Name: Daad Ahmed Al-Salamah

Title: Task-based English Language Needs Analysis for Saudi Female Nurses in Prince Sultan Military Medical City, Riyadh

Subject: Linguistics

University: Department of English Language and Literature, College of Languages and Translation, Al-Imam Mohammad Ibn Saud Islamic University

Degree: Master of Arts in Linguistics

Year of award: May, 2015

Name of Supervisor: Dr. Mohamed El-Okda

Abstract
This study adopted a task-based needs analysis framework built on job duties and based on Long and Crookes’ (1992) model, with features of Ellis’ (2003) modular task-based model to identify the English language communicative occupational demands of Saudi female nurses working in Prince Sultan Military Medical City (PSMMC) in Riyadh in terms of tasks. These nurses graduated from the diploma nursing program at the Center for Health Studies (CHS) in PSMMC where the English language syllabus may not be communicatively relevant to their occupational English language needs. The research sample consisted of 76 newly graduated Saudi female nurses of the CHS and 70 medical doctors working in PSMMC. A single questionnaire was employed to answer the main research question related to identifying Saudi female nurses’ ESP task-based needs. The participants’ perceptions of these needs were recorded and calculated by mean and standard deviation. The difference between the perceptions of participants was tested by Independent Samples T-test. The study findings stressed that while English is essential for nurses to carry out their job duties, there were areas where English was less important, such as for presentations, discussion forums and translation. There were no statistically significant differences between both sets of participants’ perceptions of the importance of English language classroom learning experiences matching nurses’ occupational language needs. There were also no statistically significant differences between doctors’ and nurses’ responses on classroom topics, but there was variation in additional suggestions of topics for inclusion in the nursing English language classroom. Finally, recommendations are made for collaboration between language experts and domain experts to avoid a syllabus mismatch.

Keywords: Needs analysis; Modular task-based; Target task-based; English for Nursing; English for Specific Purposes