

NEEDS ANALYSIS OF INSTRUCTIONAL MATERIALS FOR ENGLISH SPEAKING SKILLS FOR NURSING STUDENTS AT STIKES TORAJA

Nehru P. Pongsapan

Fakultas Keguruan dan Ilmu Pendidikan
Universitas Kristen Indonesia Toraja
pongsapannehru@gmail.com

Abstract

Developing teaching material is the process of selecting, adapting and evaluating of teaching based on specific terms of reference. Need Analysis is very important before designing teaching materials for English for Specific Purpose. The study aims at exploring the learning needs of 60 nursing students and 5 lecturers at STIKES Toraja, and 14 nurses who some of them work in a hospital for English speaking community such as INCO/VALE HOSPITAL Sorowako and ELIM RANTEPAO HOSPITAL Tana Toraja, South Sulawesi Indonesia. and developing ESP materials for nurses based on Need Analysis. Need Analysis in this study is categorized as Target situation Analysis, Present Situation Analysis, Deficiency Analysis, Strategy Analysis, Constraint Analysis, Pedagogic Need Analysis, and Subjective Need Analysis. The study uses quantitative and qualitative methods. The findings describe the real needs of students of ESP for nurses, the lecturers' view points on the practice of ESP instructions, and descriptions of ESP for nurses used in English speaking countries or English speaking community. The results are very significant for designers developers of ESP of various fields for they reflect the real needs of nursing students. It is suggested that Nursing English textbooks should be based on the Need Analysis by ESP designers and developers.

Keywords: *Developing Instructional Material, English Speaking Ability, Need analysis, STIKES Toraja*

INTRODUCTION

English for Specific Purposes (ESP) is 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). ESP prepares the learners to use English in academic (students of different fields), professional (people of different professions such as doctors, engineers, and nurses), or workplace settings. (technicians for example)

ESP is a movement based on the proposition that all language teaching should be tailored to the specific learning and language use needs for identified group of learners. It is also sensitive to the socio-cultural contexts in which these learners use English. ESP is focused on a learner-centered approach, since it meets the needs of adult learners who need to learn a foreign language for use in their specific fields; such as science, leisure, medicine, economics,

technology and academic learning. ESP program needs to be developed for there is a need for language courses in which certain contents, skills, motivations and processes are identified and integrated into specialized courses.

According to Hutchinson and Waters (1987), ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning. Since 1960's, as stated by Dudley-Evans and St. John (1998), ESP has become a vital and innovative activity within the Teaching of English as a Foreign and Second Language movement. In the beginning, English for Science and Technology was the most desired area of ESP with a particular attention being paid to specific varieties of written scientific and Technical English. Furthermore, Lattore (1969), Swales (1971) and Selinker and Trimble (1976), in their tree of ELT (English Language Teaching), they developed sub-branches of ESP as English for Academic Purpose (EAP) and English for Occupational Purposes

(EOP). These sub-branches evolved to include English for Secretary, English for Economics, English for Technicians and English for Medical Studies which continue up to the present day. The underlying factors behind this development are the essence to address the needs of learners.

Dudley-Evans and St. John (1998), the cornerstone of ESP is addressing the language which is required by learners as well as learning contexts of learners. As it is about specific learners, therefore, it must be tailored to the needs of these learners. This coordination is accomplished through what is called Needs Analysis (NA). They also argued that “Need” is defined by the reasons for which the student is learning English, which vary from their purposes of learning such as continuing study or of participating in business meetings or doing joining research in English-speaking countries.

Need Analysis serves as the basis of training programs and development programs. It is the cornerstone of ESP and leads to a focused course. Gardner and Winslow (1983) stated “to produce information which when acted upon makes courses better adapted to students’ needs and part of the object of formal need identification is to back up one’s proposal with quantitative evidence of particular needs”. Analyzing the specific needs of particular group of learners serves as an important starting point in ESP course design for it determines the essence and the underlying reasons of an ESP course. It will help select and prioritize what students need. Besides, the purpose of ESP course is to enable learners to function adequately in a target situation in which learners will use the language they are learning. The ESP course design should be able to identify the target situation and then carry out complete analysis of the linguistic features of the situations. This process is termed as ‘Target Situation Analysis’ (Hutchinson & Waters, 1987).

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) 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”.

ESP has proven to be so problematic to researchers that producing a simple and straightforward definition of ESP is not an easy task (Stevens 1987: 109). ESP, generally speaking, refers to a particular group of students learning English for specific fields or a professional career. In contrast to General English (GE), which normally addresses general topics, ESP focuses on specific topics and skills ESP learners need in a particular subject area. Hutchinson and Waters (1987) attempted at only constructing a workable definition since they believed that ESP is to be deemed a process approach rather than a product.

Some researchers (Flowerdew and Peacock, 2001; Stevens, 1987) endeavoured to produce other workable definitions and characteristics of ESP. Most of them agree that ESP is intended to cater for learners' specific needs in particular disciplines; it employs a specific different methodology from GE as it focuses on some activities in a particular area of study or discipline with its special discourse, semantics, syntax, etc.

Richard (2001) proposed some features of ESP teaching. He argued that ESP is to help those who are already fluent learners and immigrants to deal properly and appropriately in their workplace and to use English in their engineering, science and nursing careers, for instance. He believed that special instruction materials were to be devised to meet the learners' particular technical purposes when working and studying in English-medium academic and professional contexts. Any design of an ESP course, therefore, needs to be tailor-made and goal-oriented while keeping in mind the learners' specific needs.

Mackay and Mountford (1978:2) characterized the learners' technically specific needs as “clearly utilitarian purpose.” They argued that certain participants or learners need a special language in order for them to be competent in the language employed in their settings. Similarly, Robinson (1987) classified ESP as a particular course; in which learners have scientific, occupational, and academic specific goals and purposes.

It is also noticeable that almost all ESP definitions are circled around two areas: the ESP participants or learners' needs (e.g. medial English) and the language used in real-life context (e.g. hospital); the two features of ESP are closely related to every aspect of ESP teaching in order for a utilitarian purpose to be achieved. What seems problematic in describing ESP is the meticulous effort in deciding the kind of discourse, such as vocabulary jargon or register that is to be taught and to reflect accurately the communicative purpose in a specific context the learners need (e.g. patient-nurse talk). Discourse diversity can be so overwhelming and confusing to ESP course designers as the learners' needs analysis can yield a large numbers of needs, purposes, discourse, etc.

In terms of ESP's main characteristics, there is, however, general consensus among ESP researchers that the learners' needs in ESP is paramount and it has been the driving force in any ESP course design since the emergence of ESP courses in the 1960s. Strevens (1988) illustrated ESP in terms of four absolute and two variable aspects. The absolutes are:

1. intended to meet the learners' specific needs;
2. related in its themes and topics to particular disciplines;
3. centered on appropriate discourse analysis of the discourse; and
4. placed in contrast with „General English“.

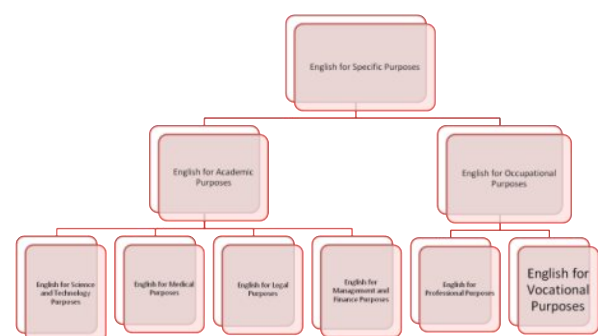
The variable features are:

1. ESP may be limited as to the learning skills (e.g. writing) to be learned;
2. ESP may not be taught in terms to any predetermined methodology. It means that a specific teaching technique mainly focusing on,

for example, communication skills is to be adopted in some teaching and learning contexts but not a general teaching approach. Dudley-Evans and St John (1998), later, offered their own definition of ESP employing the absolute and variable taxonomy, which is similar to Strevens' in terms of the absolutes, but their variables are different; they added more variable characteristics:

1. ESP may be related to or designed for specific disciplines;
2. ESP may use, in specific teaching situations, a different methodology from that of „General English“;
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in professional work situations. It could, however, be used for learners at secondary school level;
4. ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system. (Dudley-Evans and St John, 1998:4)

Nevertheless, ESP can be taught to beginners if careful attention is given to needs analysis and to an appropriate material design addressing the level of students. Dudley-Evans and St John (1998) in their analysis of ESP tried to resolve the debate of what ESP is and what is not. They also produced a diagram for ESP sections and sub-sections in terms of discipline or profession area which is illustrated in Figure 1.0 below.



In sum, it can be established that the concept 'needs' is so dominant in any ESP curriculum and that irrelevant materials are not to be included. All researchers give strong emphasis on analyzing the learners' need in order to arrive at a proper ESP curriculum. Needs Analysis is then

a crucial stage as it tells curriculum developers about the specific language used by the learners in their own contexts. Course writers, hence, can manage to develop real-life simulative materials.

The materials of ESP for nurses in this study will be based on learner-centered approach. It contains similar elements to those contained in a common curriculum. However, the difference between the two curriculum is that, in the former, the curriculum is a collaborative effort between teachers and learners, since the learners are closely involved in the decision making process regarding the content of the curriculum and how it is taught. Nunan (1988) argues that learner center approach is based on the given constraint that exists in most learning contexts. Here, teachers must use class time effectively and teach the aspects which the learners themselves deem to be most urgently required.

Learners in this approach do not depend on their teachers all the time. They value each other contributions, cooperate, learn from each other, and help each other. The emphasis of learning is on working together-in pairs, in groups, and as a whole class. A teacher functions to develop their language skills. A learner-centered classroom is a place where learners' needs are taken into account as a group as individuals, and they are encouraged to participate in the learning process all the time (Jones, 2007). Along with the curriculum based on learner-centered language teaching is the communicative language teaching. Widdowson (1978) argues that a basic principle underlying all communicative approaches is that learners do not only learn to make grammatically correct propositional statements but also develop the ability to use language to carry out various real-world tasks.

In addition to the approaches above, ESP course plan was designed for an ESP program focusing mostly on task-based instruction, and was designed especially for nurses. In this type of instruction, learners participate in communicative tasks in English. Tasks are defined as activities that can stand alone as fundamental units and that require comprehension, production, manipulation or interaction in authentic language while attention is principally paid to meaning rather than

form (Nunan, 1989). Instead of beginning the design process with lists of grammatical, functional-notional, and other items, the writer conducts a need analysis which yields a list of the target tasks that the targeted learners will need to carry out in the 'real world' outside the classroom. Hutchinson and Waters (1983, as cited in Nunan, 1993) suggest that the best work in the ESP area usually focuses on a process rather than a product. Need Analysis in this study is focused on Need Analysis as proposed by Miyake and Tremarco (2005):

- a. *Target Situation Analysis* of learners: the tasks and activities in which English is used
- b. *Wants, Means and Subjective Need Analysis*: personal information about learners including factors that affect the way *learners* learn such as previous learning experiences, cultural information, reasons for learning ESP and its expectations.
- c. *Present Situation Analysis*: Information about learners' current skills of language use
- d. *Lack Analysis*: the gap between *Present Situation Analysis* and *Target Situation Analysis*
- e. *Learning Need Analysis*: language learning information about the effective ways of learning the skills and language
- f. *Linguistic Analysis*, Discourse Analysis and Genre Analysis: professional communication information about knowledge of *how* language and skills are used in the target situation.
- g. *Means Analysis*: *information* about the environment in which the course will be run.

At this time, there are few ESP books for Nurses in Indonesia. From this book, there is no book that contains material that is really needed by the nurses to support their professional career in the nursing field in the future. To overcome this, the author decided to design materials based on ESP Needs Analysis.

This research aims to address two main objectives: to explore (1) the leaning and (2) language needs of undergraduate nurses on ESP materials and (3) to develop materials of English

Speaking Ability for undergraduate nursing students based on Need Analysis.

In relation to Curriculum, Yalden (1987) argues that setting up a new course implies a skillful blending of what is already known about language teaching and learning with the new elements that a group of learners bring to the classroom; their own needs, wants, attitudes, knowledge of the world. Therefore, designing materials should be adapted with learners' need of studying English for nurses.

There are a few guidelines for conceptualizing an entire course. Taba (1962) stated that the curriculum process includes seven steps; diagnosing needs, formulating objectives, selecting contents, organizing contents, selecting learning experiences, organizing learning experiences and determining evaluations. In relation to designing a language course Graves (2000) points out "designing a language course is a work in progress in its whole, in its parts and in its implementation". The course designer task in this sense begins with adopting dynamic approaches starting with the most fundamental feature, the need analysis and situational analysis. The course designer must work through curriculum and syllabus construction; prepare materials and finally modify the course according to the feedback.

English for Medical Purposes (EMP) can be considered as a specific sub-branch of ESP. What distinguishes EMP from other ESP sub-branches is that EMP has its own set of medical discourse. Gylys and Wedding (1983) argued that medical discourse is a particular terminology employed to effectively and accurately achieve a communicative purpose in health care settings such as diagnosis. According to Yang (2005), EMP terminology mostly consists of prefixes and affixes, which should be carefully noted when designing an EMP course.

Celce-Murcia (2001) states that ESP branches and sub-branches are hard to classify since the specific nature of each ESP context is so diverse to the extent that there is even an ESP for prisoners. Along the numerous ESP subsections, EMP comes under the umbrella of English for Science and Technology (EST), which is, in turn,

a branch of ESP. EMP has been steadily growing around the world (Master, 2005) with an increasing rise in EMP courses delivering specific communication topics, grammar, and EMP discourse. This has led researchers to meticulously study what materials and topic to be chosen when designing EMP textbooks.

In research literature, Orr (2002) examined a two-year EMP course designed for student nurses at an Australian university which was intended to prepare non-native speaker of English nurses. The main focus of the course was English for admission and registration. The course materials were designed by both a nursing instructor and English teacher, which brings to light the significance of content instructor's input in designing and delivering an EMP course. In other words, an EMP course needs to cover not only the linguistic and communicative features of the topic, but also the content areas related to medical topics such as conversations among patients, doctors and nurses.

Regarding the teacher's role in ESP, Swales (1985) states that ESP teachers must be immensely involved in the content language of the discipline. NA for EMP course should be conducted with extreme care. Boshier and Smalkowski's (2002) emphasize that the crucial role need analysis plays in determining EMP course selection and delivery. They contended that a needs analysis should be based on interviews with teachers and students, students' questionnaires about the complexities of the health-care language and observations of different EMP classes. They also found that communication was the main difficulty healthcare students faced. It can then be concluded that EMP courses need to focus on enhancing students' communicative skills such as speaking, and hence EMP materials are to represent that trend.

A study related to EMP in the UAE was conducted by Ibrahim (2001) who examined the nature of doctor-patient conversation. He found that it is somehow comparable to traditional teacher-student communication in terms of Speech Acts theory (Searle, 1975) where Initiation (on the part of the nurse or doctor) and response (from the patient) occurs frequently (Ibrahim

2001:333). He found that language miscommunication commonly occurred in medical contexts in UAE hospitals. Doctor-centered communication was more beneficial as it led to communication exchanges with less linguistic demands on patients and health care professionals and that patient-centered approach within multicultural regions such as the UAE was not the norm. This shows that when designing an ESP or EMP course the notion of communication and fluency should outweigh accuracy, but in a balanced way. This can be achieved by including more speaking and listening activities than reading and writing ones. In theory, this reflects the constructivist theory that promotes learner-centered approach which encourages students to learn more effectively allowing for meaning construction on the part of students themselves (Jonassen, 1998).

METHOD

The Participants

Sixty undergraduate nursing students (.44 females and 6 males) aging between 19-26 at STIKES Toraja, South Sulawesi Indonesia, 5 ESP lecturers (2 males and 3 females), 24 Indonesian nurses (9 females and 5 males) working in English-Speaking communities, such as in INCO/VALE hospital, Sorowako, South Sulawesi Indonesia became participants in this study. This research used both qualitative and quantitative methods and was carried out to explore learner-centered English materials for

Indonesian nurses based on need analysis. To ensure validity and reliability of the results, data were collected from multiple sources including nursing students, ESP lecturers, directors o of nursing institute, ESP experts, which is called triangulation method, providing different viewpoints, which enables researchers to look at something from a variety of perspectives.

The instruments used to collect data were questionnaire and interview. The data collected from the needs analysis were combined to develop the new materials and experts evaluation served to improve it.

Instrument and Procedure

The instruments used to elicit compliments responses were firstly, questionnaires of *Target situation Analysis, present Situation Analysis, Deficiency Analysis, Strategy Analysis, Constraint Analysis, Pedagogic Need Analysis, and Subjective Need Analysis* (Lowi, 2009), and secondly interview with ESP Lecturers and Profesional Nurses working in English speaking community.

Analyzing Data

The ‘frequency score’, the ‘importance score’, the difficulty score’ and the’ suitability score’ of English speaking ability used both in the classroom and workplace give a score one to four, with the following levels are:

Score	frequency level	important level	difficulty level	suitability level
1	nearly never	unimportant	not difficulty	not suitable
2	seldom	less important	less difficulty	less suitable
3	rarely	undecided	undecided	
4	often	important	difficult	suitable
5	always	strongly important	strongly difficult	strongly suitable

Then multiplied by the total score and divided by number of respondents in each category’. The average score of the respondents’ perception on the students needs for English speaking skills will be converted into the following scale:

1	refers to	0.00 – 1.50
2	refers to	1.51 – 2.50
3	refers to	2.51- 3.50
4	refers to	3.51 – 4.50
5	refers to	4.51- 5.00

FINDINGS AND DISCUSSIONS

Findings from Questionnaire

The following section outlines the results from the quantitative portion of the questionnaire.

Table 1. Personal Information of respondents

Identity	The Nursing student		ESP Lecturers		The professional nurses	
	F	P	F	P	F	P
AGE:						
20-23	35	60	0	0	0	0
23-26	25	40	1	20	5	37.71
27-30	0	0	1	20	6	42.88
30-up	0	0	3	60	3	20.43.
Total	60	100	5	100	14	100

As described in the table 1, the category of nursing students' age is divided into four categories, and the dominant percentage of students' ages is on the category of 20-23 totaling 60%, ESP lectures Of 30-up is totally 60%, and the nurses is between 27-30 totalling 42.88%. Most respondents are Torajanese.

Table 2. The important of Learning English

Descriptions	Score
For study	4.3
For carrier	2.5
For information	3.7
For scholarship	2.9
For individual need	3.3
For Looking for the job	4.0
For going abroad	3.4

Table 2 described about the respondents' opinion toward the important of learning English. Data proven that learning English *for study* falls into score 4.3 learning English *for looking for the job* falls into 4.0, and for information falls into 3.7. It means that the important of learning for the

The results are divided into two parts. Part one describes the subjects' personal information and the reason the important of learning English . Part two presents the data related to the students' needs, wants, and lack toward the course.

nursing students at STIKES Toraja is aim for looking for study, for the job, an for information. Table 3. Students' *needs* and *difficult* towards English Skills

Skills	Needs	Difficulties
Reading	3.7	3.3
Writing	3.7	4.0
Speaking	3.8	3.9
Listening	3.9	4.1

Table 3 described the respondents' opinion toward Students' *needs* and *difficult* towards English Skills. Data proven that learning English skills needed by the nursing students of STIKES Toraja are listening fall into 3.9, listening is 3.8 writing and reading fall into 3.7. It means that all skills are needed by the nursing students. Beside that English skills faced difficulty by the undergraduate student of STIKES Toraja based on the data described that listening falls into score 4.1, Listening is strongly difficult, speaking and writing are difficult and reading is undecided in terms they.

Table 4. Students' perception towards English proficiency suit to the nursing students in learning English

Skills	Score
Grammar	3.4
Vocabulary	3.5
Pronunciation	3.9
Speaking	4.2
Listening	3.7
Reading	3.1
Writing	3.8

The ability description of nursing students is shown up in the table above. In the use of English speaking falls into the highest score (4.2), then followed by pronunciation (3.9). writing (3.8), and listening (3.7). Data indicates that English speaking skills, pronunciation, writing skills, listening skills are suitable for the nursing students in learning English. This phenomenon might exist due to the process of learning ESP should be focused on the three language skills and pronunciation.

Table 5. The Nurses Preferences Regarding Useful Activities for Learning English

Activities	Scores
Small group	3.2
Pair work	3.4
Discussion	3.6
Large group work	3.6
Demonstration or debate	3.6
Out of the class work (interaction with native speaker)	3.7

Table 5 shows that out of the class work (interaction with native speaker), demonstration or debate, large group work and discussion are difficult activities performed by the nursing students in learning English. Therefore, small group and pair group are suitable and needed by them in learning English.

Table 6. The situations where nursing students often use English

Situations	Scores
Educating patients	2.9
Explaining drug interactions	2.6
Telephone calls	2.4
Giving advice	3.9
Giving instructions	3.7
Checking understanding	3.2
Explaining laboratory tests	3.8
Administering medications	3.6
Patient admissions	3.6
Writing in the patient admission forms	3.5
Reading prescription charts	3.3
Reading patients' records	3.2
Reading pathology report	3.1
Requesting information by e-mail	3.0

The above table describes the frequency used opportunities of students in using English. The highest frequency based on the highest score is *giving advice* followed by activities *explaining laboratory tests, giving instructions administering medications and patient admissions*. Other activities rank the lowest.

Table 7. The Trending medical topics the nurses want most to learn in English

Topics	Scores
<i>In and around the hospital</i>	3.8
<i>Admissions, Accident and emergencies</i>	4.5
<i>Pain</i>	4.3
<i>Symptoms</i>	4
<i>Caring for the elderly</i>	3.6
<i>Nutrition & Obesity</i>	4.3
<i>Blood</i>	3.3
<i>Death and dying</i>	3.5
<i>Hygiene</i>	3.2
<i>Mental health</i>	3.7
<i>Monitoring the patient medication and treatments</i>	4.0

Table above shows that the topics that the students are strongly interested is in *Admissions, Accident and emergencies* pain, and blood, then followed by *medications and treatments, symptom, monitoring the patients, Nutrition & Obesity, In and around the hospital, Caring for the elderly, Hygiene and finally mental health*.

REFERENCES

Basturkmen H. 2006. Ideas and Options in English for Specific Purposes. Mahwah, NJ: Lawrence Erlbaum Associates.

Basturkmen H. 2010. Developing Courses in English for Specific Purposes. Palgrave: New York.

Benesch S. 1996. Needs analysis and curriculum development in EAP: an example of a critical approach. TESOL Quarterly, 30 (4), 723-738.

Benesch S. 2001. Critical English for Academic Purposes: Theory, politics and practice.

- Mahwah, NJ: Lawrence Erlbaum Associates.
- Brindley G. 1984. Needs Analysis and Objective Setting in the Adult Migrant Education Program. Sydney: Adult Migrant Education Service.
- Brindley G. 1989. The role of needs analysis in adult ESL program design. In R. K. Johnson (Ed.), *The Second Language Curriculum*. Cambridge: Cambridge University Press.
- Brown JD. 1995. *The elements of language curriculum: A systematic approach to program development*. Boston: Heinle and Heinle.
- Brown JD. 2001. *Using Surveys in Language Programs*. Cambridge: Cambridge University Press.
- Brown JD. 2004. Research Methods for Applied Linguistics: Scope, Characteristics, and Standards. In A. Davies & C. Elder (Eds.), *The Handbook of Applied Linguistics* (pp. 476-500). Oxford: Blackwell.
- Brown JD. 2009. Foreign and Second Language Needs Analysis. In M. H. Long & C. Doughty (Eds.), *The Handbook of Language Teaching* (pp. 269-293). Oxford: Blackwell.
- Chambers F. 1980. A re-evaluation of needs analysis in ESP. *The ESP Journal*, 1(1), 25-33.
- Dudley-Evans, T. & St John, M. 1998. *Developments in English for Specific Purposes: A multidisciplinary approach*. Cambridge: Cambridge University Press.
- Holliday A, Cooke T. 1982. An ecological approach to ESP. In A. Waters (Ed.), *Issues in ESP, Lancaster Practical Papers in English Language Education*, no. 5. Oxford: Pergamon Press.
- Hutchinson T, Waters A. 1987. *English for Specific Purposes: A Learning Centered Approach*. Cambridge: Cambridge University Press.
- Jasso-Aguilar R. 1999. Sources, methods and triangulation in needs analysis: A critical perspective in a case study of Waikiki Hotel maids.
- Jordan RR. 1997. *English for Academic Purposes: A Guide and Resource Book for Teachers*. Cambridge: Cambridge University Press.
- Long MH, Crookes G. 1992. Three approaches to task-based syllabus design. *TESOL Quarterly* 26, 1: 27–56.
- Long MH. 1996. The role of the linguistic environment in second language acquisition. In W. C. Richie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). San Diego: Academic Press.
- Long MH. 2005. *Second Language Needs Analysis*. Cambridge: Cambridge University Press.
- McDonough J. 1984. *ESP in Perspective: A Practical Guide*. London: Collins ELT.
- Munby J. 1987. *Communicative Syllabus Design*. Cambridge: Cambridge University Press.
- Nation ISP, Macalister J. 2010. *Language Curriculum Design*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Richards J C, Schmidt R. 2010. *Longman Dictionary of Language Teaching and Applied Linguistics* (4th Edition). London: Longman.
- Richards JC. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Richterich R, Chancerel JL. 1980. *Identifying the Needs of Adults Learning a Foreign Language*. Oxford: Pergamon Press.
- Robinson PC. 1991. *ESP Today: A Practitioner's Guide*. London: Prentice Hall.
- Seedhouse P. 1995. Needs analysis and the general English classroom. *ELT Journal*, 49,1, 59-65.
- Stufflebeam DL, McCormick CH, Brinkerhoff RO, Nelson CO. 1985. *Conducting Educational Needs Assessments*. Hingham, MA: Kluwer-Nijhoff.
- Van Der Handt G. 1983. Needs identification and curricula with particular reference to German for migrant workers. In R. Richterich (Eds.).

- Case studies in identifying language needs (pp. 24-38). Oxford: Pergamon/ Council of Europe.
- West R. 1994. State of the art article - needs analysis in language teaching. *Language Teaching*, 27, 1-19.
- West R. 1998. ESP-State of the art. [ONLINE]. Retrieved from: <<http://www.man.ac.uk/CELSE.esp/west.htm>>
- White RV. 1988. *The ELT Curriculum: Design, Innovation, and Management*. Oxford: Blackwell.
- Widdowson H. 1983. *Learning Purpose and Language Use*. Oxford: Oxford University Press.
- Wilkins D. 1976. *Notional Syllabuses*. Oxford: Oxford University Press.
- Allwright R. 1982. Perceiving and perusing learner's needs. In M. Geddes & G. Sturtridge (Eds.), *Individualization*. Oxford: Oxford University Press.