A Content Analysis of the *NEW Cutting Edge* in light of Students' Linguistic, Cognitive, and Affective Needs in Jordan University of Science and Technology

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Abstract


This study was concerned with investigating learners' linguistic, cognitive and affective needs. The researcher attempted to find out the JUST students' needs according to their instructors and their own perspectives, then to determine the extent to which the content of the three textbooks under study (Eng. 099, 111, and 112) meet the students' needs and the suggested criteria.

Both quantitative and qualitative approaches were employed in this study. A 5-point Likert scale questionnaire was constructed to investigate learners' perspectives concerning the textbooks they need and what they hope to find in these textbooks. In addition, stratified interviews were conducted with the instructors who teach the three courses to explore their perspectives regarding the three textbooks and the extent to which they think that they meet with the needs of the their students. Then, the three textbooks were analyzed to find out the extent to which they meet with the criteria suggested by the researcher. Finally the results of the content analysis and the questionnaire were matched to find out the degree of congruence between what learners needed and what the
textbooks included. Proper statistical approaches were used to analyze the results of the questionnaire and the content analysis, and to find out the congruence between the textbooks and students' responses for the questionnaire.

The findings of the study revealed that students mostly needed a book that meets their linguistic, cognitive, and affective needs. After analyzing the textbooks and matching the results of the analysis with the results of the questionnaire, it was found that there was significant mismatch between the textbooks that the learners needed and the textbooks they already use. The findings of the instructors' interviews revealed significant differences among instructors about the textbooks that their students actually needed and whether the books they already use meet with their learners' needs.

In light of the findings of the study, the researcher offered several implications and recommendations regarding the textbooks and the importance of taking into considerations learners' linguistic, cognitive, and affective needs when selecting the textbooks in order to enhance the importance of teaching English courses at JUST. In addition, the researcher also proposed suggestions for more comprehensive research on need analysis and learners' needs that expands to include other textbooks used for teaching other general courses at JUST and in other universities.
Key words: Affective Needs, Cognitive Needs, Content Analysis, Learners' Needs, Linguistic Needs, Needs Analysis