

The Role of ESP Courses in Motivating Sudanese University Students' EFL Learning

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Abstract

This study investigates the teaching of ESP courses for the students majoring in medical sciences and management. The study focuses on teaching ESP courses which enhances learning process and stimulates students' attitudes and motivation. The study hypothesizes that students have positive attitudes towards learning English when it has relevance to their other academic subjects. The study is based on the descriptive analytic method and the instrument of data collection was composed of students' Questionnaire. The sample is chosen randomly from Nile College. The population of this study is medical students who study English as ESP in Khartoum state. The samples of the study are 515 students. The findings of the study have revealed that the majority of students at Nile College have negative attitudes towards studying English. They do not have much feeling of success in their learning experience. English language for specific purposes is more attractive than general English courses for Nile College's students. The major recommendations of the study are: The students should be encouraged to develop a positive attitude towards studying English generally because it is the means of instruction at Nile College. Students should have had much feeling of success in their learning experience. Teachers of English language and the administration of Nile College should collaborate to design an interdisciplinary ESP syllabus that satisfies the students' needs.

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المستخلص

تتقصى هذه الدراسة تدريس مقررات اللغة الإنجليزية للأغراض الخاصة لطلاب العلوم الطبية والإدارية بكلية النيل-ولاية الخرطوم. ركزت الدراسة على هذه المقررات لتحسين وتسهيل وتحفيز عملية التعلم للغة الإنجليزية، حيث تفترض الدراسة بأن اتجاهات الطلاب إيجابية فهم يحبون تعلم اللغة التي لها علاقة مباشرة بتخصصاتهم الرئيسية. اعتمدت الدراسة المنهج الوصفي التحليلي واعتمدت على الاستبانة كأداة لجمع البيانات، العينة التي شملت 515 طالبا تم اختيارهم بشكل عشوائي من كلية النيل، بينما شكل مجتمع الدراسة جميع طلاب كليات الطب والإدارة بولاية الخرطوم. كشفت نتائج الدراسة بان أغلبية طلاب السنة الأولى في كلية النيل لديهم اتجاهات سالبة نحو دراسة اللغة الإنجليزية، كما أن خبراتهم التعليمية لا تحتوى على الإحساس بأهمية النجاح. بينما يرون أن دراسة اللغة لأغراض خاصة أكثر جاذبية من مقررات اللغة الإنجليزية المعتادة. أوصت الدراسة بضرورة تشجيع الطلاب لتصبح اتجاهاتهم إيجابية نحو تعلم اللغة الإنجليزية كونها لغة التدريس بالكلية، وفي ذات الوقت يجب تنمية تجارب تعلمية لعملية الإحساس بالنجاح لدى الطلاب. كما أوصت الدراسة بضرورة التعاون بين إدارة الكلية وأساتذة اللغة الإنجليزية لتصميم منهج يلبي حاجيات الطلاب.

**Introduction**

During the academic year of 2010, some of the researcher's colleagues and the researcher made a survey of students' attitudes towards English language learning by using responses from all 1st and 2nd years' students at the university of Bakhet-er-Ruda. They reported a part of the results of this survey at a national Conference for the university requirements at Al-Azhari University in 2010. This paper focuses on the students' attitudes towards English. It tries to find out why so many students have negative attitudes towards studying English language by comparing the attitudes of the students who have positive attitude towards studying English and those who do not by reviewing their comments in the questionnaire. It also points out that it is necessary to raise students' awareness towards English, for English is not only used by native speakers but it is extensively used among second and foreign language speakers as communicative tools.

Statement of the Problem

Students with low level in learning are often experience poor performance due to their failure to comprehend strategically and to spontaneously monitor their understanding while studying. This paper discusses, in relation to current literature, the various problems of learning English language which are commonly experienced by students with the main four skills. The study, particularly, deals with the problems that students may encounter p in: using background knowledge appropriately, dealing and word recognizing, vocabulary knowledge and

strategy use and met cognitive skill. Generally speaking, Sudanese universities do not pay much attention to the proper design of university requirement courses, including ESP materials. As regards to this process, a certain sequence might be followed. First, educational authorities on the level of the high ministry of education might reach a clear vision about what to be taught. Second, the educational authorities, syllabus designers might compose course items that satisfy students' needs. Teaching English for specific purposes is getting more important in the field of teaching English as foreign language. The researcher wants to develop the teaching of ESP at Sudanese universities, taking Nile College as a sample.

Significance of the Study

New Proposals to Foster English Communication Abilities of the students at Nile College have continuously been discussed by interested practitioners. At the beginning of the Academic year 2015 Nile College announced a new proposal “Developing a strategic plan to cultivate ‘Medical students with English Abilities’ ” so to introduce more effective English programs at all levels of English teaching. This proposal was made for the sake of improving students’ levels of English language, which caused a heated discussion on the issue of English as a second official language among the staff members. These proposals show that the lecturers and corporate administration leaders are getting very impatient about the levels of the English proficiency of the majority of medical students after going through more than two academic semesters

of English. In order to achieve the goals of improvement, language education specialists are urged to think of ways to improve the situation, which is considered to be insufficient by the advisory of Nile College administration members. The members of academic societies such as the Dean faculty and other experts as well as the subject lecturers have organized working groups to make their proposals to work out the plans. All members of the working group participate in the new proposal, they also urges to introduce efficient English teaching methods and techniques which might suit the new plan, with an honest hope that offer exceptionally good English programs. Regarding the national and the universal level, the paper would through light upon the importance of the learners' needs and how to satisfy these needs through especial designed course.

Objectives of the Study

The paper tries to achieve the following objectives:

1. To improve the English language of first year students so as to achieve second grade level (approximately IELTS.2).
2. Developing students' level in English to that by the end of the second semester most of them would at least achieve the fourth grade level (approximately IELTS. 4).
3. To promote learners' communicative English skills in their classes or in their interaction matters.

Literature Review

This section provides a review of the literature deemed relevant to the research objectives. This includes a brief overview of the concepts of English courses for specific purposes and the general attitudes of learning English language in this country as well as a review of the related studies.

The Development of ESP

Over time, ESP has undergone a number of changes in many different areas as a result of widespread development. As a consequence, it cannot be described as monolithic universal phenomenon. Initially, Hutchinson and Waters (1987) had outlined a combination of factors that led to its emergence in the late 1960s, namely, the changes in the world situation after the Second World War, changes in the field of linguistic theory, and changes in educational psychology. However, it is important to highlight one area from which ESP has taken its influence; that is, EST (English for Sciences and Technology). According to Swales, theoretical developments in ESP can be traced to the progress of EST, as he makes clear in the following statement:

"With one or two exceptions ... English for Science and Technology has always set and continues to set the trend in theoretical discussion, in ways of analyzing language, and in the variety of actual teaching materials"(Waters, 1985:212).

Nevertheless, it is apparent that ESP has followed different attempts in different situations or countries. Hutchinson and Waters (1987) identified the following stages of ESP development: pedagogic needs analysis and a learning-centered approach. They built their classification on their views about the criteria of language use and language learning. In other words, this approach looks at ESP not in terms of language use, but in terms of how the language is learned. Whether it is language-centeredness or learning-centeredness, it means that no assumptions can be made about describing what people do with language as an evidence of language learning. Instead, ESP must be built upon comprehension of the processes leading to such learning. In other words, adopting the learner-centered approach of learning-centered approach focuses on the learners' needs of a language and not on the language itself. The following sections describe in more detail the various stages of ESP development as identified by Hutchinson and Waters (1987).

ESP in Sudan

At most Sudanese universities, English for Specific Purposes (ESP) is taught as requirement course. Usually, ESP courses are offered to the first- and second-year students and at some universities to the first-, second-, third- and fourth-year students. There are some variations in course descriptions and the materials taught at each university. A survey conducted by Abdulhalim (2006) at six Sudanese universities reveals the poor quality of ESP materials because of lacking authenticity, deviant from ESP criteria, ignoring needs analysis, vague objectives and

translation tendency of texts rather than target English sense .ESP course is being offered as a service course to other areas of study, as frequently happens, for example, at the university level, often the only reason students have for taking the course is to pass examination in the language required by the academic system, before they are allowed to graduate as engineers, doctors, lawyers or whatever.

ESP at Sudanese universities is theory-based rather than a syllabus-based model. ‘Theory-based construct definitions are different from syllabus-based definitions in that they are based on a theoretical model of language ability rather than the contents of a language teaching syllabus’ (Bachman & Palmer, 1996, p. 118). This theoretical-based construct includes both actual language knowledge and topical knowledge in a single construct: the ability to understand and interpret specific relevant information in English related to science and technology.

Related Studies

There are several researches that have been carried out internationally to investigate learners’ motivation and attitudes towards the English language. In Malaysia, for example, Vijchulata and Lee (1985) reported on a study that investigated the students’ motivation for learning English in University Putra Malaysia (UPM). Based on Gardner and Lambert’s research (1972), the researchers developed a questionnaire to elicit the data required. The questionnaire was administered on approximately a thousand students from all the different faculties in UPM. The findings

revealed that UPM students are both integrative and instrumentally oriented towards learning the English language.

In Papua New Guinea (PNG), a related study was undertaken by Buschenhofen (1998). He sought to assess the attitudes towards English among year 12 and final-year university students. To collect the data, he administered a questionnaire on approximately 50 % of year 12 and first-year university students in PNG. Both groups were contrasted in terms of their tolerance towards the use of English in a variety of contexts. The results indicated

1. a generally positive attitude by both groups towards English
2. Some significant attitudinal differences in relation to specific English language contexts.

Arani (2004) investigated in Iran the language learning needs of medical students at Kashan University of Medical Sciences. One of the primary objectives of the study was to identify the students' attitudes towards learning English as a school subject. The research sample consisted of 45 medical students who enrolled in the first and second year of study. To collect the data, different types of questionnaires were administered to the sample at the beginning, in the middle and at the end of the English for Medical Purposes (EMP) courses. The results showed that most of the subjects had positive attitudes towards both learning English and the English language teacher.

With regard to Arab EFL learners, some studies have been undertaken to investigate learners' motivation and attitudes towards the

English language. For instance, Qashoa (2006) conducted a study among secondary school students in Dubai. The study aimed at:

1. Examining the students' instrumental and integrative motivation for learning English,
2. Recognizing the factors affecting learners' motivation.

Methodology of the Study

The study is conducted to identify Nile College students' attitudes towards learning English language. To achieve this objective, three research tools are used namely, questionnaire, tests and interviews. This type of design, that uses different research methods to investigate the same issue, is called a *triangulation mixed method design* (Creswell, 2002). The need for triangulation arises from the ethical need to confirm the validity and reliability of the process (Tellis, 1997). In addition, using multiple methods in a research design would also help to “give a fuller picture and address many different aspects of phenomena” (Silverman, 2000: 50).

Participants

The target students' population in this study was all the students who studied in the academic year 2016-2017 at Nile College, Sudan. The total number of the students was 115 males and the 300 female students. In addition, one English language course is taught for all Nile College students over two semesters in their first year.

A random sampling technique was employed by the researcher to select a representative sampling of the subjects in this study. The participant were aged from 17 to 20 years old, were selected as a sample to fill in the questionnaire.

As well as that an interview has also been used for data collection. 3 of them were in the third year, 4 in the fourth level and 3 were final year students in the academic year 2016-2017.

Data Analysis and Discussion

The questionnaire was given in 2016 to the first and second year students at Nile College. All the participants are registered students at one of these faculties: Medicine, Medical Laboratory Science, Dentistry, Pharmacy and Nursing. The survey shows that the majority of the students think that English is necessary for traveling, using computers, and entertainment such as movies or music. Although they understand that English is widely used in the world, two thirds of the students say that: they do not like studying English. Lafaye and Tsuda (2002) point out that there is a contradiction between students' understanding of importance of English and their attitudes toward it. Questionnaire results also show that the students wish that: they had more competence, but they do not like English as a school subject.

Table 1: Do you like learning English?

a= yes b= no

	group A	group B	n. a.	Total
Students	159	347	9	515
Percentage	31%	67%	2%	100%

As shown in Table 1, of 515 students, 159 students (31%) answered they like learning English (group A) and 347 students (67%) said they do not like it (group B). Even a half of the students who have chosen to take an intensive English course in our program say they do not like to study English. To an English teacher like me who had taught English language as a major subject for a long time, this result was very shocking and hard

to understand. In order to improve our program, it is therefore vital to find out why they have such negative attitudes toward English learning.

Table 2: You are now learning English to:

a=earn credits b=speak with native speakers of English c=travel d=go to graduate school e=because everybody does f=don't know g=other

	A	b	C	D	E	F	g	
A	30	54	15	2	0	6	17	124
	24%	44%	12%	2%	0%	5%	14%	
B	129	23	10	13	1	18	14	208
	62%	11%	5%	6%	0%	9%	7%	

In order to understand why so many of our students do not like to study English, students in group A and group B are compared in relation to the questionnaire items that seem to show their positive or negative attitudes toward English. Table 2 shows students' purposes of studying English at present. It tells that 44% of group A students are studying English in order to speak with native speakers of English, whereas 11 % of group B students think so. Whereas 62% of group B students say they are studying it to earn credits for a bachelor's degree, 24 % of group A students think so. It is necessary to realize that such large portion of the students is studying English just for credits. Those who are interested in learning English, on the other hand, are motivated to use it for communicative purposes rather than academic or carrier purposes.

Table 3: In your experience of English learning at Nile College, you were most motivated by:

a=exams b=teachers c=textbooks d=possibility of communication with native speakers or others e=to do the same as everyone else

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	A	B	c	D	e	Total
Group A	71	24	6	51	4	156
Percentage	46%	15%	4%	33%	3%	
Group B	218	43	31	36	10	338
Percentage	64%	13%	9%	11%	3%	

It is clear that examination was the strongest motivation for both groups, but more so for Group B (64%) than Group A (46%). The next strongest motivation was to communicate with native speakers or speakers of other languages, and Group A students were more motivated (33%) than Group B students (11%). The table shows that examinations can make the students to take English courses, but cannot motivate them towards learning it.

Table 4: Are you satisfied with your proficiency?

a=very satisfied b=satisfied c=not either d=unsatisfied e=very unsatisfied

	A	B	C	D	e	n. a.	
Group A	1	2	21	83	48	4	159
	1%	1%	13%	52%	30%	3%	
Group B	2	3	37	124	171	10	347
	1%	1%	11%	36%	49%	3%	

In order to use a language for communication, some basic proficiency is necessary even for a very simple conversation, and we asked if the students are satisfied with their proficiency. Table 4 shows that the students of neither group are satisfied with it and group B students are even less satisfied than group A students are. It is clear that there are not very many people who are interested in what they do not excel in.

Table 5: Your feeling about people who can speak English well

a=respect b=envy c=indifference d=scorn e=other

	A	B	c	D	e	Total
Group A	68	75	7	0	5	155
	44%	48%	5%	0%	3%	44%
Group B	132	163	32	3	9	339
	39%	48%	9%	1%	3%	66%

Table 5 shows students' feeling about people who can speak English well. It shows that most students in either group respect or envy good speakers of English, which seems to mean that the reason for not liking to study English is neither because they do not like English language nor English speaking countries and people.

Table 6: Do you want to make friends with foreigners?

a=yes, b=no

	A	B	n. a.	Total
Group A	145	12	2	159
	91%	8%	1%	100%
Group B	233	114	1	348
	67%	33%	0%	100%

Table 2: shows that about half of the students are not motivated to learn English other than earning credits for graduation, and we asked if they are interested in making friends with non-Sudanese residents or people overseas. Table 6 shows that group A students are more interested in making friends with foreigners than group B students. It still shows that both group A and B students are interested in making friends with foreigners rather than avoiding them.

Table 7: Do you feel that foreigners are annoying?

a=yes, b=no

	A	B	Total
Group A	8	151	159
	5%	95%	100%
Group B	21	325	346
	6%	94%	100%

In order to find out further about the students' feeling towards the non-Sudanese, we asked them if they would find foreigners annoying. More than 90 % of the students in both groups answered that they are not annoying, which shows that xenophobia is not the reason that they do not like studying English. Why then do few students like to study English? If they are interested in making friends with foreigners, there should be more students who are eager to learn English or other languages. Do the students consider English really useful?

Table 8: Frankly speaking, English is not necessary in my life.

a=strongly agree, b=agree, c=cannot say, d=disagree, e=strongly disagree

	A	B	C	d	E	Total
Group A	1	27	70	28	33	159
	1%	17%	44%	18%	21%	100%
Group B	30	110	97	28	80	345
	9%	32%	28%	8%	23%	100%

Table 8 shows that 41% of group B students think that English is unnecessary in their lives while only 19 % of group A students think so. If one thinks that the subject that he or she is studying will not be useful in the future, it is not likely that he or she will study it hard. A few group B students, however, comment that they felt happy when they were able to understand some part of English songs or movies, or when they were

able to communicate with foreigners in English. It is therefore important to appreciate such positive attitudes of the students and try to find ways to encourage them to experience such feelings more often. It would be necessary to give the students various programs according to their needs. Those who plan to go on to be professionals would need academic reading, for instance, whereas students who are more interested in using English for traveling or fun would like to study basic oral conversational and listening skills.

For any non-native speaker of English, it is difficult to become a native-like English speaker by studying only in classroom environment, but in the past, school education often concentrated on teaching ‘perfect English’ which is based on a native English model. As Table 2 has shown, students seem to believe that they would most likely to use English to communicate with native speakers of English. Table 9 shows which variety of English the students would like to learn. The result is shown without distinguishing A and B groups.

Table: 9: Which variety of English would you like to learn as your goal?
a= native (textbook) English b= educated non-native English c=
International ESP. English

A	B	c	Total
137	132	237	506
27%	26%	47%	

As shown in Table 9, about half of the students choose international ESP English as their goals. Since it is neither possible nor desirable that they should attain native-like proficiency by attending classes once a week, this would not be a realistic goal. About one third of the students

chose non-native English as their goals, and another one third say they would like to aim for native or textbook variety of English. Do the students really tell the difference between non-native and native English?

Table 10: Can you notice when English is not standard British/US English?

a=yes b=no

A	B	Total
28	484	515
5%	94%	

94% of the students say that they cannot tell standard British/US English from other varieties as shown in Table10. For communicative purposes, therefore, it seems more important to focus on fluency rather than accuracy especially in oral communication at low or lower intermediate levels. If accuracy is stressed too much as it had been done in the past, students lose interest in using the target language because they are afraid of making mistakes or of being corrected by teachers.

As for the variety of English for the Sudanese, it does not seem to matter whether it is native or non-native English for the learners to acquire as long as a certain level of standard is maintained. In a sense, it is safer and better to keep some non-native traits to show others that there may be some behavior that does not conform to a norm expected of a native speaker.

Table 11: Sudanese students are likely to use English to communicate with
 a= native speakers of English b= people whose first language is not English

A	B	Total
370	134	504
73%	27%	

Table 11 indicates that the students think that they would more likely to use English to communicate with native speakers even though they say their goal is to become proficient in international English. This shows that they are not aware of the facts that there are more second or foreign language speakers of English in the world than native speakers (Crystal 1997, Graddol 1997, Honna1999) and it is used extensively among non-native speakers in the world where English is not spoken as native language. If a Sudanese business man goes to Korea to do business, for instance, it would not be very important to speak like a native speaker or behave like a native speaker because there may not be any native speakers involved in such communication even if English may be used as a medium.

Students' Comments

Students were asked seven questions to answer freely in writing at the end of the questionnaire. Among the positive comments about English, students' experience of having been able to communicate with non-Sudanese people in English is predominant. They also say that they felt happy to have understood a part of English movies or lyrics of

popular songs. There are also comments that English will be useful in their future.

Most common negative comment is that the students do not think English will be necessary in their lives. It is not possible to force all the students to be enthusiastic in studying English, but it is necessary to give a very Basic English in case it becomes necessary for them to use English in their future career.

A few students comment that they feel American influence becomes too strong when they study English. There is always a danger of language imperialism when we talk about a powerful language such as English, and the teachers must be careful not to impose native speakers' norms without distinguishing teaching English as a global language and a native variety with its own cultural background. It is not always possible to distinguish these varieties, but it is important to keep the differences in mind.

A number of students explain that they do not like to study English mainly because it is difficult, and they have enjoyed studying grammar a lot. They also explain that studying English in Sudan is not communicating in English but studying for examinations. Others comment that only their teachers speak and there has not been much chance of using English.

Majority of the students say that they would like to study conversation with native speakers. They also say that they would like to

learn English through popular songs or movies. They also say that they do not want to English to be a compulsory subject.

Discussion: Raising Students' Awareness

We have compared several differences in the attitudes of group A and B students, and observed a brief description of students' written comments. Having understood how students at Nile College feel about English, what can English teachers do to improve students' language proficiency, which is required in the administration proposals and make them satisfied with the English programs offered to them? It is vital to improve the proficiency of these students because they feel that: their competence is very low and wishes they could use English to communicate with people. In order to improve this situation, it is not only necessary to consider what methods can be employed to improve their proficiency but also to think of ways to motivate the students and make them feel more comfortable in using English as a tool to communicate and to obtain academic, political or social information from inside and outside Sudan.

In a country where most communication is in Arabic, exposure to English is very limited and it is not possible to expect students to master basic oral communication skills by using what they have learned outside the classroom. Traditionally, English was taught by teaching sentence structure and vocabulary, and students later develop conversational skills when given a chance to practice them. Saito (2001) still seems to believe that learners can acquire high competence by such a traditional method,

but he does not seem to be familiar with ordinary students and he does not know what is happening in Sudanese universities. Sudanese students today seem to be fed up with grammar instruction, which they have never understood, and such grammar work that Saito believes useful is the major reason why these students do not like studying English.

As Table 8 shows, 41% of group B students think that English is not necessary and it might be true for their whole life. However, it is also true that any students might need it for academic purposes or might go overseas and be required to do business using English or other languages whether they like it or not. If they had some proficiency in English at least, they would be able to build more competence later in their life. Therefore, it is important to show the students how English is used in Asia or Africa where there are more non-native speakers than native speakers who use English for communicative or academic purposes. Students think that they understand what international English means, but actually they are not aware that it is used in Sudan or any other African country for more extensively than they realize.

It is also important to set an attainable goal for them. It is evident that these students will not be able to pronounce English nor manipulate English grammar like native speakers by only meeting weekly in our English program. Perfectionism discourages students and they lose interest in trying to use the target language for communicative purposes. Many of Nile College students answered the question “what is your positive experience in learning English?” that they felt happy when

people understood what they said in English, when they understood what they heard in a movie, or when they understood English lyrics of a song they listened to. It is important for us as teachers to give them opportunities to improve their competence by using various materials available to us, i.e. songs, movies, magazines, or comics that they are interested in.

There has been a shift in attitude toward English in the world that English belongs not only to native speakers but also to non-native speakers who use English as their second or foreign language (Bautista, 1997, Honna, 1999, Honna ed.2002). English has many faces according to its users; for native users, it is a language with its cultural, social, historical and political backgrounds, which are not always relevant to its non-native users. There has been a growing awareness that English belongs to Africa as well as to the English speaking countries. From such perspective, the goal for Sudanese learners of English has to be modified from a native-speaker model to a non-native speaker model such as Singaporean or Indian English. Since English is not spoken in Sudan as widely as in these countries, and we may not be able to say that there is an independent variety of Sudanese English in a sense as Singaporean or Philippine English is used. In any case, Sudanese students will find it easier to speak English without being afraid of making mistakes or feeling inferior for not being able to speak like native speakers if they are made aware of the presence of varieties of African English used intra-nationally and internationally. Teaching materials and models may

depend on standard or native English, but the outcome may not be as perfect as the models and some characteristics of learner's language and culture will influence the output variety of the learner. If the students become aware that it is natural that their variety of English is different from a model that is based on one of the native variety of English, the learning process will not be as painful as it has been. As their learning proceeds, more accuracy may be required according to the situation in which English is used, but still it will be different from any native varieties of English.

Conclusion

The questionnaire results show that two thirds of group A and group B students do not like to study general English because they have not had much feeling of success in their learning experience. At the same time, many of the students are interested in speaking with people overseas and they do not have any hostile feelings against English or English speaking countries. In order to improve such situations, it is necessary to offer the students a less painful environment for learning English, where teachers and students share a place to use English for communication. At the same time, it is necessary to ease students' mind from making mistakes by raising their awareness that English is widely used by non-native speakers worldwide.

Findings

1. Majority of the students at Nile College have negative attitudes toward studying general English.
2. They have not had much feeling of success in their learning experience.
3. Students are interested in speaking with foreigners for improving their language.
4. Few students feel afraid of committing mistakes.
5. English language for specific purposes is more attractive than general English courses for Nile College's students.

Recommendations

1. Students should be encouraged to develop positive attitudes towards studying English language because it is the medium of instruction at Nile College.
2. Students should gain much feeling of success in their learning experience.
3. It is necessary to offer students a less painful environment for learning English, where teachers and students share a place to use English for communication.
4. It is necessary to remove students' fear of making mistakes by raising their awareness that English is widely used by non-native speakers in Asia, Europe or Africa and native English is not the only variety that is spoken in the world.
5. Teachers of English language and the administration of Nile College should collaborate to design an interdisciplinary ESP syllabus that satisfies the students' needs.

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