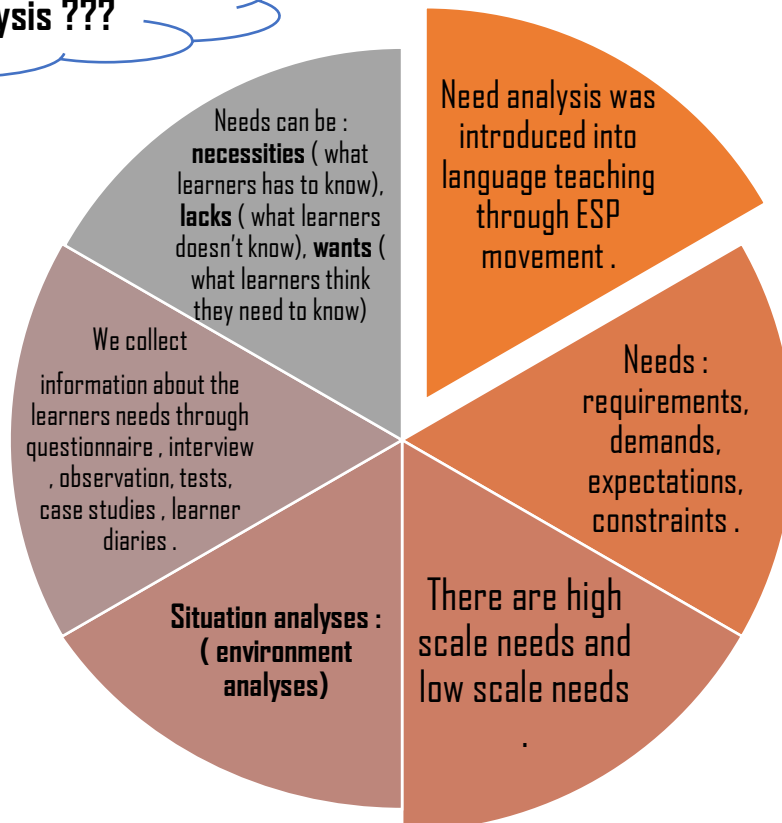


Lecture III: Needs analysis

Gathering information about learners and about communication tasks for use in syllabus design. **Needs analysis** (also known as needs assessment) has a vital role in the process of designing and carrying out any language course. The purpose of need analyses is to identify the gap between: what students are able to do and what they need to be able to do.

1. Needs analysis ???



2. Components of Needs Analysis
Hutchinson and Waters (1987: 53)

Target Situation Analysis (TSA) :
 The term, 'Target Situation Analysis' (TSA) was introduced by Chambers (1980). Target Situation Analysis (TSA) is a form of needs analysis, which focuses on identifying the learners' language requirements in the occupational or academic situation they are being prepared for

Present Situation Analysis (PSA) :
 According to Robinson (1991: 8), "PSA (Present Situation Analysis) seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses".

3. Needs Analysis in ESP

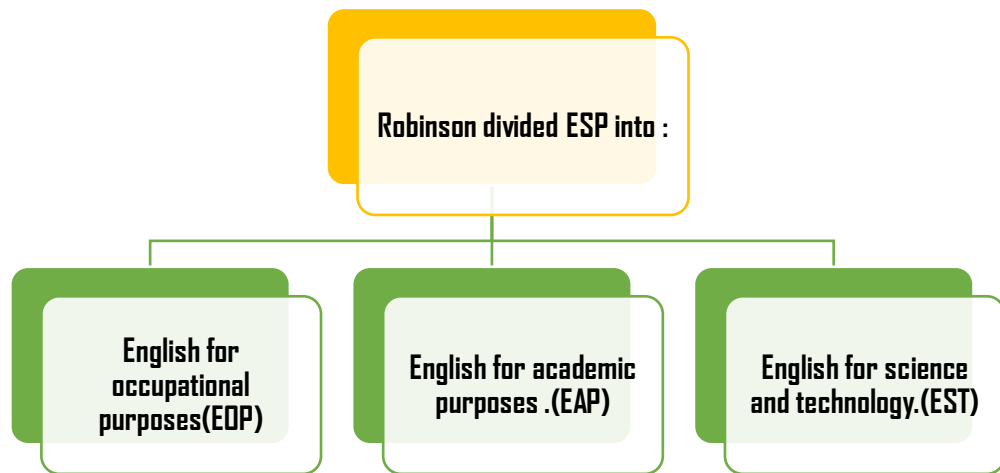
Since 1960s, English for Specific Purpose (ESP) has been progressively growing and has eventually come to play a major part in English Language Teaching (ELT). **ESP Curriculum Development** is basically the process of planning and implementing a certain curriculum; in the same way a language curriculum is regarded as the various tasks and materials combined in one design.

Litwack (1979) stated that ESP curriculum is a specific one and that there are certain steps to be followed in developing ESP curricula such as analysing learners' needs, designing authentic materials, finding relevant and appropriate discourse, deciding the language activities and task, re-editing the design, and finally piloting and evaluating the materials.

Hutchinson and Waters (1987: 19) define that **ESP** is an approach to language learning and it is based on learners' need.

Robinson (1987) classified ESP as a particular course; in which learners have scientific, occupational, and academic specific goals and purposes.
Robinson (1989) describes **ESP** as a type of ELT (English Language Teaching) and defines it as: "Goal-oriented language learning."

ESP according to scholars



Necessities: what learners must know? **Lacks:** what learners doesn't know. **Wants:** what learners feel they need.

4. Major factors affecting syllabus design

1. Social factors : [community and society ' business, politics, parent, citizen']

- Is there suitable classroom ?
- Is there enough time ?
- Are there enough resources ?

2. Learners factors : [backgrounds , believes, expectations, learning styles]

- How old are they ?
- What do they know ?
- What do they want (preferred way of learning ?

3. Teachers factors : [language proficiency , experience ,skills qualities , teaching styles and strategies]

- Are they trained ?
- Are they confident ?
- Do they have time to prepare ?

5. What should be incorporated in the syllabus?

- *Selection and gradation* (what to teach , in what order)
- *Teaching method* to achieve this purposes.
- For what *purposes* ?
- What *standard of achievement* to be attained
- What *information about the learners*.
- *How to test*. (Hutchinson and Water, 1987)

Sum-up

Eclecticism (Integrated syllabus) is a common feature of the majority of course books that Attempt to combine the various aspects of language has also been addressed by

Hutchinson and Waters (1987) who state:

« Any teaching material must, in reality, operate several syllabuses at the same time. One of them will probably be used as the principal organizing feature, but the others are still there ».