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Investigating English Language Listening and Speaking Target Necessities of Social Work Students at the University College of Applied Sciences, Palestine

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Abstract

The central objective of this study is to investigate social work students' English language skills target needs at the University College of Applied Sciences (UCAS) in relation to their listening and speaking skills, through determining and identifying the social work students' necessities, to function effectively in their academic and work domain. Following Hutchinson and Waters' (1987) model, the respondents of this study are social work students and teachers, and ESP teachers. This study uses a triangulation mixed methods design. Quantitative and qualitative data collection techniques including a questionnaire and interviews are employed to identify the students' necessities. Generally, the findings show that speaking and writing are the most important for the social work students, as perceived by all the respondents, to function effectively in the academic and job domain. Finally, the present study will broaden the scope and archive of data relevant to research on ESP and NA. It is hoped that this study will be an initial step in developing a suitable ESP course at UCAS, as it tries to encourage other researchers to pursue the subject further, as well.

Keywords: English Language, Target Necessities, Social Work Students, University College Applied Sciences.

Introduction

UCAS pays serious attention to the significance of the English language for UCAS staff and students; since English has greatly become the widely used language for science and technology even among non-English societies. In this regard, UCAS students need English language to help them achieve progress in their higher studies, so UCAS administration exerts efforts to graduate well-qualified students contributing to build a promising future for Palestine. Accordingly, UCAS offers many English for Specific Purposes (ESP) courses within the second year of the students' study, besides the General English (GE) course/s that is compulsory for all UCAS students in their first year. The main goal of the present study is to investigate the Social Work students' English Target necessities, at UCAS.

Background of the Study

This section presents some related facts that are directly related to the current investigation of this study. Accordingly, two sub-sections are confined to provide a summary about Palestine and Gaza strip, the English language status in the Palestinian educational system, UCAS as an educational institution, and finally by touching on the English for specific purposes course at UCAS, with focus on the English for social work course.

Palestine and Gaza Strip in brief

Palestine is one of the twenty one Arab countries, located in the south-western area of Asia, and it is 27,000 square kilometres. It is bordered by Lebanon, Syria, Jordan, Red Sea, Sinai in Egypt, and the Mediterranean Sea, respectively, from the north, northeast, east, south, southwest, and from the West (DFLP, 2010). According to Amara (2003), after long decades of conflicts and wars, since November 2nd 1917 when the British Government declared Balfour Declaration that gives the Jews the right to establish a Jewish National home in Palestine, the Palestinian Liberation Organization (PLO) signed Oslo Accord with the so called Israel in 1994. Consequently, the Palestinian National Authority (PNA) has the right to control the Gaza Strip area.

Gaza Strip located in the south-west of Palestine, as it is 360 kilometres along the Mediterranean Sea and about 8 kilometres wide. The Gaza Strip area mainly classified into four governorates: The North, Gaza City, Middle area, and The South governorate. Even the Israeli occupation forces withdrew from inside the Gaza Strip in 2005, the Gazian boundaries, sea, and airspace are still under the control of the Israeli occupation. All in all, Palestine is still an occupied country (please see Figure

The University College of Applied Sciences (UCAS)

According to the official website of UCAS, UCAS was previously known as The Community College of Applied Sciences and Technology (CCAST), since it was built in 1998 as an independent, public academic institution in a modest building in Gaza City to provide the Gaza Strip community with its needs for highly-qualified and well-trained professionals. With the continuing growth and high demand for its graduates, the newly-born college eventually moved to a new campus in 2003. The college expanded to southern Gaza in a campus of its own, under the name of Gaza Polytechnic Institute (GPI) in 2006. Furthermore, the college established the University College of Applied Sciences to launch its first bachelor degree programs in 2007. Consequently, UCAS

received the accreditation of the Palestinian Ministry of Higher Education in 2007 to launch its three bachelor degree programs. Started with only 200 students studying in three majors, there are currently over 8,500 students pursuing their technical education in eight departments offering more than 40 majors in 2012.

According to Al Kuliah (2011), the eight UCAS departments are Information Technology, Management and Finance Sciences, Engineering professions, Educational Sciences, Health Professions, Humanities, Rehabilitation Sciences, and Computer technology and industrial professions. Regarding the academic system, UCAS uses the credit-hour system in which students are allowed to add and drop courses, bearing in mind that the academic year consists of two sixteen-week semesters besides an optional intensive eight-week summer semester. Upon successfully completing around 70 credit hours, UCAS students are awarded

Literature Review

In the world of English language teaching (ELT), the last few years have witnessed numerous rapid changes, due to the ELT practitioners' efforts to create and renovate better teaching methods on one hand, and to remove the irrelevance in ELT on the other hand. In this regard, Naerssen and Kaplan (1987) reported that the concept of relevance has been of great significance and triggered a revolution in the world of ELT in terms of content, purpose, and situation of the English courses. Naerssen and Kaplan added that this revolution is particularly seen to be in the sphere of ESP which has been developed in response to the advancements in the sciences, technologies and careers, in most aspects of life that require more specific English rather than GE.

In light of this, huge amounts of changes have been taking place in the learning and teaching of languages. An obvious change is that learners are becoming interested in using languages for specific purposes rather than just the general use of communication and conveying a message. To this effect, Hutchinson and Waters (1987, p. 6) stated that "Previously the reasons for learning English had not been well defined. Knowledge of a foreign language has been regarded as a sign of a well-rounded education, but few had really questioned why it was necessary". In other words, when a foreign language is learnt or taught, it has been considered as a part of the general educational objectives. This new tendency of learning a language, i.e. using languages for specific purposes, has gained great popularity and is now attracting a large audience. ESP refers to a strong movement which has spread worldwide and is still continuing to do more powerfully and effectively. Growing out as a branch from the traditional TEFL/TESL programmes, ESP has progressively established itself as a separate new trend, significantly influencing the entire English Teaching/Learning process.

The clearest distinction of the different types of needs lies between the target needs and learning needs. It is worth remembering that the expression of target needs is a broad term that practically, as stated by Hutchinson and Waters (1987), covers a number of important distinctions like necessities. Hutchinson and Waters (1987, p. 55) stated that necessities refer to: "The type of need determined by demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation". However, Hutchinson and Waters feel that the identification of necessities alone in the target situation is not enough. Therefore, "learners' lacks" should also be identified because of their importance. In this respect, Hutchinson and Waters (1987, pp. 55-56) reported that:

“You also need to know what the learner knows already, so that you can then decide which of the necessities the learner lacks. One target situation necessity might be to read texts in a particular subject area. Whether or not the learners need instruction in doing this will depend on how well they can do it already. The target proficiency, in other words, needs to be matched against the existing proficiency of the learners’. The gap between the two can be referred to as the learner's necessities.

English for Specific Purposes (ESP)

The important developments in ESP, as seen by Swales (1985), have taken place after the year 1962. He means that before the year 1962, the ELT concentration was mainly on vocabulary and grammatical patterns, while after that the concentration has been shifted from describing the linguistic aspects to their frequencies. Swales added that such essential shift occurred after the publication of Barber’s book i.e. *Some Measurable Characteristics of Modern Scientific Prose*. In other words, Barber’s book was the first turning point in the development of ESP where the role of English as a means, not as an end, has been recognized. The second turning point which caused the departure from the grammatical frequencies to communicative use of English has taken place after the year 1974 after the publication of Allen and Widdowson’s book i.e. *teaching the Communicative Use of English*

The Statement of the Problem

In the field of needs analysis (NA), many studies (Kormos et al., 2002) have been carried out internationally and confirmed the significance of identifying learners’ target needs by showing the threats and risks of neglecting NA in developing ESP courses. However, Molhim (n.d.) reported how rare and limited NA literature among the Arab world researchers. Additionally, the researcher inspired by Kandil (2003) when reported that Arab EFL learners hardly participate or involve in their language teaching context, because the learners’ needs have not been sufficiently investigated in the Arab World. Based on reviewing the related literature, to the best of the researcher’s knowledge, no single NA study tackled social work students neither locally nor internationally. To solve this problem, the current study sheds light on the exact needs and demands of the social work students by collecting data from both the students and their teachers at UCAS.

According to the results of preliminary interviews with the Vice Head of the Humanities department and also 6 ESP teachers at UCAS, dissatisfaction of the social work students’ ability in using the English language skills was expressed. The interviewees showed that even the social work students have to pass the GE course before setting for the English for Social Work course; they are poor in English language skills. This view is supported by the researcher’s view himself who has become particularly aware of this problem during his own involvement in teaching English for Social Work course. To summarize, this problem requires an urgent NA study to evaluate such course and provide suggestions to improve it. As a result, it is critical to firstly identify the students’ target needs. Johns (1991, p. 67) pointed out that in ESP context “all language teaching must be designed for the specific learning and language use purposes of identified groups of students”. Consequently, the researcher is motivated to conduct a study to investigate the English target needs of Social work UCAS students. In short, the aforementioned

conditions have created a problem in the teaching-learning process of the English for Social Work course at UCAS.

The Research Objectives

The main goal of the present study is investigating UCAS Social Work students' English Target needs; therefore there are three main objectives for carrying out this study. The three objectives are as follows:

1. To determine the English Language skills that Social Work students have to acquire in order to function effectively in the target situation. (Necessities)
2. To examine the English language skills the Social Work students want to learn in the target situation. (Necessities)

The Research Questions

To fulfill the assigned research objectives, the study has been conducted to answer the following research questions:

1. What are the English Language skills that Social Work students have to acquire in order to function effectively in the target situation? (Necessities)
2. What are the English language skills do the Social Work students want to learn in the target situation? (Necessities)

Theoretical Background of the study

The study aims at investigating English language target necessities of social work students at the university college of applied sciences, Palestine. To achieve this aim by carrying NA to identify the social work students' English language skills lacks, and wants, the researcher adopted Hutchinson and Waters' (1987) target needs framework. Furthermore, the Social Constructivism Theory and Structuration Theory, which are consistent with Hutchinson and Waters' framework, were implied within the adopted framework of the current investigation.

Methodology

The mix of quantitative and qualitative research design was adopted for this study. The study sought to investigate English language target necessities of social work students at the university college of applied sciences, Palestine, through determining and identifying the social work students' necessities to function effectively in their academic and work domain. According to the head of Admission and Registration Department at UCAS (2012), the total number of ESP students is 1192 students, while the main population of this study consisted of all social work students at the university college of applied sciences, Palestine, whereby ESP students, were also used in supporting the collected data from the actual population. The findings in this paper are drawn from a research study on English language target needs of social work students in Palestine based on data collected from social work students of University College of applied sciences. Data were collected from the social work students and ESP students through questionnaires. A proportional sampling technique was adopted in selecting the respondents to represent the population of the study, based on Kotrlik and Higgins (2001) sampling size table. The estimated number of the main population stands at 310 social work students comprising of 118 male and

192 female social work students who were officially registered in the second semester of the academic year 2012. The sample size for this study was 90 Social Work students (45 males and 45 females). For the qualitative study 3 social work teachers 4 males and 4 females' social work students were randomly selected to participate in the interview.

Findings

This section was mainly confined to display the quantitative data of the current research that have been obtained from the social work students responses on the group administered questionnaire. To answer the two research questions that have been raised in this study, this section will be discussed under two sub-sections that deal with the english language and communication needs of the students, based on their own perception. In other words, under the sub-skills of listening, and speaking, the results will be analyzed and interpreted. Under each sub-section, the researcher will focus on the efficiency, frequency, importance, and training needs of each item in the questionnaire. It is worth mentioning here that the mean of each skill is displayed.

Listening Target Needs

Table 1 shows the social work students' responses on the listening sub-skills that have been elicited from the questionnaire's listening target needs section. The given listening sub-skills items in the questionnaire were five items i.e. From item 20 to 24. In this regard, the following table indicates the necessities, lacks and wants of english listening sub-skills needs, based on the students' perception.

TABLE 1: Listening Sub-Skills

Listening skill	Efficiency	Frequency	Importance	Training
Listening sub-skills				
Following lectures	1.7222	1.9468	1.8222	1.8111
Following q & a sessions	2.1111	1.8511	1.7222	1.8111
Listening to presentation s	2.3000	2.3511	1.9111	1.8444
Listening to instructions	2.2444	2.2660	1.9556	1.7889
Taking notes	2.6000	2.2766	2.0889	1.7444

Regarding the efficiency of social work students in performing the above given listening sub-skills, Table 1 shows that the social work students are more efficient in taking notes with an overall mean of 2.6000, followed by listening to spoken presentations with an overall mean of 2.3000. Table 1 indicates that social work students are less efficient in following lectures with an overall mean of 1.7222. Therefore, the social work students' efficiency in performing the given listening

sub-skills as shown in Table 1 from the “very efficient” to “not efficient at all” can be ordered as follows: Taking notes, Listening to spoken presentations, Listening to instructions and explanations, Following question/ answer sessions, and Following lectures.

Additionally, Table 1 shows that listening to spoken presentations, followed by Taking notes are the most frequently used listening sub-skills among the students, with overall mean of 2.3511 and 2.2766 respectively. In the same vein, Table 1 indicates that the sub-skill of following question/answer sessions are the least frequently used listening sub-skill with an overall mean of 1.8511. In short, Table 1 lists the given listening sub-skills from the most frequently used to the least frequently used, based on the social work students’ responses, as follows: Listening to spoken presentations, Taking notes, Listening to instructions and explanations, following lectures, and following question/ answer sessions.

Table 1 show that taking notes and listening to instructions and explanations are the most important listening sub-skills for the social work students, with overall mean of 2.0889 and 1.9556 respectively. Also, Table 1 lists following question/answer sessions as the least important listening sub-skill with an overall mean of 1.7222. So, based on the overall mean of the social work students given to the listening sub-skills from the most important to the least important, the order can be as follows: Taking notes, listening to instructions and explanations, Listening to spoken presentations, following lectures, and following question/ answer sessions.

Finally, Table 1 indicates that the sub-skill of listening to spoken presentations needs the most amount of training compared to the other listening sub-skills, with an overall mean of 1.8444. It is worth mentioning here that following lectures and following question/ answer sessions records the same overall mean i.e. 1.8111. In contrast, Table 1 indicates that the least amount of training needed in taking notes as the overall mean for training needs in that listening sub-skill is only 1.7444. To sum up, Table 1 arranges the given listening sub-skills regarding the social work students need for training as follows: Listening to spoken presentations, following lectures, Following question/ answer sessions, listening to instructions and explanations, and Taking notes, bearing in mind that following lectures and Following question/ answer sessions were equally ranked.

Speaking Target Needs

To determine the social work students’ English language speaking target needs, Table 2 presents the results of data obtained from the social work students regarding the difficulties they face, the importance of given speaking sub-skills and the students’ wants’ in speaking as well. It’s worth reminding here that this sub-section is followed by the summary of the quantitative results of the four Liker scales domains of the questionnaire, since this is the fourth and last skill to be quantitatively analyzed.

Table 2: Speaking Sub-Skills

Speaking Skill				
Speaking sub-skills	Efficiency	Frequency	Importance	Training
Participating in discussions	2.5000	2.6489	2.1111	1.7889
Asking questions	2.5667	2.6915	1.8444	1.7222
Giving spoken presentations	2.8000	2.8723	2.0556	1.7111
Facilitating group and/or meeting discussion	2.6333	2.7021	2.0333	1.7889
Explaining information, ideas, opinions	2.7222	2.8617	2.3000	1.7778
Negotiating effectively	2.6889	2.8723	2.0000	1.7556
Responding to questions	2.4556	2.4681	2.1111	1.8333
Communicating with public in groups (team work)	2.5556	2.6809	2.1111	1.6889
Communicating with public individually	2.7222	2.5851	2.1444	1.8289
Expressing ideas with clarity and organization	2.5778	2.9043	2.0444	1.7222
Making official telephone calls	3.0778	2.9362	2.1556	1.7222

Table 2 shows the efficiency of the students, the frequency of using the speaking sub-skills, the importance of such skills for the social work students, and the amount of training needed in the given speaking sub-skills. Accordingly, the social work students are more efficient in making official telephone calls with an overall mean of 3.0778, followed by giving spoken presentations with an overall mean of 2.8000. Table 4.4 also indicates that social work students are less efficient in responding appropriately to questions with an overall mean of 2.4556. Looking at the students' overall mean of efficiency in the given speaking sub-skills, it can be ordered from the most efficient to the least, bearing in mind that explaining information, ideas, opinions and communicating with public individually are ranked equally, as follows: Making official telephone calls, Giving spoken presentations, Explaining information, ideas, opinions, Communicating with public individually, Negotiating effectively, Facilitating group and/or meeting discussion, expressing/discussing ideas and information with clarity and organization, Asking questions, Communicating with public in groups (team work), Participating in discussions, and Responding appropriately to questions.

Regarding the frequency of using the above given speaking sub-skills, Table 2 shows that making official telephone calls, followed by expressing/discussing ideas and information with clarity and organization are the most frequently used speaking sub-skills with overall mean of 2.9362 and 2.9043 respectively. In the same vein, the table presents responding appropriately to questions as the least frequently used speaking sub-skill among the other sub-skills with an overall mean of 2.4681. Upon the students' overall mean appears in Table 2, the speaking sub-skills from most frequently used to the least can be ordered as follows: Making official telephone calls, expressing/discussing ideas and information with clarity and organization, Negotiating effectively, Giving spoken presentations, Explaining information, ideas, opinions, Facilitating group and/or meeting discussion, Asking questions, Communicating with public in groups (team work), Participating in discussions, Communicating with public individually, and Responding appropriately to questions. It is worth mentioning that, based on the social work students' responses; negotiating effectively and giving spoken presentations were recorded in the same level of frequency.

Table 2 indicates that making official telephone calls and explaining information, ideas, and opinions are classified as the most important speaking sub-skills for the social work students, with overall mean of 2.1556 and 2.3000 respectively. On the other hand, the table lists asking questions as the least important speaking sub-skill, with an overall mean of 1.8444. To summarize, table 2 lists the overall mean of the given speaking sub-skills importance from the most important to the least as follows: explaining information, ideas, opinions, making official telephone calls, communicating with public individually, followed by participating in discussions, responding appropriately to questions, and communicating with public in groups (team work), within the same rank. Then, giving spoken presentations, expressing/discussing ideas and information with clarity and organization, facilitating group and/or meeting discussion, negotiating effectively, and asking questions.

Table 2 indicates that the sub-skill of responding appropriately to questions needs the most amount of training among other given speaking sub-skills followed by communicating with public individually with overall mean of 1.8333 and 1.8289 respectively. In contrast, Table 2 indicates that the least amount of training needed is in communicating with public in groups (team work) with an overall mean of 1.6889. Finally, the table puts the given speaking sub-skills regarding the students' need of training in order, as follows: Communicating with public individually, followed by Participating in discussions, responding appropriately to questions and Facilitating group and/or meeting discussion within the same level. Then, explaining information, ideas, opinions, negotiating effectively, followed by Asking questions, expressing/discussing ideas and information with clarity and organization, and Making official telephone calls within the same level. Then, giving spoken presentations and Communicating with public in groups (team work).

Qualitative Data

This section is devoted to present the qualitative data of the current research that have been obtained through conducting interviews with randomly selected social work students, social work teachers, and ESP teachers at UCAS. The main goal of conducting such interviews is to verify the quantitative results of the social work students on one hand, and to include other perceptions namely the ESP teachers and the social work teachers on the other hand. Therefore, the

interview's technique of collecting data provides a broader vision regarding the social work students English language target needs.

Analysis for the Interviews

Three sets of interviews were used to reveal more accurate and valid information relevant to the main goal of the current study i.e. investigating the English language target needs of the social work students at UCAS. Upon the request of the respondents the interviews were only audio-recorded. Additionally, for the analysis process of the interviews, the researcher had transcribed and listed all the responses. Then, the researcher had categorized the interviewee's responses, based on the themes of the interviews' questions, into four categories. Both Social work students and ESP teachers responded to the similar questions that lead the researcher to classify their responses under the four themes of the interviews. On the other hand, the Social Work teachers' responses were classified under two categories of the interviews' themes, since their responses were about the importance of the English language skills for the Social Work students, and giving suggestions on the English for Social Work course as well. The four themes of the interviews are as follows:

- . The social work students' proficiency in the English language skills
- . The English language skills frequency for the social work students
- . The English language skills importance for the social work students
- . The English language skills training needs for the social work students

In the respect of analyzing the interviews, the responses of the participants will be compared and contrasted, to present the qualitative results of the current research. To have clearer and more comprehensive perceptions about the English language target needs for the social work students at UCAS, selected quotes were used to illustrate the participants' opinions. The quoted extracts of the interviews were translated by the researcher from Arabic to English, since the interviews, with social work students and teachers, were conducted in Arabic. On the other, hand, the ESP teachers' responses were quoted as it was, since their interviews were conducted in English. The direct quotations of the social work students were coded and cited according to their gender, as well as the ESP teachers and the social work teachers quotations were cited as ESP teachers and Social work teachers, respectively.

Social Work Students' English Target Needs

The interviews indicate that all the participants stressed the importance of the English language skills to the Social Work students in order to function effectively in both the academic and occupational domain. In other words, several respondents emphasized that English is very important in the job domain of social workers, and to perform better in the academic life of studying social work. The following responses, divided into five themes, show the respondents' views:

Summary of The Qualitative Data

To sum up the qualitative results of the recorded interview with the different three groups of the participants, this sub-section provides a brief summary of the interviews. In this regard, one can conclude the weakness of the social work students when trying to speak and communicate in

English language, even statistically they indicated that they are quite efficient in performing the given speaking sub-skills through the questionnaire. In the same vein, all the students opined that they would like to attend more English language skills training courses to improve their ability in performing all the English language skills, to meet the requirement of their academic and job domain. It is worth mentioning that discussion on both the quantitative and qualitative data will be provided in details within the first section of the following chapter.

Discussion of the Findings

The main goal of this sub-section is to answer the three research questions that have been raised in chapter 1. Accordingly, the following three sub-sections headed by the objectives of the current investigation triangulate the quantitative and qualitative responses of the participants. The results are discussed by comparing and contrasting its indications to pave the way to a clear conclusion and useful recommendations. In other words, by triangulating the obtained data, the following sub-sections will discuss the social work students' English language skills needs, with reference to necessities.

The Students' English Language Skills Necessities

This sub-section is mainly devoted to answer the first research question i.e. what are the English Language skills that Social Work students have to acquire in order to function effectively in their academic and job domain? In this respect, to determine the social work students' English language skills, the researcher discusses the findings in terms of Necessities appeared in Hutchinson and Waters (1978) target needs framework. Accordingly, the frequency of English language skills use and the importance of those skills are discussed in the following two sub-sections.

Frequency of Using the English Language Skills

Responses elicited from students' questionnaire, regarding their perceptions on the frequency of using the given English language skills indicate that writing skills recorded the highest overall mean, followed by reading, speaking, and listening, respectively. The findings indicate that writing skills are the most frequently used skills, while listening skills are found to be the least frequently used skills. Based on the researchers' long experience in teaching at UCAS, the frequency of the writing and reading skills is expected as the current teaching approach focuses on the paper based activities and assignments. On the other hand, paying attention to the oral skills is avoided to some extent due to the large numbers of students in the classrooms that may waste the time of the class. To get a comprehensive understanding of the social work students' English language skills necessities, the following sub-section discusses the results of the importance of those skills. The above mentioned results of the students' questionnaire were verified by those obtained from the interviews.

Recommendations

It is worth reminding that the main goal of this NA is to come up with findings that would serve as foundation to design an ESP course for social work students, at UCAS, that would meet their needs. Based on the analysis of the quantitative and qualitative data, the researcher introduces

this sub-section to present some general recommendations. These recommendations are provided with hope to help decision makers at UCAS to improve their English for social Work courses and to broaden their perceptions about the social work students and teachers, ESP teachers and their target situation that they are involved in. As far as the results were displayed, interpreted, and discussed, the researcher suggests and recommends the following implications that may act as signposts to decision makers at UCAS:

1. ESP teachers at UCAS should be aware of the social work field by attending training to have enough background about the nature of this specialization and the nature of the professional responsibilities that social work students will be involved in.
2. Based on the perception of social work students and teachers and the ESP teachers as well at UCAS: Listening and speaking skills are with high level of importance, so a lot of training is needed in those skills to improve the students' abilities.
3. ESP teachers at UCAS should coordinate with the social work staff to establish a coherent team work to improve the English of the social work course.

Summary and Conclusion

In this study, the ESP courses at UCAS, with focus on the English for Social Work course, were discussed in terms of its practicality and relevance to the UCAS students' academic and job requirements. In that regard, the urgency for needs analysis was stated since almost all the English for Social Work course at UCAS is compiled and designed based on the teachers' assumptions. Accordingly, this study reveals the particular and specific English language skills that social work students need at UCAS to effectively function in their academic and work domain. It is worth reminding that the investigation within this study is based on the perception of the students themselves, their ESP teachers, and their social work teachers as well. This point may make this study unique in the sense that it tackles the social work students in their ESP course, in general and as being the first needs analysis conducted at UCAS, in particular. It is hoped that the reported findings of this study would improve the English for Social Work course at UCAS and raise the satisfactions of the UCAS administration, ESP teachers, subject teachers, and the social work students themselves. In general, the findings of this NA study indicate that more training is needed for speaking and writing skills, as the social work students show their eagerness and readiness for attending related training courses and workshops.

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