

Studying the Learners' needs of Iraqi students in learning English for business

Abstract :

Within the context of English for Specific Purposes (ESP), This study examines the demands of Iraqi students learning English for Business Purposes (EBP). English has become a vital communication tool in today's globalized world, especially in commercial, trade, and professional settings. Therefore, determining the unique needs of students is essential to creating language courses that are effective. The purpose of the study is to investigate how well Business English satisfies Iraqi learners' needs in both academic and professional settings. It also looks at how crucial needs analysis is to creating impactful, teaching strategies and resources. This study uses a mixed-methods strategy that combines both qualitative and quantitative techniques. ESP lecturers at different Iraqi colleges are given questionnaires to complete in order to gather data. The results are anticipated to demonstrate . The discrepancy between the real demands of students and the methods utilized in English language instruction nowadays. The study highlights how important it is to incorporate real-world business communication skills into the curriculum, including meeting, negotiating, calling, and writing reports. Additionally, it emphasizes how needs analysis helps students become more proficient in the language and get ready for professional settings. The study concludes that growing business English training in Iraq necessitates a learner-centered strategy that concentrates on particular needs, improving academic results , boosting employability.

دراسة احتياجات المتعلمين من الطلاب العراقيين في تعلم اللغة الإنجليزية للأعمال

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في سياق "اللغة الإنجليزية للأغراض المحددة (ESP)"، تبحث هذه الدراسة متطلبات الطلاب العراقيين الذين يتعلمون "اللغة الإنجليزية للأغراض التجارية (EBP)" فقد أصبحت اللغة الإنجليزية أداة اتصال حيوية في عالم اليوم المعولم، لا سيما في المجالات التجارية والمهنية. ولذلك، فإن تحديد الاحتياجات الفريدة للطلاب أمر ضروري لإنشاء دورات لغوية فعالة . الغرض من الدراسة هو التحقيق في مدى تلبية اللغة الإنجليزية للأغراض التجارية لاحتياجات المتعلمين العراقيين في كل من الأوساط الأكاديمية والمهنية. كما تبحث في مدى أهمية تحليل الاحتياجات لإنشاء استراتيجيات وموارد تعليمية فعالة. تستخدم هذه الدراسة استراتيجيات أساليب مختلطة تجمع بين التقنيات النوعية والكمية. يتم توزيع استبيانات على محاضري اللغة الإنجليزية للأغراض المحددة في كليات عراقية مختلفة لمثلها من أجل جمع البيانات. ومن المتوقع أن تظهر النتائج التباين بين المتطلبات الحقيقية للطلاب والأساليب المستخدمة في تدريس اللغة الإنجليزية في الوقت الحاضر. وتسلط الدراسة الضوء على مدى أهمية دمج مهارات التواصل التجاري في الحياة العملية في المناهج الدراسية، بما في ذلك عقد الاجتماعات والتفاوض وإجراء المكالمات وكتابة التقارير. بالإضافة إلى ذلك، تؤكد الدراسة على كيفية مساعدة تحليل الاحتياجات للطلاب على إتقان اللغة بشكل أفضل والاستعداد للبيئات المهنية. وتخلص الدراسة إلى أن تحسين تدريب اللغة الإنجليزية للأعمال في العراق يتطلب استراتيجيات تركز على المتعلم وتركز على الاحتياجات الخاصة، وتحسين النتائج الأكاديمية وتعزيز قابلية التوظيف .

Section one : Introduction and statement of the problem

1.1 Introduction and statement of the problem

The spread of English is now increasingly widespread and continues so that people in developing countries including Indonesia (Antony et al., 2015). Currently English has an increasingly dominant influence and role in several parts of the world. In fact, various information about world science and technology is mostly delivered in English (Ma et al., 2015). Global communication relies heavily on English language skills because English has become a means to access valuable information and resources delivered through various media, both print and electronic media in accordance with SDGs and MDGs found in Education for Sustainable Development (ESD) (Hermann et al., 2016). This is a response from the Issues of Global Challenges through Character Education and National Insight.

English for specific purposes which Briefly indicated by an abbreviation ESP is a subset of English as a second or foreign language. It usually refers to teaching the English language to students or people already in employment, with reference to the particular vocabulary and skills they need. In fact, for any academic field or any specialty, we can define its technical language in English which is the subject of English for special purposes. Meanwhile, English for business is used as a very important language to be used in work, office and business environments, which is the subject of our topic in this research. Evans and John stated that teaching ESP is different from EFL teaching (Soliman, 2014). This arises mainly from two factors related to students: the specialist knowledge they carry - both conscious and latent and from the cognitive and learning processes that they bring from learning and working experiences in their specialist fields. One reason for the reasonableness of these two factors concerns the type of activity through which learning takes place. In addition to language learning activities, ESP classrooms use assignments and activities that reflect the world of specialist students. Furthermore, they explained that the skill needed by ESP lecturers was the ability to assess a situation from various points of view and then choose and adapt their methodology to suit the needs of students. Flexibility and willingness to take risks is the name of the rule.

Dudley-Evans (1997) defined ESP (English for Specific Purposes) with the following Characteristics:

Absolute Characteristics

- ESP is defined to meet specific needs of the learners.
- ESP makes use of underlying methodology and activities of the discipline it serves.
- ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

- ESP may be related to or designed for specific disciplines.
- ESP may use, in specific teaching situations, a different methodology from that of General English.
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.
- ESP is generally designed for intermediate or advanced students.
- Most ESP courses assume some basic knowledge of the language systems.

ESP is an approach to language teaching in which all decisions; content and method are based on the learner's reason for learning (Hutchinson and Waters 1987). It aims to meet the learners' specific needs and to develop linguistic competences of learners. Learning aims can be defined in terms of these specific purposes to which the language will put, whether it will be reading scientific papers or communication with technicians in an oil rig (Mackay, 1978).

In the present scenario, English is an indispensable language for communication and career, and to get endorsed and perform effectively in the world of Business. So, it is considered a new linguistic branch within the field of English for Specific Purposes (ESP), English for Occupational Purposes (EOP), which is further divided into two sub_branches, English for professional purpose and English for vocational purpose. Then it is termed as Business English from the 'English for professional purpose. Business English is presently one of the areas of growth in ESP (Ellis & Johnson, 1994). Dudley-Evans & St John (1996) says "Business English as an umbrella term used similarly to the term English for Specific Purposes to embrace both general courses in the appropriate lexis and grammar for business communication.

Business English (English for Business Purposes) is a new branch of ESP (English for Specific Purposes) which is a type of ELT (English Language Teaching) emerging as a response to a growing awareness of certain types of learners with specialized needs which are not fulfilled in General English courses. The teaching of Business English, directly related to learners' and employers' professional needs, started to be accompanied and guided by abundant theoretical literature. As a consequence, Palmer (1964) mentions the selective concentration on particular language skills and abilities as an important characteristic of ESP; Strevens (1977, 1980) offers a comprehensive definition of ESP; Robinson (1980) writes a thorough review of theoretical positions and what ESP meant at that time; Coffey (1985) updates Strevens's work and puts ESP in the context of communicative language teaching.

In fact, in this current research, we intend to discuss the needs of Iraqi students in learning English for business. there is a lot to be said about the needs of different Iraqi students and individuals in English business. One of the cases

where business English can be useful is in administrative and commercial correspondence with various foreign companies, which is used for the exchange of goods exports and imports, given that Iraq consider to be an importer of basic goods, Learning business English is considered very useful in international correspondence and will strengthen our skills to increase the resume and the Personal experiences.

The other functions for the business of English is building relationship, When we think of negotiations, we tend to focus on the hard negotiating skills connected with bargaining. In fact, many professional negotiators will confirm that the most important skill is effective relationship building. Another use for business English is in business meetings where we use non-colloquial business terms in the language, which will increase the credibility of our work. It also presents some strategies for increasing the confidence and ability to participate actively in meetings in English. The other use of this types of English in negotiation is that we can learn, when to speak, when to ask and when to listen. In this lesson students rank and discuss the stages of negotiation, do a reading activity and look at negotiation's vocabulary, examine question types, then finish with a role play to practice clarifying, summarizing and responding.

Requirements assessment is needed for ESP lecturers to prepare their Semester Program Plans (RPS) and Learning Implementation Plans (RPPs) and provide appropriate instructional material. A needs analysis is carried out to establish what and how the course is the first phase of ESP development followed by curriculum design, material selection, methodology, assessment and evaluation. The needs analysis includes two things: first, students' personal information which includes factors that influence the way they learn such as prior learning experiences, cultural information, reasons for attending courses and their attitude towards English. Second, information on the language teaching environment such as human resources and administrative issues

1.2 Significance of the study

As mentioned at the beginning of the discussion, business English is of particular importance because of business connections. The reasons for the importance of this topic are the following:

1. Use business English in various business situations and in important business meetings.
2. Business correspondence with various organizations and bodies and companies using business English techniques.

Among the people who can use this subject are university professors and various private and public English language teaching institutions. Also, various types of purchasing management and international relations of various

companies and organizations to establish business relations with other companies and institutions can benefit from this topic of our research.

1.3 Research questions

1. What is the needs for the business of English in Iraqi schools and universities?
2. Can English for business meet the needs of the Iraqi learners in various organizations to establish business relations with other countries?

1.4 Definition of Key words

❖ Needs

Needs which comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) **and the basic learning content (such as knowledge, skills, values, and attitudes)** required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.

❖ ESP

English for specific purposes (ESP) is a subset of English as a second or foreign language. It usually refers to teaching the English language to university students or people already in employment, with reference to the particular vocabulary and skills they need.

Section two : Review of literature

2. Review of literature

2.1 Key concepts, theories, and studies

English for Specific Purposes (ESP) defined as “a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners” (Richards and Schmidt, 2010, 198) is an efficacious enterprise. Practically speaking, ESP deals with preparing the learners to be able to use English in academic (students of different fields), professional (people of different professions such as doctors, engineers, and nurses), or workplace (technicians for example) settings. As it is about specific students, therefore, it must be tailored to the needs of these students. This coordination is accomplished through what is called Needs Analysis (NA). Looking through the literature, one can find different definitions of NA by some scholars with varying degrees of overlap and/or deviation. For instance, Brown (1995, p. 36) defines NA as “the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation”. In this definition, the idea of

defensible curriculum deals with the accountability of the course meeting the requirements of a particular group of students and their instructor(s) or other stakeholders. NA is defined by Dudley-Evans and St. John, (1998) as a means of establishing the “what and how of a course” (p. 122). This way, the syllabus is likely to be motivating for learners, who see the obvious relevance of what they are studying. Moreover, most ESP courses are subject to time constraints and time must be effectively utilized (West, 1994). As students in ESP classes often have restricted time to learn English, it is reasonable to teach them just the pre-specified segments of English based on their needs. Therefore, in terms of syllabus design and course development, the task of the ESP course developer is to identify the needs of the learner(s) and design the specific course in mind around them

(Basturkmen, 2010).

Before delving into the discussion of NA, some clarifications are needed in terms of terminological territories which are largely about the type of information that can be collected in any NA activity. Hutchinson and Waters (1987) divide needs into target needs (i.e., what the learner needs to do in the target situation) and learning needs (i.e., what the learner needs to do in order to learn). The analysis of target needs can look at necessities, lacks, and wants. Roughly, necessities are about what the learners need in the course of language use, for example, the mode in which the students are required to answer the questions of the instructor; lacks deal with the deficiency side of the coin on the part of the learners e.g., on what aspect the learners have not received any previous practice; and wants which are the individual desires in the course of language learning. Another way to look at needs is to make a major division between present knowledge/required knowledge, objective/subjective needs, and perceived/felt needs Dudley-Evans and St. John (1998). The difference between present and required knowledge goes back to the gap between present know-how and the exigencies of the target situation. The latter difference between objective/subjective and perceived/felt needs lies in the nature of data based on the nature of sources used to collect the data required for NA, using outsiders and/or insiders views Dudley-Evans and St. John (1998). For example, tests are used to elicit objective needs and interviews to subjective ones. Very roughly, lacks fit into present knowledge, necessities fit into required knowledge, and wants fit into subjective needs. We will come back to the instruments used to collect different sorts of information in NA. In order to put forward a balanced argument on NA and the steps taken to conduct NAs, we will adopt a framework by Brown (2009) and explain the stages of a comprehensive NA. This framework consists of three general stages with ten steps.

In fact, Brown presents his framework in a linear fashion, but I have tried to give it a cyclical shape. The logic behind this modification goes back to the time of NA and the interaction among its different stages. A needs analysis might be done before a course starts at the beginning of a course, be ongoing during the course or at the end of a course if it going to be repeated with a different group of learners (Nation and Macalister, 2010). It is especially at this point that NA tends to be circular, shaping and reshaping the future courses and adding to their efficacy.

A. Get ready to do NA

1. Define the purpose of the NA
2. Delimit the student population
3. Decide upon approach(es) and syllabus(es)
4. Recognize constraints
5. Select data collection procedures

B. Do the NA research

6. Collect data
7. Analyze data
8. Interpret results

C Use the NA results

9. Determine objectives
10. Evaluate the report on the NA project.

2.2 Key debates and controversies

What follows is a brief description and explanation of the ten steps in the process of doing NA(Brown,2009)

2.2.1 Defining the purpose of the NA

From the time of its inception, a few perspectives have been suggested as the purposes of doing NAs. Brown (2001) cites Stufflebeam et al. (1985) to identify four philosophies behind the aim of conducting NAs in education. They are:

1. Discrepancy philosophy – the distance between student’s future language requirements and what they are able to do with language now.
2. Democratic philosophy – the needs that are preferred by the majority of the stakeholders involved in the process of language instruction.
3. Analytic philosophy – given learner characteristics and the learning processes, needs are the next things to acquire.
4. Diagnostic philosophy – like drugs for a prescription, needs are the required elements of language performance; harmful if not developed. Of course, there are some other taxonomies in terms of different types of needs and accordingly purposes. For instance, Brindley (1984), Hutchinson and Waters (1987), Jordan (1997), and West (1994). But it should be borne in mind that there are always possibilities of discrepancies and conflicts between different kinds of needs,

especially between necessities identified by a teacher or sponsor and wants demanded learners or between learners' preferred strategies and styles and teachers' preferences for strategies. All the views need to be taken into consideration although there is no easy way to do so. In this regard, Jordan (1997) suggests a negotiated syllabus and McDonough (1984, cited in Jordan, 1997) proposes a goal-oriented needs analysis that enables teachers to be flexible and to tailor the course to the learners' needs. In addition, West (1994) suggests that learners and teacher(s) should negotiate the syllabus and methodology to involve wants perceived by the majority of the participants because wants are important and should be considered teaching. Long (2005) places the solution of this problem in the data collection stage as he believes that by triangulating sources and methods, we can validate the information obtained about needs.

2.2.3 Delimiting the student population

When it comes to the practice of NA, we should be careful to delimit the students of our study both in terms of scale and focus. Generally speaking, the scale deals with how broad the NA should be. It can range from very small-scale local NA to international programs. However, due to unique nature of the needs of particular groups of students, it needs to be local. So, NA has to be situation specific.

Regarding focus, NA can be done in any sectors of LSP and even in General English programs (Seedhouse, 1995). It can be done with having other languages apart from English as well.

2.3.4 Deciding upon approach(es) and syllabus(es)

Speaking about approaches and syllabuses, one can argue about the how and what the students need to learn in the course of a particular program of language instruction (Brown, 1995). Approaches can range from purely form-based procedures to completely communication-based ones. The content or the syllabus of the program can be everything from structural to functional to task-based and so on (Long and Crooks, 1992; White, 1988; Wilkins, 1976).

2.4 A review of previous research on the topic

Very few studies have investigated the challenges that ESP teachers encounter when they develop or give a course. Without a doubt, ESP involves a totally different language that even the native speakers of English have some difficulties with teaching it, because teaching English for IT or Business requires special knowledge. Even it happens when ESP teachers find it difficult to decide whether they teach English for instance, for Business or IT or they teach those subjects in English. In this part of our research, we intend to review the literature and previous research of researchers in this field that comes ad follows:

In 2020, the researcher Zainab Tariq Al Kaabi in Al-Esraa University of Bagdad worked on Academic Needs Analysis. The case study of her research was about Iraqi University ESP Students. In fact, the study discussed the history and development of ESP, the notion of needs analysis in ESP setting and some important components of ESP needs analysis. This review of trends in the teaching of English for specific purposes (ESP) presented recent developments in ESP among Iraqi postgraduate students. The study showed that most of the studies conducted in the Iraqi context have focused on the design of syllabus and on the problems faced by teachers and students in studying ESP courses. Possible research directions for all three social turns of ESP were also suggested in the study.

After finishing the above-mentioned study, the researcher concluded that in the field of ELT (English Language Teaching), English for Specific Purposes (ESP) is concerned with specific English language needs of the target learners and has been an innovative and distinct field since its inception in 1960s. This term refers to teaching a specific genre of English for students with specific goals. Over the years, it has gained more popularity. Based upon the discussion and analysis, it is perceived that ESP is goal oriented and focused English teaching and learning, designed for the specific learners according to their academic and professional needs. Many ESP writers assert that needs analysis in ESP setting is so vital for identifying specific needs of the learners as per their academic and professional areas. The needs analysis models, discussed and highlighted in this paper, diverge from each other. The practitioners/researchers in the field of English for Specific Purposes (ESP) should gain a solid knowledge on some fundamental aspects of ESP and ESP theoretical models of needs assessment. Accordingly, the paper has attempted to discuss and review the development, history and notions of ESP, the main instrument, 'needs analysis', some important components and some pragmatic models of ESP needs analysis. To some extent, the researchers or students can benefit from the current study as it is based upon the salient features of English for Specific Purposes.

In 2017, the researcher Berlinda Mandasari in Teknokrat Indonesia university studied the Implementing Role Play in English for Business Class. The study was aimed at describing the implementation of role play technique in English for Business class. The participants of the study were 52 students majoring informatics system at Universitas Teknokrat Indonesia who enrolled English for business I. Data were collected through observation and interview. Then, the data were analyzed by using descriptive analysis. The result of the study showed that the implementation of role play was done successfully. Students played their role well. They could use English based on its context. More exposure toward real situated activities is suggested to help students develop their English ability.

The methodology to be used in the research was descriptive qualitative design.

Participants of this study were 42 students of informatics system study program who enrolled

English for Business 1. They were the first semester students. English for business 1 is

English subject for non-English study program. This subject covers materials about learning English for business context. The materials were introduction, numbers, customer service, telephoning, and company profile. There were three topics that were taught by using role play techniques, they were telephoning, customer service and company profile. The objective of this course is students can conduct communication by using English in business context. The instruments used to collect the data were observation and interview. Observation is used to portrait the process of role play technique. Interview is used to find out advantages after implementing role play. For the above-mentioned study the implementation of role play technique in teaching English for business class had been conducted well. Students played the role well. There were three topics delivered through role play technique, they were telephoning, meeting guest and talking about company. The activities done in the study was based on the following table:(the following table discussed the teaching activities by using role play and In carrying out role play activities, there are some stages that students need to do and all of the staged can be discussed in full details and thanks to the review of literature

of this study we will not investigate all the details in here.)

No	Materials	Media	Activities
1	Telephoning	The lecturer provides a video about practicing telephoning. Then, the students are given time to develop their activities related to telephoning.	<ol style="list-style-type: none"> 1. Lecturer gives material about telephoning 2. Lecturer explains the learning objectives in telephoning. 3. Lecturer shows video in demonstrating telephoning 4. Lecturer gives a case to the students. 5. Students work in pair. One plays a role as customer service of a company, while another one is a client. 6. Students demonstrate how to receive a phone call in English and make an appointment by phone.
2	Meeting guest	The lecturer provides video demonstrating a customer service serves a client. Besides, students are also provided by textbook.	<ol style="list-style-type: none"> 1. Lecturer explains learning objectives in meeting guest material. 2. Lecturer explains the material about meeting guest. 3. Lecturer gives a case to the students. 4. Students work in pair. One play a role a customer service, another one plays a a client. 5. Students demonstrate how to meet a guest and warmly greet the guest.
3	Talking about company	The lecturer provides slide and video in the classroom. Then, she explains the materials about company profile and show the video of presenting company profile.	<ol style="list-style-type: none"> 1. Lecturer explains learning objectives in talking about company. 2. Lecturer explains the material about company profile 3. Lecturer gives a case to the students related to company profile. 4. Students prepare their company profile individually. They may choose what company that they will describe. 5. Students pretend themselves as a marketing manager of a company. 6. Students present their company profile in the following week.

(Table1 shows teaching activities using role play.)

The stages that we talked about included drafting, consulting, revising, rehearsing, role playing and evaluation. These stages were obtained from observation.

Finally the researcher concluded that implementing role play in English for Business class brings a real situation exposure to the students. Students play their role as a customer service officer, client, and marketing manager of a company well. Some advantages using role play are students have more language exposure, more confidence, more experience, more vocabulary and actively involved in learning process. Role play can be one of an alternative technique in developing speaking teaching materials. Besides, it can also be used as a reference in designing basic competences at any level of English for business.

2. 5 Gaps in the existing literature

In different part of the world, much research has been established in parallel to the current study, but due to the decades of war in Iraq the availability of new and updated research is vague. In this regard, the researcher should concentrate on previous research which were done in different countries and will frame them in order to apply here.

Section three : Methods

3. Methods

3.1 Research design

The important factor in every research is to understand the research methodology which assist us in order to run the study productively. In the current study, the research will be consisted of two parts, quantitative and qualitative. Based on the research questions, the three of them w qualitative, and only the one was quantitative. More, according to Johnson *et al.* (2007) the definition of mixed methods was stated as “mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purposes of breadth and depth of understanding and corroboration” (p. 123).

In mixed methods, the purposes for— depth and extent of understanding and validation—intending is to relate to the definition of mixed methods to a rationale for conducting it. This is critical issue in these methods. In more applicable definition to these methods, it is good to focus on following:

[Mixed methods research is defined] as research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using

both qualitative and quantitative approaches or methods in a single study or a program of inquiry.

(Tashakkori & Creswell, 2007b, p. 4)

In this research study the topic was ‘A comparative study of experienced and novice Iranian EFL teachers' perceptions of Task-based language teaching’ which was targeted to concentrated on teachers’ education and training in ELT. In the following, the chapter was focused on the methodology elements to elaborate them completely in order to understand the research study methodology.

3.2 Data (sources, sampling, etc.)

The study will be conducted among ESP instructors who will teach English for Business Administration at different universities in Iraq. This paper aims to facilitate developing “in students a relatively high level of competence in reading, and an intermediate level of competence in listening, speaking, writing, and translating so that students can communicate in English” in real life situation (Team, 1999, p. 01).

The participants of this study will be chosen on a random basis. A total of 30 ESP teachers will take part in this study. Presumably and seemingly, this survey will underscore a clearer view of the overall standard of ESP courses and reflect the learners’ real needs for future employment.

3.3 Instruments for data collection and analysis

The questionnaire which will be used in this study, contains six questions with 1-5 is based on the three responses of yes, no, partially. More, the question number six is the long answer question. (Liton, 2015)

3.4 Procedure

The methodology of this research will be maintained both quantitative and qualitative approaches. The mechanism of data collection for this study will be encompassed a one-page



written research questionnaire (See Appendix 1). The researcher will send questionnaire to 36 ESP teachers via social media. There will be multiple choice questions as well as question asking for short suggestions, offering the respondents a free rein. The pedagogical goal of the survey will be explained in the appendix and asked the participants to answer the questions. The questionnaire for this research will be requested for teachers' evaluations and suggestions about ESP learners' needs related learning for their future workplace. Importantly, this research type will be useful as "personal reflections are integral to the emerging analysis of a cultural group, because they provide the researcher with new vantage points and with opportunities to make the strange familiar and the familiar strange" (Marshall & Rossman, 2006, p. 100).

3.5 Data analysis

Data all will be extracted from the distributed questionnaires among the teachers and will be changed in two numbers. At the last, by using SPSS all the data will be tested and the statistics will be published in result section.

21

Section four : Expected outcomes and possible implications

4. Expected outcomes and possible implications

4.1 Theoretical implications

For the side of theories still Iraq educational system in ESP needs to be develop in order to improve itself. Teachers require to understand the needs of their learners in complete to observe whether they can meet them or not. In theories, the issue of needs analysis is an important issue in education, and day-by-day it should be concentrated to improve. However, in Iraq due to the decades of war, educators and teachers could not accomplished the journey of the study.

4.2 Practical implications

In practice, needs analysis should be applied. Henceforth, few of the lectures in ESP attention on this issue. Still, it will be needed to study and put in to action such issues in order to gain benefits.

English is the real global language and is important in education, relations and business. English has been widely used and spread as the globalization of business environment and it is considered a part of English for Specific purposes. Needs analysis is more fundamental in EBP as learners have different language proficiency and skills depending on the situation and context. Therefore, The learners' essential needs in Business English for listening and speaking skills are telephoning, socializing, giving presentations, taking part in meetings, negotiating and so on, and for the needs in reading and writing are corresponding and report writing.

A Tentative Timetable

For our current research, considering the review of previous literature and research that has been done before by the other researchers and considering that this title of research could be challenging and useful in Iraq, the following timeline is suggested and approximate for the current research. The duration in this table is approximate and can be increased or decreased based on the details of the research work while writing the chapters of the thesis.

Research Study Sections	Possible Duration (Month)
Introduction	1
The Related Literature of the Review	1
Methodology	½
Implementing the Study Experiment	2-3
Results	1
Discussion	2
Conclusion	½

Conclusion :

The study of this research concludes by highlighting the main requirements and difficulties Iraqi students, when they have been studying English. It is evident that so as to students to effectively improve their language abilities. They want more hands-on experience, contemporary teaching techniques, and a nurturing learning atmosphere. The results demonstrate that conventional teaching methods by themselves are not able to suit students' demands, particularly when it comes to the development of communication skills.

The study also indicates how crucial it is to incorporate technology, interactive exercises and student-centered teaching methods into English language instruction. Instructors are essential in inspiring students and modifying their teaching strategies to fit their interests and skill levels. At the end, meeting these demands can greatly improve students' English ability, which is crucial for future employment prospects and academic performance. It is advised that Iraqi educational establishments re-evaluate their pedagogical approaches and offer improved resources to assist educators and learners.

ختمت هذه الدراسة بتسليط الضوء على المتطلبات والصعوبات الرئيسية التي يواجهها الطلاب العراقيون عند دراسة اللغة الإنجليزية. ومن الواضح أنه لكي يتمكن الطلاب من تحسين مهاراتهم اللغوية بشكل فعال، فإنهم يحتاجون إلى مزيد من الخبرة العملية، وتقنيات التدريس الحديثة، وأجواء تعليمية مشجعة. وتُظهر النتائج أن أساليب التدريس التقليدية بحد ذاتها غير قادرة على تلبية متطلبات الطلاب، لا سيما فيما يتعلق بتنمية كما تسلط الدراسة الضوء على مدى أهمية دمج التكنولوجيا والتمارين التفاعلية وأساليب مهارات التواصل

التدريس التي تركز على الطالب في تعليم اللغة الإنجليزية. ويعد المعلمون عنصراً أساسياً في إلهام الطلاب وأخيراً، فإن تلبية هذه المتطلبات. وتعديل استراتيجياتهم التعليمية لتناسب مع اهتماماتهم ومستويات مهاراتهم يمكن أن تحسن بشكل كبير من مهارات الطلاب في اللغة الإنجليزية، وهو أمر بالغ الأهمية لكل من أفاقهم الوظيفية المستقبلية وأدائهم الأكاديمي. ويُنصح بأن تعيد المؤسسات التعليمية العراقية تقييم مناهجها التربوية. وتوفر موارد محسنة لمساعدة المعلمين والمتعلمين .

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Appendix



Figure 1. A framework for doing NA (adopted and adapted from Brown, 2009)



