An investigation into the English Needs of OSH students at the Higher Technical Institute of Occupational Safety and Health, Libya.

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Abstract

Needs analysis is the initial step before designing an ESP course program.

This study used a quantitative approach to gather data from 40 Occupational Safety and Health (OSH) higher diploma students in Libya. The data was collected using a descriptive questionnaire that asked about the students' current and target needs, commonly referred to as necessities, wants, and lacks. The findings showed that most students thought English was crucial for their future careers as safety officers and that they had high expectations for using English for communication in both oral and written text in the target situations for their future careers as safety officers.

The findings indicated the students ' lack was concerning particular macro-skills, namely speaking , writing and listening which needed improvement, while very few students indicated their lack of improvement in their micro-skills. The findings also indicated the degree of difficulty for students to perform certain activities that needed improvement. The findings also demonstrated the students' need to improve their language skills at both the macro and micro levels for their future career and workplaces. The findings also displayed the students' needs towards the importance of some topics to be included in their SOH English course program.

The findings also revealed that almost all students wanted more contemporary learning approaches and teaching materials that include the use of IT technology& simulation labs in their OSH course. Hopefully, the results of the study will be essential for the

managers of OSH industry, OSH English instructors and material developers in order to improve the quality of the ESP courses to concentrate more on the needs of the learners who intend to become safety officers.

Keywords: Need Analysis, Learners' Needs، Occupational Safety and Health, ESP.

التحقيق في احتياجات اللغة الإنجليزية لطلاب الصحة و السلامة المهنية بالمعهد الفني العالي للسلامة و الصحة المهنية– ليبيا

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الملخص

استهدفت هذه الدراسة إلى التحقيق في احتياجات التعلم لطلاب الدبلوم العالي في السلامة والصحة المهنية في ليبيا. حيث اعتمدت هذا الدراسة للحصول على البيانات من 40 طالبًا في السلامة والصحة المهنية على استبيان يحتوي على احتياجات الطلاب والمعروفة باسم الضروريات والرغبات والنواقص. كشفت النتائج أن غالبية الطلاب اعتبروا اللغة الإنجليزية مهمة للغاية لمهنتهم المستقبلية. ظهرت النتائج أيضًا أن الطلاب لديهم توقعات عالية لاستخدام اللغة الإنجليزية للتواصل سواء في المحادثة أو الكتابة لمهنتهم المستقبلية كموظفي صحة وسلامة مهنية. كما أشارت النتائج إلى أن النواقص لدى الطلاب كانت فيما يتعلق بمهارات اللغة الرئيسية، وهي التحدث والكتابة والاستماع بينما أشار عدد قليل جدًا من الطلاب إلى نقصهم في تحسين مهاراتهم اللغوية الجزئية. وأظهرت النتائج أيضًا احتياجات الطلاب لتحسين مهاراتهم اللغوية على المستويين الرئيسي والجزئي لمستقبلهم المهني ومكان العمل واحتياجاتهم لبعض الموضوعات التي يجب تضمينها في برنامج دورة اللغة الإنجليزية في الصحة والسلامة المهنية والحاجة إلى المزيد من أساليب التعليم المعاصرة التي تتضمن استخدام تكنولوجيا المعلومات في تعلم الصحة والسلامة المهنية. نأمل أن تكون نتائج الدراسة ضرورية لمديري مؤسسات قطاع الصحة والسلامة المهنية وصناع السياسات ومدرسي اللغة الإنجليزية في الصحة والسلامة المهنية ومطوري المناهج من أجل تحسين جودة

دورات اللغة الإنجليزية والتركيز بشكل أكبر على احتياجات الطلبة الذين يعتزمون أن يصبحوا موظفي سلامة وصحة مهنية.

الكلمات المفتاحية: تحليل الاحتياجات، احتياجات المتعلمين، السلامة والصحة المهنية، تعليم اللغة الإنجليزية لأغراض خاصة.

1. Introduction

The higher technical institute of Occupational health & safety OSH in Libya grants its graduates academic qualifications and degrees for vocational purposes. For instance, it offers courses in Health, Safety and Environment according to the needs of the labor market. Prospective graduates from this institution are taught to meet the needs of the workforce and are highly expected to hold good theoretical and practical knowledge in their SOH fields. They are also offered some English language instruction during their study which is supposed to enable them to understand and use appropriate English language to meet their related target fields. However, some questions were raised about the type of English taught in this institution. As a matter of fact, the norms require students to be exposed to special English courses according to each field of study. English language is considered the second foreign language in Libya with the demand for English either at the national level or international level, the Libyan ministry of education established English language instruction as a compulsory subject starting from the elementary school level and up to the tertiary higher education level. Since then, the teaching of English in general and ESP, in particular, has become a fundamental need for all sorts of communication in the Libyan context. Nevertheless, the status of ESP in this country is still at its early stages.

Aims of the study

The main goal of this study is to examine the needs of the OSH students as well as their attitudes towards the ESP course. Nevertheless, it is worth mentioning that the concern of teaching and learning ESP at vocational training institutes remains a fertile area of research that has not been much investigated, at least in the Libyan context. Thus, it is necessary to investigate the actual status of English for occupational safety and health at the technical higher institute of OSH in Libya and attempt to identify the difficulties that face OSH students regarding the English language

learning. Further to that, an effort will be made to examine the students' perceptions towards English courses and linguistic input provided by teachers of English and whether it meets the students' domain or just develops the general English linguistic competence. Therefore, this study aims to find out solutions to determine the existing problems.

Research questions:
1. What are the English language needs of the OSH students at the OSH higher technical institute with reference to lacks, wants, and necessities?
 2. What are the expectations of the OSH students towards OSH English course?
 3. What are the perceptions of the OSH students towards their teachers & learning styles?

2. Review of the Literature
2.1 Concept of ESP
The term ESP according to Harmer (1983) refers to situations where the learners have some specific reasons to learn a language. ESP refers to English for specific purposes. Further to that, it is an approach to English language teaching where all decisions relating to content and methods work for a specific domain and for particular purpose , (Richards and Schmidt, 2010; Hossain, 2013; Otilia, 2015).
ESP can be interpreted as English language for educational purposes where the focus is on particular context and for learners specific needs to meet the learners' communication needs in particular field.
Over the past decades, teaching English for Specific Purpose (ESP) has witnessed significant changes since English has become global lingua franca. Recently, the growing need for English as a medium of communication has rapidly contributed to the popularity of ESP around the world.
The concept of teaching English for Specific Purposes (ESP) differs from teaching English for Academic Purposes (EAP). More precisely, ESP is pertaining to the teaching and learning of English as a second or foreign language where the goal of the learner is to use English in a particular field (Johns 2013). What makes ESP different from that of EAP is the appropriateness of language to

specific teaching situations (Chung and Chang 2017; Hutchinson and Water 1987).

ESP is concerned with why the learner wants to learn a foreign language. In other words, ESP determines the purpose of learning English upon which the pedagogy will be designed. This view is supported by Basturkmen (2010) who stressed that ESP concentrates on when, where and why learner needs to learn the language. For to her, ESP focuses on the situation where the learner wants to achieve real world objectives requiring specific linguistic competencies either for study or workplace.

Generally, ESP refers to the language teaching approach that intends to meet the current and future academic or occupational needs of the learner where the focus is on a particular language or skills in order to satisfy the learners' needs through the use of general or specific teaching and learning materials and methods (Anthony, 2018). Although, learners of an ESP course are often homogeneous group in terms of the learning goals, they are not always the same in terms of language proficiency (Johns 2013).

As a result, ESP teachers have to adjust the teaching approaches, teaching materials and classroom activities according to the needs of the learners(Chung and Chang 2017) since ESP is viewed as an approach instead of a product . Taking into account the objectives of ESP to fulfill the learners' needs in learning English, needs analysis is a necessary examination to be carried out since ESP programs rely on needs analysis as the starting point departure for investigating what type of language learners need to learn (Handoyo, 2012).

As a matter of fact, language and communication skills are among the main goals of learners in higher education. In order to fulfill learners' specific needs, specific methodologies and activities of the discipline and general English, and specific type of language relevant to these practices must be adopted (Aliakbari& Boghayeri, 2014).

Therefore, the real objective of ESP is to reflect the actual learners' needs in a particular field by adopting and designing specific syllabus, teaching materials, teaching methods, learning activities and assessment procedures.

To sum up, ESP needs to be conducted on a regular basis to ensure that the course remains aligned with the learners' needs (Jackson, 2005). Thus, any attempt to bring ESP mode in a particular field must be initiated by need analysis as the cornerstone of ESP to

investigate the learners' needs in the current or target situation, the learners' needs for particular teaching/learning materials, the learners' prior knowledge and the target learning, learning activities as well as any suggestions for improvement of an ESP course.

2.2. Need analysis

The concept of Needs analysis refers to a set of systematic procedures to be conducted to identify specific needs and make decisions about them for improvement of a particular program (Mohammed 2016). The term NA refers to the process of collecting information as the basis for developing a curriculum in accordance with the particular students' needs (ibid).Therefore, NA should be viewed as an indispensable tool in the process of syllabus design' (Kusuma 2017). More precisely, need analysis is goal-oriented, context-dependent and population-specific (Krohn, 2009).

As a matter of fact, the initial step of ESP is need analysis of learners' needs which constitutes the cornerstone in designing an effective ESP course design. As Cowling (2007) views needs as what learners will need to do with the language in the target situation, and how learners best learn the target language. He also adds the analysis of students' needs will pave the way for teachers to present the exact teaching design.

Needs analysis not only examines the learners' needs towards a specific course, it also involves examining the curriculum content, teaching materials and methods, which will be designed. Needs analysis paves the way for material developers and ESP course designers to enhance the students' motivation and achievement) Otilia, 2015) and provides the data which will underlie the foundation of developing a curriculum that will satisfy the needs of a specific group of learners (Saragih, 2014).

2.3 Target needs and learning needs.

Hutchinson and Waters (1987) proposed two types of needs, namely, target needs and learning needs. In their views, target needs refer to the learner's necessities, lacks and wants. In other words, target needs are what the learner needs to do in the target situation. Learning needs are concerned with the learners' motivation to study the target language for their future career, their interests, and their attitude towards what the learner needs to do in

order to learn. Target needs refer to the learners' necessities, lacks and wants (ibid).

Hutchinson and Waters (1987) stated that it is unacceptable to design an ESP course only based on the target objectives. In other words, an ESP course cannot be planned and designed on the basis of (lacks) and the destination (necessities). Therefore, learners needs, potential and constraints of the route that is the learning situation should be taken into account too. Learning needs help course designers understand how the learners will progress from the starting point, i.e., lacks, to the target destination i.e., necessities. For instance, language learners could be highly motivated in the course subjects because they may like the subject teacher but they might lose the interest to participate in classroom activities when they are given long and boring texts (ibid).

Considering the situation in which the learners are expected to work after graduation reveals the target needs. Hutchinson and Waters (1987) defined target needs as those perceived by learners as important in the context of use. They identified target needs as necessities and distinguished them from wants which were defined as what the learners think they need.

Although wants tended to be more subjective, both wants and necessities should be taken into account when conducting needs analysis to determine what learners are like at the beginning of their language course and to know their strengths and weaknesses. Hutchinson and Waters (1987) also defined target situation needs as necessities, lacks and wants. They also made a clear distinction distinguish target needs from learning needs. For them, target needs are what the learner needs to do in the target situation and learning needs are what the learner needs to do in order to learn.

However, literature on needs analysis has shown many studies conducted on learners' needs. However, up to the researcher's knowledge literature on occupational safety and health seems very rare or almost nonexistent. Moreover, some studies were targeted to identify and investigate the students' needs to design a specific language program, others attempted to examine whether the students' needs were met after the completion of their ESP program. For instance, in a study by Mazdayasna and Tahririan (2008) aimed to investigate the foreign language learning needs of undergraduate medical sciences in Iran found that ESP courses were not as effective as it was expected to be and did not meet the learners' needs. Their findings also revealed that most of the ESP

courses in Iran were conducted without investigating the learners' needs. Similarly, another study by Liu (2011)in Taiwan to investigate ESP courses found discrepancy between the students' perceptions of needs in the ESP courses and the actual content offered to them in.
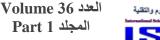
Likewise, a study in Thailand by Chia, et al., Kaewpet (2009) conducted to analyze the communication needs of students majoring in Civil engineering. The findings of their study indicated that four communicative tasks should be included in the technical English course for civil engineering students. A more recent study by Liu, Chang, Yang, and Sun (2011) examined the perceptions of English language college students' needs in English for General Purposes and English for Specific/Academic Purposes courses in terms of necessities, wants, and lacks. The findings showed that the students had different perceptions of necessities, wants, and lacks in EGP and ESP/EAP courses. In addition, there were discrepancies between the students' perceptions of needs and the actual courses they took.

Similarly, this finding is supported by Chostelidou (2010), who stated that the need to develop language course with a focus on ESP and on the target field found that the learners had different expectations to use the target language for study or professional purposes, which might be a salient concern in identifying the learners' needs.

Later, a study by Aliakbari and Boghayeri (2014) to investigate the needs of architecture students' and graduates' perceptions towards the effectiveness of their ESP courses indicated that there was dissatisfaction among students with the textbooks, topics, length of the lessons and ESP courses which they passed did not meet their needs.

An early study by Chia, Johnson, Chia, and Olive (1998) who investigated the perception of medical college students and faculty members toward English language needs of medical students in Taiwan. Results revealed that English was perceived as an important need for academic life and future career of medical students. Students wanted a Basic English language course which regarded listening as an important skill.

In a study, Shahini and Riazi (2001) conducted a study to investigate the students' needs in the present and target situations in English for Academic Purposes (EAP) courses at University revealed that the needs of undergraduate students were

significantly different from those of graduate students. For undergraduate students, reading and technical vocabulary were the most significant needs while graduates stated that writing and conversation skills were the most important ones. In addition, participants complained about the general English textbooks which were inadequate and irrelevant and too much attention was given to the teaching of grammar and form.

Obviously, the role of needs analysis as an approach is instrumental in investigating learning tasks and activities learners will use, learner's wants, and needs they want learn, learners' current skills and language use, learners' lacks, effective ways of learning skills and language, knowledge of how language and skills will be used in target situation, what is wanted from the course, and information about the situation in which the ESP course will be implemented (Dudley-Evans et al., 1998).

Therefore, the importance of the needs analysis is the outcome of a list of objectives and skills needed to develop based on investigating the target situation and learning needs which form the basis for developing an ESP course. In conducting needs analysis, this study aims at investigating the target situation and learning needs of undergraduate students of the occupational safety & Health in Libya. Recently, many educational and training institutions are beginning to provide ESP programs for leaner's' needs to meet the expectations of the employing companies and the labor market. As a consequence, employers' awareness of safety and hygiene particularly in the workplace has motivated some educational institutions to establish the OSH program (occupational safety & health) in order to create a professional safety officer. As consequence, the establishment of OSH program has raised the demand for many employment companies to hire safety officers, as it is the basic requirement for hiring by the Libyan Law No. (12) Of 2010. issue: Labor Relations And Its law on issuing the Labour Relations Law in Libya.

Unfortunately, what recently caught the researcher's attention was that the English course offered in the technical institute for OSH seems did not satisfy the students' needs nor it was designed according to the ESP specifications, as many OSH graduates are still jobless. In addition, the teaching materials of English in the OSH program tended to be more General English and had different characteristics and different purposes from that of ESP.

The absence of formal need analysis procedures in the initial teaching and learning process could be attributed to the failure in meeting the students' needs. Therefore, an urgent attempt has to be made by the researcher to investigate OSH students' perceptions about their ESP course. Since English is the lingua franca of international technical professions, Libyan technical institutes have to re-evaluate the degree to which their students' needs are being met by the existing language programs and that policy and resources should be adjusted to improve their ESP accordingly.

3. Methodology
The study under investigation is concerned to examine the HOS students' perceptions about the SOH course offered at the higher technical institute of occupational health and safety. More precisely, it attempts to investigate the current position of ESP in the field of SOH.

3.1 Participants
This study encompasses forty (40), OSH students of the final semester at the higher technical institute of occupational health and safety who participated in this investigation during the year 2023/2024. They were divided into 32 males and 8 females representing a percentage of 80% and 20 %. As far as the age variable is concerned, students' age varied between 20 to 22.

3.2 Data collection method
This research study is quantitative in nature, as Creswell, (2003 argues that the quantitative research is characterised as the precise examination of marvels by gathering quantifiable information and performing measurable, scientific or computational systems. To the researcher's knowledge this needs analysis questionnaire was developed, as there was no other survey in the previous literature with the same focus as this study.

The data was collected through a questionnaire because it is the most appropriate tool for gathering perceptions of OSH students'. The questionnaire was administered to OSH students. It was first written in English and then translated into Arabic to ensure the highest rate of return and to avoid incomplete answers. The questionnaire consists of eight sections that include information about students English learning experience, students' opinions on the importance of English language use in their current and future workplace, students self-assessment of difficulties in learning English , i,e, weaknesses and lacks in mastering particular

language skills, their perceptions towards improving the skills, topics that should be included in the SOH syllabus, as well as their views on learning and teaching styles. The data was collected by the researcher at the end of the course and was quantitatively calculated according to the responses of participants.

3.3 Data analysis
A descriptive statistical method was used to analyze the data derived from the questionnaire.In analysing the students' perceptions towards language skills, weaknesses, difficulties, topics, learning styles, a four-point Likert Scale ranging from (1 to 4) would be used with several categories. The data related to the students' needs will be analysed by comparing the percentage of students' responses with the number of the participants in the questionnaire. Therefore, only the highest percentages and numbers of the respondents would be considered to represent the students' actual condition in the findings and discussion section

3.4 Theoretical framework of the questionnaire
For the purpose of the study, a questionnaire was designed as a data collection tool on the basis of the theoretical under pinning proposed by Hutchinson and Waters (1987) who suggested a target situation analysis framework that consists of the following questions:
• Why are the learners taking the course?
• How do the learners learn?
• What resources are available?
• Who are the learners?
• Where will the ESP course take place?
• When will the ESP course take place?
Thus, this questionnaire was developed to obtain some information about the needs of students at the SOH higher technical institute. Some of the questions were modified and adjusted to reveal target information based on the goals of the study. More questions were added to obtain more comprehensive data about SOH students' current and target needs.
The participants were asked to mark their answer choices to the questions using a Likert rating scale. In order to obtain the reliability, the questionnaire was given to two SOH content instructors in order to check the content, format and relevance of

the items. Before collecting the data, the questionnaire was then pretested on some students.

Finally, some ambiguities and irrelevances were modified accordingly and the reliability of the questionnaire was confirmed as illustrates in table 1.

Table 1. Needs analysis student questionnaire

1. How long have you been learning English?		
A. 1 -3 years,	N	%
	0	0
B. 3-6 years,	2	5 %
C. 6-10 years	33	82.5 %
D. More than 10 years	5	12.5 %
2. How important do you think to learn English for your future career as a safety officer?		
	N	%
A. Not important at all ,	2	5%
B. Less important than other subjects	3	7.5%
C. important	9	22.5%
D. Extremely important	26	65%
3. In what situation do you expect to use English at work ?		
	N	**%**
For communicating face to face with safety workers at work	14	35%
For performingEnglish presentations, short talks in conferences	6	15%
For understanding the English language its culture	3	7.5%
For educational purposes, , searching information about literature on OSH	2	5,3%
For writing technical documents/reports/manuals.	8	20%
For writing academic research works, research papers, books on OSH	2	5%
For training and working abroad	2	5%
For speaking accurately and fluently with English speakers in real life emergency situations	3	7.5%
4. What is your weakest area of English?		
Listening	32	80 %
Reading	15	37.5 %
Speaking	36	90%
Writing	33	82.5%
Grammar	13	32.5%
Vocabulary	28	70%
Pronunciation	30	75%

5. How difficult do you think to perform the following activities in English?
1: extremely difficult, **2:** difficult, **3:** slightly difficult, **4:** Not difficult at all

	Extremely difficult	Difficult	Slightly difficult	Not difficult at all
Writing technical reports, formal emails & letters in English	N=18 45%	N=12 30%	N=6 15%	N=4 10%
Giving instructions, advice & suggestions in English	N=12 30%	N=13 32.5%	N=10 25%	N=5 12.5%
Reporting hazards at work and describing incidents/accidents in English	N=11 27.5%	N=9 22.5%	N=12 30%	N=8 20%
Carrying out telephone communications in English	N=19 47.5%	N=10 25%	N=6 15%	N=5 12.5%
Understanding the user's manual in English	N=17 42.5%	N=11 27.5%	N=7 17.5%	N=5 12.5%
Making announcements about Fire and emergency situations in English	N=16 40%	N=10 25%	N=8 20%	N=6 15%
Interpreting safety signs and information in English	N=9 22.5%	N=11 27.5%	N=10 25%	N=10 25%
Discussing safety issues & performing First aid procedures in English	N=13 32.5%	N=9 22.5%	N=10 25%	N=8 20%
Responding to emergency situations in English	N=12 30%	N=11 27.5%	N=9 22.5%	N=8 20%

6. How important do you think to improve the following skills:
1: not important at all, **2:** of less importance, **3:** important, **4:** extremely important.

	not important at all	of less importance	important	extremely important
Listening	N=4 10%	N=6 15%	N=11 27.5%	N=19 47.5%
Reading	N=8 20%	N=9 22.5%	N=11 27.5%	N=12 30%
Speaking	N=2 5%	N=4 10%	N=11 27.5%	N=23 57.5%
Writing	N=1 2.5%	N=5 12.5%	N=13 32.5%	N=21 52.5%

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	not important at all	of less importance	important	extremely important
Grammar	N=8 20%	N=9 22.5%	N=10 25%	N=13 32.5%
Vocabulary	N=3 7.5%	N=4 10%	N=11 27.5%	N=22 55%
Pronunciation	N=4 10%	N=11 27.5%	N=12 30%	N=13 32.5%

7: How important do you think the following topics should be included in your English OSH course?
1: not important at all, **2:** of less importance, **3:** important, **4:** extremely important

	not important at all	of less importance	important	extremely important
How to write technical Reports, formal letters & emails in English	N=2 5%	N=8 20%	N=11 27.5%	N=19 47.5%
How to make telephone communications in English	N=4 10%	N=7 17.5%	N=12 30%	N=17 42.5%
How to interpret safety signs and information in English	N=5 12.5%	N=9 22.5%	N=10 25%	N=16 40%
How to prescribe first aids & medicine in English	N=9 22.5%	N=9 22.5%	N=12 30%	N=10 25%
How to report hazards at work, i.e identification, assessment, and control in English	N=6 15%	N=9 22.5%	N=12 30%	N=13 32.5%
How to get involved in health and safety issues in English	N=8 20%	N=11 27.5%	N=12 30%	N=9 22.5%
Emergency Response & Incident Investigation in English	N=3 7.5%	N=8 20%	N=12 30%	N=17 42.5%
English Grammatical structures	N=6 15%	N=13 32.5%	N=12 30%	N=9 22.5%
Learning General English	N=12 30%	N=13 32.5%	N=9 22.5%	N=6 15%
OSH terminology in English	N=4 10%	N=8 20%	N=10 25%	N=18 45%

8. To what extent do you agree or disagree with following learning styles in your OSH course?
1: Strongly disagree **2**: Disagree, **3:** Agree **4:** Strongly agree

	strongly disagree	disagree	agree	strongly agree

I like working in pairs& and in small groups.	N=5 12.5%	N=7 17.5%	N=11 27.5%	N=17 42.5%
I like working alone in class	N=9 22.5%	N=10 25%	N=11 27.5%	N=10 25%
I like integrating theory and training (practical work& workshops)	N=5 12.5%	N=8 20%	N=11 27.5%	N=16 40%
I like using IT & simulation labs during study hours	N=5 12.5%	N=6 15%	N=11 27.5%	N=18 45%
I like learning English from textbooks without any listening materials	N=13 32.5%	N=11 27.5%	N=9 22.5%	N=7 17.5%
I like a teacher who uses Arabic translation in learning English	N=15 37.5%	N=11 27.5%	N=8 20%	N=6 15%
I like a teacher who uses only English for learning without Arabic translation	N=6 15%	N=8 20%	N=11 27.5%	N=15 37.5%
I like a teacher who regularly gives tests, homework & feedback corrections.	N=5 12.5%	N=6 15%	N=10 25%	N=19 47.5%
I like a teacher who gives self-developed learning materials of his own	N=9 22.5%	N=7 17.5%	N=11 27.5%	N=8 20%
I like a teacher who gives a core book of OSH in English	N=7 17.5%	N=9 22.5%	N=10 25%	N=14 35%
I like a teacher who knows English and is majoring in OSH	N=5 12.5%	N=8 20%	N=10 25%	N=17 42.5%
I like a teacher who encourages class room discussion	N=4 10%	N=11 27.5%	N=12 30%	N=13 32.5%
I like Independent work	N=3 7.5%	N=9 22.5%	N=12 30%	N=16 40%

4. Finding and discussion

With reference to the 1st question in the questionnaire regarding the students learning experience in English learning as shown in table 1, the summary statistics revealed that the majority of students, that is more than two-thirds,(82.5%) (n=33) indicated that they have been learning English for 6 to 10 years. While very few students around 12.5% (n=5) stated that they had received English education for around 10 years, none of the participants was found to learn English for less than 3 years. Based on this low percentage, it can be inferred that almost the majority of the students seemed to possess a good linguistic competence. Therefore, one would expect that student's' language proficiency

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would be higher than B1or B2 which could be attributed to their compulsory education in school education.

On the whole, it can be said that none of the participants was deprived from English language education as it was part of their compulsory education until this study was conducted.

4.1. The English necessities for SOH students.

With reference to the 2nd question regarding the importance of English learning for the SOH students for their future career as safety controllers, the SOH students, mostly, had private necessities in learning English based on their priority. The findings showed that around (65%)(n=26) of the students marked English as 'extremely important' whereas around (22.5%) (n=9) of the students regarded English as 'important' for their future career as safety officers. Based on this percentage, it can be deduced that students were well aware of the English language needs for their professional development as safety officers after graduation. On the whole, it can be concluded that students' target needs towards the importance of English language learning for their future career as safety officers must be taken into account when designing an ESP course for SOH purposes. The finding of this study is in line with the finding of Chia, Johnson, Chia, and Olive (1998).

With reference to the 3rd question as for the students' target situation needs where they are expected to use English for their future career as safety officers.

The data obtained revealed that highest percentage of participants indicated that around (35%) , N=14 of the students expected to use English for communicating face to face with safety workers at work in the target situations for their future career as safety officers.

The findings also demonstrated that around (20 %) (N=8) of the students expected to use English for writing technical documents/ reports/manuals in their future career. Therefore, based on this statistics, one could argue that students were fully aware of their needs to use English only for vocational and technical purposes as almost no student in this study was expected to use English for academic educational or writing purposes.

On the whole, It can be concluded here from findings of this study that the students' expectations should not be underestimated when designing an ESP course for SOH purposes since SOH students are aware of the target situation needs and their future vocational

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profession requirements in the economic labor market. Therefore, this finding is consistent with a study carried by Beddiaf& Ben Safi (2018) which indicated that English was found highly important in the business contexts that were found to enjoy the ability to communicate effectively in English has become a significant value for recruiters. This finding is also on agreement with the finding of (Ika et al 2023) who found that according to their results of the target situation analysis that students required English not only for study purposes but also to meet the expectations of the workplace.

4.2. The English lacks for SOH students.

With reference to the 4th question which was targeted to assess students perceptions regarding the students weakest areas of skills needed improvement for their SOH course.

The data obtained from the questionnaire indicated that the highest number of students (90%) (n=36) stated that the speaking skill was the weakest skills that lacks improvement. Then came the writing skills in the second place as the weakest skill that lacks improvement as around 82% N=33 of the students expressed their lacks. Among the other weakest skills that lack improvement was the listening skill with almost (80%) (n=32) of the students regarded listening as one of the weakest skills for them that needed to develop.

Therefore, based on these findings, one could argue that students' lacks in the target situation indicated that speaking and listening as well as writing skills were the weakest skills for them to develop. Further to this, the SOH students were aware of these skills and the role they play when communicating face to face with safety workers at work and for writing technical documents/reports/manuals. This finding, however, supports the students expectations to use English in the target situation. On the whole, the findings indicated the students ' lacks were with reference to particular macro-skills which needed improvement while very few students indicated their lacks to improve their micro-skills.

With reference to the 5th question which aimed to determine the degree of difficulty for students to perform certain activities in their area of study.

The findings revealed students' lacks to perform certain activities as around N=19 47.5% of the students regarded the activity of carrying

out telephone communications in English as extremely difficult for them. The findings also revealed that activities such as Writing technical reports, formal emails & letters in English N=18, 45% were found among the most difficult activities students lacked and were needed to improve. Therefore, it can be inferred from the results that these difficulties could be attributed to the learners' lack to study technical terminology in SOH during their course to help them to carry communications, writing formal letters or understanding the user's manuals.

From this perspective, it can be argued that these activities are important for the SOH students because they play important roles to avoid communication breakdowns resulting in work accidents, fire situations, and first aid procedures. Technical terminology is an essential component to be included when designing a course for SOH course as safety is the first priority in at work. This suggests students lack to use standard phraseology effectively as there is a strong relationship between the issue of safety in and learning SOH terminology.

On the whole, it can be inferred that the reason why students considered these tasks the most difficult to perform could be attributed to the fact that students did not study technical terminology quite seriously at the institute nor they were exposed to real-life communication skills or simulation labs in their ESP course.

In conclusion, the findings of this study suggest that professionals in the area of ESP course should consider including phraseology when designing a course for safety designers.

4.3. The English wants for the SOH students.

With reference to the 6th question which was aimed to examine the level of students' needs to improve the language skills at the macro and micro level:

The findings of the study indicated that almost half of the students wanted to improve their language skills at the macro and micro level for their future career and workplace. The data revealed that more than half (N=23

57.5% of the students wanted to improve their listening skills as the most wanted skill compared with other skills. Therefore, one could argue that the learning materials students had in their course did not contain enough audio/ video input nor they had enough exposure to use simulation labs. Then came the speaking skills as

the second most important skill students wanted to improve as almost N=23 57.5%of the students indicated their importance for this skill to improve. It can be assumed that the students strong willingness to improve these listening & speaking skills could be attributed to their awareness of the importance of these skills, mostly for communication purposes. Therefore, It can be deduced from the responses that students did not have enough language input to authentic materials probably due to their teachers' teaching methods or to the teaching materials used. At the micro-skill level, vocabulary skill came in the third place as the most important skill students perceived as important as almost N=2255% of the students wanted to improve their vocabulary skill. On the whole, it can be concluded that SOH students wanted more language input improvement at both the macro and the micro skill level since language is defined as a medium of communication and not a matter of reading and writing.

With regards to the7th question which was targeted to investigate the students' perceptions towards the importance of some topics to be included in their SOH English course program. The findings revealed that almost half of the students N=19 47.5% indicated their importance and wanted to include topics such as How to write technical Reports, formal letters & emails in English as the most important one in their SOH English course program. In addition, around half of the students N=18 45% indicated the importance of the topic of OSH terminology as the second most important one to be included in their SOH course. In the third place came the topics of Emergency Response & Incident Investigation in English & How to make telephone communications in English as the third most important ones to be included in their SOH course with a percentage of N=17 42.5%. On the whole, it can be suggested that these three most important topics that were wanted by most students in order to function effectively in the target situation and therefore these topics must not be ignored by ESP syllabus designers and SOH course developers.

With regards to the 8th question which was meant to investigate the students' views towards some learning styles in their SHO English course.

The findings of the study showed that almost half of the students N=19

47.5% strongly agreed with the statement I like a teacher who regularly gives tests, homework & feedback corrections in their SOH course. The findings also showed that almost N=18 45% strongly agreed with the statement I like using IT & simulation labs during study hours. The data obtained also revealed that almost (N=17 42.5%) of the students strongly agreed with the statements I like working in pairs & and in small groups and the statement I like a teacher who knows English and is majoring in OSH as the most favorite learning styles they wanted in their SOH course.

Based on these findings, it can be inferred that students wanted a learning style where they could work in pairs and small groups in order to create more discussion and interactions to help them develop their English interactive skills.

Another interpretation was that students wanted a teacher who knew English and was specialist in SOH which could probably further encourage them to study SOH in English rather than in Arabic. It can also be deduced from the finding that students wanted taking regular tests, homework & feedback corrections as an effective way of learning because they probably wanted to assess their progress and performance throughout the whole course via tests and homework corrections.

On the whole, it can be concluded that almost all students seemed to prefer more contemporary learning approaches and teaching materials that could include the use of IT technology and simulation labs. Students also seemed to prefer to work in pairs and in groups to create more interaction opportunities in the classroom because they want to discover for themselves the answers to the problems autonomously.

The finding of this study is in line with the finding of Chostelidou (2010) who found that students majoring in specific discipline needed more development regarding their specific ESP language course with a clear focus on the target discipline in order to enhance their motivation and achievement.

5. Suggestions

This study suggested there should be a variety of activities to encourage learners for a group discussion, provide real-like opportunities for learners to make use of simulation labs, presentation, games, reading OSH related materials in order to develop students' lexical competence in OSH and so on. Moreover,

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students' lacks should be exploited as they may provide useful information as to what should be included and what should be taken into account to pave the way for students to reach their target situation goals. Furthermore, Pertaining to learning needs, it can be concluded that students' most difficult English skills and their weakest areas should have a greater proportion in the process of teaching OSH with an emphasis on teaching technical vocabulary for OSH purposes.

In conclusion, since the results of this study have brought up a number of issues which need to be considered as it presented significant implications for developing an OSH course it hopefully helps OSH teachers to identify learners' target situation needs, learning needs as well as learners' lacks particularly in terms of language skills. Considering the needs analysis which implied the need to focus more on speaking, writing, and listening skill and where the focus should be on meaning rather than just form, it is suggested to develop the existing syllabus that could integrate skill-based and communicative syllabus design.

6. Limitations of the study

This research has a number of limitations that could lead to more future research opportunities for academics and OSH students alike. One of the main limitations is the small scale research. Secondly, this study was quantitative in nature and there was no interview nor group discussions of students and did not include academic educators in this study, which could have supported the findings of this study. Thirdly, although the findings of this study were generally found to be in line with other previous studies, therefore, the results of this study cannot be generalized. Therefore, these limitations should be taken into account when conducting needs analysis for future research studies.

7. Conclusion

In this study, an attempt was made to examine the OSH students' needs regarding through their perceptions. It examined the importance of English, OSH topics and linguistic input provided by teachers of English, the difficulties they experienced, the learning activities, the teaching materials and the learning styles, and whether or not the course met the students' domain or it is just developing the general English linguistic competence

However, there were several issues that this research investigated with reference to necessities, wants and lacks. The results revealed that the majority of students regarded English as extremely important for their future career as safety officers. The students' had high expectations to use English for communication both orally and in writing in the target situations for their future career as safety officers.

The findings indicated the students ' lacks were with reference to particular macro-skills, namely speaking , writing and listening which needed improvement while very few students indicated their lacks to improve their micro-skills. The findings also indicated the degree of difficulty for students to perform certain activities which needed improvement. The findings also demonstrated the students' needs to improve their language skills at both the macro and micro level language skills for their future career and workplace. Moreover, the findings displayed the students' needs towards the importance of some topics to be included in their SOH English course program and that almost all students wanted more contemporary learning approaches and teaching materials that include the use of IT technology & simulation labs in their of OSH course. For the learning activities, the study suggested there should be a variety of activities to encourage students for group discussion, provide real-like opportunities for learners to make use of simulation labs, presentation, games, reading OSH related materials in order to develop students' lexical competence in OSH and so on. Moreover, students' lacks should be exploited as they might provide useful information as to what should be included and what should be taken into account to pave the way for students to reach their target situation goals. Furthermore, pertaining to learning needs, it can be concluded that the students' most difficult English skills and their weakest areas should have the bigger proportion in the process of teaching OSH with an emphasis on teaching technical vocabulary for OSH purposes.

To sum up, since the results of this study have brought up a number of issues that need to be considered as it presented significant implications for developing an OSH course it hopefully helps OSH teachers to identify learners' target situation needs, learning needs as well as learners' lacks, particularly in terms of language skills. Considering the needs analysis which, implied the need to focus more on speaking, writing, and listening skills and where the focus should be on meaning rather than just form, it is,

therefore, suggested to develop the existing syllabus that could integrate skill-based and communicative syllabus design.

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