

**تقييم احتياجات طلبة كليات التربية  
الرياضية العراقية  
في تعلمهم اللغة الانكليزية لاغراض خاصة**

**م.م بان جعفر صادق  
كلية التربية الرياضية للبنات/جامعة بغداد**

## ملخص البحث

تهدف الدراسة الى تقييم احتياجات طلاب كليات التربية الرياضية في العراق في تعلم اللغة الانكليزية لاغراض خاصة . حيث ان احتياجات الطلبة لتعلمهم اللغة هي الاساس في بناء المناهج الحديثة و تقويمها وخاصة تلك التي تبنى على اساس المتعلم. استخدمت الدراسة استبانة لهذا الغرض ووزعت على عينة مكونة من (١٠٠) طالب وطالبة في كليات التربية الرياضية في العراق. من خلال التحليل الاحصائي وجد ان احتياج الطالب للمحادثة هي اهم المهارات التي يرغب الطالب في تعلمها في هذه المرحلة بالاضافة للفاعليات والالعب التي تطور مفهوم للرياضة. ولهذا اوصى مصممي المناهج بالآخذ بنظر الاعتبار احتياجات الطلبة عند تعلمهم اللغة الانكليزية وبالتاكيد على مهارة المحادثة عند تصميمهم لمناهج كليات التربية الرياضية بالعراق.

# **Assessing Students' Needs in Learning ESP at Iraqi Colleges of Physical Education**

**Asst. Instructor BanJafar Sadiq  
University of Baghdad, College of  
Physical Education for Women**

## **Abstract**

The aim of the study is assessing students' needs for learning English as a foreign language at Iraqi Colleges of Physical of Education. Modern language teaching and syllabus design focus on learner-centered approach which adopts students' needs as a starting and ending element of teaching as well as designing syllabus. Students' needs are the base of designing or evaluating any course or syllabus. A questionnaire has been used for this reason. This questionnaire has collated to (100) students at Iraqi Colleges of Physical of Education. Through using suitable statistical analysis, it has been found that the speaking skill is what students need as well as using games and activities to improve their knowledge in sports. So, the recommendations of the study are using the students' needs as the starting and ending step in designing any course; the designers should focus on speaking skill in designing any course at Iraqi Colleges of Physical Education.

# **Assessing Students' Needs for Learning ESP at Iraqi Colleges of Physical Education**

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## **1.1 Introduction**

This study is an attempt to assess the students' needs for learning English at Colleges of Physical Education. The students' needs are an important tool which affects the teaching and construction of curriculum or syllabus.

## **1.2 The Problem of the Study**

As Sysoyev (2000:1) states that many problems in foreign language classes result of teachers not paying attention to learners' interests and ignoring students as a source of essential information. With the spread of communicative language teaching, much emphasis in foreign language methodology has been paid to the learner-oriented instruction. As a result, needs analysis has been given considerable attention in making a particular course to serve a particular group's interests. However, students can provide much more valuable information for teachers than expression of their needs. If needs are clear, the learning aims or the objectives can be expressed more easily and the syllabus can be motivating; and if the learners' needs are not taken into account, the syllabus will be based on unsuitable materials (Greece, 2006:3).

## **1.3 The Aim of the Study**

The aim in this study is to assess the Iraqi students' needs at learning English for first year stage at Iraqi Colleges of Physical Education.

## 1.4 Definitions of Needs Analysis

Needs analysis base entirely on analysis of indigenous assessment criteria and it is framed in terms of the language knowledge, strategic competence and background knowledge that testees needs to accomplish the syllabus (Ellis, 2003:292). Douglas points that needs analysis is the test for specification of language construct” (Douglas, 2000 cited by Ibid). Nunan (1988:149) defines the term needs analysis as “sets of tools, techniques, and procedures for determining the language content and learning process for specified groups of learners”.

Needs analysis is a procedure for establishing the specific needs of language learners. These needs include the situations in which the language will be used and the communicative purposes it will be put to (Ellis, 2003:346). Needs analysis or needs assessment as Richards and Schmidt (2002:353-354) define it as the process of determining the needs for which a learner or group of learners requires a language and then arranging them needs according to priorities. Need analysis makes use of both subjective and objective information (e.g data from questionnaires, tests, interviews, and observations) and seeks to obtain information on the situations in which a language will be used with whom it will be used, the objectives and purpose for which the language is needed, the types of communication that will be used, and the level of proficiency that will be required). Normally need analysis is required before a syllabus can be developed for language teaching.

## 1.5 Models of Needs Analysis

Needs analysis is now seen as the logical starting point for syllabus designers but unfortunately there has been some disagreement among the researchers and specialists in the field of syllabus design about the information of needs analysis. The researcher will introduce some models of needs analysis.

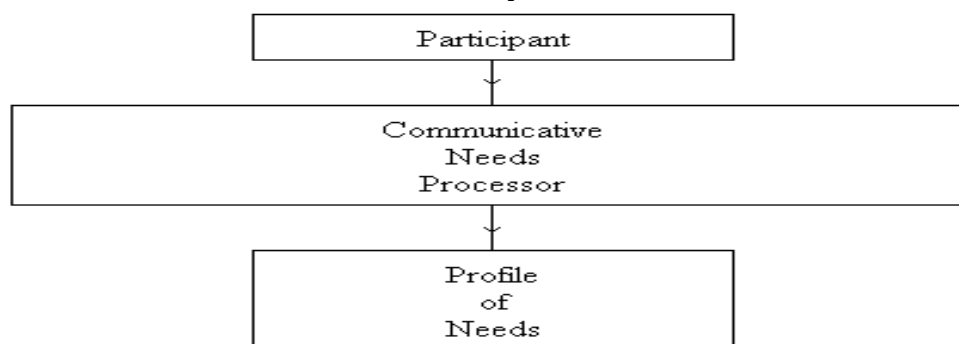
With the advent of Communicative Language Teaching in the 1970s, a very different approach to syllabus design was proposed by a number of linguists. Such an approach began, not with lists of grammatical, phonological, and lexical features, but with the analysis of communicative needs of the learner. A set of techniques and procedures have been known as needs analysis. The designers have developed and adopted many models for needs analysis. While needs analysis was a crucial tool for those working in the areas of ESP and EAP, it was also used in General English syllabus design (Murcia, 2001:57).

### 1.5.1 Munby's Model (1978)

The most comprehensive system for analyzing learner needs was that developed by Munby (1978) who based his model on prevailing views of language as communication. He developed his model at the time when linguists such as Hymes and Halliday and applied linguists such as Widdowson, Breen, Candlin and Coulthard were creating the conceptual universe out of which the so-called communicative revolution was spun, and the model itself was an ambitious attempt to atomize various components of communicative competence (Nunan, 1988:148-149).

Munby's model (1978:32-64) consists of two stages: Communication Needs Processor and the interpretation of the profile of needs derived from Communication Needs Processor in terms of micro-skills and micro-functions. The first stage is set out under eight variables that affect communication needs by organising them as parameters in a dynamic relationship to each other. The communication needs processor operates by looking at its inputs the foreign language participant and information concerning the participant's identity and language. It involved specifying the following information: the figure (1) shows Munby's model.

**Figure (1)**  
**The Munby's model**



The heart of the model is the Communicative Needs Processor (CNP). Information about the learner, the participant, is fed into the CNP which consists of a number of categories. After these categories have been worked through, we finish up with a profile of needs - a description of what the learner will be expected to do with the language at the end of the course.

The following are the relevant categories to needs analysis: (Munby, 1978: 154-167)

- Participant (biographical data about the learner);
- Purposive domain (the purposes for which the language is required);
- Setting (the environments in which the language will be used);

- Interaction (the people that the learner will be communicating with);
- Instrumentality (the medium: spoken versus written; the mode: monologue or dialogue, face-to-face or indirect);
- dialect;
- target level (degree of mastery required);
- communicative event (productive and receptive skills needed); and
- communicative key (interpersonal attitudes and notes required). In the second stage of the model, the user must take the activities with their communicative keys and decide which of three alternative ways of processing them is appropriate. Munby's approach focuses on the aspects of communication such as:
  - Purpose;
  - Medium/mode/channel of communication;
  - Sociolinguistic aspect;
  - Linguistics; and
  - Pragmatics.

### 1.5.2 Nunan and Burton's Model (1985)

Nunan and Burton (1985) is one of the most popular models for needs analysis that focus on learner-centred approach. In this model, learners' data have been used to inform decision-making in syllabus design. Assumptions about the learner's purpose in undertaking course, as well as the syllabus designer's beliefs about the nature of language and learning can have a marked influence on the shape of the syllabus on which the course is based. Learners' purpose will vary according to how specific they are, and how immediately learners wish to employ their developing language skills. See table (1).



**Table (1)**  
**Nunan and Burton's sheet to Collect Needs**

Interviewer:	Date:
Name: Current proficiency level: Age: Years of formal education: Number and type of previous courses: Nationality: Material state: Length of time in target country: Present occupation: Intended occupation: Home language: Other languages spoken: Preferences relating to methodology: Course length: Intensity: Learning style: Purpose in coming to class: Language goals: Life goals:	

(Nunan & Burton 1985, cited in Nunan, 1988:17)

### 1.5.3 Nunan's Model (1988)

Nunan's model (1988:3-16) asks many questions for collecting the information from learners to be used in syllabus design. These questions asked not only on why learners want to learn the target language, but also about such things as societal expectations and constraints and the resources available for implementing the syllabus. See table (2)

Table (2)

Nunan's Sheet to Collect Needs

Language Learning

A- Do you like to learn English by reading, writing, listening and speaking or other?  
Which do you like most?

B- Do you like to study grammar, learn new words, practise the sounds and pronunciation?  
Which do you like the most?

C- Do you like to learn English by: cassettes, games, talking to English speakers, studying English books, watching T.V, ect.  
Which do you like the most?

D- Macro skills

1-Reading:

a- Can you use a dictionary (a little.....very well.....)  
b- What can you read in English: (simple stories, newspapers)  
advertisements: shopping, housing, employment  
bus timetables, maps/directories, school notes  
c- What are the most important for you to learn now.....

2-Writing:

d- Do you ever write letters, notes to teachers, fill in forms  
e- Which is most important for you to learn now.....

3- Listening and speaking:

f- Who do you speak with in English?  
shop assistants, neighbours and friends, bus drivers, medical people, teachers, employers, others  
g- How much do you understand? .....(0 a little a lot 100%)  
h- Who is it most important for you to learn to speak with now?.....  
i- Do you watch T.V, listen to the radio.  
j- How much do you understand?

E- How do you learn best?

	No	A little	Good	Best
alone				
pairs				
Small group				
class				
Outside class				

F-What do you feel are the most important things for you to learn in the:  
(short term, long term).  
G- How much time is available for study now: (per day, per week)  
H- Agreement:  
Length.....to.....  
How often do you want supervision

### 1.5.4 Brindley's Model (1989)

Brindley (1989:64-78) suggests that two orientations are now generally recognised: 1- a narrow, product-oriented view of needs which focuses on the language necessary for particular future purposes and is carried out by the 'experts'.

2- a broad, process-oriented view of needs which takes into account factors such as learner motivation and learning styles as well as learner-defined target language behaviour.

Both views are necessary. The first one aimed at collecting factual information for the purposes of setting broad goals related to language content, while the second aim is gathering information about learners which can be used to guide the learning process once it is underway (Ibid).

The students and the teachers are asked to answer a 13-item questionnaire. The model has two versions: the first one is designed for the students, while the second one for the teachers addressing and reference conventions, the versions do not differ significantly (Stapa, 2005:3).

Basically the questionnaire has three major sections: Learning, Errors Correction, and Assessment or Evaluation. The learning section is divided into two subcategories: Course Content and Non-content Course. The Content includes strategies for learning through the four basic skills, learning and expanding the use of audio-visual aids, and general second language improvement. While the non-content looks individual in actualizing the Course Content subcategory. The questions asked are whether the students prefer to work in pairs, groups and other questions (Ibid). See the table below.

**Table (3)**  
**Brindley's Model for needs analysis (1989)**

Item	Student		Teacher	
	yes	No	yes	No
1-Working Styles (individual, in pairs, in small groups, in one large group, other)				
2-Preference for homework :( do you want homework?)				
3-Time Allocation for homework: (preparing for the next class, reviewing the day's work, other)				
4-Learning inside/outside classroom:(spend all your learning time in the classroom, Spend some time in the classroom and some time practicing your English with people outside, other)				
5-Ways of learning:(listening, reading, copying from the Board, listening and taking notes, reading and making notes, repeating what you hear, making summaries, other)				
6- Vocabulary learning: (using new words in a sentence, Thinking of relationships between known and new, saying Or writing words several times, avoiding verbatim translation, guessing the unknown, reading without looking u words, other)				
7-Errors correction:( immediately, in front of everyone, later, at the end of the activity, in front of everyone, later in private, other)				
8- Peer correction:(do you mind if other students sometimes correct your written work, do you mind if the teacher sometimes asks you to correct your own work)				
9-Media preference: (television/ video/ film, radio, tapes/ cassettes, written material, the blackboard, pictures/ posters, other)				
10-Learning Activities:(role play, language games, songs, talking with and listening to other students, memorizing conversation/dialogues, getting information from guest speakers, getting information from planned visits, writing a learning diary, learning about culture)				
11-Assessment of language performance:(written tasks set by the teacher, using the language you have learnt in real-life situations, using the language you have learnt in real-life situations, other)				
12-Expression of satisfaction in progress:(having your work graded, being told that you have made progress, feeling more confident in situations that you found difficult before, other)				

Brindley (1989:68)

The benefits of Brindley's Model of the needs analysis are applied in the development of syllabus design objectives and in the choice of appropriate teaching methodology. The participants in the needs analysis ideally should include as many of the syllabus participants as possible, and ideally the learners themselves. The participants are involved in the specification of the syllabus content, there is a great likelihood that they will perceive it as relevant to their needs and can take an active role in syllabus evaluation. As Brindley's view, needs analysis takes place not only at the pre-planning stage, but also during the syllabus implementation, contributing to development of teacher-learner negotiated learning objectives (Richards & Renandys, 2002:75).

Brindley's Model of the needs analysis has been heavily criticized. Widdowson (1983) claims that such syllabuses are exercises in training rather in education learners can only do those things for which they have been specifically prepared. Widdowson argues that learners should be able to do things for which they have not been specifically prepared.

However, the extent to which learners are able to transfer learning from one context to another is basically a methodological issue rather than a syllabus design issue. Another criticism that Brindley's needs might be relevant in second language context, it is often irrelevant in foreign language contexts; where learners have no immediate, or even foreseeable, need to communicate orally. In such contexts, subjective needs, relating to such things as learning strategy preferences, may be more relevant than objective needs (Murcia, 2001:58).

The information can serve many purposes, depending on the nature of the educational institution in which it is to be used. Also, it can guide the selection of content. The straightforward matter of Nunan & Burton' approach is assigning learners to class grouping on proficiency levels (Nunan, 1988:17).

But the complicated of this model is designed to reflect the goals and aspirations of the learners. In addition, the data can be used by the teacher to modify the syllabus and methodology so they are more acceptable to the learners, or to alert the teacher to areas of possible conflict (Ibid).

## 1.6 Procedures of the Study

The study agrees with Nunan (1988) in collecting the students' needs. The researcher prepared questionnaire for collecting the students' needs for learning English at Colleges of Physical Education. The researcher asked (100) students from Colleges of Physical Education , first year stage to rate a series of statements according to Nunan (1988).See appendix (1) these statements reflected the learners' own attitudes and preferences. Learners were asked to respond according to the following key: 1=never ; 2= often; 3= sometimes ; 4= always. But in the Arabic questionnaire there are three items have excluded because they are not familiar in English teaching in Iraq. See Appendix (2).

## 1.7 Results of the Study

From the analysis of the results of the questionnaire, it is clear that the weighted mean and weighted percentile have been used. The sample shows that the students like the games and activities in learning English which is the higher percent of the sample. They like speaking skill in learning English. They need little grammar, meaning, and pronunciation. See appendix (3).

## 1.8 Conclusion

The results of the study show that the students orientation is need the speaking skill when practising games and activities. However, this unfortunately ignored in teaching English and constructing curriculum.

## 1.9 Recommendations and Suggestions

It is recommended that:

- 1- modern syllabus and course should be designed according students' needs.
- 2-designers and educators should focus on speaking skill in games and activities that represent students' real needs.

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## Appendix (1)

### Ended Questionnaire to Collect Needs Analysis

The statement	The rate			
	never	often	sometim	alway
1-I like to practice the sounds and pronunciation				
2-I like the teacher to tell me all my mistakes				
3-In class, I like to learn by conversation.				
4-I like the teacher to explain everything to us				
5-I like to learn many new words.				
6-I like to learn by talking to friends in English				
7-I like to learn by watching, listening to native speakers.				
8-I like to learn English words by hearing them.				
9-I like to learn English words by seeing them.				
10-I like the teacher to help me talk about my interest.				
11-I like to learn English in small groups.				
12-I like to learn English words by doing something.				
13-I like to study grammar.				
14. At home, I like to learn by watching TV. In English.				
15- I like to have my own textbook.				
16-I like to learn by using English in every day situations.				
17-I like the teacher to give us problems to work on.				
18-I like to go out with the class and practice English.				
19-At home, I like to learn by studying English books.				
20-In English class, I like to learn by reading.				
21-I want to write everything in my notebook.				
22-In class, I like to listen to and use cassettes.				
23-I like the teacher to let me find my mistakes.				
24-At home, I like to learn by reading newspaper, magazine, ect.				
25-In class, I like to learn by pictures.				
26-I like to learn English with the whole class.				
27-At home, I like to learn by using cassettes.				
28-I like to learn English by talking in pairs, groups.				
29-In class, I like to learn by games				
30-I like to study English by myself.				



## Appendix (2)

### The Students' questionnaire for Needs Analysis

عزيزي الطالب / الطالبة

يرجى ملئ الاستمارة بعناية دون ذكر اسمك فأريك مهم ومفيد في تطوير مناهج اللغة الانكليزية بالطريقة التي ترغبها.شكرا لتعاونك في رفدنا بالمعلومات.

أمام الاختيار الأكثر ملائمة لك. ( Pملاحظة : يرجى وضع علامة

دائما	بعض الاحيان	عادة	ابدا	احتياجاتك عند تعلم اللغة الانكليزية	
				أحب التمرين على استخدام الأصوات والتلفظ باللغة الانكليزية	١
				أحب من المدرس أخباري بكل أخطائي	٢
				أحب أن تعلم المحادثة في الصف	٣
				أحب من المدرس شرح المادة لنا في الصف	٤
				أحب تعلم كثير من المفردات والكلمات الجديدة	٥
				أحب التعلم بواسطة المحادثة مع الأصدقاء والتكلم باللغة الانكليزية في الصف	٦
				احب المشاهدة والاستماع الى متحدثي اللغة الانكليزية	٧
				احب تعلم اللغة الانكليزية بواسطة الاستماع لها	٨
				احب تعلم اللغة الانكليزية بواسطة المشاهدة	٩
				احب من المدرس مساعدتي للتكلم عن اهتماماتي باللغة الانكليزية	١٠
				احب تعلم اللغة الانكليزية من خلال مجاميع صغيرة في الصف	١١
				احب تعلم اللغة الانكليزية من خلال النشاطات والفعاليات	١٢
				احب تعلم قواعد اللغة الانكليزية	١٣
				احب استخدام اللغة الانكليزية للتعبير عن رأيي في مواقف حقيقية	١٤
				احب ان يكون لي كتاب خاص باللغة الانكليزية	١٥
				احب تعلم اللغة الانكليزية بواسطة مشاهدة التلفزيون في البيت	١٦
				احب من المدرس اعطاء تمارين للعمل على حلها	١٧
				احب التمرين على استخدام اللغة الانكليزية خارج الصف مع طلاب الصف	١٨
				احب تعلم اللغة الانكليزية بواسطة القراءة في الصف	١٩
				احب تعلم اللغة الانكليزية بواسطة القراءة في الصف	٢٠
				احب كتابة كل شى في المحاضرة في دفترتي	٢١
				احب من المدرس باعطاءني الفرصة لمعرفة اخطائي بنفسي	٢٢
				احب قراءة الصحف والمجلات باللغة الانكليزية في البيت	٢٣
				احب تعلم اللغة الانكليزية لاستخدامها في الحياة اليومية	٢٤
				احب الاستماع والتعلم بواسطة الكاسيت في البيت	٢٥
				احب تعلم اللغة الانكليزية بواسطة الالعاب في الصف	٢٦
				احب تعلم اللغة الانكليزية مع نفسي في الصف	٢٧

### Appendix (3)

#### Weighted mean and Weighted Percentile of each Item of Students' Questionnaire for Needs Analysis

Needs	always	sometimes	often	never	Weighted Mean	Weighted percentile	Rank order
٢٧	٣٠	٢٦	٢٨	١٦	2.14	%٥٧	١
١٩	٢٤	٣٢	٣٠	١٤	2.06	%٥٥	٢
٩	٢٠	٣٠	٤٠	١٠	2.04	%٥٣	٣.٥
١٦	٢٦	٢٢	٣٨	١٤	2.00	%٥٣	٣.٥
٢٥	٣٠	١٢	٤٠	١٨	2.00	%٥١	٥
٨	٢٠	٢٤	٤٤	١٢	1.98	%٥٠	٦
<b>2</b>	<b>14</b>	<b>18</b>	<b>53</b>	<b>15</b>	1.95	%٤٤	٧
٢٠	١٤	١٤	٦٠	١٢	1.93	%٤٣	٨.٥
١	<b>14</b>	<b>18</b>	<b>52</b>	<b>16</b>	1.91	%٤٣	٨.٥
١١	١٠	١٥	٦٨	٧	1.88	%٤٢	١١
١٣	١٠	٢٢	٥٤	١٤	1.89	%٤٢	١١
٤	<b>5</b>	<b>20</b>	<b>73</b>	<b>16</b>	1.83	%٤٢	١١
١٨	١٢	١٤	٦٢	١٢	1.83	%٤١	١٢
٧	١٢	٢٠	٤٩	١٩	1.75	%٤٠	١٤
١٢	٥	١٣	٧٦	٦	1.74	%٣٩	١٥.٥
٢٤	٨	١٥	٦٣	١٤	1.70	%٣٩	١٥.٥
١٧	٧	١١	٦٩	١٣	1.72	%٣٧	١٧
١٥	١١	٩	٦٠	٢٠	1.72	%٣٦	١٨
١٤	٥	١٣	٦٨	١٤	1.70	%٣٥	٢١
١٠	٤	١٢	٧١	١٣	1.69	%٣٥	٢١
٥	<b>7</b>	<b>12</b>	<b>61</b>	<b>20</b>	1.52	%٣٥	٢١
٢٦	٥	٧	٧٦	١٣	1.48	%٣٥	٢١
٦	<b>5</b>	١٠	٧٠	١٥	1.46	%٣٥	٢١
٢٢	٩	١٠	٥٣	٢٨	1.40	%٣٣	٢٤.٥
<b>3</b>	<b>5</b>	<b>6</b>	<b>73</b>	<b>16</b>	1.40	%٣٣	٢٤.٥
٢٣	٤	١٦	٥٣	١٠	1.34	%٣٢	٢٦.٥
٢١	٦	١٨	٤٢	٣٤	1.30	%٣٢	٢٦.٥