Needs Analysis Of English in Professional Institutes and Community Colleges in Jordan

By

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Abstract

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The main purpose of this study was to appraise and survey the present needs for the English language in Jordanian institutes and community colleges in Irbid District as examined by a sample of students and teachers. The general goals for this study were as follows:

1. To identify what skills were needed as perceived by students to be the most important.

2. To identify what subskills were needed as perceived by students to be the most important.

3. To identify what skills were needed by students in their teachers' opinion.

4. To identify what subskills were needed by students in their teachers' opinion.

5. To identify the language abilities as viewed by the students.

6. To identify the language abilities as viewed by the teachers.

The sample of this study consisted of 540 students and 50 teachers. The sample of the teachers and the students were selected from community college of Irbid, Community college of
Ajloun, Charnata college, Institute of Technical Engineering, of al-Husun, Institute of Medical professions, and the Nursing college.

Two kinds of questionnaire were designed, one of them was for the students and the other was for the teachers.

Mean scores, percentages, and correlation coefficients, were used in this study.

The findings of this study are:

1. The most difficult academic used of English is speaking whereas reading skill is the easiest one as perceived by both students and teachers.

2. Receptive skills of reading and listening comprehension are more important than the productive skills of writing and speaking in the academic work as perceived by students and teachers.

3. Both teachers and students are not satisfied about the training of students in English in the secondary stage.

4. Knowledge of English is a decisive factor in success for most of the students, especially for the students of the Nursing college and the Institute of Medical professions as perceived by both teachers and students.
5. The low ranking of subskills were the ability of speaking with foreigners in the skill of speaking, writing personal letters in the skill of writing, reading catalogs in the skill of reading, and understanding radio and T.V. programs in the skill of listening comprehension as perceived by both teachers and students.

6. The high ranking of subskills were reading textbooks in the skill of reading, following lectures to take notes in the skill of listening comprehension, speaking intelligible English in the skill of speaking, and writing class notes in the skill of writing as perceived by both teachers and students.