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Chapter 6 NEED ANALYSIS Difference BETWEEN GE (General English) with ESP (English for a specific purpose) There are two points that distinguish common English and English for specific purposes, they are: 1) The need for GE (general English) are not specific Often claiming that the needs of GE are not specific. This is the weakness of all arguments, because it is always possible to specify the needs, even if it is only the need to pass the exams at the end of the school year. There is always an identifiable need of some kind. 2) Awareness of necessity It is not so much the nature of necessity that distinguishes ESP from GE, but awareness of necessity, for example, awareness of the target situation, the need to communicate in English. Thus, any course should be based on an analysis of the needs of students. The analysis of the general English and English language for a specific purpose question will be the same, but the answer will be different. However, there is now a ge-student tradition that students cannot be specified, and as a result no attempt is made to discover the true needs of the student. Thus, if we were to learn in practice about the intended minimum of ESP's approach to the course, analysis would be required, since it is the awareness of the target that distinguishes ESP students from GE students. The Target Target Target Target Target Need Is something of an umbrella term that is a practice that hides a number of important differences. In other words, the target need is what the student should do in the target situation. Thus, it is more useful to look at the target situation in terms of needs, shortcomings and desire. (a) The need for what students need to know in order to function effectively in a targeted situation. In other words, necessity also means the need for someone to be successful in their business. Also, according to Allwright (1982, cited in the West, 1994) wants this skills that the student sees as being relevant to himself. For example, a businessman or woman may have to understand business letters, communicate effectively as sales conferences, get the information they need from sales directories, and so on. He or she, apparently, also need to know the linguistic features - discorsal, functional, structural, lexical- that are commonly used in this situation identified. Thus, by observing the situation, the student will have to function and then analyze the components of them is important in order to the current needs of the students. b) Absence is the difference between the current competence of the student and the competence of desire (Allwright 1982, quoted in the West, 1994). Also, based on English for the specific purpose of the book is the absence of what the student already knows, so teacher or presenter can decide which of the student's needs is lacking (Hutchinson, Waters and Breen, 1979 page: 56). c) Wants According to Allwright 1982, quoted in the West, 1994 wants those needs on which students put a higher priority in available, limited time). In addition, according to Hutchinson and Waters (1987) the definition wants to perceive the subjective needs of students. Wants also means that students need to know that they want to be studied. From this situation, students will make some effort to reach their comers. Collecting information on the target needs Analysis of the needs of the target situation is, in fact, a question of the target situation and the attitude of the various participants in the learning process. There are several ways in which information can be collected about needs. Most commonly used: Interview questions (en) Observation (e.g. text collection) target profile of ONGOING language skills, such as regular classroom discussions. The simple structure below outlines the kind of information that a course planner should collect based on an analysis of target needs. Target system of situation analysis Why is language needed? To study; For work; For learning; For combining them; - for any other purpose, such as status, exam, promotion How will the language be used? - Medium : spoken language, writing, reading, etc. - Channel : for example, phone, face to face - Type of text or discourse: for example, academic texts, lectures, informal conversations, technical manuals, catalogs. What will be the areas of content? - Topics such as medicine, biology, architecture, shipping, commerce, engineering; - Level : for example, technician, artisan, graduate student, high school Who will learn to use the language with? - Native speakers or non-native - Receiver's level of knowledge: for example, expert, non-specialist, student; - Relationships: for example, colleague, teacher, clients, boss, subordinate. Where will the language be used? - Physical environment: for example, office, lecture hall, hotel, workshop, library; - Human context: for example, only, meetings, demonstrations, over the phone; - Linguistic context: for example, in your own country, abroad, When will the language be used? - At the same time as the ESP course or subsequently - Often, rarely, in small quantities, in large chunks It is clear that the interpretation of the needs can vary depending on the point of view of the individual respondent. ESP as another educational issue of concern to people such as for all whims and weaknesses of human behavior. For example: it would be normal practice to ask both lectures and students about their English needs when analysing the needs of students. Learning needs an analysis of learning needs what students need to do in order to learn. Using our analogy with the ESP course as a travel, what we have done so far is consider the starting point (absence) and destination (need) and where the destination should be (wants). In addition, the entire ESP process is not about knowing or doing, but learning. We must take into account the purpose or needs of the learning situation: the task is pleasant, complete, manageable and generative. While the project in the classroom may be guided in terms of its overall orientation to the target situation, but this specific content is a response to learning needs. The target situation alone is not a reliable indicator of what is needed in the course of the ESSP. It can determine the destination, but we also have to choose our route: the conditions of the educational situation, the knowledge of the student,

the strategy of skills, the motivation of the student. Also, for example in a targeted situation, students may have to read long, boring, complex texts, but their motivation can be high because: - they like the subject as a whole - the exam is looming - a job or promotion perspective may be involved - they can continue to do very interesting experiments or practical work based on text - they can be similar or respect the subject of a teacher or boss. By analysing training needs to analyze learning needs, we can use a similar checklist used to analyze targeted situations. The basis for the analysis of the learning process Why do students take the course? - Mandatory or optional; - Obvious necessity or not - - Are statuses or money promotion involved? What do students think they will achieve? - How do they feel about the ESP course? Do they want to improve their English or do they resent the time they have to spend on it? How do students learn? What is their training? What is their concept of teaching and learning? What methodology will they like? - What methods can tire or alienate them? What remedies are available? The number and professional competence of teachers; - Teacher's attitude to ESP - Teacher knowledge and attitude to the content of the subject; Materials; AIDS; - Opportunity for Extracurricular Activities Who Are The Apprentices? - Age/gender/nationality - What are they now about English? What a theme Do they have? What are their interests? What is their socio-cultural origin? What style of teaching are they used to? - What is their attitude to the English language or to the cultures of the English-speaking world? Where will the ESP course take place? - Are the surroundings pleasant, boring, noisy, cold, etc.? When will the ESP course take place? Time of day? Every day/one a week; Full-time or part-time work; - At the same time as necessity or pre-necessity. Finding The Right Analysis is a complex process that involved much more than just looking at what students will have to do in a targeted situation. First of all, we have tried to emphasize that both targeted needs and training must be taken into account. Необходимо принимать во внимание анализ потребностей в целевых положениях и потребности в обучении. Analyzing the target situation can tell us what people are doing with the language. What we also need to know is how people learn to do what they do with language. In order for words, a learning-oriented approach needs analysis. Needs analysis is considered a cornerstone of the English language for specific purposes (ESP). For decades, the concept of needs analysis has been different. In the early stages of ESP (1960s and early 1970s), the needs analysis was to assess the communication needs of students and how to achieve specific teaching goals. At present, the task of problem analysis is much more complex: it aims to collect information about students and to determine the target situation and environment of study ESP. Simion Minodora Otilia, 2015. Needs analysis in English for specific purposes, Annals - Economics Series, University of Constantine Brancusi, Faculty of Economics, vol. 1, pages 54-55, Feb. Pen: RePEc:cbu:jrnlec:y:2015:v:1i:p:54-55 All materials on this site have been provided by the relevant publishers and authors. You can help correct mistakes and omissions. When requesting a fix, please mention the pen of this item: RePEc:cbu:jrnlec:y:2015:v:1i:p:54-55. See general information on how to fix the material in RePEc. For technical questions regarding this paragraph, or to correct its authors, the title, abstract, bibliographic or download information, contact: (Ecobici Nicolae). General provider contact details: . If you are the author of this item and have not yet registered with RePEc, we recommend that you do so here. This allows you to link your profile to that element. It also allows us to take potential quotes to this item that we are unsure of. We have no references to this item. You can help add them with this form. If you know the missing items by referring to this, you can help us create these links by adding relevant links just like the above for sending an element. If you are a registered author of this item, you can also check the quote tab on the RePEc Author Service profile, as there may be some quotes awaiting confirmation. Please note that it may take several weeks to filter through various RePEc services. Services. esp is based on needs analysis. esp target situation needs analysis. esp needs analysis questionnaire. esp needs analysis pdf. esp needs analysis questionnaire for engineering. esp needs analysis slideshare. esp needs analysis ppt. esp needs analysis for engineering students

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