

## Introduction

The predominant use of *English* among NNSs around the world made of English learning contexts the centre of LSP interest. This demand of English raised the status of *English for specific purposes* (ESP) as the most valued and widely explored area of LSP study (Trace, Hudson, Brown, 2015). The **needs** of NNS to use English for various purposes (business, tourism, political, medical, technological, legal purposes, etc.) made that LSP/ESP is known for its high awareness of needs. Carrying out needs analysis is the first step through which LSP/ESP teachers provide specific, pointed language instruction that helps learners achieve more in their chosen field of study/profession. Before providing specific language instruction to LSP/ESP learners, different types of learner needs should be identified. ESP scholars, such as Dudley-Evans and St. Johns, suggest that, TSA (Target Situation Analysis), LSA (Learning Situation Analysis), PSA (Present Situation Analysis) are the fundamental components for surveying the needs of learners.

**Target Situation Analysis** reveals the tasks and activities that the learners will be using English for in the target situation, i.e., learners' objective, product-oriented needs. This perspective derives from employers, subject teachers, senior or ex-learners and reveals what the learner **must** know in order to function effectively in the target situation. E.g, businessmen needs to *'use the phone, report to superiors, reply to or write faxes and e-mails, to surviving on business trips and negotiating contracts, having presentations and discussing their work in English, etc.'* (Čepon, 2005: 52). In Target Situation Analysis studying the situations in which the language is used, or "Survival language skills", provides a guide as to what language to teach.

**Present Situation Analysis (PSA):** What are the learners like at the beginning of the course? What is their current language level /use, their strengths and weaknesses? What do they already know and do not know at Present? That is, what are their lacks (with reference to the target situation requirements)?

**Learning Situation Analysis (LSA):** by seeking to identify "what learners need to do in order to learn, how learners learn", LSA reveals information about the nature of learners and their learning/teaching environment. It refers to subjective, felt needs by focalising on effective ways of learning the skills and language (process-oriented needs, learning preferences, learning styles and learning strategies). Learners themselves can be the main source of this type of needs. Here LSA reveals what and how learners *want* to learn. Dudley-Evans and St. John (1998) state that LSA also refers to learners' expectations from the course.

1. I need to see vocabulary written down.
2. I have occasional meetings with British colleagues.
3. I find it difficult to write persuasively.
4. I pick things up by listening.
5. Student X needs to read more widely.
6. I like problem solving.
7. I get my tenses mixed up.
8. I hate group work.
9. I have to write reports.
10. My problem is finding the right word.

The above needs types are in fine tune with Hutchinson and Waters' (1987) target needs (Necessities, lacks and wants) and learning needs.

Nowadays, needs analysis conception is more comprehensive and varied. What other needs concepts appear in ESP literature? (Brown, 2016; Basturkmen, 2010; Dudley-Evans and St John, 1998, etc.)

**Tasks:** 1) Who are NA stakeholders? What are Sources of needs? What tools (questionnaire, interview, observation, etc.) are suitable for which source?

2) Search for online samples of Needs analysis questionnaires/research papers for ESP. What types of needs do you think they seek to identify? How can the results influence course design (syllabus, materials, teaching methodology)?

DUDLEY-EVANS, T., and St JOHN, M.-J. (1998). *Developments in English for specific purposes*. Cambridge: Cambridge University Press.

CEPON, S. (2005). Business English in practical terms, *Scripta Manent*, 1(1), 45

HUTCHINSON, T., and WATERS, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge, UK: Cambridge University Press.

Jonathan TRACE, Thom HUDSON, & James Dean BROWN. (2015). *Developing Courses in Languages for Specific Purposes*