
Needs analysis from ESP learners in Higher Education

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Annotation

For a start, needs analysis aims to present learners' wants, needs and lacks prior to organizing a course. According to Burksaitiene (2008) needs analysis is the key to collect insider's view of the ESP situation (p.330) and the views of chosen learners are of utmost importance. Indeed, I intended to carry out this needs analysis in the realm of law. The data is gathered via questionnaire. Analyzing the data, the main objectives of this course will be set in order to achieve the viable outcomes.

Key words:

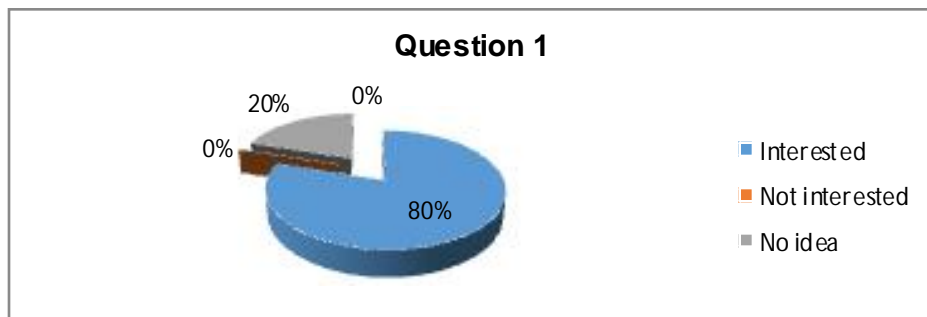
ESP, Needs analysis, target learners, method, questionnaire

The target learners are the 2nd year students who study at University of Law. In fact, the class consists of 12 students whose level ranges from pre-intermediate to intermediate. There are 4 female and 8 male learners who are aged between 21 and 22. Most of the learners have been learning English for 4 or 5 years and some of them have already gained international certificates. The aim of these specific learners is to learn English incorporated with law which includes knowing basic legal terminology, making presentations, writing cases and other documents in English.

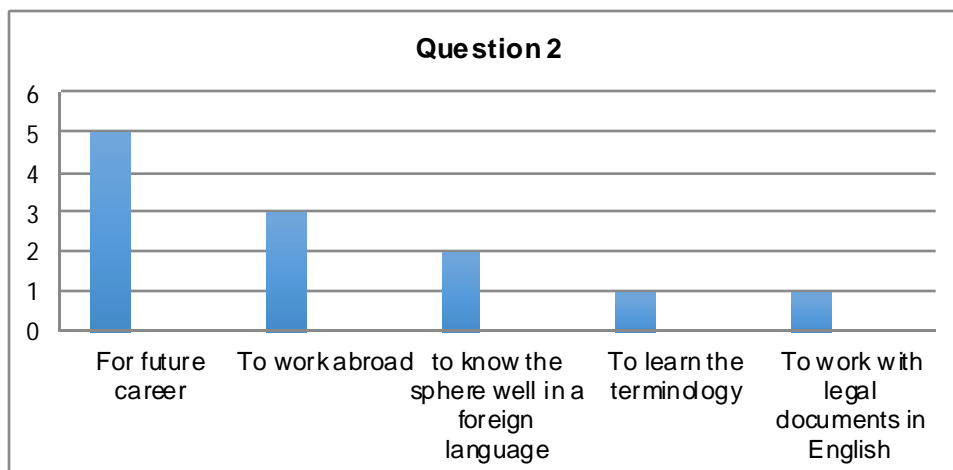
Methods of needs analysis

For this needs analysis questionnaire will be the main tool to gather necessary information and it intends to represent their needs, desires and lacks before starting the course. A questionnaire is deemed as a deductive procedure and it is a good method of collecting initial data (Long, 1985, p.331). Firstly, I observed their English classes, current methodology and students' involvement. According to this observation the questionnaire was prepared in order to find out their further needs. The questionnaire included 10 questions regarding their preferable learning techniques, skills, methodology, challenges and evaluation within the course. It is assumed that having finished their course learners will gain some competence in both law and English.

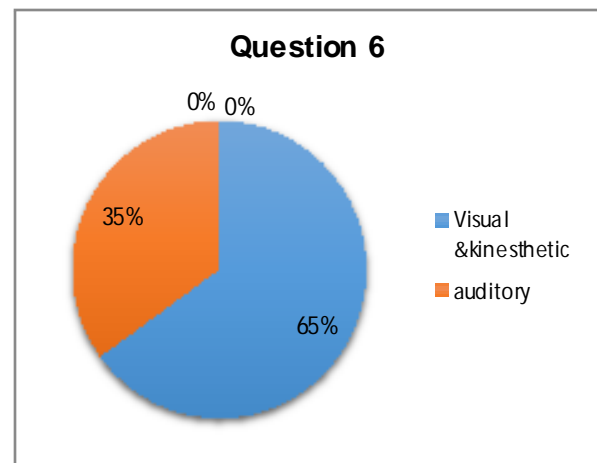
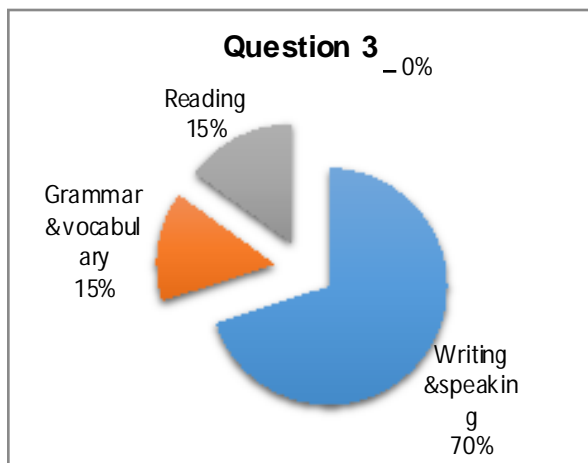
Undoubtedly, all the learners eagerly answered the questions and it became easier to analyze the gathered data. In fact, almost all of them are willing to have an English language course since they need English in their sphere and have a lucrative job in the future. Most of them think that their sphere requires more writing and speaking as they deal with various documents and speak to clients. Besides, group or pair work is more preferable for them in order to ease the learning process and writing legal & cases, making presentations and using appropriate legal language are the prerequisites. Obviously, all of them have certain difficulties in their writing & speaking and in terms of writing choosing proper words and writing accurately are the main challenges, while in speaking they mostly face the difficulties in fluency, using a variety of words and assurance. Also, both kinds of assessment are going to be applied based on their answers. The given pie chart analyzes their interest towards the English course.



As it is shown that the majority of learners (80%) would like to attend the course, whereas the only 20 % have not decided yet and chose the “no idea” option. It means that most of them agree with starting this ESP course. The following diagram illustrates this information.



3/6. When it comes to question 3 and 6 it is evident that most students (70 %) have willingness to enhance their writing & speaking within and after the course, whereas other rest (30 %) preferred vocabulary & grammar and reading respectively. With these results, integration of all skills will be used in the course, but more emphasis will be put on speaking and writing. Secondly, as for the best learning style visual and kinesthetic learners accounted for almost 65% and roughly 35 % are auditory learners. Therefore, it would be beneficial if all types of styles were utilized.



Findings

Prepared 10 questions were filled and returned by 12 learners (from one group) on 03.08.2020 at 13:10. The findings revealed that almost all of (100%) the respondents' needs are improving writing and speaking skills connecting with their context. Coming to writing they are eager to learn how to write legal documents, cases via using appropriate vocabulary and with no grammar or spelling mistakes. As for speaking learners wish to be fluent, accurate while speaking in court and make effective presentations with the help of legal language. Moreover, they want to be able to understand and read different documentations in their sphere. In order to deal with the students' needs English course sets the following aims:

- ✓ How to write legal documents;
- ✓ Use appropriate language in court;
- ✓ Make a convincing speech and prepare an effective presentation;
- ✓ Acquiring new legal words and terms;
- ✓ How to read and respond the documents in their realm;

This course will be designed for 6 sessions, twice a week including 3 hours each. In addition, it will be conducted through using different methodologies and techniques such as group & pair, watching videos, listening to recordings, carrying out real situations and intriguing activities which can wholly involve all the learners. According to Elisabet Arno-macia (2019) technology plays a crucial role in teaching ESP course as it gives an opportunity to teachers and learners to use authentic materials engage them with realistic situations and it makes the classroom environment more natural.

Every session students will learn and practice new terms, writing reviews and other specific documents, reading & analyzing cases, speaking in court and learn new vocabulary. According to their answers students will be assessed by both formative and summative assessment. For instance, for formative assessment they will receive detailed feedback after each class as well as grades for writing reflection or reviews. Preparing portfolios and case studies will be used for summative assessment at the end of the course. It is believed that portfolio-based learning enables learners to try more sophisticated and challenging tasks, and enhances their reflective practices (Burksaitiene, 2008, p.156)

All in all, due to the results of questionnaire, the objectives of the English course have been improved and course syllabus will be designed more appropriately taking the students' desires into consideration.

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