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### The Secondary Agricultural School

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(Teaching English as a Foreign Language)

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# CONTENTS

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|                                                                                                                                            | Page |
|--------------------------------------------------------------------------------------------------------------------------------------------|------|
| - Acknowledgment.....                                                                                                                      | i    |
| - List of Tables .....                                                                                                                     | ii   |
| - Abstract.....                                                                                                                            | iii  |
| CHAPTER ONE (THE PROBLEM)                                                                                                                  |      |
| - The Problem.....                                                                                                                         | 1    |
| - Statement of the Problem.....                                                                                                            | 3    |
| - Rationale for the Study.....                                                                                                             | 4    |
| - Limitations of the Study.....                                                                                                            | 7    |
| CHAPTER TWO (REVIEW OF LITERATURE)                                                                                                         |      |
| - Introduction.....                                                                                                                        | 9    |
| - Techniques and Instruments of Collecting<br>Information about Language Problems and<br>Learner's needs.....                              | 10   |
| - Language as a Medium of Communication and<br>as a Tool for Specific Purposes.....                                                        | 11   |
| - The Situation Concerning the Teaching of<br>English in the Secondary Schools of Agricu-<br>lture Within the Egyptian Educational Setting | 21   |
| - English For Specific Purpose (ESP).....                                                                                                  | 26   |
| - Special Versus General English.....                                                                                                      | 27   |
| - Claims for ESP.....                                                                                                                      | 29   |
| - ESP and the Identification of the Learners'<br>needs.....                                                                                | 30   |



|                                                                      | Page |
|----------------------------------------------------------------------|------|
| - Scientific, Technological and Technical English.....               | 37   |
| - Basic Principles in Designing an ESP Material.....                 | 39   |
| - Problems with writing an ESP Material...                           | 41   |
| - How to Teach an ESP Material.....                                  | 42   |
| - Approaches to the Teaching of English in the Secondary School..... | 43   |

#### CHAPTER THREE (METHODS AND PROCEDURES)

|                                                               |    |
|---------------------------------------------------------------|----|
| - The Sample.....                                             | 47 |
| - The Instruments.....                                        | 48 |
| - The Procedures.....                                         | 49 |
| - Students Questionnaire.....                                 | 49 |
| - Teachers' Questionnaire.....                                | 50 |
| - The Structured Interview Used with Potential Employers..... | 52 |
| - The Diagnostic Test.....                                    | 54 |

#### CHAPTER FOUR: (DATA ANALYSIS & RESULTS)

|                                                     |    |
|-----------------------------------------------------|----|
| - Introduction.....                                 | 57 |
| - Data Presented in the Students Questionnaire..... |    |

|                                                                 | Page |
|-----------------------------------------------------------------|------|
| - Data Presented in the Teachers' Questionnaire.....            | 61   |
| - Data Presented in the Interview with Potential Employers..... | 64   |
| - Data Presented in the Diagnostic Test....                     | 69   |
| CHAPTER FIVE: (THE PROGRAM & A SAMPLE UNIT)                     |      |
| - Guidelines of the Program.....                                | 73   |
| - A Sample Unit.....                                            | 79   |
| CHAPTER SIX: DISCUSSION & RECOMMENDATION                        |      |
| - The Problem.....                                              | 88   |
| - Sample.....                                                   | 90   |
| - Results.....                                                  | 91   |
| - Suggestions.....                                              | 92   |
| - Recommendations.....                                          | 93   |
| BIBLIOGRAPHY.....                                               | 94   |
| APPENDICES                                                      |      |
| - Appendix I                                                    |      |
| - Appendix II                                                   |      |
| - Appendix III                                                  |      |
| - Appendix IV                                                   |      |
| - Appendix V                                                    |      |

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## LIST OF TABLES

|                                                                                     | Page |
|-------------------------------------------------------------------------------------|------|
| Table 1: Percentage of the responses in the students questionnaire.....             | 57a  |
| Table 2: Percentage of the responses in the teachers Questionnaires.....            | 61a  |
| Table 3: Ranking of language skills by the employers.....                           | 66   |
| Table 4: The percentage of responses for the items concerned with language use..... | 67   |
| Table 5: The mean and the standard deviation of the diagnostic test.....            | 70   |
| Table 6: The scores of students and their percentages in the test.....              | 71   |

**AN ABSTRACT**  
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Designing a language program is a decision making process. This process requires answers to basic questions about the needs of the learners, the objectives of the program, the selection and organization of the material, the methodology and learning activities, and the evaluation system.

This study aims at designing a program for the secondary school of Agriculture students. The program aims at developing the language skills of the learners to the extent that they can communicate in English and use it in their particular field of study.

In order to design this program, the researcher investigated the needs of the learners, the opinions of the teachers and employers. Then, there was a diagnostic test to identify the standards of the students in English.

The suggested program consists of the overall objectives, the content, the methodology and the evaluation system.

The researcher has also developed a unit and some teaching suggestions.

The researcher's method adopted in this study is mainly analytical. It relies on two types of input:

- Theoretical
- Empirical.

9

CHAPTER ONE

THE PROBLEM

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## Chapter One

### The Problem

This study is based on the thesis that a T.E.F.L program must be viewed in relation to the needs of the learners, the goals and the priorities of the community. The more closely a program meets the needs of those sectors it is designed to serve, the more effective it will be. It will be assumed for the purpose of this study, that since the Secondary Agricultural School (SAS) program is designed to prepare students to work in agriculture, agro-industrial projects, government, and foreign firms, students language needs are closely allied with those holding high positions.

The researcher's interest in the (SAS) program springs from his teaching experience when he was a teacher and from the students needs for a special program that caters for their educational, vocational and social needs. Besides, one of the recommendations of the first National Symposium on English Teaching in Egypt (1981) is that the place of English in the school system should be revised and reconsidered especially with regard to the actual needs of students.

With the open door policy adopted in our country, the educational policy of the Ministry of Education has paid great attention to Technical Education (i.e. Industrial Commercial, Agricultural,) so as to take part in the development programs and to provide Egyptian and foreign firms with personnel competent enough to cope with the new technology in these fields.

It is a fact that agricultural education is considered one of the solutions for the process of development in Egypt. Therefore, the government must pay attention to this kind of education because of the tremendous changes which have been taking place in agriculture technology.

Unfortunately, English in the (SAS) is considered as a subsidiary subject instead of being integrated with the other vocational subjects in such a way as to achieve growth for the students.

As new needs arise for both the learners and society, there must be urgent developments in English language teaching, and the learners should be convinced that they are studying English for a purpose. Besides, every individual learning English should acquire the basic skills in order to function properly in society.

Therefore, the purpose of this study is to examine the extent to which the present English language program in the (SAS) corresponds to the needs of its students, who plan to work in agro-industrial projects and other fields. Then an attempt will be made to design a theoretical framework for an English language program based mainly on the needs of the learners and of society.

Statement of the Problem:

This research is an attempt to design an English language program in the (SAS) with the aim of finding out how far it satisfies the needs of the learners, and in the light of these findings a framework for the program will be designed that would actually satisfy such needs.

In order to do this, the researcher will attempt to answer the following questions:

- 1- What are the students needs for English in the (SAS)?
- 2- How far does the existing program meet these needs?

3- How can the existing program be improved to meet these needs?

Rationale for the study:

Much recent language - teaching research has focused on the search for effective means of evaluating the linguistic needs of specific groups of language - learners, and on ways of making language instruction more relevant to these needs. Although much work remains to be done in devising a needs analysis profile appropriate to language teaching programs, yet a great progress has been made.

Assessment of the specific needs of the language learners is an important step in the design of a language teaching program. Needs identification surveys provide objective information about the learner's identity and existing knowledge of the target language, as well as about the uses he will have for the language.

In an article entitled " A Model for the Definition of language Needs of Adult learning Modern language" (1972), R. Richterich provides a rationale for needs assessment.

Why define language needs? It is increasingly obvious that when a foreign language is studied in a school learning situation, despite the help afforded by applied linguistics and audio - visual media, it remains for the student a branch of general study and is not really perceived as a means of communication and action.

Richterich goes on to suggest that the following guidelines be observed in order to arrive at a full definition of the language needs:

- a) Analysis of the written and oral use made of the language by the learners.
- b) Survey among persons already using the language in the same field.
- c) Survey among persons learning or on the point of learning the language in the same field in order to discover their motivations and their opinions as to their needs.

Richterich maintains that the information obtained from these three guidelines should be sufficient to enable the program designer to define language needs and to devise learning materials and strategies.