

## Defining the Importance of Need Analysis Process (NA) in Planning an ESP Course *Case Study Sudanese Universities*

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### Abstract

*This study aims at defining the importance of Needs Analysis when a course is designed. The main purpose of this research is to show to the readers, ESP teachers, students, syllabus designers and who are interested in the field of courses designing in general and ESP courses in particular, to show them the importance of the process of Needs Analysis as most crucial tool in collecting data when ESP course designing is intended. Besides, showing other factors that affect the process of Needs Analysis – negatively or positively – rather than mere gathering information about the learners. Finally, the research aims at suggesting some positive insights about implementing better ESP Courses. This study adopts a descriptive analytical method. Questionnaire for ESP teachers is used as a data gathering tool to answer the questions of the study. The research comes up with so many findings and recommendations, here are the most important ones: research must be carried out by teachers to find solutions for most common problems, whether in the process of NA, in the syllabus or in their own performance. There must be an MA for ESP in general and by the end of last semester a student must choose certain field e.g. economic English, medical English, English for Lawyers.... etc.*

**Key words:** Need Analysis Process, ESP Course, Sudanese universities

## **1.0 Introduction**

A fact that universally acknowledged is that whenever syllabus designers tend to design a course then what-so-ever-called Needs Analysis (NA) is highly needed. Needs Analysis is defined by Nunan as a procedure for gathering information about learners and about the communication tasks for use in syllabus design. He means by the word "information" anything related to the students and has effects on future courses such as age, level, race, individual differences, level of language skills already the student has, level of language skills the student must attain, student psychological factors and fears toward learning English...etc. Gathering information helps in identifying the course objectives, and learners' communicative and linguistic needs.

Analysis is done to determine the syllabus and content specifications and to decide on materials selection. The participants' needs are going to be analyzed. Teachers and/ or syllabus designers decide on what is to be analyzed, they analyze the deficiencies of the participants which can hinder the participants of taking future courses. The analysis is, generally, done before starting a course.

The participants of ESP are not looking forward to mastering a language as whole, but they want to master some situational language much related to their future courses. The language they will study will introduce and present the necessary needs. The first stage is an observation of a real course taught at Omdurman Ahlia University, Alnelein University and Sudan International University. The course at these universities takes three months i.e. a semester.

English for Specific Purposes is a consequence and requirement of new world. Since English language becomes an international language and language of technology, science and commerce, it invents a new generation of learners who know specifically why they are learning a language. The standard of English for Specific Purposes courses in most of Sudanese universities and higher institutes are neglected and poorly designed. The proves for that can be the following points:-

- 1- The departments do not realize the importance of ESP at all; they think that teaching English for students of medicine, economics, medical laboratory... etc. is not that necessary thing.

- 2- Most of universities classify ESP course as university requirements.
- 3- Most of universities do not have specific textbooks – based on needs analysis – for teaching ESP to their students. They only give the teacher some general objectives asking the teacher to choose the textbook or the curriculum himself/herself.
- 4- Most of universities do not have ESP departments. They only depend – so many times – upon English Departments (if any).
- 5- Most of universities do not do any sort of monitoring i.e. they don't know what the teacher does inside the ESP classroom.
- 6- Most of universities consider ESP courses as precession courses where no attendance is required nor tests and assignments are considered.

## **Literature Review**

### **2. Overview**

As it said in ESP Journal of the English for Specific Purposes that this review article attempts to tackle the fundamental questions in ESP practice and will also provide a methodological framework for designing and implementing ESP courses. In recent times, the ESP approach has cogently exerted its influence on language teaching practice around the world, especially in the EFL setting. This article captures the development of the ESP approach and specifically examines how ESP is differentiated from general English teaching. The ESP approach is centered on the premise that learners' needs and wants are fully addressed. While general English concentrates on how the students decode an English text or involve in a general situation where English is generally used. A typical ESP course incorporates authentic materials, specialized linguistic resources and communicative training. ESP course development and implementation is a spiraling, cyclical progression, which is based on a set of essential curricular procedures. This article offers a concise overview of the principles and practices of the ESP approach while focusing particularly on the pedagogy.

#### **2.1 ESP Definition and Characteristics**

Since 1960s, English for Specific Purpose (ESP) has been progressively growing and has eventually come to play a major part in

English Language Teaching (ELT) (Hutchinson and Waters, 1987). Tom Hutchinson and Alan Waters (1987 p:3) claim that the term ESP English for Specific Purpose is based on designing courses to meet learners' needs. But, it is hard to define or have a straightforward answer as a definition for the term ESP. This definition is very vague and rather full of other variables such as "designing courses, needs". Questions may rise, such as, what is designing? And what are the students' needs? In order to have the full picture of the definition we should go over series of processes of illustrating and defining these variables.

## **2.2 The Origin of ESP**

The fact that most of things come to being because of a need or necessity. The same thing goes with emergence of ESP. Hutchinson et al talk about the origin of ESP in term of three main reasons common to the emergence of ESP.

The first reason is (Hutchinson, 1987:6-8) "the demand of a brave new world" under this title they talk about the time after the end of World War II in 1945 which becomes the time of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. The new world demands new everything such as new way of thinking, new thinkers. Hutchinson et al even identify two major factors that dominate and unify the world which are "technology and commerce". Many new technological products are introduced and help in changing the world, speeding up its paces. So that the new "brave" world demands focusing on certain area, no way for the generalization that was used to be in the past. Even lay man in street realizes that one must be concentrating on one thing rather than distributing their efforts on so many things. The people of this brave new world are characterized and shaped with their world's demands. "the effect was to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowledge, but because English was the key to international currencies of technology and commerce" (Hutchinson, 1987:6). The view towards the English language is completely changed recently and the above quote gives the evidence for this claim. The people – work in different field – view the language differently. According to their needs they study the language. Some study a part of the language that helps them with decoding technological world, that is

why they do not pay much attention to the rules of language or to studying a language in general instead they have certain targets in studying the language. Who thinks that one day Chinese language might be a leading language or spoken by someone else rather than Chinese people?! But twenty first century is unexpected incidence century where everything pops up because of necessity. In so many different parts of the world, in general, and in Sudan Chinese language acquires a very important position. Confucius Institutes (CI) for teaching Chinese language and culture are widely spread all over the world, and an international exam (HSK) is required for those who want to invest or work with Chinese. Of course the learners of Chinese language do not go over all the elements of language but they take of this ocean-like language what benefits them in their future works and businesses. Once again the idea of specialization is pinned out.

The example of Chinese language may draw the idea of the ESP little closer, but the most prototypical example is English Language. The brave new world demands field-based English language. Hutchinson et al think that the development of ESP has been accelerated by some modern incidents such as "Oil Crises of the early 1970".

The 1973 oil crisis began in October 1973 when the members of the Organization of Arab Petroleum Exporting Countries (OAPEC, consisting of the Arab members of the OPEC plus Egypt, Syria and Tunisia) proclaimed an oil embargo. By the end of the embargo in March 1974, the price of oil had risen from \$3 per barrel to nearly \$12. The oil crisis, or "shock", had many short-term and long-term effects on global politics and the global economy. It was later called the "first oil shock", followed by the 1979 oil crisis, termed the "second oil shock." (Wikipedia)

Hutchinson et al think that these crises resulted in a massive of funds and Western expertise into the oil-rich countries. Then that affected the situation of English in particular, which became language of business and economy. Once again it was a particular type of English which enabled different people to communicate in specific field. Then the effects and influence of this certain type of English was to exert and that because of the business and commercial pressure or what was termed as first and second oil shocks of that time. As a result of that, a need for "cost-effective courses" with clearly defined

goals was demanded. People were in need of language teaching profession to deliver the required goods. English language was completely changed, it became subject to the wishes, needs and demands of people other than language teachers. So English turned to be wider and bigger than only a concern of language teacher and linguists but rather appropriate language that fitted the harsher realities of the market place.

The second reason for the emergence of ESP – according to Hutchinson et al – is a revolution in linguistics. The term linguistics is defined as “The scientific study of language” (Crystal, 2008:272). Linguistics as a science of language develops as well as every discipline develops. In the past the linguists aimed to describe the rules of English usage, that to say, grammar, starting with sounds and how sounds form letters and letters form morphemes and morphemes can be one word or a part of word, then how these words come into constructing phrases and clauses which make sentence...etc. Modern linguistics, that to say from late 1990s up to 2000s, consider such aim as traditional and simple. That is why linguistics of Widdowson 1978 quoted in Hutchinson et al “English develops and shifts its attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication” (Hutchinson, 1987:6). Many new trends in language, such as Discourse Analysis, Register of Language, English Style and Pragmatics, pave the way for what called ESP. All the linguistic divisions mentioned are considered as linguistic revolution that changes the view of linguists and language learners towards language and language learning. By means of this revolution people start to know that doctors use language which is quite different than a language used by engineers and of that two people meet in a bus making conversation. To decode what doctors say, one must study English for the purpose of decoding what doctors say, and so on. It is crystal clear that one of the strongest means help emerging of ESP is that the revolution of linguistics. “Tell me what you need English for and I will tell you the English that you need” (Hutchinson, 1987:9), becomes the guiding principle of ESP.

The last third reason cited by Hutchinson et al as main reason for the emergence of ESP is “Focus on the Learner”. Recently the teaching and learning methods are dramatically changed. Most of traditional methods of teaching and learning were the course-centered

methods but new trends in language teaching and learning methods tend to be learner-centered methods. The recent researches in ELT recommend that the teacher and course designers must bear in mind what is termed to be “learners motivation”, that to say, how to motivate the learners to uplift them to the second level. “The standard way of achieving this was to take text from the learners’ specialist area – texts about Biology for Biology students etc.” (Hutchinson, 1987:9) this way has improved the learners’ motivation and thereby make learning better and faster.

In short, Hutchinson et al proposed three main factors that help with the emergence of ESP, which are the demand of the brave new world, a linguistic revolution and focus on learners. Another reasons can be added to these three ones which is the revolution of “specialization”. In modern educational status and life demands, no room for general studies.

### **2.1.3 Types of ESP**

English for specific purposes have types, branches and sub-branches. Dudley-Evans and St John (1998) classified ESP. The researcher paraphrases the figure of ESP classifications. ESP is divided into two main parts, the first one is EAP, which stands for English for Academic Purposes. The second part is EOP, which stands for English for Occupational purposes.

EAP in its turn is divided into four parts. The first part is English for Science and Technology, English for Medical Purposes, English for Legal Purposes and finally English for Professional purposes. The second part is EOP which is divided into two branches, the first one is English for Professional purposes and the second is English for Vocational Purposes. Each branch of EOP is further divided into two others sub-branches. English for professional Purposes is divided into English for Medical Purposes and English for Business Purposes. While English for Vocational Purposes is divided into Pre-vocational English and Vocational English.

These branches and their sub-branches are very clear and needless to be explained because every items means what it means.

## **2.3 Needs Analysis**

Needs analysis (also known as needs assessment) has a vital role in the process of designing and carrying out any language course,

whether it be English for Specific Purposes (ESP) or general English course, and its centrality has been acknowledged by several scholars and authors. According to Iwai et al. (1999: viii), the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students. (Brindley, 1989:63-78) and (Berwick, 1989:48-62) offer definitions of different types of needs and accounts of various problems and limitations in making use of this concept, including ways in which we might usefully distinguish between needs identified by analysts and those expressed or experienced by learners. In his state-of-the-art article, (West, 1994:1-19) gives a thorough overview of needs analysis in language teaching, including its history, theoretical basis, approaches to needs analysis, etc.

According to Iwai et al. (1999:2), formal needs analysis is relatively new to the field of language teaching. However, informal needs analyses have been conducted by teachers in order to assess what language points their students needed to master. In fact, the reason why different approaches were born and then replaced by others is that teachers have intended to meet the needs of their students during their learning.

The role of Needs Analysis in any ESP course is indisputable. Needs Analysis is the first step in course designing and it provides validity and relevancy for all subsequent course design activities. Though Needs Analysis, as we know it today, has gone through many stages, with the publication of Munby's *Communicative Syllabus Design* in 1978, situations and functions were set within the frame of Needs Analysis. Munby's book introduced "communication needs processor" which is the basis of Munby's approach to Needs Analysis. Based on Munby's work, Champers (1980) introduced the term Target Situation Analysis. From that time several other terms have also been introduced: Present Situation Analysis, Pedagogic Needs Analysis, Deficiency Analysis, Strategy Analysis or Learning Needs Analysis, Means Analysis, Register Analysis, Discourse Analysis and Genre Analysis.

Needs Analysis has been defined as the identification of difficulties and standard situation by observation of participants functioning in a target situation in conjunction with interviews and questionnaires. The overall aim of the Needs Analysis the



identification of elements which. The most important point here is that Needs Analysis is for identifying the difficulties, the question is what sort of difficulties is it?

#### **2.4 Target Situation Analysis (TSA)**

“Needs Analysis was firmly established in the mid-1970s” (West, 1998: article). The interest of Needs Analysis in 1970s was mainly concerned with linguistic and register analysis. Dudley-Evans and St. John (1998) suggest, needs were seen as discrete language items of grammar and vocabulary. The term Target Situation Analysis (TSA) was first used by Chambers in his 1980 article in which he tried to clarify the confusion of terminology. He defines the term Target Situation Analysis as “communication in the target situation” (Dudley-Evans, 1998:23). The target needs and target level performance are established by investigating the target situation, and the overall model clearly establishes the place of needs analysis as central to ESP. Munby in 1978 introduced Communicative Needs Processor. which can be summed up in the following elements:

The first element is the participants, so the information about the identity and language of learners; such as age, sex, nationality, present command of target language, other languages known and extent of command. The second element is communication needs processor, which investigates the certain sort of communication needs due to sociocultural and stylistic variables which interact to determine a profile of such needs. The third element is profile needs, is established through the processing of data in the Communicative Needs Processor. The fourth element concerns the meaning of processor, “parts of the socio-culturally determined profile of communication needs are converted into semantic subcategories of a predominantly pragmatic kind, and marked with attitudinal tone” (Munby, 1978:42). The fifth elements, the language skills selector, which identifies certain language skills that are required to realize the events or activities that have been identified in the Mumby’s Communication Needs Processor. the sixth elements is the linguistic encoder, considers the dimension of contextual appropriacy, one the encoding stage has been reached. The seventh element is the communicative competence specification which indicates the target communicative competence of the participants and is the translated

profile of needs. Munby is trying to use the knowledge of the participants themselves and make use of it in constructing a syllabus. The parameters specified by Munby (1987:32) are:

- **Purposive domain:** this category establishes the type of ESP, and then the purpose which the target language will be used for at the end of the course.
- **Setting:** the physical setting specifying the spatial and temporal aspects of the situation where English will be used, and the psychological setting specifying the different environment in which English will be used.
- **Interaction:** identifies the learner's interlocutors and predicts relationship between them.
- **Instrumentality:** specifies the medium, i.e., whether the language to be used is written, spoken, or both; mode, i.e., whether the language to be used is in the form of monologue, dialogue or any other; and channel of communication, i.e., whether it is face to face, radio, or any other.
- **Dialect:** dialects learners will have to understand or produce in terms of their spatial, temporal, or social aspect.
- **Communicative event:** states what the participants will have to do productively or receptively.
- **Communicative key:** the manner in which the participants will have to do the activities comprising an event, e.g. politely or impolitely.
- **Target level:** level of linguistic proficiency at the end of the ESP course which might be different for different skills.

The aim of Munby's CNP is to find as thoroughly as possible the linguistic form a prospective ESP learner is likely to use in various situations in his target working environment. The outcome of the processing data by means of Munby's model is, as Hutchinson and Walters (1987) say, what the learner needs to know in order to function effectively in the target situation. Most subsequent target needs analysis research was based on Munby's model for the reason that it offers comprehensive data banks and target performance. Mehdi Haseli Songhori summed up Munby's model in the following table (Web).

**The table (2-2) adopted from Songori's Introduction to Needs Analysis**

Why is language needed? <ul style="list-style-type: none"> <li>• for study;</li> <li>• for work;</li> <li>• for training;</li> <li>• for a combination of these;</li> <li>• for some other purposes, e.g. status, examination, promotion</li> </ul>	<i>cf.</i> Munbian purposive domain
2. How will the language be used? <ul style="list-style-type: none"> <li>• Medium: speaking, writing, reading, etc.;</li> <li>• Channel: e.g. telephone, face to face;</li> <li>• Types of text or discourse: e.g. academic text, lectures, catalogues, etc.</li> </ul>	<i>cf.</i> Munbian instrumentality
3. What will the content areas be? <ul style="list-style-type: none"> <li>• Subjects: e.g. medicine, biology, commerce, shipping, etc.;</li> <li>• Level: technician, craftsman, postgraduate, etc.</li> </ul>	<i>cf.</i> Munbian Communicative event
4. Where will the language be used? <ul style="list-style-type: none"> <li>• Physical setting: e.g. office, lecture theater, hotel, workshop, library;</li> <li>• Human context: alone, meetings, demonstrations, on telephone;</li> <li>• Linguistic context: e.g. in own country, abroad.</li> </ul>	<i>cf.</i> Munbian Setting (physical and psychological)
5. When will the language be used? <ul style="list-style-type: none"> <li>• Concurrently with the ESP course or subsequently;</li> <li>• Frequently, seldom, in small amounts, in large chunks</li> </ul>	

Munby's work goes successfully for years, but as any approach or model there should be some sort of criticism. West (1994) cited in Songori's Introduction to Needs Analysis who mentions the shortcomings of Munby's model in term of four headings:

**1. Complexity:** Munby's attempt to be systematic and comprehensive inevitably made his instrument inflexible, complex, and time consuming.

**2. Learner-centeredness:** Munby claims that his CNP is learner-centered. The starting point may be the learner but the model collects data about the learner rather than from the learner.

**3. Constraints:** Munby's idea is that constraints should be considered after the needs analysis procedure, while many researchers feel that these practical constraints should be considered at the start of the needs analysis process.

**4. Language:** Munby fails to provide a procedure for converting the learner profile into a language syllabus. (West, 1994: 9-10).

### **3. Present Situation Analysis (PSA)**

The term present situation analysis first proposed by Richterich and Chancerel (1980). In this approach the sources of information are:

- 1- The students themselves.
- 2- The teaching establishment
- 3- The user-institution e.g. place of work.

Present situation analysis is carried out by means of simple placement tests. These sorts of tests measure the background of information, the years of learning English, level of education etc. about the learners can provide us with enough information about their present abilities which can thus be predicted to some extent.

Target Situation Analysis with Present Situation Analysis together form Needs Analysis. Both of them are very important to ESP and course designing. Each one of them (target situation analysis and present situation analysis) provide very crucial information about the learner which is considered as an integral part of ESP course designing.

#### **3.1 Pedagogic Needs Analysis**

As Target Situation Analysis appeared to have so many shortcomings observed by West, then he introduced term “pedagogic needs analysis” in 1998. The reason behind proposing this term is that Target Situation Analysis ignores the fact of collecting data about the learners’ environment. As West and so many other experts in the field, have suggested that the environment is very important part of learning and teaching factors, without considering the environment the process – no doubt – will break down. Some extremists in the field of teaching go further and say that learning environment can make or break the process of learning. West states that the term Pedagogic Needs Analysis covers three other important terms:

#### **3.2 Strategy Analysis or Learning Needs Analysis**

As it is apparent from the name, this type of needs analysis has to do with the strategies that learners employ in order to learn another language, but the learners do not do that alone, so many times, that can be done under the supervision of a teacher. This tries to establish how the learners wish to learn rather than what they need to learn. The word (how) means the way or the strategy that helps with or

facilitate the process of learning. All the above-mentioned approaches to needs analysis, Target Situation Analysis, Present Situation Analysis, and to some extent deficiency analysis, have not been concerned with the learners' views of learning. Allwright who is a pioneer in the field of *strategy analysis* (West, 1994) started from the students' perceptions of their needs in their own terms. It is Allwright who makes a distinction between *needs* (the skills which a student sees as being relevant to themselves), *wants* (those needs on which students put a high priority in the available, limited time), and *lacks* (the difference between the student's present competence and the desired competence). Allwright ideas are adopted later by Hutchinson and Waters (1987), who advocate a learning-centered approach in which learners' learning needs play a vital role, and this is what recently syllabus designers bear in their mind when they are about to design an ESP syllabus. If the analyst, by means of target situation analysis, tries to find out what learners do with language (Hutchinson and Waters, 1987) learning needs analysis will tell us what the learner needs to do in order to learn. Obviously, they advocate a process-oriented approach, not a product- or goal-oriented one. For them ESP is not a product but an approach to language teaching which is directed by specific and apparent reasons for learning. What learners should be taught are skills that enable them to reach the target, the process of learning and motivation should be considered as well as the fact that different learners learn in different ways.

#### **4. The Purposes of Needs Analysis**

Any process must aim at certain goals to achieve. The same thing goes with the process of Needs Analysis which has so many aims and there is a very strong connection among these goals. As syllabus designers, they make use of this process (Needs Analysis) to come up with proper syllabus and method of teaching for particular group of learners who share the same level or there is slight difference among them.

Richards, Jack C. in his precious book *Curriculum Development in Language Teaching* presents five purposes for the process of Needs Analysis. These purposes reflect the importance of Needs Analysis and show how it is crucial before planning an ESP course.

1. *To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university students.* Most of people who are interested in the field of ESP agree upon this point as the most important purpose of Needs Analysis, but at the same time it is the most general point. It is important because it is the pivot of the whole process. Syllabus designers consider an ESP course designing very successful when the syllabus designed after checking the starting point, which is going to be known after determining the present language situation of the learner (knowing the language limits of the learner then start from that point on).
2. *To help determine if an existing course adequately addresses the needs of potential students.* It is a fact that all the students (even beginners) are not having the same language level, this what is called individual differences and highly are considered by syllabus designer. Only the process of Needs Analysis helps with identifying the various levels of the learners, this point can be found out as a byproduct of the first point (*To find out what language skills a learner needs in order to perform a particular role*). The syllabus must be adequate for all various levels. By considering that the weak students find their needs as well as good ones.
3. *To determine which students from a group are most in need of training in particular language skills.* This point is rather concerning the teachers, who so many times support the syllabus with some papers they see may be of great help.
4. *To identify a gap between what students are able to do and what they need to be able to do.* This point is essential because it give raise to the notion that the syllabus must not teach how do things that you already know how to do them, instead it must teach what is necessary skills for the present student at present time.
5. *To collect information about a particular problem learners are experiencing.* The learners must have at least slight knowledge about what they are about to study so as to form a helpful background and helps in getting new information concerning that point.

#### **4.1 Course Design**

The purpose of this title is to examine the currents running through syllabus design and to highlight the issues relevant to teachers considering creating their own ESP curriculum. It will hopefully also help instructors better evaluate their own programs and course books. It is therefore concerned with linguistic theory and theories of language learning and how they are applied to the classroom.

In the past, the focus of syllabuses has shifted from structure to situations, functions and notions to topics and tasks. In fact, as Nunan (1988:52) suggests, with the development of the latter it is palpable that "the traditional distinction between syllabus design and methodology has become blurred."

#### **5. Findings and Recommendations**

This part represents the conclusion for whole research, it introduces the findings of the research which is based on field study and a questionnaire distributed to three groups of ESP teachers at very remarkable universities in Sudan.

Through the field study and questionnaire the research arrives to the following findings:

- 1- Syllabus designers do not consider the students' level or the teachers' performance.
- 2- Syllabus designers do not make use of teachers' notes.
- 3- What break the ESP courses is that the departments depend on teachers at English departments at these university, namely Alnelein University.
- 4- Universities having ESP Unit such as Ahlia University do not develop their teachers performance or do not send them to any courses in the field.
- 5- All ESP Textbooks, which are based on needs analysis, for example Sudan International University's ESP textbooks, do not have teacher's book.
- 6- The weakness of the students is due to demotivating courses which are packed with tough, boring and unnecessary grammars.
- 7- ESP courses at the Sudanese universities are demotivating for all teachers and students.

- 8- At Sudan International University, the ESP courses are changed or edited every year.
- 9- At Omdurman Ahlia University, there are ESP textbooks but teachers use their favourite and familiar book for them.
- 10- The administrations of all universities mentioned in this study do not see the importance of ESP.

## **5.2 Recommendations**

- 1- Syllabus designers can put the process of NA as the most important step to designing an ESP textbook.
- 2- Researches must be carried out by teachers to find solutions for most common problem, whether in the process of NA, in the syllabus or in their own performance.
- 3- There must be an MA for ESP in general and by the end of last semester a student must choose certain field e.g. economic English, medical English, English for Lawyers..... etc.
- 4- Teachers who teach ESP must not be allowed to teach students who study at the faculty of Arts or Education, in order to concentrate on one domain and perfect it.
- 5- The ESP courses must be compiled from future courses that students in certain field will study.

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## Appendix

### Defining the Importance of Need Analysis Process in Planning an ESP Course

#### Questionnaire

Sex

Male  Female

Years of experience 1-5  5-10  10- and above

Where I teach there is an ESP Department/Unit : Yes  No

#### Syllabus designers design an ESP course

The statement	Agree	Neuter	disagree
1. Syllabus designers concentrate on gathering information about learners			
2. Syllabus designers concentrate on gathering information about course			
3. Syllabus designers concentrate on gathering information about the teacher			
4. Syllabus designers concentrate on gathering information about three of these elements mentioned above			

#### When designing, an ESP course is designed in terms of goals and objectives

The statement	Agree	Neuter	disagree
1. The teacher's performance is ignored			
2. The teaching methods are questioned			
3. All the teachers <u>have studied</u> how to teach ESP			
4. Most of ESP courses' teachers are graduates of English Departments.			
5. The ESP courses are developed at the university with reference to the teachers' notes and students' needs			

#### ESP Courses

The statement	Agree	Neuter	Disagree
1. ESP courses for medical purposes are graded (from easy to difficult)			
2. Students of medical field benefit from EMP courses in their future courses related to their major.			
3. Medical English Courses cover the areas needed by the students such as grammar, scientific terms and writing reports.			
4. Most of EMP courses are changed every one or two years			
5. The EMP courses are full of boring grammars and rules			