UNIVERSITI MALAYA
ORIGINAL LITERARY WORK DECLARATION

Name: SOO RUEY SHING
I.C/Passport No: 810726-13-5081
Registration/ Matric No: TGB070018
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

I do solemnly and sincerely declare that:

(1) I am the sole author/writer of this Work:
(2) This Work is original;
(3) Any use of any work in which copyright exists was done by way of fair dealing and for permitted purposes and any excerpt or extract from, or reference to or reproduction of any copyright work has been disclosed expressly and sufficiently and the title of the Work and its authorship have been acknowledged in this Work;
(4) I do not have any actual knowledge nor do I ought reasonably to know that the making of this work constitutes an infringement of any copyright work:
(5) I hereby assign all and every rights in the copyright to this Work to the University of Malaya ("UM"), who henceforth shall be owner of the copyright in this Work and that any reproduction or use in any form or by any means whatsoever is prohibited without the written consent of UM having been first had and obtained;
(6) I am fully aware that if in the course of making this Work I have infringed any copyright whether intentionally or otherwise, I may be subject to legal action or any other action as may be determined by UM.

Candidate’s Signature                                           Date: 25/01/2011

Subscribed and solemnly declared before,

Witness’s Signature                                           Date: 25/01/2011
Name: Dr. Tam Shu Sim
Designation: Supervisor
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

ACKNOWLEDGEMENT

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

The completion of this dissertation would not be possible without the guidance, assistance, reinforcement and prayers of my supervisor, colleagues, students and family. My heartfelt thanks to the following:

• Dr. Tam Shu Sim, whose utmost encouragement and constructive criticism has enabled me to complete this dissertation. Despite her busy schedule as Head of English Language Department, she still found time to check my work with the greatest of care and patience. It is truly a blessing to have her as my supervisor.

• Colleagues and students of UNISEL, who participated in this study. Thank you for sparing me the time to answer the questionnaires administered and making my research possible.

• Above all, my deepest love and gratitude to my parents, for constantly giving me encouragement and care that kept me to go on with all the challenges encountered.