

According to Hutchinson and Waters' (1987: 55-57), **Target needs** are broken down into three categories: **necessities**, **lacks** and **wants**. Necessities refer to *'the type of needs determined by the demands of the target situation'* or *"what the learner has to know in order to function effectively in the target situation"* (p. 55). For example, a businessman may need to participate in meetings; an academic needs to do presentations at conferences, etc. ESP specialists' identifying these target situations; observing them and analysing their constituent parts will reveal the linguistic features that learners need to know/acquire. For instance, an ESP learner who works as a waiter in a hotel needs to customers' arrival/ordering the menu by using directives/prohibition/intention and their specific language forms like (will you sit here please/please follow me/I am afraid we are full/closed, etc.

**Lacks** are defined as the gaps between target proficiency and learner's existing proficiency; that is, the gap between what the learner knows and the necessities (p. 56). Whereas target needs/necessities as objective, **Wants** reflect learners' views as to what their needs are. Wants are described as learners' perceptions of their own need or *what the learners feel they need*.

Whereas lacks represent the starting point, and necessities represent the destination, **learning needs** are process-oriented because they look into *how* expert communicators learnt the target language items, the skills and strategies they deployed in the process of learning to reveal what *'learners need to do in order to learn'*. To motivate ESP learners and ensure an enjoyable learning experience, learning needs also look at. *'what teaching methodology appeals to them/ bore them?, what is their learning background, learning style, preferred teaching style, their topic of interest and level of subject knowledge?'*

**Task: What are necessities, lacks and wants? From whose perspective? (Hutchinson and Waters, 1987: 56-57)**

1) Karl Jensen is a German engineer who has a frequent and important need to read texts in English. He also needs to talk to overseas colleagues occasionally, for example, at the annual planning conference. The company he works for is a multi-national company and the operating language for communication outside national boundaries is English, although the majority of workers are non-native speakers. By any quantitative analysis Karl Jensen's need is for reading, because it is a much more frequent activity for him. But he feels a far stronger need to spend his time in the English class improving his oral competence. Why? The answer lies in the way in which he identifies his own personality with the use of a foreign language. He reads in private and at his own speed: he can use a dictionary if he wants. But when he is speaking, his pride is on the line: his English competence (or lack of it, as he sees it) is exposed for all to see and he is under pressure to participate at a speed determined by the discourse.

2) Jose Lima is a Brazilian salesman. He needs to be able to talk on the telephone to customers and to other colleagues. He also needs to read catalogues and business letters. Jose is an outgoing, sociable man, who gets on easily with people. His spoken English is not very accurate, but is fluent. His employer feels that Jose's real need is for greater accuracy in spoken conversation, because it reflects badly on the company's image to have one of its representatives speaking very incorrect English. However, Jose feels that his spoken English very good, and he resents the implication that it is not. After all, he communicates very well. He sees the English classes as a criticism of his performance as a salesman. He, therefore, has little motivation to attend classes.