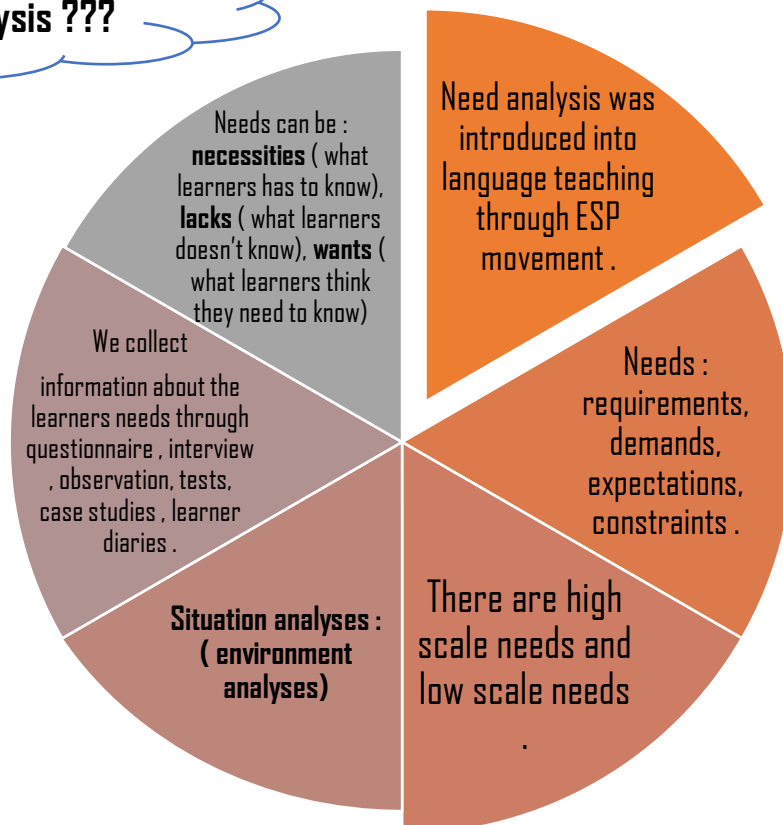


Lecture III: Needs analysis and ESP curriculum

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 ???



Hutchinson and Waters (1987: 53) argue that any language course should be based on needs analysis. Needs analysis is fundamental to an ESP/EAP approach to course design. Many ESP scholars suggest that TSA (Target Situation Analysis) and PSA (Present Situation Analysis) are the fundamental components for assessing language needs of learners.

2. Components of Needs Analysis

Target Situation Analysis (TSA) :

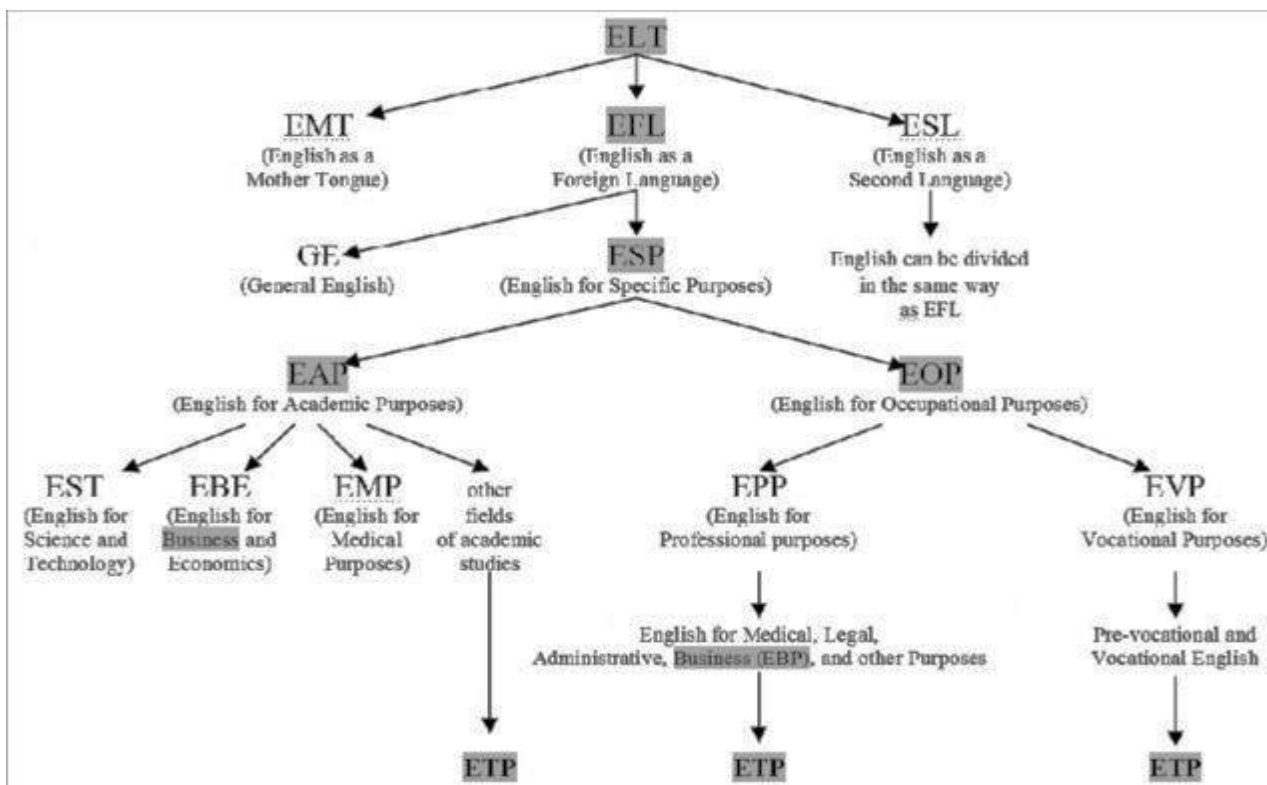
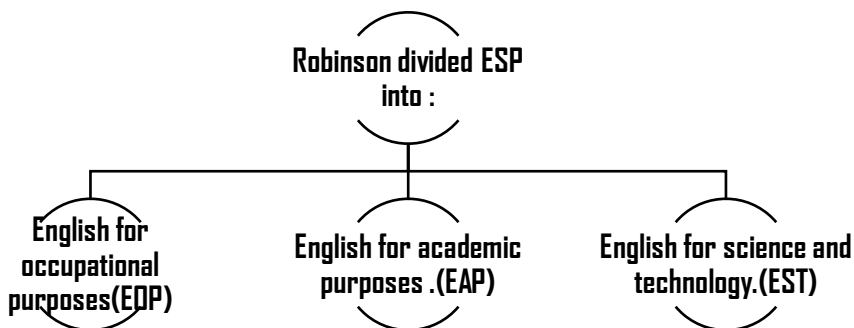
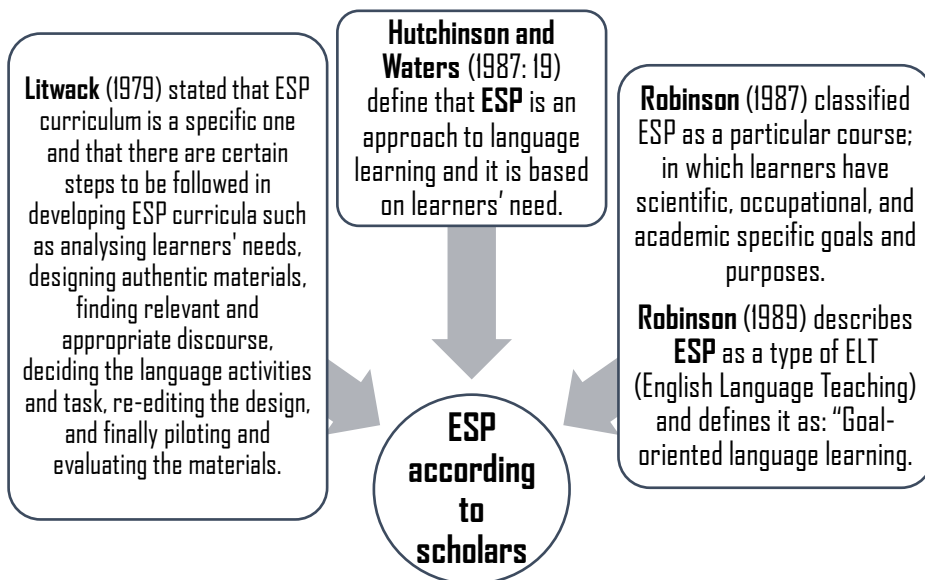
The term, 'Target Situation Analysis' (TSA) was introduced by Chambers (1980). Target Situation Analysis (TSA) is a form of needs analysis, which focuses on identifying the learners' language requirements in the occupational or academic situation they are being prepared for. Robinson (1991: 8) argues that a needs analysis, which focuses on students' needs at the end of a language course, can be called a TSA (Target Situation Analysis).

Present Situation Analysis (PSA) :

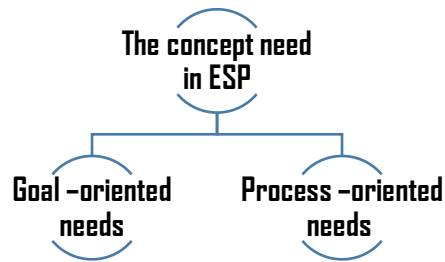
According to Robinson (1991: 8), "PSA (Present Situation Analysis) seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses".

3. ESP development

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.



Tree diagram: ELT and assumptions about the place of ETP(s) within ESP (Tonić,2010)



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)

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