A Needs Analysis of English for Specific Purposes Course of EFL Students of Management Information Systems

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Abstract

The present research examined the needs of EFL second year students (MIS Division) at Tanta Higher Institute for Computers, Information and Management Technology during the academic year 2018-2019. Needs analysis was conducted in the areas of language use, role of EFL in the students' life, learning preferences in EFL skills and classroom interaction and learning activities. The participants were 60 EFL second year students (MIS Division) who were randomly selected at different proficiency levels in order to ensure having various points of view. To achieve the purpose of the study, a questionnaire was prepared by the researcher and then administered to the participants of the study. Through the needs analysis, it was found that students had different perspectives concerning their needs in the four axes (language use, role of EFL in their life, learning preferences in EFL skills and classroom interaction and learning activities). In the light of the results of the needs analysis, implications, recommendations, suggestion for future research and conclusions were provided.
Keywords: Needs Analysis, ESP.

Introduction

Curriculum development is a complex process where learners' and teachers' needs, values, standards, language learning factors, available resources (allocation of time, size of staff, size of class and budget), socio-political factors, cultural factors and other factors all interplay.

Incorporating students' various needs into EFL curriculum / course has been of central relevance for any type of curriculum / course as it provides a more democratic decision- making process, ensures the success of the curriculum / course, achieves the aims of the curriculum, enables adjusting and modifying curricula and courses in order to meet students' various needs, interests and shortcomings at different proficiency levels, constitutes a paramount stage of curriculum development in many types of EFL teaching and functions as a key element of input decision – making in relation to content, objectives, methods and strategies and types of evaluation (Richards, 2001; Watanabe, 2006 &Darci, 2016).

Language experts define needs analysis as:a process / a procedure of gathering data about learners' needs (Richards,2001: 51), the needs in different viewpoints that concentrate on learners' needs at the end of a language course(Piyanapa, 2004),"the systematic collection and analysis of all information necessary for defining a defensible curriculum." (Brown, 2009:16)and techniques and procedures for collecting information to be used in syllabus design(Nunan, 1988, as cited in Trang, 2015).

According to Long (2005); Watanabe (2006) & Brown (2009, 2016), needs analysis of EFL students allows a systematic collection of and analysis of all types of information in order to define and validate purposes of EFL curricula / courses that meet and satisfy the requirements of EFL learning of students within the context of particular institutions that affect the learning and teaching situation.

In addition, needs analysis of EFL students helps identify their needs that can be utilized into objectives and goals that underlie the curriculum, find out what EFL skills that need more practice to be enhanced and developed, decide whether the existing course appeals to students needs or not, gather data and information about particular problems that faced by EFL students and detect the gap

between what students study and what they need to study (Richards,2001; Long, 2005 &Songhori, 2008).

Needs analysis is considered the core of any development or improvement of any syllabus or curriculum and the success or the failure of any educational program / course depends primarily on conducting needs analysis. This procedure (needs analysis) is the backbone that underlies goals and objectives of any program / course.

According to Richards (2001);Long (2005); Boroujeni&Fard (2013);Al-Thiyabi (2014) & Tseng (2014), needs analysis is important and essential in adjusting and modifying EFL / ESL courses and curricula in order to meet the needs of students at different levels of proficiency and with different objectives in mind, constituting and establishing a paramount stage of syllabus development as it functions as a key source of input for making decision concerning objectives, content, methods and strategies and evaluation , determining what aspects that students need to study and to what extent they need to study, gathering information about certain difficulties and problems that facing students while learning foreign / second language and testing the suitability and the effectiveness of the current teaching.

Watanabe (2006) &Songhori (2008) emphasize that needs analysis hasn focal roles in designing any EFL syllabus / course as it is the first step in syllabus / course design that provides relevancy and validity for all subsequent syllabus / course design activities and without analyzing EFL students' needs, syllabus / course development cannot last well. Watanabe (2006) &Songhori (2008) also demonstrate that through needs analysis, EFL instructors have a great amount of valuable information about their students' interests, needs, difficulties, attitudes and motives , which are vital in designing and developing materials.

Richards (2001); Warrington (2005); Wettergren(2005) &Darci (2016) seem to agree upon the following rationales for conducting needs analysis:

- Helping get the correct balance between instructor / student input.
- Exploring and investigating students' culture, language, experience, attitudes and knowledge.
- Determining what students want or need to learn.
- Helping tutors and administrators with students' placement / directives.
- Helping improve and design curricula, materials, skills, assessment and teacher training.
- Providing teachers and students with valuable information about what students bring to the course, what has been achieved and what is needed.
- Assisting analyze learning methods, skill levels and specific learning objectives.
- Offering a good opportunity to reinvent the language learning process through using a negotiated syllabus.
- Providing a way of understanding students' intelligence as through conducting needs analysis, EFL students and instructors can tap into particular intelligence and skill area.
- Helping determine whether the existing syllabus / course addresses students' needs or not.
- Gathering information about students' real problems and difficulties.
- Exploring the gap between what students need to learn and what their instructors expect from them.
- Planning duration of the course and the course identity.
- Producing specifications of foreign / second language skills, functions and forms required to accomplish communication described in the needs profile.

The problem and its context

Needs analysis procedure aims to describe the current situation, analyze the deficiencies of the situation and contribute to plans for developing the current situation. Without conducting needs analysis, the EFL curriculum will mismatch the students' real needs and both students and lecturers will waste valuable time and energy.

Despite the significance of considering EFL students' various needs, needs analysis is still being neglected and ignored by many EFL lecturers, especially at higher institutes for computers and information. This problem was noticed out of the researcher's experience in teaching EFL to EFL second year students (MIS Division) for several years. The researcher observed that there was a gap between what students study and what the labor market need. In addition, students' perspectives towards their own needs were not taken into account while designing their EFL courses. This, in turn, made learning EFL inefficient and boring as students study something away from their needs and interests.

To document the problem, the researcher interviewed a number of EFL lecturers at different higher institutes for computers and information at different governorates and most of them admitted that a needs analysis had never been conducted at their institutes due to limitation of time, financial resources deficit, lack of knowledge and experience in conducting needs analysis and some barriers related to administrative issues. Meanwhile, EFL lecturers expressed their desires and willingness to consider and pay more attention to their students ' needs and interests. Also, the researcher held several meetings with a great number of EFL second year students (MIS Division) at different institutes for computers and information to be aware of the reality of caring about their various needs from the side of their EFL lecturers. The majority of the students declared that their needs were not taken into consideration and they wanted their needs and wants to be regarded and considered.

Moreover, the researcher found a strong rationale through reviewing several previous students that confirm and support the problem (i.e., Chan ,2001; Isik,2002; Busaidi, 2003; Ekici, 2003; Alharby,2005; Watanabe, 2006; cowling, 2007; Alamri,2008; Read, 2008; Kusumoto,2008 ;Eslami, 2010; Brindley, 2011; Liton, 2012; Boroujeni&Fard, 2013;Al-Thiyabi, 2014;Khansir, 2014; Al-Hamlan&Baniabdelelrahman, 2015; Cunningham, 2015; Chen, Chang & Chang, 2016; Tjalla et al ,2017 &Priyanka, Asyiah&Febriani, 2017).

So, the study is an attempt to examine and explore EFL students' needs in relation to language use, role of EFL in their life, learning

preferences in EFL skills and classroom interaction and learning activities.

Review of literature

Needs analysis in EFL curriculum design and development

Needs analysis is seen as one of the main factors and an integral part of ESP practioners, EFL specialists, course / syllabus developers, material designers, teachers and testers for a long time (Wannapok, 2004).

Needs analysis is the first step to be applied and followed while designing and developing EFL syllabus / curriculum and it is the door opening to any materials design and development. Without conducting needs analysis, EFL curriculum will not achieve its aims and objectives. So, it is important to determine various needs of EFL students in order to be aware of their conditions to align them with their educational, intellectual, emotional and physical possibilities and to devise materials that will respond to what is to be taught and thus clarify the objectives pursuant to benegotiated with the students (Richards, 2001; Songhori, 2008; Soruc, 2012; Darici, 2016 &Priyanka, Asyiah&Febriani, 2017).

Needs analysis serves three main functions in EFL curriculum design and development: provides a mechanism for having a wide range of input in the contents, design and implementation of EFL curriculum and courses, determines general and specific EFL needs that can be addressed while developing goals, objectives and content for EFL curricula and courses and provides data that can work as the basics for reviewing and evaluating the current curricula and courses (Richards, 2001; Watanabe, 2006; Songhori,2008 & Brown, 2016).

According to Warrington (2005), needs analysis of EFL students should be a continual and ongoing process that occurs throughout the course duration influencing students placement, methodology, curriculum design, materials selection, teaching approaches and

methods of evaluation. The content of the curriculum, concepts and learning experiences should be for the most part negotiated among students, teachers and course coordinators from the very beginning and then, if needed, renegotiated regularly during the course duration. At the outset of the course, needs analysis identifies the orientation of instruction. While the course, it checks meeting the set goals and objectives and determines any required changes. At the end of the course, it is used for assessing progress and achievement and for planning future directions for EFL students and the course.

Needs analysis has a practical rather than theoretical value as it is not only a procedure of looking into the teaching / learning reality, but also it functions as a control tool of measuring the suitability of courses and curricula as well as the efficacy of the teaching methods. Needs analysis operates as a diagnostic means of making changes and modifications in the courses / curricula in order to meet and match the students' needs.

Needs analysis in EFL curriculum design and development is classified under two categories: The first category is called "Objective Needs Analysis" which diagnosed by the instructor on the basis of the personal information / data received by the students. The instructor can benefit from such information / data in selecting or planning the syllabus / curriculum that meets the students' needs and interests.This category is related to factual data that does not require the students' viewpoints to be taken into consideration. The second category is called "Subjective Needs Analysis" which derived from the students themselves and affect the teaching methodology of the syllabus / curriculum as it considers the students' goals, perceptions and priorities (Nunan, 1988, as cited in, Khansir, 2014; Richards, 2001; Brown, 2009,2016; Brindley, 2011 &Drouiche, 2016).
Brown (2001); Richards (2001); Long (2005); Warrington (2005); Watanabe (2006) & Nation (2010) seem to agree upon the following tools and methods of conducting needs analysis in order to gather information that can be utilizedin EFL curriculum design and development:

1- **Questionnaires / Surveys**: This tool is the most traditional means of doing needs analysis in which students are asked to indicate their needs and interests.

2- **Interviews**: This tool can be done in different ways. The students can be asked to interview each other in pairs and then mark the interviews by how much relevant information they got, or they can be interviewed directly by their instructors. Also, they can be conducted on one to one basis or in small groups.

3- **Examining / Reviewing Reading Materials**: Through displaying several types of reading materials (i.e., magazines, books, etc.) on a table, EFL students can be encouraged to indicate the materials they would like to use.

4- **Classroom Discussions**: Using regularly discussions and questions allow EFL students to express their needs, desires and lacks.

5- **Personal / Dialogue Journals** : Giving EFL students the opportunity to be engaged in freer forms of writing in which they can express their viewpoints and needs is very important in deciding what they need.

6- **Presentations**: EFL students give a presentation about their needs and other students should ask questions at the end or refer to what other students said when they do their own presentation to be sure that everyone is listening.

7- **Syllabus Negotiation**s: EFL students discuss and exchange ideas to decide the amount of time that will be allocated for certain contents and skills in the course.

8- **Needs Analysis Meeting**s: A meeting can be held with an agenda in order to determine EFL students' needs and interest.

An effective needs analysisin EFL curriculum design and development should have some criteria as it should: look at the students' needs from different perspectives, have an obvious purpose, be culturally appropriate, include a mix of skills (listening, speaking, reading and writing), be interactive, work with mixed and different levels, leave a written record or a document, be flexible, associate with a linguistic area and diagnose the points of weakness and strength (Long, 2005; Watanabe, 2006 & Brown, 2009, 2016).

Needs analysis and ESP

Many researchers have stressed the essential roles of needs analysis in ESP course /syllabus design. They emphasized that needs analysis can facilitate identifying the ESP syllabus / course that EFL students need. In addition, the information got from the needs analysis can be used as the basis for developing materials, curriculum, tests, methods and evaluation methods in order to meet and match students' needs and interests (Wu, 2012; Hamp - Lyons, 2001 & Chen , Chang & Chang, 2016).

When instructors teach ESP or when EFL students learn ESP, it is needed and required to know what to teach or what to study. The first step is to know about the needs of the students and this is the instructors' duty to be aware of their students' various needs in order to design and develop courses appropriate to their domain or field of interest and meet their needs. So, needs analysis has a focal role in designing and implementing any language course whether it is ESP or general English course (Robinson, 1991; Deutch, 2003; Kim, 2006 ; Spence & Liu, 2013 & Brown, 2016).

According to Hutchinson & Waters (1987), ESP is an approach to language teaching in which the choice of the content and methods are relied on the students' reason for learning as it is described simply as teaching English for any purpose that could be specified. It is also described as teaching English for academic, vocational and professional purposes. ESP is relied on designing curricula / courses in order to meet EFL students' varied needs. ESP is used to meet students' needs in all aspects (i. e., business, tourism, agriculture, engineering, medicine, computer, information technology, etc.).

According to Hutchison & Waters (1987); Robinson, (1991); Spence & Liu (2013) &Drouiche (2016), ESP is characterized by:
- It is used to meet certain needs of students.
- It is centered on the language, skill and discourse.
- It is used for specific disciples.
- It is designed for adult learners (university and higher education) and in vocational work situations.

ESP is different from General English (GE) in some points. In ESP, the learners are adult learners who have a background in English and the focus is on certain areas or skills according to conducting a needs analysis that identifies the areas or the skills needed. The curriculum / syllabus is designed in the light of such analysis. On the other hand, the learners in GE are learners at all educational levels and the focus is on the four language skills equally. The emphasis in ESP is on context rather than grammar and language structure (Hutchinson & Waters, 1987; Deutch, 2003; Kim, 2006; Drouiche, 2016& Brown, 2016).

ESP is identified and specified in the light of the students' goals and needs such as medical English, legal English, tourism English and IT English. So, needs analysis is an essential procedure and core process of teaching ESP (Wu, 2012 & Chen, Chang &Chang , 2016).

EFL students' needs and goals should be determined before a curriculum / course is labeled as specific, in turn, needs analysis process is essential and significant to any ESP curriculum / course. Needs analysis and ESP can be described as inextricably intertwined and the specific purpose of any ESP curriculum / course is determined only through conducting needs analysis procedure. In other words, without conducting needs analysis, ESP could not be existed (Long, 2005 & Brown, 2016).

ESP in relation to needs analysis can be divided into at least two main subdivisions: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The first (EAP) is designed to assist students conduct research or study in English and most courses of this subdivision concentrate on the academic needs of students within their institution, whereas others examine students' language needs that extend beyond the classroom and into the professional careers of students (Kim, 2006; Taillefer, 2007; Bacha&Bahous, 2008 & Richards & Schmidt, 2010).

On the other hand, English for occupational purposes focuses on the language needs of learners related to performing their positions or jobs. Conducting needs analysis in this subdivision covers areas like workplace needs, industry, tourism, health care, hospitality, agriculture and business, (Crosling& Ward, 2002; Cowling, 2007; Huhta, 2010 & Spence & Liu, 2013).

In the area of analyzing and examining EFL students' needs, interests and shortcomings, various studies have been conducted and among them the following:

Al-Hamlan&Baniabdelelrahman (2015) explored the needs of second grade EFL students in the secondary schools related to learning EFL in the Kingdom of Saudi Arabia. The researchers concentrated on the students' foreign language skills and tasks, their professional needs, preferred learning styles and teaching methods, problems of studying EFL and the suggestions for better learning strategies. Two instruments were used for collecting data, a questionnaire and semi-structured interviews. The participants of the study were 400 EFL students at the second grade in Saudi secondary schools in Riyadh city. The researchers used the descriptive analytical approach as it was suitable for the nature of the study in order to meet the research goals. The results of the study revealed that: (1) students needed to study EFL primarily to speak fluently, communicate with others and have a position, (2) students' listening and speaking skills were at the lower level than their vocabulary, grammar, reading and writing skills, (3) students preferred additional resources to the school books, (4) teachers did not consider students' differences and that students felt frustrated in class as they could not match with their classmates and (5) students have demonstrated a need to insert technology and short stores in the EFL curriculum. The researchers recommended that a needs analysis should be conducted regularly in order to update the curriculum in the light of the needs analysis.

Khansir (2014) investigated needs analysis and general English language for 40 English language teachers in Bushehruniversities, Iran. The main aim of the study was to learn more about English language teachers' experiences and skills in order to determine problems of general English of Iranian students concerning English language skills. The instrument used in the study was a questionnaire that was prepared in order to explore needs of general English language of the students at Bushehruniversities, Iran. The results of the study showed that the majority of teachers agreed that needs analysis was useful in order to identify and solve EFL students' problems in their classroom.

Eslami (2010) selected 693 Iranian students from Esfahan University, Iran University of Science and Technology, Esfahan University of Technology and Tehran University. The researchers also selected Iranian medical students from the medical university of Esfahan and Tehran. All the participants of the study were undergraduate students at their universities and their ages ranged from 20 to 25 years. Moreover, the researcher selected a sample of Iranian instructors of English literature and linguistics as the second sample of the study in the age range of 28 to 55 years from Iranian universities. The majority of the instructors were PhD holders and some of them were M.A holders. The researcher used two questionnaires, one for the students and the other for the instructors. The results demonstrated that both the complex network of elements played a significant role in identifying the needs of EAP students in Iran and the unavoidable necessity to set priorities.

Kusumoto (2008) selected 256 Japanese teachers from 31 public elementary schools in Miyazaki, Japan. The aim of the study was to determine what the sample of the study need to learn in order to be able to teach English to elementary students and to examine teachers' attitudes towards the early English education policy and their own English proficiency. The researcher used a questionnaire that was written in Japanese and consisted of two parts. The first was designed to capture the participants' background information and the second to capture the participants' attitudes towards English education at the elementary level. The results indicated that many teachers did not have confidence in conducting English lessons and many of them did not have positive attitudes towards the early introduction of English instruction. The results also indicated that English teachers needed special training in the needs of elementary students, in turn, teaching methods, curricula and materials could be designed accordingly.

Cunningham (2015) conducted needs analysis at a private language school in Phnom Penh, Cambodia using interviews, questionnaires, observations, materials analysis and utilization-focused evaluation. The study aimed to help students who had fallen behind in the areas of reading, writing and grammar. The results of the needs

analysis showed that a literature and text - based approach was appropriate for the course.

Watanabe (2006) conducted a needs analysis survey with a sample of EFL students and full-time teachers at a private Japanese high school. Needs discrepancies and problems were determined and the solutions were provided. The researcher considered needs analysis an excellent way to develop EFL curriculum.

Boroujeni&Fard (2013) conducted a study in order to discover the learning needs of Iranian university students to assess the implementation of communicative language teaching in ESP context. Two different questionnaires were used as instruments for collecting data. The first was for the students and the second was for the teachers. The participants of the students were 90 first year students from different universities in Iran, aging from 19-20 , whereas the participants of the teachers were 30 teachers from different universities who possessed postgraduate degrees in educational administration and had teaching experience ranging from 3-10 year. The results revealed that students' learning needs and styles supported the adoption of communicative language teaching and method.

Tjalla et al . (2017) conducted a needs analysis of 45 students who took essay-writing course in academic year 2015-2016. The students came from two classes of English Education Department of STAIN Prepare, Indonesia. The instrument used for collecting data was a questionnaire which consisted of some questions related to students' language levels, students' language problems and students' language needs. The students' needs were determined and it was found that the students were familiar with writing activities done outside the classroom and they had some problems in some of writing skills. Moreover, the students were motivated and interested to write about topics related to their real life. Also, the study determined the students' learning needs.

Priyanka, Asyiah&Febriani(2017) attempted to analyze the needs of the seventh graders in learning EFL. The participants were 32 seventh graders at a public high school in Cirebon and 2 EFL teachers of seventh grade. Data were collected through a questionnaire and an interview which were translated from English into Bahasa to ease them in giving the answers. The results

revealed that the students' perceived their listening and speaking skills were lower than the other skills and they preferred learning EFL in groups. It is also found that the students' basic motive in learning EFL was travelling abroad. Moreover, unpleasant facilitation was the main reason for the most of EFL problems.

Chen, Chang & Chang (2016) investigated the needs analysis of English learning from the points of view of students and the actual needs of employers regarding their English usage at the workplace. A questionnaire was administered to a sample of 30 senior students from a technology college in Central Taiwan and 30 employers. The questionnaire comprised three parts. The first focused on the participants' personal information, the second focused on their English proficiency levels and the last focused on their needs of English skills at school or in the workplace. The questionnaire had two sections, one for students and the other for employers. The results showed that students and employers had different perspectives of English learning needs and the skills learned at school did not totally match the skills required by employers at the workplace.

Al-Thiyabi (2014) analyzed the results of a questionnaire survey of EFL students' listening needs and compared the results to the students' exam results and ELI listening objectives. The participants were 104 EFL students at the foundation year at EFL at KAU. They were at different levels in order to ensure including different viewpoints from different people at different proficiency levels. It was found that there was a gap between students' needs and what they have been taught in ELI in terms of listening comprehension.

Chan (2001) conducted a study in order to determine the English language needs of EFL students at Hong Kong Polytechnic University. The instrument was a survey that involved 701 tertiary students and 47 EFL instructors. In the survey, the various needs of the students were compared to those of the EFL instructors. The responses of the participants were congruent with each other that was an indicator of the awareness of the students of their needs regarding EFL.

Isik (2002) conducted a study in order to determine the needs of second year international relations and political science students

with respect to writing skill in English academic and professional domains. The instruments were a questionnaire that was administered to the students besides some structured interviews that were held with English instructors, departmental instructors, administrators of the university and the professional in different areas of international relations and political science. According to the needs analysis and explanation of collected data, instructional goals and objectives of the writing component of the course were established and some implications were provided concerning the syllabus design and methodology.

Ekici (2003) analyzed the EFL needs of tour guidance students at Faculty of Applied Sciences, Baskent University through the perceptions of students, instructors and curriculum coordinators and explored whether or not there was a relation between students' ratings of learning EFL and target needs and their attitudes towards EFL. The instruments were a needs analysis questionnaire that was administrated to 45 students and an attitude scale that was also administered to the same sample. Another questionnaire was administered to the curriculum coordinators and 3 English instructors. Moreover, an ESP identification form was administered to two curriculum coordinators. There were similarities and differences among the viewpoints and perceptions of the sample of the study concerning their needs. In the light of the needs analysis, the researcher made necessary recommendation to the curriculum designers.

Aim of the study

The study aimed to investigate and explore EFL second year students' (MIS Division) needs in terms of language use, role of EFL in their life, learning preferences in EFL skills and classroom interaction and learning activities. In addition, it aimed to provide some suggestions and solutions that may help the participants of the study overcome such difficulties.

Question of the study

The study was guided by the following questions:
1- What are the perspectives of EFL second year students (MIS Division) in relation to language use, role of EFL in their life, learning preferences in EFL skills and classroom interaction and learning activities?
2- To what extent does the current EFL course of EFL second year students (MIS Division) meet their needs?

Significance of the study

The study tackles an essential area in the field of TEFL, needs analysis, that is considered by most specialists and researchers the core of any EFL curriculum development. The inclusion of EFL students' needs in any syllabus or curriculum fosters its ability for achieving the desired goals. So, the study is significant for EFL second year students through regarding and considering their needs. In addition, it is also significant for EFL instructors through giving them insights to be aware of real needs and problems of their students and consider needs analysis a must in their profession. Moreover, it is also significant for curriculum planners, syllabus designers and educators through shedding the lights on the vital role of needs analysis in designing EFL curricula and materials for EFL students at the university level.

Delimitations of the study

The study was delimited to:
1- EFL second year students (MIS Division) during the 2018-2019 academic year.
2- Needs analysis was conducted in the areas of: language use, role of EFL in the students' life, students' learning preferences in EFL skills and classroom interaction and learning activities.

Definitions of terms

Needs analysis:
Needs analysis is operationally defined as a set of systematic procedures pursued in order to gather information about EFL second year students of management information systems in relation to their language use, role of EFL in their life, learning preferences in foreign language skills and classroom interaction and learning activities. This, in turn, could help establish priorities based on determined needs and make decisions to improve EFL curriculum.

ESP:
It is operationally defined as the role of English language in the English course of EFL second year students of management information systems in which the content and aims of the course are fixed by the students' needs.

Method
Participants
A total of 60 EFL second year students (MIS Division) at Tanta Higher Institute for Computers, Information and Management Technology participated in the study. They were selected randomly during the academic year 2018-2019. They were aged between 19 and 22. They were at different proficiency levels to ensure having different viewpoints.

Design

The researcher used the mixed-method research design (quantative and qualitative methods) in order to describe and analyze EFL second year students needs in the areas of language use, role of EFL in the students' life, students' learning preferences in EFL skills and classroom interaction and learning activities.
Fraenkel, Wallen& Hyun. (2012) demonstrate that using the mixed-method provides more complete understanding of the research problem. Data gained from the questionnaire were analyzed quantatively in order to get the percentages of eachitem

and then the percentages of each section was estimated in order to get the rank of each one. After that, data obtained were described and explained in order to answer the research questions.

Instrumentation

In order to explore and examine EFL second year students (MIS Division), a questionnaire, prepared by the researcher, was administered to achieve this purpose. The researcher reviewed a number of questionnaires and surveys that dealt with examining EFL students' needs. In addition, the researcher interviewed a number of specialists in the field of TEFL. Accordingly, the questionnaire comprised of 10 questions of multiple choice, based on 4 axes: language use (questions 1 and 2), role of English in their life (questions 3, 4 and 5), learning preferences in EFL language skills (questions 6 and 7) and classroom interaction and learning activities (questions 8, 9 and 10).

Piloting the questionnaire

The questionnaire was administered to 15 students from second year EFL students (MIS Division) at Tanta Higher Institute for Computers, Information and Management Technology during the first semester of the 2018 – 2019 academic year in order to ensure the clarity of instructions, receive useful feedback from students, replace or delete unfamiliar words and calculate the required time for completing the questionnaire. According to the pilot study, some modifications were accomplished and it was found that 50 minutes were suitable to finish the questionnaire.

Validity and reliability of the questionnaire

 Face validity were achieved through submitting the questionnaire to a number of specialists and experts in the field of TEFL for their opinions about the suitability of the questionnaire to the objectives of the study. According to their feedback and comments, some modifications were accomplished and they all agreed that the questionnaire was valid in its final form.

For the questionnaire reliability, the test-retest method was used to a sample of EFL second year students (MIS Division). At the beginning of the first semester of the 2018-2019 academic year, the questionnaire was applied to the chosen students (N=15) and

after two weeks the same questionnaire was re-applied to the same students (N=15). The two application were correlated using Pearson's Coefficient of Correlation. The correlation coefficient was found 0.85 which was statistically significant at 0.05 level.

Results

The study aims to explore and examine EFL students' needs in relation to language use (questions 1 and 2), role of EFL in their life (questions 3, 4 and 5), learning preferences in EFL skills (questions 6 and 7), and classroom interaction and learning activities (questions 8 , 9 and 10). The following are the results reached by the needs analysis:

Question One: Why do you learn English?
The students` responses to question 1 revealed that 30 students chose English learning helps me in finding a job which came to 50%, 10 students chose English learning helps me in dealing with technology which came to 16.7%,15 students chose English learning helps me in passing exams which came to 25%, 5 students chose English learning helps me in travelling abroad which came to 8.3%, and no one of the students chose others . The results are presented in the following table:

Table 1:Why do you learn English?

Choices	F	P (%)	Rank
English learning helps me in finding a job	30	50	1
English learning helps me in dealing with technology	10	16.7	3
English learning helps me in passing exams	15	25	2
English learning helps me in travelling abroad	5	8.3	4
Others	0	0.00	5
Total	60	100	

Question Two: When do you practice English?
In this question, the students` responses revealed that 6students chose when using the Internet which came to 10%, 15 students

chosewhen doing English home assignments which came to 25%, 35 students chose when having English lectureswhich came to 58.3%,4 students chose when socializingwhich came to 6.7% and no one of the students chose others.The results are presented in the following table:

Table 2 : When do you practice English ?

Choices	F	P (%)	Rank
When using the Internet	6	10	3
When doing English home assignments	15	25	2
When having English lectures	35	58.3	1
When socializing	4	6.7	4
Others	0	0.00	5
Total	**60**	**100**	

Question Three: Would you like English to be crossed out because it does not meet your needs in higher education?

For question 3, the results of the analysis indicated that 35 students chose strongly agree which came to 58.3%, 5 students chose agree which came to 8.3%, 8 students chose neutral which came to 13.3%, 7students chose disagree which came to 11.8% and 5 students chose strongly disagree which came to8 .3%. The results are presented in the following table:

Table 3 : Would you like English to be crossed out because it does not meet your needs in higher education ?

Choices	F	P (%)	Rank
Strongly agree	35	58.3	1
Agree	5	8.3	4
Neutral	8	13.3	2
Disagree	7	11.8	3
Strongly disagree	5	8.3	4
Total	**60**	**100**	

Question Four : In your opinion, what is the effect of the low level of English on your academic achievement?

The results of the analysis of this question indicated thatno one of the students chose strong positive effect and positive effect, 5students choseno relationwhich came to 8.3%,15students chosenegative effectwhich came to 25% and40students chosestrongnegative effectwhich came to 66.7%. The results are shown in the following table:

Table 4 : In your opinion, what is the effect of the low level of English on the academic achievement?

Choices	F	P (%)	Rank
Strong positive effect	0	0.0	4
Positive effect	0	0.0	4
No relation	5	8.3	3
Negative effect	15	25	2
Strong negative effect	40	66.7	1
Total	**60**	**100**	

Question Five : Do you face any problems in understanding MIS terminology because of your English level?

The students` responses to question 5 revealed that 45students chose strongly agree which came to 75%, 10students choseagree which came to 16.7%, 2students choseneutralwhich came to 3.3%,2students chosedisagreewhich came to 3.3% and only 1 studentchose strongly disagreewhich came to 1.7%. In the following table (Table 5) , the results are displayed :

Table 5 : Do you face any problems in understanding MIS terminology because of your English level ?

Choices	F	P (%)	Rank
Strongly agree	45	75	1
Agree	10	16.7	2
Neutral	2	3.3	3
Disagree	2	3.3	3
Strongly disagree	1	1.7	4
Total	**60**	**100**	

Question Six: Which of the following language skills are emphasized more in your English lectures ?

In this question, the students` responses revealed that 3students choselistening which came to 5%, 3students chosespeaking which came to 5%, 30students chosereading which came to 50%,10students chosewriting which came to 16.7%, 10students chosevocabulary which came to 16.7% and 4students chosegrammarwhich came to 6.6% . The results of the analysis of this question are displayed in Table 6 below:

Table 6 : Which of the following language skills are emphasized more in your English lectures?

Choices	F	P (%)	Rank
Listening	3	5	4
Speaking	3	5	4
Reading	30	50	1
Writing	10	16.7	2
Vocabulary	10	16.7	2
Grammar	4	6.6	3
Total	60	100	

Question Seven: Which of the following language skills do you want to improve more?

The results of the analysis of question 7 showed that20 students chose listening which came to 33.3%, 30 students chose speaking which came to 50%, 2 students chose reading which came to 3.3%, 4 students chose writing which came to 6.8%, 2 students chose vocabulary which came to 3.3% and 2 students chose grammar which came to 3.3% . The results of the analysis of this question are displayed in Table 7 below:

Table 7 : Which of the following language skills do you want to improve more?

Choices	F	P (%)	Rank
Listening	20	33.3	2
Speaking	30	50	1
Reading	2	3.3	4
Writing	4	6.8	3
Vocabulary	2	3.3	4
Grammar	2	3.3	4
Total	60	100	

Question Eight:What kind of English activities do you prefer?

The students` responses to question 8 revealed that 8 students chose problem-solving activities which came to 13.3%, 16 students chose activities that look like daily life situations which came to 26.7%, 15 students chose project activities which came to 25%,13 students chose pair and group activities which came to 21.7% and 8 students chose pair and individual activities which came to 13.3%. Table 8 below shows these results:

Table 8 : What kind of English activities do you prefer ?

Choices	F	P (%)	Rank
Problem-solving activities	8	13.3	4
Activities that look like daily life situations	16	26.7	1
Project activities	15	25	2
Pair and group activities	13	21.7	3
Individual activities	8	13.3	4
Total	**60**	**100**	

Question Nine: What kind of English tests do you prefer ?

In this question, the students` responses revealed that 5 students chose oral tests which came to 8.3%, 10 students chose written tests which came to 16.7%,15 students choseoral and written tests which came to 25%, 30 students chose electronic tests which came to 50% and no one of the students chose others. The results are presented in the following table:

Table 9 : What kind of English tests do you prefer ?

Choices	F	P (%)	Rank
Oral tests	5	8.3	4
Written tests	10	16.7	3
Oral and written tests	15	25	2
Electronic tests	30	50	1
Others	0	0.0	5
Total	**60**	**100**	

Question Ten: What is the role that you like your instructor to perform with you?

In question 10, the students responses revealed that 3 students chose source of information which came to 5%, 20 students chose facilitator and helper which came to 33.3%, 25 students chose participant and guide which came to 41.7%, 12 students chose active listener which came to 20%, and no one of the students chose others. The results are presented in the following table:

Table 10 : What is the role that you like your instructor to perform with you?

Choices	F	P (%)	Rank
Source of information	3	5	4
Facilitator and helper	20	33.3	2
Participant and guide	25	41.7	1
Active listener	12	20	3
Others	0	0.0	5
Total	**60**	**100**	

Discussion

In the first two questions "Why do you learn English?" and "When do you practice English?", the students` responses revealed that they learned English for various reasons and purposes and they considered English a tool to enable them in achieving such purposes. In addition, students practiced English in various situations and settings inside and outside the classroom.

This result can be considered significant to be taken into account by lecturers, educators, curriculum planners and syllabus designers as students` reasons and purposes for learning English need to be regarded and considered in order to design effective materials and curricula, identify materials to be taught, select activities to be implemented and prepare tasks to be practiced inside and outside the classroom setting.

In questions 3, 4 and 5 "Would you like English to be crossed out because it does not meet your needs in higher education?", "In your opinion, what is the effect of the low level of English on your academic achievement?" and "Do you face any problems in understanding MIS terminology because of your English level?", the students` responses indicated that they recognized the importance and the focal role that English played in their life, in turn, they were not satisfied with the present English syllabus in helping them meet their needs, interests and wants in higher education, enhance their academic achievement and solve their problems related to understanding MIS terminology.

Consequently, higher education institutions and universities should pay more attention to the present English curricula and courses in order to help students develop their academic achievement, treat and tackle their problems and understand terminology related to their specialty.

In questions 6 and 7 " Which of the following language skills are emphasized more in your English lectures?" and " Which of the following language skills do you want to improve more?" , reading was the language skill that emphasized more in English lectures as compared to writing, vocabulary, grammar, listening and speaking. In addition, it was found that the majority of the students wanted to improve their speaking and listening skills respectively and they are still need more help in these two language skills as compared to writing, reading, vocabulary and grammar. This result is a reaction against the prevailing traditional approach that does not prioritize the development of the students` speaking and listening skills. Oral communication skills are generally ignored and neglected in higher education institutions and one possible explanation may be the followed types of exams that focus on reading and writing and neglect listening and speaking.So, much more care and attention should be given to speaking and listening skills than what is being done at present in higher education institutions.

In questions 8, 9 and 10 "What kind of English activities do you prefer?", "What kind of English tests do you prefer?" and "What is the role that you like your instructor to perform with you?", the students` responses revealed that they preferred activities that resemble daily life situations and project activities as compared to the other types of activities (pair, group, problem-solving and individual).

In addition, it was found that the students preferred electronic tests as compared to oral and written tests. Moreover, they preferred their instructor to be participant and guide, followed by facilitator and helper, active listener, source of information and then activity developer and coordinator. Because of the differences among students, they had own different learning styles based on their characteristics. As a result, English activities, tests and instructors` roles should be recognized and adapted from the side of lecturers',

curriculum designers and planners in order to meet the students` various needs and regard their individual differences.

So, conducting needs analysis may help lecturers and curriculum planners through giving them an obvious view of the students` various needs, wants and lacks and it is significant to pursue and implement any necessary changes in the present syllabus of the students to meet such needs and wants. This can be done through reconsideration the present syllabus/course. In addition, conducting needs analysis may enable lecturers to be aware of their students` needs, desires and shortcomings in learning English.

The results of the study are supported by the previous studies that have explored and examined the needs analysis of EFL students(i.e., Chan ,2001; Isik,2002; Busaidi, 2003; Ekici, 2003; Alharby,2005; Watanabe, 2006; cowling, 2007; Alamri,2008; Read, 2008; Kusumoto,2008 ;Eslami, 2010; Brindley, 2011; Liton, 2012; Boroujeni&Fard, 2013;Al-Thiyabi, 2014;Khansir, 2014; Al-Hamlan&Baniabdelelrahman, 2015; Cunningham, 2015; Chen, Chang & Chang, 2016; Tjalla et al ,2017 &Priyanka, Asyiah&Febriani, 2017).

Implications

According to the results of the study, the following implications have been provided:

1- EFL courses should be adapted and modified in order to meet and satisfy the students' various needs and interests.

2- It is necessary to conduct an ongoing needs analysis to EFL students at higher education level because students' needs and interests vary from time to time, in turn, curriculum designers, lecturers and educators become aware of the students' needs.

3- EFL lecturers should adopt various approaches, techniques and strategies of conducting needs analysis in order to have a clear vision of their students' needs, wants, interests and lacks.

4- Lecturers and students have to come together regularly to discuss and negotiate the students' needs and problems in order to make necessary changes and modifications in the light of feedback received from them.

Recommendations

Based on the results of the study, the following recommendations seem pertinent:

1- Specifying the content, methods of teaching, methods of evaluation and aims of EFL course in line with EFL students' needs and interests.
2- Shedding the lights on the importance of conducting needs analysis as the core of any curriculum / syllabus development.
3- Holding training courses and workshops for EFL lecturers about methods and steps of conducting needs analysis.
4- Considering EFL students' individual differences when conducting needs analysis as each student owns different characteristics and this lead him / her to have his / her own needs.
5- Considering various books and other resources of needs analysis to work as references when needed in order to conduct needs analysis.
6- Paying more attention when conducting needs analysis to the areas of language use, role of English in the students' life, students' preferences in language skills and nature of classroom interaction and learning activities.
7- Encouraging students to express their various needs and desires freely and persuading them that this will benefit them.

Suggestions for Future Research

The researcher suggests the following areas to be examined and investigated for further research:

1- Conducting needs analysis to EFL students at other educational levels (primary, preparatory and secondary).
2- Examining EFL students' needs in foreign language skills (listening, speaking, reading and writing).
3- Examining EFL students' needs in learning specialized vocabulary.
4- Examining EFL students' needs in learning grammar.
5- Attempting other instruments in conducting needs analysis (i.e., interviews, discussions, personal journals, presentations, negotiations and meetings).

6- Case studies that look at important issues in relation to materials, methods of teaching English, methods of evaluation and ESP courses could be carried out.

7- Investigating students' and lecturers' attitudes towards needs analysis process.

Conclusions

The analysis of the collected data through the participants of the study indicated that EFL second year students (MIS Division) had different perspectives in the axes of language use, role of EFL in their life, learning preferences in EFL skills and classroom interaction and learning activities. EFL materials and courses, methods of teaching and evaluation and aims of the students' course should be adapted and modified in the light of the results of the needs analysis. The needs analysis conducted in this study could help EFL lecturers, planners, educators and decision-makers be aware of EFL students' needs, desires, wants, lacks and shortcomings.

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