

UNIVERSITI MALAYA

ORIGINAL LITERARY WORK DECLARATION

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Name of Degree : **MASTER OF ENGLISH AS A SECOND LANGUAGE**

Title of Project Paper/Research Report/Dissertation/Thesis (''this Work''):

**ACADEMIC ENGLISH LANGUAGE NEEDS OF FOUNDATION STUDENTS IN
UNIVERSITI INDUSTRI SELANGOR**

Field of Study: **APPLIED LINGUISTICS**

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Date: **25/01/2011**

ABSTRACT

In the effort to determine the learners' language needs in the target literacy contexts, "needs analysis" is undoubtedly the most practical and effective platform. Nonetheless, many higher learning institutions overlook this important component and hastily jump into designing a language course on an ad hoc basis. As for the present study, although both the EAP courses – PE1 and PE2 have been offered for the past ten years in UNISEL, the design of its curriculum is not based on any systematic needs analysis and there is also no evaluation on the courses. This study, which adopted a comprehensive needs analysis approach – Target Situation Analysis (TSA), Present Situation Analysis (PSA) and Learning Situation Analysis (LSA), serves a practical need as it was conducted to investigate the academic English language needs of the foundation students. This study meets the quality assurance requirement of needs analysis survey as the findings can be used as a basis to design or improve on the present English courses in the next academic session. Multiple sources of data were collected via questionnaires administered to students, ESL lecturers and subject lecturers. The findings reveal that the respondents possessed both similar and different perceptions with regard to the students' English language ability, language needs and learning needs. These findings have implications on curriculum planning and review, classroom preparation, material development and implementation of teaching methods. The results also suggest the necessity of an on-going needs analysis to be conducted to accurately identify the students' academic English language needs.

ABSTRAK

Dalam usaha untuk menentukan keperluan bahasa pelajar di dalam konteks literasi, "analisis keperluan" memang tidak boleh dinafikan sebagai satu platform yang paling praktikal dan berkesan. Namun demikian, banyak institusi pengajian tinggi mengabaikan komponen penting ini dan merancang sesebuah kursus bahasa secara ad hoc. Sepertimana yang dilaporkan dalam kajian ini, pembentukan kurikulum untuk kedua-dua kursus EAP (Bahasa Inggeris untuk tujuan akademik) – PE1 dan PE2 yang telah ditawarkan selama sepuluh tahun di UNISEL adalah tidak berdasarkan kepada sebarang analisis keperluan yang sistematik dan tiada penilaian juga dilakukan ke atas kursus-kursus tersebut setakat ini. Kajian yang berlandaskan kepada pendekatan Analysis Situasi Sasaran, Analisis Situasi Semasa dan Analisis Situasi Pembelajaran ini adalah praktikal sebab keperluan Bahasa Inggeris akademik pelajar asasi dapat dikenalpasti. Penemuan analisis keperluan ini boleh digunakan sebagai satu penentuan asas untuk merancang atau memperbaharui kursus bahasa Inggeris yang sedia ada untuk sesi akademik yang akan datang. Kepelbagaian data dalam kajian ini adalah diperolehi melalui soal-selidik yang diberikan kepada pelajar lepasan pengajian asasi, pensyarah Bahasa Inggeris dan pensyarah subjek. Penemuan-penemuan kajian ini menunjukkan para responden memiliki persepsi yang serupa dan juga berbeza mengenai kemampuan penggunaan Bahasa Inggeris, keperluan bahasa dan keperluan pembelajaran para pelajar. Penemuan ini mempunyai implikasi di dalam perancangan dan peninjauan kurikulum, penyediaan pengajaran, pembentukan bahan pengajaran-pembelajaran dan pelaksanaan kaedah pengajaran. Keputusan ini juga menyarankan supaya analisis keperluan dilakukan dari semasa ke semasa untuk mengenalpasti keperluan Bahasa Inggeris akademik para pelajar.

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*“We can only be said to be alive in those moments
when our hearts are conscious of our treasures.” ~ Thornton Wilder*

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