A Content Analysis of the *NEW Cutting Edge* in light of Students' Linguistic, Cognitive, and Affective Needs in Jordan University of Science and Technology

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Abstract


This study was concerned with investigating learners' linguistic, cognitive and affective needs. The researcher attempted to find out the JUST students' needs according to their instructors and their own perspectives, then to determine the extent to which the content of the three textbooks under study (Eng. 099, 111, and 112) meet the students' needs and the suggested criteria.

Both quantitative and qualitative approaches were employed in this study. A 5-point Likert scale questionnaire was constructed to investigate learners' perspectives concerning the textbooks they need and what they hope to find in these textbooks. In addition, stratified interviews were conducted with the instructors who teach the three courses to explore their perspectives regarding the three textbooks and the extent to which they think that they meet with the needs of the their students. Then, the three textbooks were analyzed to find out the extent to which they meet with the criteria suggested by the researcher. Finally the results of the content analysis and the questionnaire were matched to find out the degree of congruence between what learners needed and what the
textbooks included. Proper statistical approaches were used to analyze the results of the questionnaire and the content analysis, and to find out the congruence between the textbooks and students' responses for the questionnaire.

The findings of the study revealed that students mostly needed a book that meets their linguistic, cognitive, and affective needs. After analyzing the textbooks and matching the results of the analysis with the results of the questionnaire, it was found that there was significant mismatch between the textbooks that the learners needed and the textbooks they already use. The findings of the instructors' interviews revealed significant differences among instructors about the textbooks that their students actually needed and whether the books they already use meet with their learners' needs.

In light of the findings of the study, the researcher offered several implications and recommendations regarding the textbooks and the importance of taking into considerations learners' linguistic, cognitive, and affective needs when selecting the textbooks in order to enhance the importance of teaching English courses at JUST. In addition, the researcher also proposed suggestions for more comprehensive research on need analysis and learners' needs that expands to include other textbooks used for teaching other general courses at JUST and in other universities.
Key words: Affective Needs, Cognitive Needs, Content Analysis, Learners' Needs, Linguistic Needs, Needs Analysis
Through the cognitive approach strategies, the learners retain and apply new concepts more successfully and develop a deeper insight into the learning process itself. Cognitive strategy activities. Cognitive strategies involve deliberate manipulation of language to improve learning, e.g. reviewing, recycling, repetition, organising new language, summarising meaning, guessing meaning from context, using imagery for memorisation. When it comes to writing, the teacher can assign the students to change informal letters to formal ones, decide on the type of the essay (descriptive, narrative etc), assess their peers’ written works. In this way students need to analyze the material which fosters the overall learning and retention process. World Academy of Science, Engineering and Technology. [Cognitive and Language Sciences], Online ISSN : 1307-6892. This study aims to examine the cultural and linguistic specific references in the Egyptian dubbed cartoon film Mulan. The study examines the translation strategies implemented in the Egyptian dubbed version of Mulan to meet the cultural preferences of the audience. The study reached the following findings: Using the traditional translation strategies does not deliver the intended meaning of the source text and causes loss in the intended humor.

181 Juxtaposition of the Past and the Present: A Pragmatic Stylistic Analysis of the Short Story “Too Much Happiness” by Alice Munro. Authors: Inas Hussein. Abstract Chomsky considered linguistics as a subfield of cognitive science in the 1970s but called his model transformational or generative grammar. Having been engaged with Chomsky in the linguistic wars, George Lakoff united in the early 1980s with Ronald Langacker and other advocates of neo-Darwinian linguistics in a so-called Lakoff—Langacker agreement. The union entails two different approaches to linguistic and cultural evolution: that of the conceptual metaphor, and the construction. Cognitive Linguistics defines itself in opposition to generative grammar, arguing that language functions in the brain according to general cognitive principles. Lakoff's and Langacker's ideas are applied across sciences. Cognitive Linguistics grew out of the work of a number of researchers active in the 1970s who were interested in the relation of language and mind, and who did not follow the prevailing tendency to explain linguistic patterns by means of appeals to structural properties internal to and specific to language. Linguistic structures serve the function of expressing meanings and hence the mappings between meaning and form are a prime subject of linguistic analysis. Linguistic forms, in this view, are closely linked to the semantic structures they are designed to express. Semantic structures of all meaningful linguistic units can and should be investigated. Affective, Cognitive, Linguistic. Chapter 89. Adaptations for Special Populations. The English as a second language program shall be an integral part of the regular educational program required under Chapter 74 of this title. School districts shall use state-adopted English as a second language instructional materials and supplementary materials as curriculum tools. In addition, school districts may use other curriculum adaptations that have been developed.