THE SCOPE AND USE OF ESP IN FOREIGN AND TURKISH CONTEXT

Nazli GÜNDÜZ[*]

ABSTRACT

Before English was this widespread and used at international arena it was taught at schools as a foreign language without striving for any occupational or individual purposes. Today, it has become a phenomenon because of the different needs and expectations of individuals due to the globalization of the world, and globalization of education. A close-up study will reveal that mainly at universities and private courses instead of learning a foreign language with all its aspects, people rather prefer to learn it for academic, occupational or specific purposes. They aim to learn it with specially tailored and more functional methods through English for Specific Purposes (ESP). The purpose of this paper is to illustrate ESP teaching and learning through sample applications and uses throughout the world and in Turkey. In the study, next to the historical development of ESP, its definition and characteristics, its types, general English, differences between English for specific purposes and English for academic purposes, it also mentions about drawbacks and benefits experienced in teaching ESP. Both information about ESP teachers and students taking ESP courses, and a definition of the indispensable needs analysis study with its types is provided in detail. Its importance is highlighted by exemplifying why, when, where, to whom, how and with what resources it be implemented. Several international and national needs analysis studies are presented, commented on, evaluated and suggestions proposed on difficulties met by ESP teachers and books tailored specifically for ESP.

Key Words: ESP, General English, needs analysis

YABANCI VE YEREL ORTAMDA ÖZEL AMAÇLI İNGİLİZCENİN KAPSAMI VE KULLANIMI

ÖZ

İngilizce uluslararası arenada bu kadar yaygın kullanılmadan önce okullarda herhangi bir mesleki ve eğitimsel amaç güdülmeksizin bir yabancı dil olarak öğretiliyordu. Günümüzde ise dünyanın ve de eğitimin globalleşmesinden dolayı bireylerin farklı ihtiyaç ve beklentileri doğrultusunda çok talep gören bir olgu haline gelmiştir ve dünyada en etkili yabancı dil olarak kabul görmektedir. Yabancı dil öğreniminin nedenlerine bakıldığında üniversiteler ve özel dil kurslarında insanların artık bir yabancı dili tüm yönleriyle öğrenmek yerine akademik, sektörel ve profesyonel anlamda öğrenmeye çalıştıkları görülmektedir. Bunu da daha işlevsel yöntemler vasıtasıyla şahıs ve özel amaçlarına daha çok hizmet verecek şekilde özel amaçlı İngilizce olarak öğrenmeye çalıştıkları görülmektedir. Bu makalenin amacı özel amaçlı İngilizce öğretimi ve öğreniminin genel durumunu ve uygulama alanlarını dünya çapında ve Türkiye'de birkaç uygulama alanıyla örneklemektir. Makalede öncelikle özel amaçlı İngilizce öğretiminin tarihsel yapısı, tanımı, özellikleri, türleri, genel İngilizce, özel amaçlı İngilizce ve akademik amaçlı İngilizce öğretimi arasındaki genel farklar ve karşılaşılan güçlükler ve faydalardan bahsedilmiştir. Daha sonra, bu dersi okutan öğretmen ve bu dersi alan öğrenci hakkında bilgi verilerek özel amaçlı İngilizce öğretimi için uygulanması olmazsa olmaz olan ihtiyaç analizi çalışmasının tanımı çeşitleri ile birlikte yapılmıştır. Önemi vurgulanarak kimlere, niçin, ne zaman, nasıl, hangi durumlarda, hangi şartlarda ve hangi kaynaklar kullanılarak yapılması gerektiği örnek uluslararası ve ulusal ihtiyaç analizi çalışmaları ile kapsamlı bir şekilde ortaya konmuştur. Bunların yanı sıra, çalışma özel amaçlı İngilizce öğreten öğretmenlerin karşılaştıkları sorunlardan da bahsederek özel olarak tasarlanmış ve yayımlanmış destekleyici kitaplara değinmiştir.

Anahtar Kelimeler: Özel amaçlı İngilizce, Akademik İngilizce, ihtiyaç çözümlemesi

INTRODUCTION

The importance of English as an international language continues to increase as more and more people want, are required or urged to learn English because of globalization in recent decades. The growth of international business and increased occupational mobility has resulted in a need for knowledge of English beyond Basic English which was a sufficient common medium of communication. However, processing specific, scientific or technical text or communication is complicated and hard for these people who did not acquire specific vocabulary related to the field of their occupation.

Additionally, in recent years English as a medium of instruction and communication among lecturers, students, and teaching facilities has increased throughout the world. In the latter part of the twentieth century the USA and Britain have taken a leading role in many academic fields of research, and academic publishing in English outnumbered publishing in other

languages. Therefore, English became a commonly learned modern language in academic life. That is, English has become a '*lingua franca*' for different language backgrounds and specific academic subjects, whereas in the Middle Ages Latin had this role and served as the lingua franca of such academic community in Europe (Swales, 1990).

Demands and requirements have resulted in the expansion of one particular aspect of English Language Teaching (ELT); that is, the teaching of English for Specific Purposes (ESP). The demand for ESP comes from learners who have accomplished Basic English. Some of the ESP learners are the ones who have already completed a general course or passed a proficiency exam in English and wish to pursue learning English for particular reasons in connection with their studies or their job. Others are university students who have difficulty in understanding lectures, or find it hard to participate in seminars. Individuals working in business or commerce also need to learn specific English to read reports and conduct business transactions.

ESP has its basis in the purposes of the specific group of learners and the set of communicative needs arising from those purposes. These needs act as a guide to the design of the programs and the selection of course materials. The kind of English to be taught and the topics and themes through which it is taught is based on the interests and requirements of the learners. Students studying any subject or discipline through the medium of English have to learn to understand and eventually speak and write English discourse.

In Turkey, a non-native country of English, in most of the private universities, as well as in some state universities medium of instruction is in English. Students attending these universities have to be taught appropriate study and academic English skills to enable them listen to lectures and write assignments and sit exams in English. Moreover, they need to be taught specific English skills related to their field of study to enable them perform successfully in English in their disciplines.

This paper will focus on the need for English for Specific Purposes (ESP). The first section presents a short historical background of ESP and its characteristics followed by a definition of needs analysis, types of needs and needs analysis studies and ESP applications.

BACKGROUND OF ENGLISH FOR SPECIFIC PURPOSES

The end of the Second World War in 1945 showed the approach of an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. This expansion created a world unified and dominated technology and commerce, which in their constant progress generated a demand for an international language. For various reasons, especially the economic power of the United States in the post-war world, this role fell to English.

The effect was to create a whole mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce. The reasons for learning English were not defined well and only a few people had questioned why it was necessary. Knowledge of a foreign language had been regarded as a sign of well-education. Since English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language. Businessmen and women who wanted to sell their products, mechanics who had to read instruction manuals, doctors who need to keep up with developments in their field and a whole range of students whose course study included textbooks and journals only available in English. All these people knew why they needed to learn appropriate English for their specific field. (Hutchinson and Waters, 1987; Day and Krzanovski, 2011; Williams, 2014)

This development was accelerated by the Oil Crisis in the early 1970s, which resulted in a massive flow of funds and Western expertise into the oil-rich countries. English suddenly became big business and consequently commercial pressures began to exert an influence. Time and money constraints created a need for cost-effective courses with clearly defined goals. The significant effect of this development was to exert pressure on the language teaching profession to deliver the required goods. English had previously decided its own destiny, it now became subject to the wishes, needs and demands of people other than language teachers.

As the demand was growing for English courses for tailored specific needs, new ideas began to emerge in the study of language. Traditionally the aim of linguistics had been to describe the rules of English usage, that is, the grammar. However, the new studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is used in real communication (Widdowson, 1978; Williams, 2014). One finding of this research was that the language we speak and write varies considerably in a number of different ways, from one context to another. In English language teaching, this gave rise to the view that there are some differences between the English of commerce and that of engineering. These ideas married up naturally with the development of English courses for specific groups of learners.

It was the late 1960s and early1970s which saw the greatest expansion of research into the nature of particular varieties of English. Some included descriptions of written scientific and technical English by Ewer and Latorre (1969), Swales (1988), Selinker and Trimble (1976) and others. Most of the work at this time was in the area of English for Science and Technology (EST) and for a period of time ESP and EST were regarded as almost synonymous. But there were studies in other fields, too, such as the analysis of doctor-patient communication. In short, the view gained ground that the English

needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study.

Developments in educational psychology also contributed to the rise of ESP, by emphasizing the central importance of the learners and their attitudes towards learning English (Rodgers, 1969). Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. This led to the development of courses in which relevance to the learners' needs and interests was paramount. For instance, significant numbers of international undergraduate medical students in English-medium universities find aspects of clinical communication skills challenging. Recently, Wette and Hawken (2016) made a research to investigate the effectiveness of a course in English for medical purposes to assist students to develop knowledge and skill in this area. Results indicated that students made progress in their knowledge and ability to ask questions and respond appropriate for medicine. The main step of achieving this was to take texts from the learners' specialist area-texts about medicine for medicine students. The assumption underlying this approach was that relevance of the English course to their needs would improve the learners' motivation and thereby contribute better and faster learning.

In sum, the growth of English for specific purposes emerged through three important factors: the expansion of demand for English to suit particular needs, developments in the fields of linguistics and educational psychology. All of these factors seemed to point towards the need for increased specialization in language learning.

ENGLISH FOR SPECIFIC PURPOSES (ESP)

In the recent decade Day and Krzanowski (2011:5) highlight the essence of ESP in their book 'Teaching English for Specific Purposes: An Introduction' once more as seen in the successive lines:

ESP (English for Specific Purposes) involves teaching and learning the specific skills and language needed by particular learners for a particular purpose. The P in ESP is always a professional purpose – a set of skills that learners currently need in their work or will need in their professional careers. ...ESP contrasts with General English, which is aimed at a very wide range of learners. It also contrasts with Business English, although there is considerable overlap between the two branches. A lawyer and a marketing executive might both benefit from attending the same Business English course, focusing on the generic skills they both need at work (such as writing an email or participating in a meeting), but they might get more from attending an ESP course in legal or marketing English respectively as this will focus more precisely on their needs.

Since the demand for English was growing, courses were tailored to specific needs: "if language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basis of the learners' course" (Hutchinson and Waters, 1987, p. 7). ESP courses are defined as the ones in which language learning is based on learner needs and therefore learners have to be placed in the very center of the language teaching and learning process (Strevens,1977; Richterich and Chancerel, 1980; Hutchinson and Waters, 1987). Hence, its aims and content are determined, principally, not by the criteria of general education, but by the functional and practical English language requirements of the learner (Strevens, 1988). Some examples for ESP are English courses for secretaries, nurses, businessmen/women, air traffic controllers, and doctors, which will be shown with sample contexts. Hutchinson and Waters (1987:9) ask the following question which is the basis of all ESP: "Why does this learner need to learn a foreign language?" English for Specific Purposes implies a specific aim which determines the precise area of language required, skills needed and the range of functions to which language is to be put. The term 'specific' in English for Specific Purposes is firmly placed upon the purpose of the learner for learning the language, not on the language s/he is learning. For example, a doctor learning English might be required to talk to patients to interview and understand them, give instructions to nurses, converse with colleagues about particular cases, write up case studies, read highly medical descriptions and treatments in manuals published by firms and organizations marketing pharmaceutical products. Course materials for such specific requirements should have to be organized to relate the appropriate language skills together in an ordered and situationally relevant manner in units of teaching material.

In the 80s ESP was divided into two main branches: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). However, later Jordan (1997) defined ESP as a branch of EAP divided into two- English for Specific Academic Purposes (ESAP) and English for General Academic Purposes (EGAP). EOP is taught in a situation in which learners need to use English as part of their work or profession. EOP students are, for example, medical students or doctors who need English to talk or respond to patients, nurses, and other staff, and to read medical articles. There are some differences in such courses depending on whether the learners are learning English before, during or after the time they are being trained in their job or profession. The content of the ESP program for the students of the medicine is different from the program for the doctors who need to operate in English. Therefore, ESAP is most suitable for medical students and ESP for doctors. EAP is taught generally within educational institutions to all students needing English to pursue their studies in English.

In the past the types of ESP were expressed as in the following diagram which shows that there is a division between EOP and EAP. For example, a trainee secretary has more in common with an undergraduate than a businessman (though both may be in the same Commercial English class), and the undergraduate may, in return, have more common with the trainee secretary than with a postgraduate research fellow who wants to learn English to give a paper on his/her findings to an international congress (Kennedy and Bolitho, 1984). The initial student needs to express in English the knowledge he already has, the latter student needs English in order to gain access to knowledge.
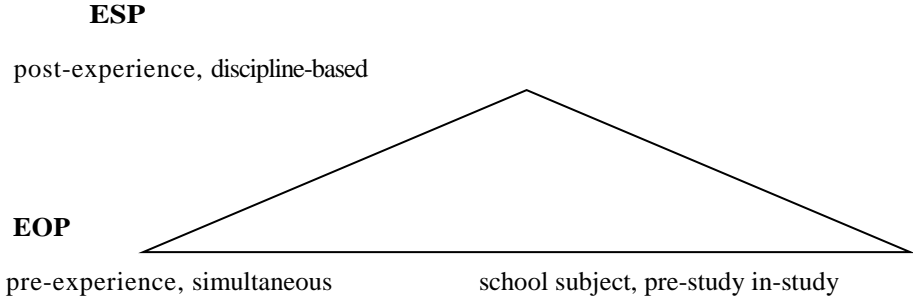
ESP

post-experience, discipline-based

EOP

pre-experience, simultaneous   school subject, pre-study in-study

Diagram 1. (Strevens, 1977)

The Characteristics of ESP

ESP, as a theoretical concept, has attracted a good deal of research. However, there has been an anomaly between British and American research studies on the subject. The British studies (those of Allen, Widdowson, and others) assume the setting for ESP as a second language situation, whereas the American studies have drawn data largely from native or first language settings as evidenced in the works of Selinker and Trimble, and others. Allen and Widdowson (1974:2) state:

> *...a need has arisen to specify the aims of English learning more precisely as the language has increasingly been required to take on an auxiliary role at the tertiary level of education. English teaching has been called upon to provide students with the basic ability to use the language to receive and (to a lesser degree) to convey information associated with specialist studies. This is particularly so in the developing countries where essential textbook material is not available in the vernacular languages. Thus, whereas one talked previously in general terms of ELT (English language teaching), we now have such acronymic variants as ESP (English for Special Purposes) and EST (English for Science and Technology).*

English for specific purposes contrasts with '*General English*', but the nature of ESP rests rather on the ends which the English is put and the needs of the learner who experiences those needs. It always requires the appropriate selection of language content, including not solely lexical and grammatical items but also rhetorical and communicative capabilities, and it sometimes requires restriction of the language skills to be learned. For example, within the field of tourism the learners need to learn the ability of speaking English, whereas in the field of hotel management they need to learn the ability of both writing and speaking.

Bhatia (1986) claims that there is no difference between ESP and general English in theory, but there is a great deal in practice. The development of the concept of English for specific purposes can be justified in terms of two facts:

- the limitations of the sentence-oriented grammars used in language learning and teaching,
- a professional commitment to relating the teaching of English as a second language to the academic needs of the students.

The students' needs vary with the subjects: specific courses for students in commerce, engineering, medicine, science, social sciences, and so on. Such courses require collaborative efforts between the language teacher and the subject teacher. The order of work includes an analysis of the nature of language use both in the subject textbooks and in the performance required of the students. The language use both in the subject textbooks and in the expected performance of the students is different from what is covered in a course in Basic English.

Although the general English course helps in the achievement of basic proficiency in the English language, it is more economical in both time and resources to relate the teaching to specific needs. The general English course is intended to cover what Allen and Widdowson (1974) call an *elementary syllabus* as distinct from the concern of English for specific purposes with an *intermediate and advanced syllabus* (Bhatia, 1986). It is believed that proficiency in ESP should be preceded by a proficiency in Basic English. The learner's understanding and control of the language system moves from a narrow and simplified system to a broad and specified one.

The methodologies of ESP conform to the same model of the language learning/teaching process as any other form of language teaching. The basic teaching objectives are the following:

- Shaping the input
- Encouraging the learner's intention to learn

- Managing the learning strategies
- Promoting practice and use

In ESP courses English which is not part of the English of her/his special purpose(s) is not needed to be presented to the learner. However, English that is part of her/his special purpose(s) needs to be provided in profusion. Since there are a great many kinds of ESP, methods and materials in use for a particular kind of ESP must be appropriate to that kind. In other words, methods, techniques and materials should be selected accordingly.

The ESP Teacher

It is a fact that an ESP teacher possesses specialist knowledge of the target language which the learner is interested in acquiring, and he/she may be fortunate enough to possess some familiarity with the subject matter relevant to the learner's area of study or occupation. Sometimes the ESP teacher does not conform the image of a knower as he/she does not have enough knowledge like a specialist. This depends on whether language instruction precedes or runs parallel to academic study that the learner possesses far more knowledge in his/her own specialist field than the teacher does. In such a situation, as a language instructor, the teacher feels insecure since he/she lacks the academic standing of the subject specialist and the learners will sense these emotions (Early, 1981).

The ESP teacher leads an uneasy existence in a curriculum unit which exists on the margin of the academic world. It is not a situation which is conducive to a strong sense of professional identity. Peter Strevens (1980:7) states:

Certain recent pedagogical developments have had the effect of placing upon teachers new responsibilities which they did not previously bear…in particular, the analysis of learners' needs, the design (or at least the adaptation or modification) of syllabuses, the writing of teaching materials, even the development of tests, now often fall upon the teachers with little experience- who may be 'instructors' in the sense outlined earlier.

Most of the ESP teachers have adapted their teaching of ESP from general ELT teaching. It is put that every good teacher of English is potentially a good teacher of ESP, but he/she needs special help and training before the course. The teacher who is new to ESP needs advice, help and support from the subject teachers or those who already have the necessary experience, so they usually work together collaboratively with the subject specialists especially when there is a gap between the learner's knowledge of the special subject and the teacher's ignorance of it. It is a fact that becoming

an effective ESP teacher requires more experience, additional training, extra effort and a fresh commitment compared with being a teacher of ELT (Stevens, 1988).

The ESP teacher needs to follow the developments in linguistics and learning theory. He/she aims to keep up with current views on the place of the learner in the educational system, and has to confront the new technologies offered as aids to improved pedagogy. What distinguishes the ESP teacher from the others, however, is the additional, crucial need to understand, and be willing to accommodate, the requirements of other professionals, in academic or occupational spheres (McDonough, 1984).

Day and Krzanowski (2011: 9) designed a checklist with 10 vital questions that an ESP teacher may need to ask prior preparing and delivering a course designed according to the preferences of the learners. The following are some of those questions:

- Am I expected to deliver a tailor-made (custom-made) ESP course or can I adapt or modify an existing course (e.g. published ESP coursebooks such as Good Practice or Cambridge English for Engineering)?

- Are my ESP learners 'homogenous' in their skills or are they a mixed ability group? Does any member have a 'spiky profile' (i.e. different levels of ability and performance in speaking, writing, reading, and listening)? Are the learners self-aware enough to inform me of this in the needs analysis questionnaire?

- To what extent am I familiar with the specific subject matter (e.g. law, nursing, marketing)? Will the learners provide me with some specialist materials from their work that I can use in classroom materials?

The ESP Learner

The two dimensions of ESP are for study, and for an occupation: learners for whom ESP is appropriate are either engaged in studying a particular subject in English, or are following a particular occupation for which they need English, or both. But there is a distinction between the ones who already know the subject in their own language or who are already employed in their occupation but use only their vernacular language, and the ones whose learning of English is part of, or parallel with their academic studies or part of their occupational training. This shows that the distinction is between English which is instructional and English which is operational.

The difference has an important role in the preparation of ESP teaching materials. It is obvious that providing instructional ESP materials - about the communication by a ship's radio to a helicopter's messages concerning

search and rescue activities is appropriate when the learner is a trainee ship officer. But the same instructional materials may appear quite different, or even too elementary, to a learner who is already a captain. Such experienced learners require operational materials where knowledge, concepts, instruction and training are taken for granted, and where it is the ability to function in English. The learner attends an ESP course with at least three kinds of expectations:

- cultural/educational
- personal and individual
- occupational/vocational

There is a big difference between ESP as part of study or occupational training, where the learner is geared to being in the process of obtaining her/his education, and ESP for those who are already subject specialists or are experienced in a particular job. Such students, often returning to the task of learning after a break of some years, tend to have a low opinion of their chances of learning English. The third kind of expectation is the one most commonly expressed in advance, when a needs analysis is carried out. The learner usually has at least a rough idea of what he wishes to be able to do in English. Young students who are learning English at the same time with their academic or occupational training have least difficulty in ESP. They are more dynamic and more successful than the others. The students who may have to become a student of language unwillingly have the most difficult conditions. In such a case the teacher's approach has an important role to play to motivate the students. However, since many ESP learners are adults, they have their own definite ideas on why they are learning English, and accordingly, there is likely to be more agreement on needs between teacher and student at adult level as the purposes are more clearly defined.

learner-centered approach

The learning-centered approach presented by Hutchinson and Waters (1987) means that learning is a process of negotiation between individuals and society, which is regarded more different than the teacher-centered approach. However, they consider the former one as a myth because they think that the whole learning process cannot be determined by the learner. On the contrary, Nunan (1988) favors a learner-centered approach because it is not 'decision binding' and claims that it is impossible to teach learners everything they need to know in class. He suggests class time should be used effectively and learners should be taught the language items they require most, which will increase motivation and therefore learning.

NEEDS ANALYSIS

Needs Analysis (also called needs assessment) is the sum of the processes in collecting information about the learners' current and future language needs, in order to develop a curriculum which will meet the specific needs of students in a particular group (Brown, 1995; Brindley, 1989; Berwick 1989; Sylvia, 2010; Williams, 2014). Teachers' views of needs in a research project conducted with 100 ELT teachers are summarizes as "needs are seen as a gap between present language performance in a specific area and language performance required in a particular communication situation. Needs analysis provides distinction between the target needs and learning needs of learners" (Brindley 1989:61).

Broadly, needs analysis is a set of procedures for specifying the parameters of a course of study and setting up the goals and objectives for a specific language program (Nunan, 1988; Richterich and Chancerel, 1980). Undoubtedly, needs analysis practice has evolved and improved over time. In 2014 Ellen, Serafini, Julie, Lake, and Long conducted a survey study to unearth and evaluate design, methods and procedures reported in needs analyses conducted for specialized English learner populations in varying contexts over the last thirty years (1984–2014). Based on the latest needs analyses and the findings of their survey, in their study they suggested a set of practical recommendations that are intended to be adaptable for local contexts and useful to language program administrators, curriculum designers and teachers responsible for the design of ESP courses and programs.

To sum, needs analysis is a type of research which tries to identify the gaps between what is desired and is actually done in a particular institution. Through the identification of the gaps, the needs of that particular institution can be determined thoroughly.

Types of Needs

Needs are divided into three categories: target needs, subjective needs and objective needs, which will be explained successively.

target needs

Target needs include the concepts such as necessities, lacks, and wants of students (Hutchinson and Waters, 1987). What the learner has to know in order to function effectively in the language classes are considered as the necessities. Lacks represent the gap between the target proficiency and the present proficiency of the students (Brown, 1995). Learners may be aware of their lacks, but it is possible that their awareness of their own needs may conflict with the views of teachers, ESP/ EAP curriculum planners, and institution administrators (Hutchinson and Waters, 1987). Though, students' wants still represent a very important part of needs analysis.

subjective needs

Subjective needs are partially reflecting target needs and usually are related to personal or other factors that might have an impact in the program (Brindley, 1989)

objective needs

Objective needs or in other words learning needs are the activities the learner does in order to learn a language; the abilities and strategies he follows in order to acquire a language to function effectively in the target situation. (Brindley, 1989; Hutchinson and Waters, 1987). Objective needs are those needs that are determined on the basis of clear-cut, observable data gathered about the situation, the learner, the language that students must eventually acquire their present proficiency and skill level. In order to identify the objective needs of learners the combination of questions presented below can be asked by the analysts or course designers, because a detailed analysis of the learners' needs can supply comprehensive information about the aims, purposes, roles and functions for which English is required in their circumstances. To analyze these needs some checklists can be used as in the examples below:

a target situation analysis framework

why is the language needed?
- for study;
- for work;
- for training
- for a combination of these;
- for some other purpose, e.g. status, examination, promotion.

how will the language be used?
- medium: speaking, writing, reading etc.;
- channel: e.g. telephone, face to face;
- types of text or discourse: e.g. academic texts, lectures, informal conversations,

technical manuals, catalogues;
- subjects: e.g. medicine, biology, architecture, shipping, commerce, engineering;
- level; e.g. technician, craftsman, postgraduate, secondary school.

Who will the learner use the language with?
- native speakers or non-native;
- level of knowledge of receiver: e.g. expert, layman, student;
- relationship: e.g. colleague, teacher, customer, superior, subordinate.

where will the language be used?

- physical setting: e.g. office, lecture theatre, hotel, workshop, library;
- human context: e.g. in own country, abroad.

when will the language be used?

- concurrently with the ESP course or subsequently;
- frequently, seldom, in small amounts, in large chunks.

(Richards, 1990; Munby, 1978; Richterich and Chancerel, 1980; Hutchinson and Waters, 1987; Jordan, 1997).

As it can be seen in the example above, analysis of target needs is concerned with language use. The ESP process is concerned with learning, not with knowing and doing. Therefore, it is not useful to base a course design on the target objectives, it is necessary to have the analysis of learner needs, too.

a framework for analyzing learning needs

why are the learners taking the course?

- compulsory or optional;

- apparent need or not;

- are status, money, promotion involved?

- what do learners think they will achieve?

- what is their attitude towards the ESP course? Do they want to improve their English

- or do they represent the time they have to spend on it?

how do the learners learn?

- what is their learning background?

- what is their concept of teaching and learning?

- what methodology appeal to them?

- what sort of techniques are likely to bore / alienate them?

what resources are available?

- number and professional competence of teachers;

- attitude of teachers to ESP;

- teachers' knowledge of and attitude to the subject content;

- aids;

- opportunities for out-of-class activities.

who are the learners?

- age/sex/ nationality;

- what do they know already about English?

- what subject knowledge do they have?

- what are their interests?

- what is their socio-cultural background?

- what teaching styles are they used to?

- what is their attitude to English or to the cultures of the English-speaking world?

where will the ESP course take place?

- are the surroundings pleasant, dull, noisy, cold, etc.?

when will the ESP course take place?

- time of day;

- every day I once a week;

- full-time / part-time;

- concurrent with need or pre-need.

(Adopted from Hutchinson and Waters, 1987:59-63).

The target situation analysis has a direct influence on the development of syllabus, materials methodology and tests. However, the data of needs analysis should be used to design an effective ESP course as well as the factors concerned with learning, such as the learner-centered approach which is based on recognition of the complexity of the learning process.

Nowadays, bookstores contain countless textbooks for the teaching of English as a foreign (TEFL), second language (ESL), as well as English for Specific Purposes (ESP) textbooks. Therefore, EFL experts conduct textbook evaluations to inform professionals in the ELT field about their strengths and weaknesses, and to offer ways for improvement.

Needs Analysis Studies

Throughout nearly four decades there have been a number of research studies looking at students' needs and wants, and teachers' perceptions of their students' needs and wants. There are various methods that the analyst can begin with to analyze the needs of a given population and therefore different researchers employ different methods to analyze students' needs.

In a study at the Reading University in UK, Seymour (1999) made a survey among students, teachers and academic tutors to find out students' English needs. First, he asked students coming from various countries to study at Reading University their needs in English in an in-sessional English program. Then, he asked English teachers and academic tutors their perceptions of their students' needs in English. English instructors reported their students needed to learn academic study skills, including reading academic books and journal articles. Next to better listening skills to listen to lectures, they needed skills for note-taking, for writing academic essays and reports, participating in seminars, and other vital course components like culture and communication. Academic tutors responded that their students needed thinking in English, analyzing, logical reasoning evaluating evidence and data, appraising and judging perceptively, thinking critically, arguing, synthesizing, seeing new relationships, speculating creatively, transferring skills to new contexts, and problem solving. On the other hand, students' wants were social English and general discussion, academically acceptable writing, faster reading, more pronunciation practice, more vocabulary more grammar. However, they had less demands for academic seminar discussion skills and listening to lectures. As a result, the study revealed that the students' responses were different from what teachers thought their students needed. Whereas teachers thought students required academic skills, most new students at the university preferred more general conversation skills.

Baştürkmen (1998) carried out a formal needs analysis study in the English Language Unit (ELU) at the College of Petroleum and Engineering of Kuwait University where the medium of instruction is English. She wanted to find out whether the present curriculum of the College needed major reorientation and a newly defined role. The study also aimed to analyze the students' language requirements in target academic situations in relation to their present situation. To collect data, Baştürkmen used exploratory interviews, class observations, structured questionnaires, and examined student materials and samples. The results of the data analysis showed that reading and listening skills had to be given more priority in the curriculum of the ELU of the College, whereas the current emphasis on the development of writing skills should be reconsidered. Further, the results indicated that students' English language proficiency fell below faculty expectations and that students were unaware of the level of proficiency expected from them.

Johnson and Lyddon (2016) have questioned whether to include voice in an ESP program in Japanese tertiary contexts and conducted a pilot project at teaching grammatical voice to computer science students in a Japanese university setting. The results confirmed the difficulty of teaching the various facets of voice to learners with low English proficiency, yet some significant gains were also made. Needs analysis data showed that coordinated instruction in the metaphorical underpinnings of different aspects of grammatical voice may better inform the teaching of voice in the English for Computer Science writing syllabus.

Various needs analysis studies have been conducted since two decades in Turkey too. Three of them are briefly presented below as following:

A needs analysis study was conducted at the Veterinary Medicine Faculty of Selçuk University in Konya to find out the English language needs of the Veterinary Medicine students. Since English courses in the Veterinary Medicine Faculty were taught through the grammar-translation method, students' specific language needs were not taken into consideration. Moreover, Elkılıç (1994) stated language teachers were unaware of the students' special needs. Elkılıç (1994) collected his data through three types of structured questionnaires, each of which he gave out to three groups of informants. The results of the data analysis showed that reading was the most important skill that the students of veterinary medicine had to develop in order to better read and understand scholarly journals and magazines.

Another needs analysis study conducted in 1999 at Selçuk University was by Gündüz (1999) aiming to investigate the English Language needs of students at the English Language and Literature Department where the medium of instruction is English. Data were collected through interviews and questionnaires with three groups of informants: department heads and administrators, lecturers and instructors, and students. The results of the analysis revealed that students enrolling the department had different levels of English and were lacking basic vocabulary knowledge related to the department. Consequently, next to being trained to reach a similar level of English with their classmates, students lacking appropriate background knowledge of English for the department needed to be trained in a specific preparatory program to be able to pursue their studies at the English Language and Literature Department. In the light of the findings the researcher presented guidelines for an appropriate preparatory program for the English Language and Literature Department at Selçuk University.

In 2009 Savaş carried out a needs analysis research at Kocaeli University, in Faculty of Education, Turkey. It is sated that 60 4th grade students and 40 teachers in the Department of Foreign Languages contributed to the research and responded to a questionnaire designed for both students and faculty lecturers in order to explore student and faculty experiences and expectations regarding ESP teaching and learning. The study declares that the

questionnaire examined student and lecturer familiarity with the problems of ESP teaching and their views on possible solutions and benefits. The results of the study validated the researcher's hypothesis and research questions about the source of the problem. As a result of the research Savaş (2009:5) claims "both prospective EFL/ESP teachers and lecturers agree that an ESP teacher needs to have a prior content knowledge, functional academic literacy in content-specific language and knowledge of methodologies suitable to ESP teaching".

Some Applied ESP Courses and Tailored ESP Books

Studies show that an English teacher who is going to teach ESP needs special training, knowledge of methodology, and accordingly use a special coursebook tailored for the needs of the learners in the ESP course(s). The lines below show some sample ESP courses in Turkish context with materials, needs and reflections of arising problems and objectives.

The following data is adopted from an ESP course at Faculty of Medicine, Gazi University. The class consists of a group of 80 first year medical students who are in their late teens and early twenties. They stated their need for English for their future career and for the special proficiency examination (called TUS in Turkish) mandatory to sit and pass in order to specialize in medicine in Turkey. Students are timetabled for 2 times 50 minutes 'service English' per week.

The materials are a coursebook called *English in Medicine* by Eric H. Glendinning and Howard (2007) and a supplementary CD. The main aim of this coursebook is to develop speaking and listening skills reference materials and journal articles are used for reading skills. Some written practice is also provided in writing referral letters and completing a range of medical documents. Although the syllabus of the book has these objectives, there is more focus on medical terminology and occupational knowledge which is more appropriate to the ESP course. Consequently, the students become familiar with the vocabulary they are going to use in their future careers. The teacher requires specialist knowledge as well as an interest in language needs of the medical professions and a grasp of communicative and post-communicative teaching techniques in order to become successful in teaching English at this Faculty. As it is emphasized by the authors, this book aims to help the students communicate in English with patients, with medical colleagues, and with paramedical staff. It is stated that this book is useful in the clinical phase of the students, but it is applied to the first year students. Although the coursebook is tailored for the needs of the medical students still some problems occur**:**

- too many students in the classroom for an ESP class;

- some students realize they need and will need English in their careers, but have some resistance to the fact;

- English is regarded as less serious than their main subject, medicine;

- students have varying levels of school English although they have background knowledge in English and have passed the proficiency exam in the preparatory school;

- some students do not want to talk in English during the lesson although they are often encouraged.

Another sample lesson is for the students of economics and administrative sciences at Gazi University. The students are a group of thirty economics students. They are timetabled for 3 times 50 minutes of service English per week. Their needs are summed as:

- students need English for their future career;

- vocabulary related to the field of business

Their coursebook *Academic Reading in Focus* is compiled by their instructor Oğuz (1997). Some summarized problems are stated as:

- many students who perform satisfactorily at simple sentence level show lack of competence in free writing, at paragraph level; students who have high degree of understanding in reading also suffer from the same problem.

One recent ESP book in the market is *The Handbook of English for Specific Purposes* (Paltridge and Starfield, 2013) which claims to be designed after a detailed survey and research in ESP and the authors describe ESP studies in a "straightforward and pragmatic" way referring to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain.

All in all, as long as the content and aims of the courses are oriented to the specific needs of the learners; the ESP tailored books focus on the language, skills, and genres appropriate to the specific activities the learners need to carry out in English in their specific disciplines and occupations; and if the teachers are trained in teaching ESP, the courses will meet the needs and wants of the students for a great extent.

CONCLUSION

English has become increasingly dominant as a world language and therefore a lingua franca in higher education throughout the world, as well as in Turkey. This means that students whose mother tongue is not English often have to develop a high level of competence in English to pursue their studies at universities with medium of English, as well as with medium of Turkish.

ESP contrasts with General English, which is aimed at a very wide range of learners. However, it contrasts with Business English, although there is considerable overlap between the two branches. A lawyer and a marketing executive might both benefit from attending the same Business English course, focusing on the generic skills they both need at work (such as writing an email or participating in a meeting), but they might benefit more from attending an ESP course in legal or marketing English respectively as this will focus more precisely on their needs. (Isani, 2013) Lin, Wu and Huang (2014:1) claim that in Taiwan English for Specific Purposes (ESP) has become a core study subject, and therefore cultivates competence within the hospitality training program.

Needs Analysis studies revealed that some of the problems for native as well as overseas students studying at a college or university in a second/foreign language context is the sheer volume of reading listening, speaking and writing skills required of them in their subjects. As a result, different fields of study require different language skills and therefore, besides EAP courses students also need to take ESP courses which are designed according to their specific needs in their major fields of study.

In the design and planning of ESP courses the first major step is to identify the needs of the specific group of learners and the educational and curriculum setting into which teaching English must fit. Teachers cannot decide what they are going to teach unless they know to whom and why teaching is required. Such information is necessary as a background to the more directly linguistic considerations affecting the course content (Mackay and Mountford, 1978; Jordan, 1997).

As aforementioned, ESP requires extra training next to teaching Basic English, and learning specific terminology related to various subjects causes difficulties for English teachers. That is, it requires extra work next to the heavy loaded program of the English teachers. Further, there has been a growing demand that teachers should not limit their effort to teaching English language skills only, but that they also should attempt to develop the study skills that many colleges and universities expect from them.

Although program evaluation of ESP has not yet been carried out intensively, recent studies emphasize the importance of need analysis and language use in ESP. Needs Analysis studies have made clear that for students

studying either in a second language context or foreign language context just like at Turkish universities with English medium courses problems not only arise in all four language skills but also in their own field of study. Different fields require different language skills. That is, besides taking EAP courses university students also need to take ESP courses which are designed specifically to meet the requirement of their field of study. Finally, as El-Sakran (2012) unearths ESP has become a prominent area of EFL teaching and this development is reflected in a great number of ESP textbooks in use all over the globe all tailored for the needs of specific fields and professions.

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