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Analysis of Prospective Engineer's Needs of Learning through English for Specific Purposes

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English for Specific Purposes

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Abstract

English for Specific Purposes (ESP) is important for learners in various fields. It enables them to study their courses and complete their graduation. It helps them seek good jobs and enhance their performance. Its importance lies in preparing learners for effective communication, analyzing needs, and exploring text (Dudley-Evans & St. John, 1998). Needs-analysis is essential before developing ESP course outlines. Engineers in Pakistan need English to perform at national and international levels. The researchers decided to carry out a needs-analysis at Wah Engineering College, Wah Cantt, Pakistan (WECP). This descriptive study employed a questionnaire comprising 43 statements covering five constructs: Learners' opinions on reasons for learning English, their perceived abilities, needs of English-skills, learning-needs, and role of teacher and syllabus. All the 1280 students of graduate programs comprised a population and 116 learners were selected randomly from Chemical Engineering Department as a sample for this study. The data were analyzed for frequencies and percentages of responses and mean for overall impression for constructs. The findings disclosed that the learners wanted training in all ESP skills especially writing and speaking and they wanted to learn through a learner-centered approach.

Key Words: English for Specific Purposes (ESP), needs analysis, present situation, target situation

[1]

Introduction

The current study deals with students' needs of English for Specific Purposes for undergraduate engineers studying at Wah Engineering College, Pakistan (WECP). In Pakistan, students are learning through various education systems and teaching methods at school and college levels. Though the country is multilingual and multiethnic (Mansoor, 2005), Urdu is used

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as national language. A large number of students study at private schools where some of these follow the British education system and use English as medium of instruction. But majority of students are enrolled in government schools that follow the national curriculum. These schools provide education using traditional methods and emphasize memorization to produce good results. The students face problems while communicating through English beyond academic purposes. There is a need to teach learners effective use of English for communication. Khan (2001) pointed out neglect of language use within the context of daily use and complained about communication-incapability of learners in their surroundings. To improve students' communication competencies, linguists are paying attention to model teaching language under 'Applied English', especially in professional institutes.

Importance of learning English in the present era is immense. Students pursuing careers in various fields, such as engineering, medical, social sciences, and humanities need to communicate in English. Presently, various nations are collaborating with each other on different projects and their engineers perform as team members. Pakistan is no exception; many projects are in progress under CPEC where teams of workers join hands to complete and run different projects. Pakistani engineers working on these projects or abroad have to communicate with others in English. They need to communicate orally as well as in written form. Foreign partnership in projects has also given rise to cultural and communication problems which can be solved through training engineers in the use and usage of language. At present, all the engineering books are written in English and illustrated with maps, graphs, and diagrams. The engineering students are taught through lectures in English or through a bilingual approach. They use English to complete their assignments, reports, and projects, and to perform in written and oral examinations. Proficiency in English is essential to seek and retaining good jobs. So they need training in English for specific purposes (ESP) while they are studying engineering courses. It is not sufficient to train future engineers only in specialized fields but training for communicative purposes is the need of time. This makes it more important for them to learn through ESP.

Literature Review

The communicative process is based on transmitting ideas through the use of special features of speech (Ruiz-Garrido et al., 2010). Specific field professionals communicate in their specialized context using specific vocabulary called Registers. This specific use of language in specialized fields is called Language for Specific Purposes. When a particular talk takes place in English, it becomes English for Specific Purposes (ESP). People in such settings perform with similar objectives (Ruiz-Garrido et al., 2010). Hutchinson and Waters (1987) have tried to find out the curiosity of ESP course-designers to know the reasons for learning English. This paves a way to finding the answer to what are the learners' specific reasons for learning that lead towards the decision of opting for ESP. Orr (2001) differentiates ESP from General English as a set of instructions dealing with specific learning-needs of an individual or a group with reference to a set time frame. While Mackay and Mountford (1978) connect ESP with a leaning towards English needs referring to occupational goals. The supporters of general English stress on learners' knowledge of the language, while in ESP, learners' objective is performance (Richards, 2001). The scope of learning general English is semantics, morphology, syntax, and pragmatics. However, ESP has its scope at the workplace; it is thus communicative and goal-directed. An ESP program development also discusses needs analysis, materials selection, teaching, and evaluation as

important topics. Dudley-Evans and St. John (1998) consider the needs analysis stage as the preliminary stage for the basis of ESP courses.

Needs analysis aims to discover the EFL learners' learning needs to act in a particular situation (Richards, 1994). Nunan (1988) considers needs analysis as collection of learners' profiles and communication tasks in syllabus design. Ellis and Johnson (1994) say that needs analysis is a means of getting an extensive knowledge of learners and their learning needs. Needs analysis recognizes the detailed purposes behind English language learning and diction. It also examines learners' language competence and the target level to be achieved. A comprehensive needs analysis can lead to designing a useful language course for ESP learners. Such analysis may help knowing about English-language needs of learners. A syllabus designed after such analysis produces productive learners. It is a bit difficult to decide about the right time to carry out the need analysis; West (1994) suggests four possibilities in this regard: before the selection of course, at the start of the course, when the course is going on and when the course ends. Robinson (1991) argues to do need analysis before the start of the course. The needs analysis should be a continuous process irrespective of time schedule.

Hutchinson and Waters (1987) suggest a target needs approach to needs analysis which presents the valuable organization of needs that gathers different points of view and leads to different forms (cited in West 1994). They classify needs into necessities, lacks and wants. Necessities are objective needs referring to demands of target situation. One can identify them by an analysis of daily situations (Hutchinson & Waters, 1987). Target Situation Analysis spots the most needed language skills, describes needs in situational/ functional terms, and set down the grammatical components of language in the target situation (West, 1994). The language course is formulated to achieve target proficiency. For this purpose, the present proficiency level of students is essential to decide from where the course should start. The gap between the target proficiency and the present proficiency level points to the learners' lack (Hutchinson & Waters, 1987). The learners are unaware of their lack which can be known by PSA (West, 1994). Wants tell about the demands which the learners have or feel the need of having (Hutchinson & Waters, 1987). Chances are 'wants' may not be as felt by the intended course (Hutchinson & Waters, 1987). This is the reason for the course developers to do needs analysis. Learning needs (LN) ask about learners' needs during learning a language (Ibrahim, 2016), Hutchinson and Waters (1987, p. 61).

Many researchers have done needs-analysis and contributed to developing ESP courses. The researchers of this study came to know that the learners at Wah Engineering College, Pakistan (WECP) could not communicate satisfactorily in the English language. This led them to conduct needs-analysis which may help in designing English courses according to their needs. Qasemi (2017) undertook a study to identify the English language needs of the undergraduate engineering students of Jawzjan University in Afghanistan. The sample consisted of 212 undergraduate engineering students. The data collected through survey and proficiency tests revealed that students had a low level of English language competence but were motivated to learn English for academic purposes and career building. Students showed disappointment over their current English course. He recommended the importance of doing needs analysis related to their; current competence level, demands, and wishes before syllabus design. He also suggested assigning equal priority to language skills, updating of classroom resources, and promotion of learner-centered approach. Ibrahim's (2016) ESP needs analysis and proficiency test of students, at Public and

Health Environment department the University of Khartoum, Sudan, shows a contradiction between learners' perceived ability and ability shown on the test. He found the learners' needs as achieving competence in all four skills and subskills. His findings also revealed their wish to learn in pairs, groups, and through using ICT.

Ghenghesh (2013) conducted a needs analysis to identify the English language needs of undergraduate students at the Faculty of Engineering, British University in Egypt (BUE). He found the English language imperative to engineering students. The findings demonstrated speaking and writing as skills of high priority for the learners. He recommended the use of reading academic texts, writing technical reports, oral presentations, and listening lectures in the course to motivate them, engage their attention, and meeting their needs. Similarly, Midoul (2013) led a needs analysis to examine the English language needs of Moroccan engineering students. He took a sample from students of third-year who were taking English courses. The findings showed their need for speaking and writing competency. They complained about the ineffectiveness of current teaching materials. They desired to learn by learner-centered style. Al-Tamimi & Shuib (2010) investigated the language needs of engineering undergraduates at HUST. The findings disclosed that students were lacking in listening and speaking skills and need all English language skills for seeking jobs.

The questionnaire used in this study for needs analysis of ESP students comprised of five constructs. It was adapted from Hutchinson and Waters (1987). The researchers developed a questionnaire as the data collection tool in line with the guidelines presented in similar studies and reviewing questionnaires used by Ibrahim (2016), Qasemi (2015), KADI (2013), and Al-Tamimi and Shuib (2010).

Objectives of the Study:

The objectives of this study were to analyze the English language needs of engineering students and to know the learners' expectations from English teachers and the contents of the English syllabus.

Research Questions:

The following research questions were formulated for this study:

1. Why do the learners at WECP need to learn English?
2. How do the learners feel about their present ability in English?
3. What are the English language needs of learners?

Research Method

Population and Sampling

The population for this descriptive study consisted of 1280 students of Wah Engineering College, Wah Cantt, Pakistan (WECP) studying in the five B.Sc. Engineering programs; each comprising eight semesters. The researchers delimited the study to one department. The present study makes use of a simple random sampling technique and selected 116 students studying in the first, second, and third semesters of the Chemical Engineering Department.

Procedure

This descriptive study followed a quantitative research design using a questionnaire as a data collection tool. The researchers developed a questionnaire as the data collection tool. It was adapted from Hutchinson and Waters (1987). It comprised of 43 statements covering five constructs under the headings: (a) Purposes for Learning English, (b) Present Situation of Learners, (c) Needs of Learners with Regard to Skills, (d) Learning Needs of Students, and (e) Learners' Preferences with Regard to the Role of Teacher and Syllabus. The researchers checked the instrument for reliability and obtained Cronbach's alpha in the acceptable range of 0.874.

The data were collected through personal administration: The researchers approached the Chemical Department at Wah Engineering College, Pakistan (WECP) to obtain students' lists. There were 150 names on the lists belonging to the first, second, and third semesters. The researchers randomly selected 116 learners. The respondents were invited to gather in the auditorium. The instruments were administered on the sample personally. The learners responded to the questionnaire on a five-point Likert scale ranging from 'Strongly Agree to Strongly Disagree' for all constructs. The response rate of students was 100 percent. The five-point Likert Scale was measured through allocation numerical values of 5-1 through strongly agree- strongly disagree respectively. The researchers analyzed the data by applying descriptive statistics employing frequencies and percentages for all statements. The overall results for each construct were measured through the mean of cumulative numerical values of statements.

Results:

The results are presented in the tables below:

A. Purposes for Learning English

Table 1 below shows the results for the construct of students' purposes of learning English:

Table 1: Results of Students' Perceived Purposes of Learning English. (N=116)

Sr.	Statement	Strongly agree	Agree	tal ree strongly agree	Undecided	Disagree	Strongly Disagree	tal isa ree strongly disagree

Sr.	Statement	5	4		3	2	1	
1	I have a great desire to speak in English with foreigners.	46	33	79	13	12	12	24
		40%	28%	68%	12%	10%	10%	20%
2	English learning will benefit me to go for higher studies in my particular field.	58	46	104	12	0	0	0
		50%	40%	90%	10%	0%	0%	0%
3	Learning English will be helpful in getting good job after completing my college.	58	39	97	14	5	0	5
		50%	34%	82%	12%	4%	0%	4%
4	My friends and family speak English, so I wish to talk in English with them.	5	21	26	28	49	14	62
		4%	18%	22%	24%	42%	12%	54%
5	English is the best way to impress people.	16	21	37	16	23	39	63
		14%	18%	32%	14%	20%	34%	54%

The analysis of data given in table 1 reveals that the overwhelming majority (90%) of the learners at WECP were ambitious and seriously wanted to learn English to achieve high educational aims in their specialized field. Their vast majority (82%) wanted to learn English for achieving their professional aims. A majority (68%) of them also wished to speak English with the foreigners, showing their wish to communicate in English as a globally understood language either for social and personal reasons or for professional purposes. The results showed that the overwhelming majority of undergraduates were aware of their goals in life. On the other hand, there was least particular trend of communicating in English in their personal lives as only 22% agreed to this purpose of speaking English.

The overall mean score of responses when calculated through the marking of their responses (strongly agree=5 through strongly disagree=1), shows that the mean score (3.52) stays in the category of 'agree to undecided'. This shows that the learners were clear in the purpose of learning English. They need to learn English for speaking with foreigners, for higher studies, and to get good jobs.

B. Present Situation of Learners

Learners' perception of their present competency in English is given in table 2 below:

Table 2: Results of Students' Perceived Present Situation of English Skills. (N= 116)

Sr.	Statement	Strongly agree	Agree	t l f strongly agree	Undecided	Disagree	Strongly Disagree	t l is r e strongly disagree
		5	4		3	2	1	
1	I feel myself good at spoken English.	12	60	72	30	9	5	14

#	Statement							
		10%	52%	62%	26%	8%	4%	12%
2	When I read an English text, I understand everything easily and quickly, that makes me think I am good at reading skills.	26	69	95	14	7	0	7
		22%	60%	82%	12%	6%	0%	6%
3	I can fairly understand the meaning of anyone speaking in English.	26	74	100	5	4	7	11
		22%	64%	86%	4%	4%	6%	10%
4	Writing correct English sentences is not a problem for me.	9	19	28	19	55	14	69
		8%	16%	24%	16%	48%	12%	60%
5	I know a fair amount of English vocabulary.	30	46	76	14	26	0	26
		26%	40%	66%	12%	22%	0%	22%
6	I am able to pronounce English words correctly.	26	60	86	21	7	12	9
		22%	52%	74%	18%	6%	2%	8%
7	I can do error-free writing in English.	21	35	56	26	23	11	34
		18%	30%	48%	22%	20%	10%	30%

The analysis of data given in table 2 reveals that a vast majority (86%) perceived themselves good at listening skills and they listen for understanding. While 82% of respondents felt good at reading skills. A three-fourth (74%) of respondents felt confident in having a command on the speaking subskill of pronunciation. The two-thirds majority (66%) of respondents sensed that they were good at reading subskill of English vocabulary. The majority (62%) felt good at speaking skills. The majority (60%) of them agreed that writing correct English sentences was difficult. A large number (48%) agreed that they were weak at using grammar. Similarly, a large number (48%) of respondents felt weak in writing skills. On the other hand, a large number (48%) of respondents claimed that they could write error-free compositions.

The overall analysis of data in table 2 illustrates the mean score (3.55) of their responses when calculated through the marking of their responses (strongly agree=5 through strongly disagree=1). It falls in the category of 'agree to undecided'. This implies that respondents felt themselves above average in their present situation in using English skills and sub-skills.

C. Needs of Learners with Regard to Skills

Learners' needs for learning English skill are reflected through data given in table 3 below:

Table 3: Results Obtained for the Needs of Learners with Regard to Skills. (N=116)

Sr.	Statement	Strongly agree	Agree	t 1 strongly agree	Undecided	Disagree	Strongly Disagree	t 1 strongly disagree
		5	4		3	2	1	
1	I intend to develop my reading skills in English.	32	75	107	7	21	0	21
		28%	64%	92%	6%	2%	0%	2%
2	I want to be capable of reading text books to comprehend them.	23	46	69	26	16	5	21
		20%	40%	60%	22%	14%	4%	18%
3	Reading of notes in English language presents difficulties to me.	14	28	51	9	35	21	56
		12%	24%	44%	8%	30%	18%	48%
4	By improving reading skills, I will be able to understand instructions for assignments or projects.	35	46	81	14	7	14	21
		30%	40%	70%	12%	6%	12%	18%
5	Development of reading skills will help me understand technical articles.	42	60	102	5	9	0	9
		36%	52%	88%	4%	8%	0%	8%
6	I want to write assignments or projects in English	26	53	79	26	9	2	11
		22%	46%	68%	22%	8%	2%	10%
7	I want to develop English writing skills to answer questions in tests/exams.	30	49	79	7	28	2	30
		26%	42%	68%	6%	24%	2%	26%
8	I like taking notes while the teacher is delivering lecture.	42	35	77	11	23	5	28
		36%	30%	66%	10%	20%	4%	24%
9	In future, I will be writing applications in English to get job.	30	77	107	7	2	0	2
		26%	66%	92%	6%	2%	0%	3%
10	I think, I should enhance my English listening skills.	42	65	107	7	2	0	2
		36%	56%	92%	6%	2%	0%	2%
11	Listening skills will help me understand class lectures.	42	64	106	5	5	0	5
		36%	56%	92%	4%	4%	0%	4%
12	To understand oral instructions for assignments or projects given in English is essential for my studies.	23	72	95	12	9	0	9
		20%	62%	82%	10%	8%	0%	8%
13	I aim to understand spoken presentations of my class fellows.	32	70	102	10	2	2	4
		28%	60%	88%	8%	2%	2%	4%
14	I wish I could speak English fluently with anyone.	51	58	109	52	2	0	2
		44%	50%	94%	4%	2%	0%	2%
15	I like asking and answering questions in English in my class.	23	42	65	19	23	9	32
		20%	36%	56%	16%	20%	8%	28%
16	I intend to prepare my presentations in English.	42	60	102	9	5	0	5
		36%	52%	88%	8%	4%	0%	4%
17	In my opinion, good spoken English ability is a symbol of success in	44	44	88	9	17	2	19
		38%	38%	76%	8%	14%	2%	16%

The analysis of data given in Table 3 reveals the below given results:

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This part is comprised of seventeen statements. Statements 1 to 5 received responses related to reading skills, while statements 6 to 9 are about writing skills. Statements 10 to 13 are about listening skills, while statements 14 to17 are for speaking skills.

The analysis of the subskills of speaking disclosed that the vast majority (88%) of respondents perceived the need to give presentations in the English language which is a part of their studies. A three-fourth majority (76%) perceived the need for language skills for success in interviews. The majority (56%) needed to speak English to follow question and answer sessions. The analysis of the subskills of listening reveals that the overwhelming majority (92%) felt the need of listening to understand class lectures. A vast majority (88%) felt the need to understand the presentations in English. A vast majority (82%) perceived the need to listen to academic instructions. The analysis of the subskills of reading discloses that a vast majority (88%) of the students perceived the need to understand technical articles, while a great majority (70%) for instructions and assignments, the majority (60%) for reading textbooks, and many (44%) to read notes. The analysis of the subskills of writing reveals that an overwhelming majority (92%) of the students' needed writing skills for writing job applications and for doing assignments, the majority (68%) for writing answers in exams, and the majority (66%) for taking notes during lectures.

The overall analysis of data in table 3 shows the mean score (3.91) of their responses when calculated through the marking of their responses (strongly agree=5 through strongly disagree=1). It falls in the category of 'agree to undecided' and implies that respondents realized the need to have all English skills and subskills. As for English skills, the analysis shows that the students perceived the need of knowing the four language skills to a great extent with a small difference in importance of the skills i.e., 94% of students felt the need to develop speaking skills, 92% students felt the need to develop listening and speaking skills simultaneously, and 68% felt the need of developing the writing skills.

D. Learning Needs of Students

The data showing learning needs of students are presented in table 4 below:

Table 4: *Results showing students' opinions about their learning needs. (N=116)*

Sr.	Statement	Strongly agree	Agree	t l: ʃ Strongly Agree	Undecided	Disagree	Strongly Disagree	tal is r e strongly disagree
		5	4		3	2	1	
1	I prefer my English course focusing on translation of text in Urdu so that I can understand effortlessly.	21	54	74	9	30	2	32
		18%	46%	64%	8%	26%	2%	28%
2	Discussions in classroom will make me a confident learner.	39	54	92	14	9	0	9
		34%	46%	80%	12%	8%	0%	8%
3	Role plays and activities, if included in English course, will make learning enjoyable.	42	51	93	14	7	2	9
		36%	44%	80%	12%	6%	2%	8%
4	Our English course should be based on multiple choice questions only.	23	37	60	23	26	7	33
		20%	32%	52%	20%	22%	6%	28%
5	We should be made capable of searching for answers on our own.	37	42	79	26	6	5	11
		32%	36%	68%	22%	6%	4%	10%

The overall analysis of data given in Table 4 shows the mean score of their responses when calculated through the marking of their responses (strongly agree=5 through strongly disagree=1), the mean score (3.78) falls in the category of 'agree to undecided' and implies that the vast majority (80%) wanted a learning environment in which they could participate in classroom discussions. The vast majority (80%) also responded in support of role-plays and activities as their learning need. Following this, a great majority (68%) maintained that they should be made capable of searching for answers with their efforts. The majority of respondents (64%) perceived that they should have a course focusing on the translation of texts for better understanding. Majority of respondents (52%) considered multiple-choice questions helpful for improving English.

E. Learners' Preferences with Regard to the Role of Teacher and Syllabus

Table 5 below shows learners' preferences for the role of teacher and syllabus for improving the English language:

Sr.	Statement	Strongly agree	Agree	t 1 strongly agree	Undecided	Disagree	Strongly Disagree	t 1 is strongly disagree
		5	4		3	2	1	
1	I want an English class in which the teacher controls everything followed by less student participation.	26	37	63	14	21	18	39
		22%	32%	54%	12%	18%	16%	34%
2	I want that my teacher should involve me in activities to make me enjoy and learn at the same time.	58	35	93	23	0	0	0
		50%	30%	80%	20%	0%	0%	0%
3	I want a syllabus with focus on developing reading ability.	49	44	93	19	2	2	4
		42%	38%	80%	16%	2%	2%	4%
4	I want a syllabus with emphasis on developing listening ability.	42	42	84	30	2	0	2
		36%	36%	72%	26%	2%	0%	2%
5	I want a syllabus with focus on developing speaking ability.	51	51	102	10	2	2	4
		44%	44%	88%	8%	2%	2%	4%
6	I want a syllabus that may develop the writing ability in me.	46	46	92	17	5	2	7
		40%	40%	80%	14%	14%	2%	6%
7	I want a syllabus which may enhance English vocabulary.	51	37	88	17	9	2	11
		44%	32%	76%	14%	8%	2%	10%
8	The syllabus which makes me write correct English will be best for me.	39	67	106	5	5	0	5
		34%	58%	92%	4%	4%	0%	4%
9	Correct pronunciations should be the main focus of my English syllabus.	21	35	56	26	23	11	34
		44%	34%	78%	8%	8%	4%	14%

The overall analysis of data in table 5 shows the mean score (4.11) of their responses when calculated through the marking of their responses (strongly agree=5 through strongly disagree=1) falls in the category of 'Strongly agree. This implies that a vast majority of respondents (80%) wanted a teacher who may involve them in activities. However, many (54%) respondents showed a liking to having the teacher as a controller with less student participation. For syllabus, the vast majority (88%) wanted to have a syllabus that might focus on developing the speaking ability, then (80%) of them considered the importance of reading. A vast majority (80%) desired to have a syllabus with importance on writing skills. And (72%) of them wanted their syllabus to focus on listening skills. For English subskills, an overwhelming majority (92%) wanted to have a syllabus that may make them able to write correct English sentences. A three-fourth majority (78%) wanted a syllabus that could enable to pronounce of English words correctly. Similarly, a three-fourth majority (76%) showed a desire to have a syllabus that may increase their vocabulary.

Findings

The results of data analysis given in tables 1-5 show the following:

I.   Learners wanted to learn English mainly for professional and academic purposes.
II.   They faced problems in writing skills more as compared with other language skills. They ranked themselves for proficiency in skills as listening, reading, speaking, and writing. They felt proficient in English subskills of pronunciation and vocabulary, and lesser proficient in grammar.
III.   The results show the order of their perceived needs as speaking, listening, reading, and writing with minor differences among themselves.
IV.   Learners preferred learning English through role-plays, activities, and classroom discussions.
V.   They desired the active role of the teacher for learners' involvement in various activities.
VI.   They wanted a changed syllabus with a preference for developing writing, speaking, reading, and listening skills. The syllabus should focus on subskills of grammar, pronunciation, and vocabulary improvement.

Discussion

The findings of this study are similar to those found by Shah Qasemi (2017) and Ibrahim (2016) whose subjects also had shown similar purposes for learning English i.e., academic and professional purposes. Ibrahim (2016) and Genghesh (2013) findings are also similar to the extent that their studies showed the feeling of students as being good at reading. However, the subjects in Altamimi and Shuib (2010) study have rated themselves average in all skills and weak in some skills. One reason for this difference can be the selection of sample: While Altamimi and Shuib (2010) have taken a sample from third, fourth, and fifth-semester students who may have a better idea of their abilities. But the sample of this study included students who were not mature to analyze their abilities. As far as the importance of the four skills, Ghenghesh's study also shows similar results. Besides Ibrahim (2016), other researchers like Ghenghesh (2013) and Midoul (2013) also find in their studies that the learners perceive speaking skills as the most needed for them. But findings of Alastal and Shuib (2012) are different from the results of this study for the order of importance of four skills which are as: listening, reading, writing, and speaking.

All the learning needs found to be important by the students in this study are similar to those found in the studies of Ibrahim (2016) and Altamimi and Shuib (2012). Their subjects also show great enthusiasm for learning through activities like role plays. Similarly, the results related to the role of the teacher are consonant with the results of Ibrahim (2016).

Conclusion

The WECP learners' needs for learning through ESP can be summarized as:

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Lacks: The researchers came to understand the learners' deficiency in skills as it lies in writing skills and speaking skills. Learners also wanted to focus on writing skills in the desired syllabus. This difference in their perception of proficiency and need points that they lacked training in writing skills. They felt speaking skills as the most needed skill while the result of their self-rating of the present situation showed that they were quite satisfied with the particular skill. This difference suggests that they need training in speaking skills too.

Wants: The learners ranked speaking as the number one perceived need. Hence, it can be interpreted as students' 'wants'. Wants and needs may not be the same and they can be opposite to the opinions of different stakeholders (Hutchinson & Waters, 1987:56). But in this study, the need and want of development of speaking skills achieved the highest priority by the students.

Needs: For the learners, their most important perceived need with regard to sub-skills was writing job applications and listening to classroom lectures. They needed the development of writing skills with a focus on grammar.

Recommendations

ESP teachers are recommended to adopt the learner-centered approach in the classroom. They should adopt activities and role plays for speaking and writing skills using Avi-aids, authentic material, and ICT. Teachers' INSET programs should be frequently arranged to enhance their horizons and performance. The current English course taught at WECP should be revised as ESP one. Activities should be devised for teaching all language skills focusing on vocabulary, spellings, grammar, and pronunciation. The ESP syllabus should also follow a learner-centered approach. Future researchers can obtain reliable results by taking views of teachers for true knowledge. This gap can also be filled by a proficiency test taken from students as have been done by Ibrahim (2016) and Ghenghesh (2013).

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