ر به‌ئێ، تکایه ده‌ستنیشان بکه

Have you started teaching?

Yes به‌ئێ ☐ No نه‌خێر ☐

ده‌ستت کردوووه به‌ وانه و تنه‌وه؟

If yes, how long have you been teaching? years

نه‌گه‌ر به‌ئێ، چه‌ند ساڵه وانه ده‌ئێیته‌وه؟ ساڵ

If no, please identify your current job:

نه‌گه‌ر نه‌خێر، تکایه بێشه‌ی ئێستات دیاری بکه.

Part Two: Questions About Your Needs به‌شی دوو: پرسیار له‌سه‌ر پێداویسته‌کان

*Please answer these questions below according to your needs for each of them.

تکایه وه‌لامی نه‌م پرسیارانه بده‌روه به‌ پێی پێداویسته‌کان

گۆیگرتن

How much do you need English for : چه‌ندیک پێویستت به‌ ئینگلیزه‌ بو:	Never هه‌رگیز	Little که‌م	Sometimes هه‌ندیک جار	Much زۆر	A great deal گه‌ لێک زۆر
1- Listening to general conversations گۆیگرتن له‌ گه‌فتوگۆی گشتی					
2- Listening to conference speech گۆیگرتن له‌ وته‌ی کۆنفرانس					
3- Listening to English media گۆیگرتن له‌ ڕاگه‌یاندنی ئینگلیزی					
4- Listening to instructions in real situations گۆیگرتن له‌ رێنمایی له‌ دۆخی راسه‌قه‌ینه‌دا					

قەسە كۆرۈش Speaking

How much do you need English for: چەندىك پىۋىستت بە ئىنگىلىزىيە بۇ:	Never ھەرگىز	Little كەم	Sometimes ھەندىك جار	Much زۇر	A great deal كەلىك زۇر
5- Giving speech in conferences وتاردان ئە كۆنفرانسدا					
6- Talking to professionals قەسە كۆرۈش بۇ كەسلى شەرىف					
7- Getting into conversations دەستكۆرۈش بە كۆنفرانسدا					

نوسىن Writing

How much do you need English for: چەندىك پىۋىستت بە ئىنگىلىزىيە ھەيە بۇ:	Never ھەرگىز	Little كەم	Sometimes ھەندىك جار	Much زۇر	A great deal كەلىك زۇر
8- Write articles نوسىن مەقالە					
9- Note-taking while reading نوسىن تېيىن ئە كاتى خويندەنە ۋەدا					
10- Note-taking in speeches نوسىن تېيىن ئە كاتى وتارداندا					
11- Writing business letters نوسىن نامەي كار					
12- Writing e-mails نوسىن ئىمەيل					
13- Writing reports نوسىن راپۇرت					

خويندەنە ۋە Reading

How much do you need English for: چەندىك پىۋىستت بە ئىنگىلىزىيە ھەيە بۇ:	Never ھەرگىز	Little كەم	Sometimes ھەندىك جار	Much زۇر	A great deal كەلىك زۇر
14- Reading technical text books خويندەنە ۋە پەرتوكى تەكنىكى					
15- Reading articles خويندەنە ۋە مەقالە					
16- Online reading خويندەنە ۋە ئۇنلاين					
17- Reading reports خويندەنە ۋە راپۇرت					
18- Reading brochures and instructions خويندەنە ۋە بىرۋىشەرو رېنەمايى					

19- Identify your current situation in using English language skills,

دوخی نیستات دیاری بکه له به کار هیڼانی کارامه بیه کانی زمانی ښینگلیزید

please set them in order based on your needs by giving the number 1 – 4.

تکایه به ریښه ندی بیان نوسه ښه ما له سر پید او یستیه کانت به دانانی ژماره 1 تا 4

Listening	گوښگرتن	
Speaking	قسه کردن	
Reading	خویندنه وه	
Writing	نوسین	

20- What do you think about studying English based on your needs and purposes

رات چیه له سر خویندنی زمانی ښینگلیزی ښه ما له سر پیویستی و مه به سته کانت

(i.e. ESP – English for Specific Purposes)? (Please write answer briefly)

(واته ESP: ښینگلیزی بو مه به سته دیاریکراو)؟ (تکایه وه لاهمه که به کورتی بنوسه)

.....

.....

.....

If you have any other suggestions related to ESP, please write them down briefly:

نه گهر هر پیشنیاریکی ترت هه یه په یوه ست به ESP, تکایه له خواره وه به کورتی بینوسه :

.....

.....

.....

[illegible]

Needs Analysis in ESP for Computer Science Students - Alumni

* Required

Background Information

ژانیری کسی

* **تسن Age**

- ☐ 18-21
- ☐ 22-25
- ☐ 26-29
- ☐ 30+

* **رگنز Gender**

- ☐ Male نیر
- ☐ Female مئی

Do you speak any other languages in addition to Kurdish? قسه به هیچ زمانیکی
*** تر دمکیت لهگهل زمانی کوردیدا؟**

If yes, Please specify نمگه بهلن، تکلیه بیانوسه

Your answer

* **Have you started teaching? دمستت کردوه به وانه وئهمه؟**

- ☐ Yes بهلن
- ☐ No نهخیر

If yes, how long have you been teaching? If no, please identify your current job. نهگەر بهلئى، چهند سآله وانه نهلئيتهره؟ نهگەر نهخزير، تكايله پيشههى ئيستات دهستنيشان. * بكه

Your answer

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Needs Analysis in ESP for Computer Science Students - Alumni

* Required

Questions پرسیار مکان

Please answer these questions according to your needs for each of them
تکلیه وه لاهی نام پرسیار له بدمروه بهینی پندویسته کفت

(تکایه ناگاداریه | 1 = هرگیز، 2 = کم، 3 = همندیک جار، 4 = زور، 5 = گملیک زور)

یتکایه ناگاداریه لهوهی که پرسیار مکان تمواوکمری سردنر مکانن

Listening/ How much do you need English for: چمننت بنویست به: گویگرتن / نینگلیزیه بۆ

...تمواوکمری نام پرسیاره نام خالتهی خواروجه

* گویگرتن له ناخاوتی گشتی. 1- Listening to general conversations.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* گویگرتن له ونهی کونفرانس. 2- Listening to conference speech.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* گویگرتن له راگهپاندنی نینگلیزی. 3- Listening to English media.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4- Listening to instructions in real situations. گویگرتن له ریښمایی له دڅخی ژبانی پوزانه.

*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Speaking/ How much do you need English for: به چڼدت پټویست
نښنگلیزیه بو : ټاواوکمری نام پرسپاره نام خاآلهی خوارمویه

5-Giving speech in conferences وتاردان له ناو کونفرانس *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6- Talking to professionals قسه کردن بو کسانای شارمزا *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7- Getting into conversations دستکردن به ناخاوتن *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Writing/ How much do you need English for: به نښنگلیزیه بو :
نوسین / چڼدت پټویست

ټاواوکمری نام پرسپاره نام خاآلهی خوارمویه

8- Write articles نوسینی مقاله *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9- Note-taking while reading *نوسینی تئیینی لهکاتی خویندنهردا

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10- Note-taking in speeches *نوسینی تئیینی لهکاتی وتاردا

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11- Writing business letters *نوسینی نامه‌ی نیش و کار

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12- Writing emails *نوسینی نیمه‌یل

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13- Writing reports *نوسینی راپورت

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

خویندنه‌ه/ چاندت بنویست به ئینگلیزیه: Reading/ How much do you need English for: بۆ :

...تواوکیری نام پرسیاره نام خالته‌ی خوارموجه

14- Reading technical text books *خویندنه‌ه‌ی نوسینی تهکنیکی

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15- Reading articles * خواندنموی مقاله

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16- Online reading * خواندنموی تونلاين

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17- Reading reports * خواندنموی راپورت

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18- Reading brochures and instructions * خواندنموی بروشور و رينمايی

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19-identify your current situation in using English language skills, please set them in order based on your needs by giving the number 1 – 4. دؤخی نیستات 4- 1 دؤخی نیستات
دوستنیشان بکه له بهکار هیئانی کارامهییهای زمانی نینگلیزی، تکایه به ریز بهندی بیاننوسه بنما لهسر
دوستنیشان بکه * بنویستیهکانت، له ژماره 1 بؤ 4 ریزیان بکه

	Listening گویگرتن	Speaking قسهکردن	Reading خواندنموی	Writing نویسن
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


20- What do you think about studying English based on your needs and purposes (i.e. ESP – English for Specific Purposes)? (Please write answer briefly) تکایه
رات چیه لهسر خواندنموی زمانی نینگلیزی بنما لهسر بنویستی و مبهستیهکانت؟ تکایه
* وه لامهکمت به کورتی بنوسه

Your answer

21- If you have any other suggestions related to ESP, please write them down briefly: **ئەگەر ھەر پىشتىياريكى تىرت ھەيە سەبارەت بە ئىنگلىزى بۆ مەبەستى تايىبەت، تەكايە بە كورتى * بېنوسە**

Your answer

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Appendix P: The Courses of the Computer Science Department

First Stage	Second Stage
Academic Debate	Computer Networks I
Basics of English language	Database
Computer Organization	Management System I
Kurdology	Digital Logic Circuits
Programming Fundamentals	Discrete Structures
	Object Oriented
	Programming
	Statistics and Probability

Third Stage	Forth Stage
Artificial Intelligence	Data Mining
Computer Architecture	E-Commerce
Computer Networks II	Graphics and Computer Vision
Data Structure and Algorithms II	Information Security
Database	Mobile Applications
Management System II	Operating Systems
System Analysis and Design	
Web Programming	

Appendix Q: The Items that were Deleted or Modified from the Original Questionnaire.

In the Original Questionnaire	In this Context's Questionnaire
Listening How much do you need English for:	
1. Listening to general conversations	Used as it is
2. Listening to conference speech	Used as it is
3. Listening to English Media	Used as it is
4. Listening to instruction in real situations	Used as it is
5. Listening to public announcements	Deleted
6. Listening to other people talking	Deleted
Speaking	
7. Class participation	Used as it is in students' questionnaire Deleted in alumni's questionnaire
8. Giving speech in conferences	Used as it is
9. Class participation	Deleted
10. Talking to professionals	Used as it is
11. Talking to hotel staff, travel agency clerks, etc.	Deleted
12. Getting into conversations	Used as it is
Writing	
13. Writing articles	Used as it is
14. Note-taking while reading	Used as it is
15. Note-taking in speeches	Used as it is
16. Note-taking in class	Used as it is
17. Writing business letters	Used as it is
18. Writing e-mails	Used as it is

19. Writing schedules	Deleted
20. Writing reports	Used as it is
21. Writing brochures	Deleted
Reading	
22. Reading technical text books	Used as it is
23. Reading articles	Used as it is
24. Reading newspapers and magazines	Deleted
25. Online reading	Used as it is
26. Reading reports	Used as it is
27. Reading brochures and instructions	Used as it is
28. Has ESP courses satisfied your needs?	Deleted
29. Were the materials appropriately chosen to satisfy your needs?	Deleted
30. Were the materials appropriately used to satisfy your needs?	Deleted
31. How many credits should be devoted to ESP?	Deleted
32. How long should it take to offer ESP courses?	Deleted
33. Which one do you prefer to teach ESP?	Deleted
34. In general, how do you evaluate your ESP courses?	Deleted
35. Which skill should be emphasized more in ESP classes? (You can choose more than one.	Modified
36. When should ESP courses be offered?	Deleted
37. Is it necessary to offer ESP courses at graduate levels, too?	Deleted

