Needs Analysis: A Process to Improve the Learning of ESP at the College of Administration-The Department of Administration and Economy-University of Basra

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Abstract

This Study is an attempt to focus on the importance of considering students needs and wants from the ESP course that is taught to administration student at the College of Administration and Economics University of Basra . This is done by Conduction a needs analysis study to enable the teacher to choose the appropriate techniques and methods of teaching this course . The study sheds light on the reality of ESP classes , the difficulties and the need to conduct a NA study every two or three years to cope with the changing needs of the students throughout the years of study that can help them in their future career . Such study will also satisfy the teacher by the results he gets if he made use of this technique . The study discusses NA done fourth year Administration students and gives the results and certain recommendations for both the teacher and the students .

تحليل الاحتياجات : عملية تحسين تعلم نظام الـ (ESP) في كلية الإدارة والاقتصاد جامعة البصرة

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الملخص :

يهتم البحث بمناقشة أهمية الأخذ بما يحتاجه وما يريده الطلبة خلال دراستهم لمادة اللغة الانكليزية لغير الاختصاص في كلية الإدارة والاقتصاد قسم الإدارة المرحلة الرابعة . يتم في هذا البحث إجراء تحليل لإجابات الطلبة التي تم معرفتها من خلال استبيان للتعرف على ما يحتاجه او يريده الطالب من دراسة اللغة الانكليزية لغير الاختصاص .

على هذا الأساس يستطيع أستاذ المادة اختيار الطريقة الأفضل لتدريس المادة بحيث تتناسب مع تغير ما يريده الطالب تبعاً لتغير حاجته للغة .

يناقش البحث واقع تدريس هذه المادة في الكلية ومشكلات تدريسها . وينظم الباحث في هذا الاستبيان بعض النتائج والحلول المقترحة لتحسين تدريس هذه المادة.

1. Introduction

ESP (English for specific purposes) teaching at University level is hindered by several obstacles that make the learning of these courses either a waste of time or a very difficult process for learners. This is due to the weak language instruction the learners received at school and the heavy demands required by the ESP courses that students cannot cope with compared to the EGP (English for General purposes). Other reasons are related to the course itself that does not meet the needs of the learners which will be explained in some detail in the next sections. Naturally, the teacher does not have the authority to change the course, since there is a text book, and fix it to correlate with the learners ' needs. On the other hand, he can use certain methods or techniques to enhance the learning of the ESP course and meet the needs of his learners that are changing with the course of time. However, the hypothesis of this research is: conducting a Needs Analysis on students studying ESP is of considerable importance to arrive at their real needs and find a suitable design for the course to enhance their learning and acceptance of this course. Needs analysis is, thus, suggested to be used as a technique to help in the ESP course design and support the learning of English for specific purposes. Needs analysis will be conducted on fourth year learners of the department of Administration. The results will then be analyzed and certain recommendations and suggestions will be given according to the results obtained. The following is an account of the reality and demands of ESP learners of economics.

2. Learners of ESP: Reality and Demands

Learners at the College of Economics and Administration are taught ESP to achieve specific goals that are different from any similar course at another college. The ESP course introduces learners with English for Economics in order to "master terms used in economics, to be able to understand formal professional texts and authentic recordings of lectures and produce formal pieces of writings as well as to be able to make professional presentations and participate in discussions on contemporary economic issues"(Kavaliauskiene,2002:2). According   to   the

researcher's experience as a teacher of ESP and through a continuous follow up of students' reactions towards this subject; students usually consider this course as a waste of time. This attitude towards the ESP course comes as a result of their poor knowledge of basic English or general English they received at high school (Bonyadi, 2005: 3). English for business or other fields of administration and economy serves as "a bridge " between the learners' professional knowledge and their English proficiency where they can mix the two and arrive at an ability to manage this mixture in the real life situation (related to their specialization) where they feel competent and able to master the context they are put in.

The aim of the ESP course is to prepare the students for their future career when they use this skill (English for special purposes) to seek employment" in their future business career. they may find themselves working in a company where English is widely spoken, or using English as a medium of communication with other business people from all over the world" (Jiajing, 2007: 5). This is a demand for ESP course for administration, business, economy or banking. It is an urgent demand, as the researcher believes, that increases with the" globalization of trade and economy and the continuing increase of international communication" (Jiajing, 2007: 1).Learning ESP at different educational levels, especially high school and college is of vital importance to foreign learners of English. The mastery of English in every field of study is required by the job a person is about to be filling.

However, the ESP course at the college of administration and economy, generally, is given to learners in a very simple and traditional way, as the teachers were questioned in the departments of administration. Learners are given their text in a form of questions and answers by one of the subject teachers not an English teacher. The teacher, naturally, does not master the language appropriately. He gives them incomplete sentences in a form of questions and answers, and they are always the same questions and answers, the same brief accounts every year.

Nevertheless, when the course becomes limited to this level where grammar, lexicon, and translation are neglected, the learners needs will be neglected consequently which will leave a negative effect on their performance during the course.

The reality that should be mentioned about these classes is that they are crowded and students have few chances to participate or exercise the language they are studying in or outside the class in addition to excessive use of Arabic inside the class since the teacher himself is not an English teacher. It is understood that Arabic can be used in these classes but according to what the teacher of English sees necessary. "Most of the students think that their problem lies in vocabulary whereas in reality they have more difficulty with reading comprehension, grammar and writing "(Ennaji, 1997: 20). And it is a natural consequence to the situation inside the class where there is no practice of this language and there is no way to use it outside by students who lack the ability to spell the words they are studying and who look at this class as not so important which is a consequence to what they see by their teachers and department. Also, when the teacher relies on prepared material in teaching ESP course, he neglects his students wants, needs and lacks and leaves the class mostly without any participation on the part of the learner. In other words, when the teacher does not give space for the students to participate during the lecture the class will be boring and the learners will give up and will not try to understand what is said in class. The researcher, thus, emphasizes the idea that an ESP syllabus should "incorporate aspects of the students' discipline of study which will reinforce their motivation and the usefulness of the language to be learnt"(Ouakrime, 1997: 16).

The researcher believes that this reality conveys a dark image about the ESP class but it is important to show this image so as to suggest certain solutions that can help to make ESP learning more useful than in the present situation. It is important to shed some light on the experience students got at school as far as English is concerned.

2.1 Learners' Experience at School

When examining students' level of proficiency in English, the teacher can find that the weak performance of learners in the ESP course at college is not only related to the state of course design at college only but it is clear that learners are poor EFL (English as a foreign language) learners at school for different reasons related to the course of general English they received at school. There is a neglect of the students' actual needs and the system of examinations at school. "A critical examination of English language instruction in the governmental schools of the Arab world reveals that students' needs are simply intuited for them, rather than analyzed or assessed. Students' future depends solely on the scores they get in the state- wide test whose scores determine in which University/ college students can pursue their education (Kandil, 2002: 9). Learners' low level in English proficiency when joining college is the outcome of the examination oriented teaching at school. The exam oriented education emphasizes the preparation of learners for tests and neglects their oral skills and" long- term English learning for further life-long needs"(Kavaliauskiene, 2002: 3).

It is common knowledge that although learners spend eight years studying English as a school subject, it is not sufficient for them to achieve an intermediate level of proficiency in this language. "The knowledge and usage of English that school leavers possess gives rise to concern. Students find it very hard to cope with learning ESP basically because of the lack of the general skills" (Kavaliauskiene, 2002: 1-2).

In a study conducted on law- students in Lithuania which, as described by the researcher (Kavaliauskiene, 2002) that adopts the same system followed in Iraq where ESP is taught at college without any preparatory courses at school. English is taught for eight years, and the exam oriented method is applied. It depends mainly on exams presented to learners at the end of every course with a final examination to grade students. However, students come to college with poor English proficiency. They admit that they are lazy and fail to attend lectures without good cause. In

addition, they do not often do their homework mainly because they do not consider the lectures compulsory (Kavaliauskiene, 2002: 10).

In brief, this is an introduction to the research main concern" needs analysis". A technique that is supposed to be suitable if applied to find out the changing needs of learners, their lacks and wants, which can help in designing a course that is of benefit and interest to learners, and a means through which the boredom and passivity of learners during the class changes to be interest and positivity towards learning ESP as a subject that is of benefit and importance to their future career. The following is a detailed illustration of the term NA and its importance to ESP course design.

3. Needs Analysis: Definitions

It is known that learners differ in their needs. Being capable of designing a course that helps to meet these needs and achieve these objectives and goals of the college or the university is a satisfactory achievement to both learners and instructors. However, this aim can be reached through a needs analysis." a process that is normally complex and followed by syllabus design, selection of course materials and learning/ teaching course and evaluation" (Kavaliauskiene and Uzpaline, 2003:1).

The term" needs analysis" is defined by several authors. Richards, Platt, and Platt (1992:242-243) state that NA is "the process of determining the needs for which a learner or a group of learners acquires a language and arranges the needs according to priorities." According to this definition a researcher gathers information about the learners to be able to know the reason for which the language is supposed to be used in a specific situation with certain people to an acceptable level of proficiency. Basturkmen (1998:1) deals with NA from a practical way and says that" it is the identification of difficulties and standard situations by the observation of participants functioning in a target situation in conjunction with interviews and questionnaires." The writer here focuses on the difficulties learners find in the ESP situation and tries to deal with such problems by applying questionnaires and interviews to overcome

them, but he does not mention the needs the acquire or aims they want to achieve. Basturkmen (1998: 1) also is more specific when he clarifies that needs analysis is most often used where learners in selected situations face similar difficulties. It is also used to clarify the important elements and to identify the "indispensable necessary" things for learners in any course or any specialization they choose. Thus, NA is identified as "a process of learning about the present situation of the students in the college rather than an object of investigation. It is a process of refining and redefining procedures and concepts"(Basturkmen, 1998: 12).West (1994 :) states that NA is "essentially a pragmatic activity focused on specific situations although grounded on general theories, such as the nature of language and curriculum." The writer here is successful in describing this process as a pragmatic activity since it aims at finding the needs of students and making the theories of language curriculum the basis of any course design. NA is also "a systematic gathering of specific information about the language needs of learners and the analysis of this information for purpose of syllabus design" (Xiao, 2007 1-2).

Ouakrime (1997:15) proceeds to say that NA encompasses the immediate and future needs of learners and maintains that the immediate needs are related to certain aspects of learning that constitute problems such as : the acquisition of the suitable "learning habits" that helps to achieve their goals in language learning . The other type of needs is related to their future career and what they are about to use the language for; like their jobs and any other activities, they will be involved in. Nunan (1988:3) confirms that NA is a technique and a procedure used for collecting data that are essential in syllabus and course design. It is clear that he emphasizes information gathering in his definition of NA. Finally, Jiajing (2007:2) maintains that NA is "analyzing the specific needs of a particular group." This analysis serves to "prelude to an ESP course design, because it determines the 'what' and 'how' of an ESP course."(Jiajing, 2007:2). As one can see, the writer focuses on the analysis of data gathered to design the course that fits the level and needs of learners.

The term NA is used interchangeably with the term "needs assessment" by researchers. But it is worthy to note another definition used in this field of study which is "learning needs". These needs are defined as "factors that affect the learning like attitude, motivation, awareness, personality, learning styles and strategies, together with the social background"(Xiao, 2007:2). Kandil (2002:5) briefly says that the learning needs clarify the means through which learners proceed to achieve their target needs starting with realizing their lacks. Kaur (2007:3) divides learning needs into two types: the first is 'goal oriented' definition that explains what the learner wants to do with the language, the second is 'a process oriented ' definition that tackles what the learner to "actually acquire the language"(Kaur, 2007:3).

The word "needs" sheds the light on certain skill or object that a person considers important but does not have or possess (Dickinson, 1991). Kandil (2002:6) uses the following diagram that divides needs into two types:

Needs

Target Needs   Learning Needs

Necessities   Lacks   Wants
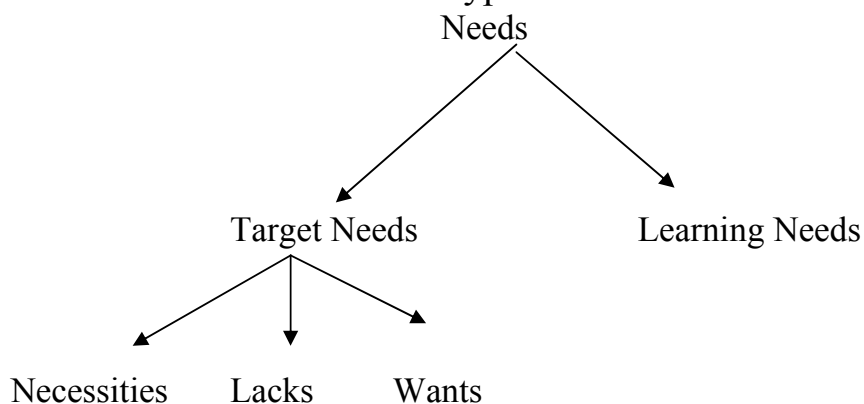
Diagram 1: Types of Needs

Needs are divided into two types: target needs and learning needs. The analysis of target needs involves the identification of the linguistic element of the target situation like necessities; the aim of using English (what for?).It is what the learner needs to do in the target situation. It involves analyzing or explaining the linguistic characteristics of a target situation (Kavaliauskiene and Uzpaline, 2003: 2). Wants are the type of needs determined by the demands of the target situation (Hutchinson and Waters, 1996:5). It is the most important type of needs a learner has to recognize to do well in the target situation (Kandil, 2002:5). It is what the

learner feels that he or she needs. Lacks; what the learner does not know, are only clarified when specialists realize what the students know. That is to say: to match between the target proficiency against the existing proficiency, the gap between them is the learner's lacks (Kandil, 2002: 5).

It is important at this point to move to the following section that tackles the importance of NA to ESP course design, where some samples of NA in two different Arab Gulf countries will be displayed in some detail.

4. The Importance of NA to ESP Course Design

Although teachers are not permitted to prolong or shorten any course they teach, they are free to use different techniques and methods through which they can enhance students learning of any course, ESP in particular. By using these techniques they will be able to encourage and help their students to set their aims and plan their future in learning. "A current trend in teaching is to take into account learners' wants: they might want or need to carry out a variety of communicative tasks in the target language (Kavaliauskiene and Uzpaline, 2003: 3). A convenient way to gather information on the ways in which learners prefer to learn is through NA. NA enables the teacher to gather information about his learners' wants, lacks, and needs to be able to prepare for the ESP syllabus. It is recommended, thus, that the universities do "a wide range NA that includes the university undergraduates, graduates, professors, and any other relevant parties"(Kandil, 2002: 1).

Needs Analysis appeared first in Munby's book "Communicative Syllabus Design" which was first published in 1978. In this book the term NA was first mentioned as a procedure for language planning course or course design. This term marked the appearance of many criticisms by many educators and experts in the field of ESP teaching and syllabus design. "Munby explores thoroughly every aspect relating to learner's need. His work is probably the most detailed and complex as well as informative. His approach focuses on aspects of communication--- He emphasizes the assumption regarding the

roles of language, the learner, the syllabus, and the teacher that lie behind his design"(Phan, 2005: 11).

Needs Analysis collection methods depend entirely on the learners. They are submitted to questionnaires, interviews, discussions, assessments, and observations. Using questionnaires is considered "the least consuming" ways of collecting data (Kavaliauskiene and Uzpaline, 2003: 3). The use of questionnaires is described as "one of the most common research methods" since it enables the researchers to "produce a large amount of information about many different issues such as communication difficulties, preferred learning styles, preferred classroom activities, attitudes and beliefs"(Jiajing, 2007: 6).

An ongoing NA is highly recommended for students since the aim of an ESP program is to cope with the changing needs of the learners. It is important to include "an on going system of evaluation, aiming to provide information on how the program itself can be improved through the introduction of changes that is deemed necessary"(Ouakrime, 1997: 16).

In a study conducted by Kandil(2002) at the United Arab Emirates where he used an NA, he informs that" students' future depends solely on scores that they get in the state- wide Thanaweya Amma---, students do not know if they will end up studying medicine, law, military services, commerce etc"(Kandil, 2002: 9). He argues that there is no target situation for students. They are taught English at school for no obvious reasons; in that they are not prepared for any future specialization they will be in. This situation naturally affects their level at college when they study ESP. In other words "students do not know what language they need in order to function effectively in the target situation"(Kandil, 2002: 9). Such a reality must be corrected by first: conducting a wide range of NA for students, graduates, undergraduates, and their professors, in order to find out a suitable design for the course that helps to avoid the negative consequences of studying an ESP course very strange to students and even does not match their needs. Nevertheless, the researcher recommends that the NA is better conducted at the second, third,

and fourth year stages of university study to students who are supposed to realize what they want from an ESP course.

Another study was conducted at the college of Petroleum and Engineering at Kuwait University in (1996) by the ELU (English Language Unit) to provide language support courses for learners of all departments according to the needs and lacks they have. The NA was made several years before that time (1978) to decide the courses that should be taught then these courses were modified to respond to the changing needs of learners. Thus, the aim of NA was "to determine whether major reorientation of the curriculum and a newly defined role for the ELU were needed"(Basturkmen, 1998: 3), and to find the area of difficulty the students face.

The following is the practical side of the research where a questionnaire is administered to fourth year students at the College of Administration and Economy, the department of Administration.

5. The Practical Side
5.1 Subjects

A needs analysis is conducted on fourth year students at the College of Administration and Economy, the department of administration, during the academic year 2007- 2008. The questionnaire did not require the students to specify whether they were males or females. The number of students was 108, six answers were invalid. The valid answers were then 102. Fourth year students were chosen because the ESP course is taught to the first and fourth year students. Fourth year students are supposed to be more able to figure their needs and wants since they experienced the ESP course at the first year. The students were given their lectures in a large group under the teacher's supervision. Before administering this questionnaire, the subject teacher was informally interviewed, certain questions were asked to know the nature of the course he teaches. He confirmed that the course book is handed to the teacher only and the students were given brief accounts of the book in the form of questions and answers, translations and terms. There is a space for the students

to participate in the class activities but a real participation does not exist. The teaching hours are two hours weekly. Finally, the subject teacher is not a teacher of English, but one of the staff members of the Administration Department.

5.2 The Questionnaire

There are six questions administered questionnaire to find out the needs, wants, and lacks. Kavaliauskiene and Uzpaline (2003) first adopted the questionnaire. Question (1) is concerned with the needs of the learners. It is:

Q1. What do you need English for?

(11) Answers were given for the students to choose and they were not obliged to choose only one answer. The choices will be shown in table (1). Question (2) explores the wants and is asked in the following form:

Q2. What kind of English course do you anticipate?

Nine answers were given and the learners were free to choose more than one answer, the answers will be shown also in table (2). Question (3) questions the learners' evaluation of their language skills which reflects their lacks. It is:

Q3. How do you assess your proficiency in language skills?

Four answers were given to grade their speaking skills, reading skill, listening skill, and writing skill.

Q4. What are your strengths and weaknesses in a foreign language?

The students were given seven answers for each part of the question. The answers are also explained in table (4).

Q5. What are your preferences for teaching styles?

This is a multiple choice question. Answers are given in table (5). This question tries to find out the learners preferences for teaching and learning ESP.

Q6. How many hours a week and how many years do you want to study ESP?

The answers range from 1 to 4 hours and 1-4 academic years. Results are given in table (6).

However, the following section exposes the results and findings of this questionnaire.

5.3 Results and Findings

Table (1) gives the details of question (1). It is as follows:

Table (1): Learners' Current Needs

Learners' Responses	Number of Responses	Percentages
a. For communication.	44	43.14
b. For job.	36	35.29
c. For personal development.	83	81.37
d. For settling down in a foreign country.	15	14.71
e. For traveling.	17	16.67
f. For studies.	16	15.69
g. To speak fluently.	26	25.49
h. To use computer.	36	35.29
i. For job promotion.	16	15.69
j.To watch TV channels.	3	2.94
k.To read professional literature.	7	6.86

Table one shows that students need to study English so as to develop personally. They tend to feel that English stands both as an obstacle and a bridge to develop them and hope to master this language. This is clearly apparent in the percentages of the answers chosen. They chose answer (c) mostly (81.37). Using English for communication was their second choice (43.14). Their third choice was given to answers (b) and (h). Both answers got (35.29) which mean that they need English for job and this is supported in the theoretical part. Also, (25.49) of the students chose to study English in order to speak fluently. The researcher finds out that learners need an ESP course that helps them to indulge and mix with the society successfully since English fluency is highly recommended in applying for jobs, in communication, and in using computer.

Table (2): Learners' Current Needs

Q2. What kind of English course do you anticipate?

Learners' Wants	Number of Answers	Percentages
a. To improve English.	58	56.86
b. To learn vocabulary.	28	27.45
c. To speak fluently.	53	51.96
d. To learn grammar.	15	14.71
e. To get information.	24	23.53
f. To improve listening skills.	14	13.73
g. To learn writing skills.	14	13.73
h. To pass the exam.	38	37.25

In this table, students' wants focus on studying English to improve their language (56.86) and their speaking skill (51.96). In addition, they want to study an English course that enables them to pass the exam (37.25). This choice may give the impression that a considerable percent of them do not want to benefit from the language. They just do not give this course a priority and consider it not necessary and not connected to their field of study directly. But fortunately, most of them do not have the same impression towards this course. (27%) of learners want to study English to learn ESP vocabulary.

Table (3): Learners' Self-Assessment of Their Lacks

Q3. How do you assess your proficiency in language skills?

Learners' self assessment of	Excellent	V. Good	Good	Satisfactory	Weak
	No- %	No-%	No-%	No-%	No-%
a. Speaking Skill	_ _	_ _	34- 33.33%	47- 46.8%	21- 20.59%
b. Reading Skill	6- 5.88%	19- 18.63%	44- 43.14%	22- 21.57%	11- 10.7%
c. Listening Skill	5- 4.9%	14- 13.73%	39- 38.4%	26- 25.48%	18- 17.6%
d. Writing Skill	3- 2.9%	13- 12.7%	37- 36.2%	39- 38.2%	10- 9.8%

Students' self assessment of their speaking skill reveals that many of them(46.8)think that their level is satisfactory while(33.33)think that they are good. But no one chose to say that he is excellent or v. good. Thus, they realize that they need more practice of this language in and outside class, where they can improve it.In reality,students believe that they lack so much and need to work hard to master such a skill. As for the reading skill, (43.14)believe that they are good in reading while(21.57)think that their level is satisfactory. But one must say that students cannot judge their level in the ESP course accurately since they do not have a textbook and they build their judgment on what they read in the brief notes, questions and answers, and translations they read throughout the whole course.(38.4) of the students consider themselves good listeners.(25.48)think that their level is satisfactory.This percentage explains that many students do not possess this skill and it is either because the lecture is boring or the text is not available so they cannot be good listeners

of new information which is given in a foreign language without previous reading to be able to cope with what the teacher is saying. In the writing skill,the percentages explain that the students think they have either satisfactory(38.2)or good writing skill.

Table (4): Learners Strengths and weaknesses

Q4. What are your strengths and weaknesses in a foreign language?

Learners' Strengths	Number	Percentage
a. Speaking	19	18.63
b. Listening	11	10.78
c. Reading	52	50.98
d. Grammar	0	0
e. Vocabulary	0	0
f. Writing	3	2.94
g. I don't know	17	16.67
Learners Weaknesses	Number	Percentage
a. Grammar	18	17.65
b. Speaking	14	13. 73
c. Writing	21	20.59
d. Vocabulary	23	22.55
e. Listening	19	18.63
f. Reading	6	5.8
g. I don't know	1	.98

Luckily, learners are mostly aware of their weaknesses and strengths. (50.98) consider themselves as strong in reading. But their weaknesses are different. (22.55) admit that they do not have enough vocabulary. Some think that they are weak in writing (20.59); others (18.63) are weak in listening. Similarly, (17.65) point that they are weak in grammar. Generally, students think that they are good readers. But no one chose grammar or vocabulary as a strength element in the foreign language. It is important to mention what Kavaliauskiene and Uzpaline (2003: 7) wrote about the students' self-assessment of their strengths and weaknesses in the ESP course: "grammar remains the main headache, --- learners are supposed to have obtained a good command of grammar at school"

Table (5): Learners' Preferences for Teaching Styles

Q5. What are your preferences for teaching styles?

Learners' Priorities in Teaching Styles	Yes		No	
	Number	Percentage	Number	Percentage
a. Independently	58	56.58	44	43.14
b. In small groups	47	46.1	55	53.9
c. In a large group under teacher's guidance	28	27.45	74	72.55
d. Individually	54	52.94	48	47.06

It is clear that students prefer to learn or be taught either independently (56.58) or individually (52.94). They prefer these two styles of teaching and learning probably because they will have the chance to get better learning and more attention on the part of their teacher if individually than in a large group. The percentage of refusing this style is (72.55) compared with the acceptance percentage (27.45). In small groups, the percentage of refusal is (53.9) and the acceptance percentage is (46.1). It is thus understood that students prefer to have more time and attention to practise this ESP and to get benefit from these courses.

Table(6): Learners' Wants of the ESP Weekly Hours and Years of Study

Q6. How many hours a week and how many years do you want to study English?

Weekly Hours	Number	Percentage	Years of Study	Number	Percentage
1	5	4.9	1	9	8.82
2	23	22.55	2	22	21.57
3	26	25.5	3	8	7.84
4	16	15.69	4	63	61.77

The table shows that only(4.9) of students prefer to study ESP one hour weekly, while the rest of them think that English should be taught two, three, and four hours weekly . The percentages are ranged (22.55- 25.5- 15.96) to the hours mentioned above. It is clear that students need to study the ESP more than one hour weekly which reflects their need to focus more on the language course. Also they do know the importance of this subject to their

future career. This need is emphasized in their wants to study ESP for four years, which got (61.27) of the students' answers to question (6). As for the choice of studying ESP for two years, (21.52) of the students chose this answer. However, (8.82) chose to study ESP for one year only.

5.4 Conclusions

Out of this study, one can appreciate that the application of a Needs Analysis helps to give the teachers a clear view of students needs, wants, and lacks and this is important to find out a better idea about the techniques and strategies he can adopt to enhance the learners' benefit of the ESP course than if he does not make use of this process. Nevertheless, it is understood that trying to arrive at a course that serves the changing needs of learners without any change in the course material is not an easy task to do, but it will help both teachers and students to get satisfactory results, if not very good. Moreover, knowing the needs, wants, and lacks of learners of ESP is beneficial in that it can participate in approving their level when the teacher make use of these needs, to arrive at a plan for the course that serves these needs and attracts the interests and attention of students which will naturally results in better learning than if he ignores these needs. Also, Needs Analysis can motivate the learners when they feel that their view and needs are seriously treated to help them find what they need in the course in a suitable, beneficiary, and interesting way through which they won't neglect the course or consider it a waste of time.

5.5 Recommendations

1. Teachers of ESP are advised to conduct a Needs Analysis process through which they can design a course and take into account the changing needs, wants, and lacks of their learners.
2. Learners are advised to be more active and participate in the discussions during the class period. They should take the responsibility of their own learning rather than saying that the subject is boring or not important. This comes in cooperation with the teacher who will find motivating strategies to introduce the lecture.

3. To motivate the learners, the teacher consequently must adopt a learner centered activities where the learners can participate actively in their own learning.

4. The learning institution (the college or university) can give the teachers the chance to change the course material in a way that fosters their students' learning with a regular supervision of the department or college to arrive at good results. Naturally, the teachers must arrive at new and promising results depending on the ongoing NA that is documented and made every two or three years for instance.

5. Students must be handed course books to be capable of preparing the material required and cope with the information presented at the lecture.

6. To develop ESP courses for high schools in an attempt to customize the students with this relatively new language and these courses. These courses occupy a small part of the course during the year.

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