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## Needs analysis of applied linguistic students and their english language needs at the University of the Armed Forces ESPE

Análisis de necesidades de los estudiantes de lingüística aplicada y sus necesidades de inglés en la Universidad de las Fuerzas Armadas ESPE

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### Abstract

This paper deals with the procedures to collect information about the learners' needs, which are mandatory to plan, carry out, and evaluate educational programs for either public or private institutions as a response to their real needs (Pratt 1980) to reinforce not only the contents but also the students' background which includes their behavior as well. In this context, the University of the Armed Forces ESPE in coordination with the Department of Languages and its Career of Applied Linguistics in English let me find out if the students who already finished their curriculum have reached their competences in the language and the teacher formation to face their profession. Nowadays, The Common European Framework CEFR of Reference for Languages: Learning, Teaching, Assessment, is a guideline used to describe the achievements of learners of foreign languages in many countries including Ecuador. The last year's cohort was considered to take the sample FCE exam and analyze if the results are the ones that the government is looking for. They were classified into the six reference levels that are becoming widely accepted as the European standard for grading an individual's language proficiency.

*Keywords:* common european framework, english language, language proficiency, needs analysis, educational requirements

### Resumen

El presente trabajo trata sobre los procedimientos para recoger información acerca de las necesidades de los alumnos, los cuales son obligatorios para planificar, ejecutar y evaluar programas educativos ya sea para instituciones públicas o privadas como respuesta a sus necesidades reales

(Pratt 1980) para reforzar no solo los contenidos sino también los antecedentes de los alumnos que incluye también su comportamiento. En este contexto, la Universidad de las Fuerzas Armadas ESPE en coordinación con el Departamento de Lenguas y su Carrera de Lingüística Aplicada en inglés permitieron conocer si los estudiantes que ya terminaron su plan de estudios han alcanzado sus competencias en el idioma y la formación docente para enfrentar su profesión. En la actualidad, El Marco Común Europeo de Referencia para las Lenguas: Aprendizaje, Enseñanza, Evaluación, es una guía utilizada para describir los logros de los estudiantes de lenguas extranjeras en muchos países, entre ellos Ecuador. Se tomó en cuenta a la cohorte del año pasado para rendir el examen muestra del FCE y analizar si los resultados son los que busca el gobierno. Se clasificaron en los seis niveles de referencia que están siendo ampliamente aceptados como el estándar europeo para calificar la competencia lingüística de un individuo.

*Palabras clave:* marco común europeo, lengua inglesa, competencia lingüística, análisis de necesidades, requisitos educativos

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## **INTRODUCTION**

In today's globalized world, when English literacy is frequently a requirement for success in academic settings, the efficient teaching and learning of English language skills is essential. Students majoring in Applied Linguistics at the University of the Armed Forces ESPE follow a demanding curriculum that prioritizes language acquisition and application in their particular fields of study. Therefore, to comprehend these students' unique English language needs in the context of their academic endeavors, a detailed analysis of their competencies and needs must be carried out.

Through a thorough needs analysis, this study seeks to investigate the English language requirements of University of the Armed Forces ESPE students studying applied linguistics. By determining the linguistic demands, difficulties, and preferences of the students, this study aims to offer insightful information that can guide the creation of curricula, instructional strategies, and support services catered to their particular requirements.

It is essential to comprehend the unique linguistic requirements of students studying Applied Linguistics for multiple reasons. First, it makes sure that the course material is in line with their career and academic objectives, which raises the educational value and efficacy. It also enables teachers to modify their lesson plans to focus on the areas in which students most need assistance, resulting in more effective and fulfilling learning opportunities.

Additionally, carrying out a requirement analysis makes it easier to spot possible gaps in the curriculum and instructional materials already in place, giving teachers the information, they need to decide how best to allocate and improve their resources. By attending to each learner's unique requirements and preferences, this procedure also supports a student-centered approach to language acquisition, enabling students to take an active role in their language development.

The University of the Armed Forces, ESPE is dedicated to giving its students the resources and assistance they need to succeed in both their academic and professional endeavors. This study adds to the university's ongoing efforts to improve the quality of education and guarantee the success of its students in an increasingly linked world by conducting a need analysis of Applied linguistics students and their English language needs.

It is important to understand what NEEDS mean: It is considered as the desires, wants, expectations, motivations, lacks, constraints, and requirements (Brindley 1984, 28). It is also seen as a way to confront what the students know and do in a language and what they can do, of course, they will be judged according to the view of the researchers but it does not mean that they might be ignored in the curriculum. Needs analysis can be conducted by different users such as teachers, learners, writers, trainers, evaluators, and staff of any institution who have the motivation to pay attention to these issues which might constitute the first steps to start new research and provide solutions to these problems that are present in the students' lives.

Richards and Platt (1992) define needs analysis as the process of identifying the needs through which students acquire a language and prioritizing those needs accordingly. Targeting B1 students at the Universidad de las Fuerzas Armadas ESPE, the main objective is to assess how TBL, enriched with communicative strategies, impacts students' fluency and coherence in spoken English. Through a mixed-methods approach, the research combines descriptive analysis with theoretical examination to explore the effectiveness of communications activities in real-world language applications. This study provides valuable insights for educators and learners alike, highlighting the critical role of interactive and contextually relevant learning strategies in achieving language proficiency.

Effectively, this is an example of needs analysis at the University of the Armed Forces. ESPE, Department of Languages, Applied Linguistics in English Career to evaluate whether the students belonging to seventh, eighth, and ninth levels have reached the current language competence to pass the Common European Framework standards of the First Certificate of English (FCE), and what to do to work out this situation and accomplish with the regulation of the government. So, set purposes is the first step to go on Needs Analysis, to state the reason for the analysis and its approach, once the resources are ready it is the right time to determine the main reasons why students fail the FCE exam.

### **The purpose of needs analysis**

To encourage students to participate in a discourse by way of verbal acknowledgments positive body language, and actions at pertinent points in the conversation. To determine the relationship between discourse and the performance in the listening paper from the FCE and its components. To help students understand effective listening strategies and challenging formats of the listening patterns to overcome the difficulty of the listening paper in the FCE exam.

### **Context**

This analysis has been carried out at the University of the Armed Forces ESPE, Department of Languages and Applied Linguistics in English Career, On Distance Modality. Taking into account the population of 120 students, who were in the seventh eighth, and ninth levels, during the semester July through December 2022, this activity, was mandatory for them because it was considered the most important evidence of their formation.

The analysis made in this study or research will aid teachers to realize in which parts of their teaching process they have to reevaluate and consider throughout their lesson plans. They can make use of the strategies to improve their methodology.

### **Background**

In the Applied Linguistic Career mission, it is stated that students at the end of their studies can pass the FCE exam as part of their formation and language competence and to be certified as qualified teachers by the state. It is because many people are afraid that on distance modality students do not have a complete formation, what is worse is that they think that it is very simple to get their degree as teachers.

On the other hand, some students are working as teachers but they do not have the title to keep their jobs. Therefore, this is our academic offer to form new professionals who can work as teachers efficiently in public or private institutions at different formation levels. Society has guaranteed our work but not everybody is indeed able to perform his or her work efficiently due to the heterogeneous level of English. They do not master the linguistic competencies of the language or discourse analysis.

Many people understand most of the time what others mean when they express themselves, although there are sometimes misunderstandings when the other speaker says something but the listener interprets it in another way. Discourse Analysis goes beyond the sentence, it analyses what the sentence means, going deeper than words which is different than linguistics which analyses language, emphasizing grammar, structure of the sentence, etc. "Discourse Analysis is one way to engage in a very important human task, to think more deeply about the meanings we give people's words to make ourselves better, more humane people and the world a better, more humane place" (Gee, J.P. 2005).

Discourse Analysis looks not only at the basic level of what is said but also takes into consideration the surrounding social and historical contexts, this means that a sentence or a word can mean one thing to someone from a certain country but it means something different from someone from another country. This is one of the reasons that the listener plays a huge role since he/she needs to interpret the message correctly.

Discourse Analysis has some parts for the speaker to follow in a conversation such as Turn Taking, Adjacency Pairs, and Repairs. Turn taking. In a conversation, speakers need to take turns to speak, the speaker also chooses to continue speaking or let the other person take the turn; when the first speaker finishes and selects the next speaker, the next speaker has to continue with the conversation, if the second speaker does not select a speaker, any of the speakers can continue with the conversation.

Turn-taking has two central aspects: Frequency, which is how fast the turn-taking is being used in the conversation, it can be high or low, depending on how rich the conversation is. The other central aspect is Control of Contribution, which is the amount of information the speaker can say because in some cases the speaker cannot contribute with a lot of details in a conversation since the conversation can be about religion, therefore it provides less control over what the speaker can say. The speaker can also choose how much to say, in this case, he/she has control of the amount of information they want to express.

Adjacency pairs. A unit of conversation, where each speaker takes a turn to speak, it's similar to turn-taking but in this case, it is only one turn-taking. For example Martha: Do you like how this dress looks on me? / Steven: Yeah it looks good on you.

Repairs. During a conversation a speaker sometimes makes errors, when this happens, the speaker makes a self-correction by repeating what was said before and this is called repair.

For example: "We were anxious, I mean we were happy too but everything happened so fast"

In this case, the speaker says how he/she feels but corrects it by saying that he/she had another feeling as well.

Pragmatics. Developed in the late 1970s, a subfield of linguistics that studies what the speakers mean, and how people comprehend and produce a speech act usually in a conversation. A success in a conversation is the speech events; speakers follow the rules for a rich conversation. In pragmatics, students deeply understand language, since people tend to translate English words into Spanish, or think in their native language before speaking, pragmatics explains how the student can avoid doing that by understanding deeply what the speaker is trying to transmit.

During a conversation, listeners have also to interpret what the speaker is saying; in this case, they need to use their knowledge of the language. Pragmatics helps the listener understand information even though it was not mentioned in the conversation more known as "invisible meaning".

### **Target needs**

### **Necessities**

The students need a proficiency in English that aligns with their academic and professional environments, there is not a formal requirement that persuades the students to have an international certification as a requirement to be part of the career, at least an A2 level. It's important to mention the students according to the Career Plan at the end of the 8 semesters, the level of English must be in B2 according to the CEFR. They need English to access current educational resources, and theories, and to develop intercultural competence—crucial in today's globalized context. English is essential for

comprehension of linguistic theories and for effective teaching of grammar, vocabulary, pronunciation, and pragmatics. Students must also be able to create and adapt educational materials in English, construct assessments, and provide feedback, underscoring the necessity of English proficiency for their success as educators De Europa (2002).

### **Lacks**

The students' lack centers around their current English language proficiency limitations and the pedagogical skills required to teach effectively. They may not yet have reached the B2 level of English proficiency needed to graduate, highlighting a gap in their language skills. Some students also lack experience in using advanced technological tools for language teaching, which can delay their ability to fully engage with online educational resources. Additionally, there is a need for more opportunities to practice English in real-life teaching scenarios, indicating a lack of practical application of their language skills.

It's important for students be immersed in this discipline with scenario-based activities that mimic real classroom interactions, curriculum design, and assessment strategies, such practical exercises not only enhance their linguistic proficiency but also equip them with the pedagogical skills and methodologies essential for effective language teaching Jack C. Richards (2002). As a result, graduates from these programs are well-prepared to foster a dynamic and inclusive learning environment, with the capacity to link the theoretical aspects of language acquisition with its practical application in diverse educational contexts.

### **Wants**

The wants of the students are reflected in their expectations from the English language course. They express a wish to improve their job prospects, which is connected with the need to have a higher level of English proficiency. Students have shown interest in learning methodologies that are useful in the class, such as the natural approach, communicative method, and Total Physical Response. They would like to participate in real-world English-speaking tasks in and outside the class, letting them have experiences that can bridge the gap between the classroom and the real use of language.

Moreover, according to Hyland (2009), the significance of this focus impacts the broader landscape of language education. The students are asked to explore the integration of digital tools and cultural materials into language teaching, which is dominant in preparing learners for the globalized world. This incorporation of technology and intercultural competence into language pedagogy not only enhances the learning experience but also prepares students to navigate and appreciate the richness of global cultures.

### **Learning Needs**

There is a need for immersive and practical language use since students show a lack of application of English in real-world situations. This can be supported by the TBL approach, which incorporates real-world tasks that call for the active use of language abilities. Students have a variety of demands during the learning process that need to be satisfied to support efficient language learning and proficiency. Firstly, exposure to genuine language contexts that reflect real-life circumstances is necessary to improve their capacity to use language abilities in practical contexts. In the area of language teaching, the development of fluent speaking skills is a central aspect of language competence. However, traditional teaching methods often do not support effective oral communication skills. A communicative approach that emphasizes meaningful interaction and the use of language in authentic contexts offers a possible solution. In this context, task-based learning seems to be a promising strategy for improving the oral expression skills of B1 students.

## **METHODOLOGY**

The students from the University of the Armed Forces ESPE, of the Department of Languages took the FCE exam in November 2023. It was decided to analyze the results to make conclusions. After going through the whole quantitative data, results showed that the Listening paper was the lowest of all five papers of the exam.

Knowing this fact, it was analyzed deeper in search of the main problem which was dealing with discourse, which led to a poor performance in the listening paper. In addition, it is important to seek the best strategies to solve this concern in the FCE exam. It was necessary to follow two types of strategies that should be applied in order to aid the students. The former is pre-test strategies which should improve them on a long-term basis that consists of many listening practices tailored for the FCE, and the latter is during-test strategies, which should help students, understand the format and be able to pass the exam using the strategies.

A survey was also carried out to see the level of satisfaction of the students once they are at the end of their career, which included seventh, eighth, and ninth levels, this instrument is tied to the results of the students' performance in the sample FCE exam. This is done to ensure the needs of the learners who are part of their social environment and community will be satisfied (Jiménez 2011).

By analyzing the five skills from the FCE exam, which are called papers, the results showed that the lowest score was in the Listening paper giving a clue to the problem. According to this analysis, it was possible to identify the problem by analyzing the four different parts taken from the listening paper, which two parts dealt with realistic conversations that are also called discourse, which simply means "the study of how language is used in texts and contexts".

Developed in the 1970s, discourse analysis "concerns itself with the use of language in a running discourse, continued over several sentences, and involving the interaction of speaker (or writer) and auditor (or reader) in a specific situational context, and within a framework of social and cultural conventions" (Abrams, M.H. and Harpham G.G. 2005); while the other two dealt with specific information, which is called original oratory that is to say "Oratory is an event in which the student writes, memorizes and then delivers a persuasive speech arising from his/her personal feelings and convictions, or a source of irritation about some problem.

No specific restriction as to the type of speech governs oratory". (Edmonds, D. R.), The National Forensics League Handbook. Moreover, the best results were related to the specific information, hence, the more realistic situations the students would deal with, the more difficulties they would have. Having the solutions in our hands will make students more prepared and have a better knowledge about the specific flaw in the Listening paper, hence, having more security and higher grades in the exam, which will also help daily.

### **Procedure for conducting needs analysis**

The FCE exam was taken at the University of the Armed Forces ESPE, Applied Linguistic Career, in 2013; it is a B2 level qualification according to the CEFR. It guarantees that the test-taker can use every day written and spoken English for a job or study purposes.

For this reason, the Ecuadorian government has ordered a new law that compels universities to deliver the FCE exam to know the knowledge of students; therefore, if 70% of students pass the exam, this means that there is a good proficiency and the career will stay open; however, if the average were less, the career would shut down.

According to the results, a deep analysis was made, trying to understand the problems the students had and what was the highest and lowest performance by analyzing not only each paper, but also each of the questions in the exam. By doing this, the obtained results were more detailed, then the averages were analyzed and compared with the other paper results; therefore, it was easier to conclude. The results have shown that in every paper, each student had gaps but the lowest performance was seen in the Listening paper.

The listening paper is composed of four parts, each one with eight to ten questions on average; two of the parts dealt with discourse, which means more realistic conversations, and the other two dealt with conversations that contained many details and specific information. According to the results of each paper, the questions that dealt with discourse were the lowest ones, opening up a long array of possible pre and post-test strategies. If any precautions will not be taken to resolve this problem, the government of Ecuador will close the career; otherwise, if we apply our methodology, it is possible to improve the score on the FCE exam.

### **Fce's listening paper in depth**

In each part, the interlocutor will give the instructions to follow the test properly; No speaking is allowed, and the answers will be passed on the answer sheet at the end of the listening skill in a 5-minute lapse. All the questions must be answered in real-time since there is no subsequent time-lapse to think about after the recording is played and later answered.

Paper 1. This paper consists of 8 questions, which are not related, each one having a short listening about a monologue or a conversation between two persons. This activity is multiple choice questions and the student has to show his skills, specifically understanding the gist of the conversation or monologue, purpose, relationship, place, and function. Each monologue or conversation is approximately 30 seconds and the student has to figure out which answer is the best. Each recording has 3 multiple options as in the following (A, B, or C).

Paper 2. When the interlocutor says to turn to Part 2, he/she will read the lines of the question which is a short description of the recording. After that, the interlocutor will give a 45-second lapse so the test taker will get familiarized with the 10 gapped sentences. After a beep, a 3-minute recording will start, and it will be played again directly. The recording will talk about a topic between two people or more. While the recording is played the test taker must fill out each sentence with a maximum of three words.

**Figure 1**

*Exercise 1 – Part 2*

**Part 2**

You will hear an interview with a woman called Helen Hunter who runs a summer camp for teenagers. For questions **9 – 18**, complete the sentences.

**SUMMER CAMPS**

Helen says that people taking part in the summer camp usually sleep in a

	<b>9</b>
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**Note:** A tool applied in the class to measure the student’s needs.

Paper 3. When the interlocutor says to turn to Part 3, he/she will read the headlines which consist of two lists; the former is about different speakers, the latter consists of statements that are related with each speaker leaving one statement with no use. After that, the interlocutor will give 30 seconds so the test taker will read all the part which consists of 6 statements and 5 questions (speakers).

After a beep, a short series of 30-second monologues will be played, however, they won’t be played directly again but when the series of recordings is finished. The topic will be the same for all the speakers, according to the picture below the topic is about “mistakes”; however, the experience of each one will be different. While the recordings are played the test taker must match the questions with the statements.

**Figure 2**

*Exercise 2 – Part 3*

**Part 3**

You will hear five different people talking about a mistake they recently made. For questions **19 – 23**, choose from the list (**A – F**) the type of mistake that each person made. Use the letters only once. There is one extra letter which you do not need to use.

**A** ignoring someone’s advice

Speaker 1

	<b>19</b>
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**Note:** A sample of the FCE exam, listening skill, part 3

Paper 4. In this paper, there will be a recording followed by 7 questions with a 3-multiple choice for each one. The test taker will be subjugated to specific information throughout the task. Students are tested

in their ability to listen for opinion and attitude, main idea, specific and gist of the conversation or monologue, and listening to intonation.

Part 4

You will hear an interview with a conservationist who has built a cable car in the rainforest. For questions 24 – 30, choose the best answer (A, B or C).

**Figure 3**

Questions 24 – 30

**24** What feature of the cable car makes it particularly good for seeing wildlife in the rainforest?

- A** the speed at which it moves
- B** the height at which it travels
- C** the distance that it covers

**RESULTS**

To understand the results, it is necessary to have a quick overview of how the FCE is composed. There is a different number of questions in each paper; Speaking 20; Reading 30; Listening 30; Use of English 42. Even though the number of questions is not the same, all the papers are worth 20 points in the overall score.

The intended score that FCE offers in its certificate is a B2 level from the CEFR which stands for the Common European Framework. In the FCE exam, a test taker can pass 60 points up on the overall score, this means that if a student gets from 60 to 79 points, he or she will be awarded a B2 level certificate; and if he or she gets a higher than 79 points, the test taker will get a C1 level certificate as. Also, if a test taker scores from 45 to 59, his or her performance will still be recognized, however will not pass the exam. If the score is less than 45, he or she must repeat the exam. Therefore, Grades B and C are FCE's expected level to offer a B2 certificate according to the CEFR.

As it is shown, in the table below, the students who passed the exam from 80 to 100 points in the overall score will be awarded a C1 upper-level certificate. There are 15 students, test takers who passed the exam with 60 to 79 points in the overall score, will be awarded a high or low-mid B2 certificate, that is 40 students, but test takers holding less than 60 points will not receive the proper certificate, which is 65 students in the overall score. (FCE examination 2013), from the whole population of 120 students. (Linguistics Career 2013).

**Results obtained from the FCE exam of the ESPE students**

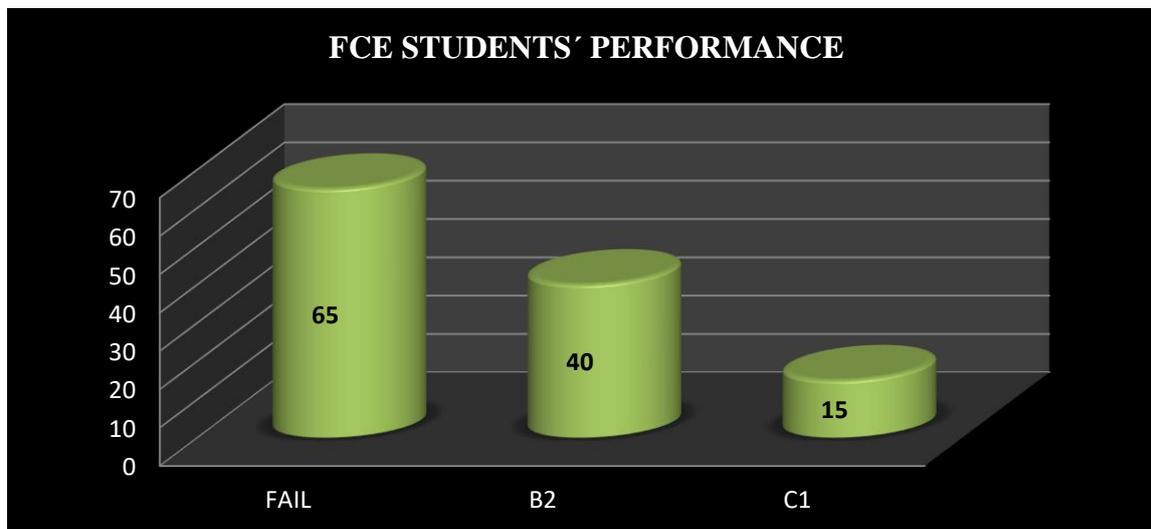
**Table 1**

*Standars*

<b>Standars</b>	<b>Fail</b>	<b>B2</b>	<b>C1</b>
FCE Exam	65	40	15
Total			120

## Graphic 1

*FCE students performance*



**Note:** Students' results from the B2 exams of seventh, eighth and ninth level students, during the semester July through December 2023.

Once the results of the exam were analyzed, it was evident that more than fifty percent of the population did not pass the exam. This means that there are some problems during the formation as teachers, forty students have an average of B2 and just fifteen students have an advanced level of English. Therefore, it is mandatory to incorporate in the curriculum international tests from the beginning, and gradually keep testing according to their progress.

## Survey

The same procedure was accomplished with the survey, it was sent by mail to the students to answer online, and only 50% replied it (60 students) but the results kept showing that the students were not satisfied with the FCE exam results. Many comments are made on the fact that they need to have more contact with the methodology of the test. On the other hand, others sincerely claim to include this type of examination as part of the curriculum, so that they can get training and knowledge to overcome this issue.

According to the survey results, thirty-five students considered that the exam taken at the end of their career is not useful at all, almost the same number responded that listening skill is not effectively carried out in the career, but almost the whole number of students claim to include the exam preparation in the curriculum. It means that the students are not well prepared for language formation.

## CONCLUSIONS

In the context of the students of Applied Linguistics of the University of the Armed Forces, needs analysis determines the study of perceived and present needs. Perceived because they might be considered by some people but not for others, and present because they are right there in daily lives, in many cases they are very potential and observable for everybody but, they are not taken into consideration as part of the learning process.

In this particular case of the students at the Linguistics Career, many of them can pass the FCE exam, even though they have not had any training before, but the majority of the population have not passed the exam, after taking the exam, they felt frustrating because they know the language, they are teachers but they fail the exam, as we can understand this is a consequence of lack of knowledge and training.

Both the exam results and the survey agree that there is a gap in the formation of teachers especially in language competence. What to do is the challenge, in our educational system it is mandatory to include in the curriculum some time to prepare in both Knowledge and Training about international exams, so that students can solve this issue efficiently. They can take advantage of many opportunities of studying overseas, better jobs, and what is more important access to new information using being competent in the language.

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## ANNEXES

**Table 1**

### Questionnaire

1	What is your opinion about the curriculum of the Linguistic Career?	Very useful	Useful	Not useful
2	How does the curriculum fulfill your formation as an English teacher?	Very useful	Useful	Not useful
3	How does the curriculum fulfill your Linguistics competence of the language?	Very useful	Useful	Not useful
4	How was the application of the final English exam FCE at the end of your curriculum?	Very useful	Useful	Not useful
5	Considering that, the lowest grades are coming from the Listening section of your FCE exam. How is the listening skill carried out in your career?	Very useful	Useful	Not useful
6	What is your opinion of including international exams preparation in the curriculum of English Teachers?	Very useful	Useful	Not useful

Results derived from the survey

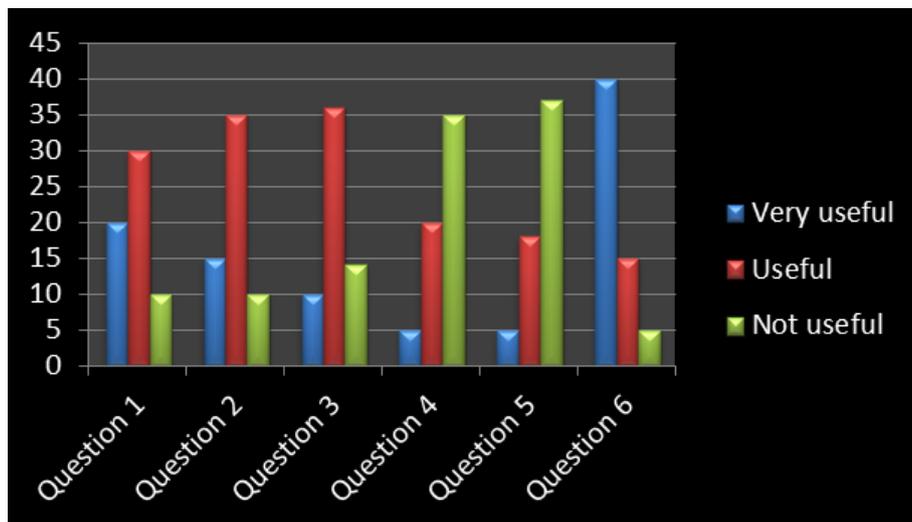
**Table 2**

### Questions

Questions	Very useful	Useful	Not useful
Question 1	20	30	10
Question 2	15	35	10
Question 3	10	36	14
Question 4	5	20	35
Question 5	5	18	37
Question 6	40	15	5

**Graphic 1**

*Questions*



**Hutchinson and Waters (1987) needs analysis model (Learning-Centred Approach)**

The needs analysis (NA) process often involves gathering information to have the necessary foundation to develop a course that meets the needs of a particular group of learners. Richards and Platt (1992) stated that NA is "the process of determining the needs by which a group of students acquires a language and ordering those needs according to their priorities." Hutchinson and Waters (1987) identifies two types of needs: Target needs and Learning needs.

**Table 3**

*Target needs*

<b>TARGET NEEDS</b>		
According to Hutchinson and Waters (1987) target needs are mainly related to 'what the learner needs to do in the target situation'. To answer this statement, practitioners should gather information about the learners' necessities, lacks and wants.		
<b>Necessities</b>	<b>Lacks</b>	<b>Wants</b>
They are the academic or occupational requirements of the target situation. What students need to know to function effectively in the target situation (Robinson, 1991).	They have to do with what students ignore or cannot do in English (Robinson, 1991).	These are the personal expectations of the students and hopes towards acquiring English. What they would like to get from the language course. These needs are very personal (Robinson, 1991).
GENERAL QUESTIONS	ANSWERS	WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS? Observation guides, interviews, questionnaires, online surveys, checklists, consulting to experts, a diagnostic test
Why is the English language needed here?		Syllabus / Curriculum /Ministry of Education
How will the English language be used?	The proposal is necessary & The ESP course is necessary. Spelling, accuracy, fluency. Formal context.	Diagnostic test Writing (low scores) Observation guide, checklist
What will the content areas be?	General English English for Specific Purposes Geography, History, Art, Math	Syllabus, curriculum, documents from the Ministry of Education
Who will the learner use the language with?	General English: other students, teacher, friends from other countries or relatives ESP: they will use the language with other professionals	Documents from the MOF Curriculum & syllabus

Where will the English language be used?	GE: A2: An A2 level of English is sufficient for tourism in an English-speaking country and socializing with English speakers, although to develop deeper friendships an A2 level is not adequate. An A2 level of English also allows for networking with English-speaking colleagues, but working in English is limited to very familiar topics at the A2 level. An A2 level of English is not sufficient for academic study or for consuming most English-language media (TV, movies, radio, magazines, etc.) Classroom, out of the classroom ESP: Hospitals, offices, Workshops, Professional environments	Descriptors of the level CEFRL A2  Syllabus & curriculum
When will the English language be used?	GE: School year 2022-2023 (September to June) ESP: They will use the language everyday	MOF

**Table 4**

*Learning need*

<b>LEARNING NEEDS</b>			
Learning needs is the gap between the learner's current level of knowledge and skills, and the level of knowledge and skills required to perform a task or a set of tasks. This framework focuses on numerous factors such as who the learners are, their socio-cultural background, learning background, age, gender, prior knowledge of specialized content, prior knowledge of English, attitudes towards English, attitudes towards cultures of the English-speaking world. Hutchinson and Waters suggested asking the following questions to analyze learning needs:			
<b>General questions</b>	<b>Specific questions</b>	<b>Answers</b>	<b>What procedures or instruments did you use to answer these questions?</b>
Why are the learners taking the course?	Compulsory or optional? Apparent need or not? Are status, money, and promotion involved? What do students think they will be able to do when they acquire the knowledge? What would be the attitude of the students towards the course? Do they really want to improve their English?		DIAGNOSTIC TEST PRETEST QUESTIONNAIRE SURVEY CHECKLIST OBSERVATION GUIDE FIELDNOTES

How do the learners learn?	What is their learning background? What is their concept of learning and teaching? What methodology will be attractive to them?	CLIL APPROACH ESP APPROACH CLT APPROACH TASK BASED LEARNING APPROACH	Syllabus, curriculum Observation Listening Doing Seeing
What resources are available?	Number of teachers with an international certification? The attitude of teachers towards this group? Knowledge and attitude of teachers towards the content of the subject? Knowledge and attitude of teachers towards the resources for the subject? Opportunities for activities outside of class?	Platforms, gamification.	Syllabus, curriculum
Who are the learners?	Age/Sex/Nationality? What do they already know about English? What knowledge do they have of the matter? What are their interests? What teaching styles are they used to? What is their attitude towards English? What is their attitude towards the cultures of the English-speaking world?		Surveys Questionnaires
Where will the course take place?	Are the surroundings pleasant, dull, noisy, cold?		Syllabus curriculum
When will the course take place?	Time of day? Every day once a week? Full-time, part-time? Concurrent with need or pre-need?		Data of your proposal

**Note:** Hutchinson and Waters (1987) also recommend the use of multiple methods of data collection – such as interviews, observation, and informal consultations with sponsors, learners and others involved – to deal with the complexity of target needs.