

Exploring Academic English Language Needs of Iranian Students of Geology: A Triangulated Approach

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Abstract : During the academic year of 2014-2015, a needs analysis was conducted in four major universities of Iran to assess the present and target situation academic language needs of undergraduate students of geology. Participants included undergraduate students (N = 102), graduate students (N = 47), subject-specific teachers (N = 12), and ESAP teachers (N = 20). Instrumentation included four needs analysis questionnaires, self-assessment and semi-structured interviews. The results indicated that, despite some inconsistencies in participants' perceptions, 'reading subject specific texts', 'knowledge of general vocabulary', 'using bilingual technical dictionaries', and 'writing e-mails to teachers and field experts' were perceived as either 'important' or 'very important' to students' success by all the participants. Moreover, the findings revealed that undergraduate students' General English Proficiency (GEP) level was generally lower than what is required in the EAP courses. The findings of the study can have implications for improving and renewing EAP courses under study.

Keywords : ESP, EAP, needs analysis, triangulation, geology

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