# CHAPTER II

## REVIEW OF RELATED LITERATURE

This chapter includes a literature review on different aspect of ESP and target needs on English language need. An overview to ESP courses, the characteristics and many faces of ESP are presented in addition to target need, reason for conducting target needs, steps in target needs, the relationship between ESP and target needs and English for Management Studies.

### 2.1 An Overview: The Development of ESP Course

It is seen that the ESP has been developed at different rates in different countries. Hutchinson and Waters ( 1987) gives us an idea of five stages of the development of ESP . At every stage of the field of activity seems to be important. The fifth stage is the concept of special language: register analysis, rhetorical or discourse analysis, analysis of target situation, skills and strategies and approaches centered learning.

The concept of special language occurred in the 1960s and early 70s . Hutchinson and Waters ( 1987) states that register analysis derived from the basic principle that the English language is an Electrical Engineering specific registers differ from Biology or General English . It requires identifying grammatical features and lexical these registers . Thus , the analysis supports registering syllabus includes instructional materials consist of linguistic features . The syllabus gives high priority to other forms of language students will find in their science studies and will give low priority to the form they would not find with .

The second stage, rhetorical or discourse analysis emerged as a result of linguistic development in the world. Attention is paid to how sentences are combined in discourse to produce meaning. Identify patterns in the organization of the text and the linguistic means of determining which of these patterns that signaled a major concern ( Hutchinson and Waters , 1987) .

Analysis of the situation that the target is the third stage, aims to establish procedures relating to the analysis of language more closely with learners to learn the reason. To enable the students to function adequately in the target situation, a situation in which learners will use the language they are learning and the target situation must be identified, the analysis of specific language forms required in that situation is known as the analysis procedure needs to be done ( Hutchinson and Waters, 1987) .

The fourth stage, stage skills and strategies "assume not the language itself but the thought processes that underlie the use of language" (Hutchinson and Waters , 1987) . The main idea behind the approach is centered skills that underlying all use a common language and there is no reason to interpret the process, which, regardless of the shape of the surface, allowing us to extract meaning from the discourse. So, should focus on the underlying interpretive strategies, which enable learners to overcome the surface shape, it to guess the meaning of words from context, using the visual layout to determine the type of text, etc.

The stages are all based on the description of the use of language. The fifth stage, however, involved with learning the language. It holds the assumption that

the approach is completely valid for the ESP should be based on an understanding of the language learning process.

**2.2 ESP Characteristic**

Hutchinson and Waters (1987) stated that the ESP should be seen as an approach not a product. ESP is not a certain type of language or methodology, nor does it consist of certain types of teaching materials. But throughout this analysis comes from the needs identified in the initial part of the students to learn the language. ESP, it is an approach to language teaching in which all decisions on the content and method are based on the reasons learners to learn.

Johns and Dudley - Evans (1991) noted that ESP requires careful research and design of pedagogical materials and activities for identified groups of learners in particular learning contexts. Strevens (1988 as cited in Johns and Dudley - Evans, 1991) gives a list of the characteristics of ESP. He stated that in order to determine the ESP there is a need to distinguish between four absolute and two variable characteristics.

According to the characteristics of absolute , ESP consists of English language teaching that is " designed to meet the specific needs of the learner , but rather related to the content ( eg , the themes and topics ) to particular disciplines , occupations and activities , and centered on the language appropriate for the activity this in syntax , lexis , discourse , semantics , etc. and analysis of this discourse , and it is in contrast with General English " ( Strevens , 1988 as cited in Johns and Dudley - Evans , 1991 , p.298 ) .

According to the characteristics of the variables, the ESP may be, but not necessarily " limited to the ability of the language to be learned (eg reading only) and not taught in accordance with the methodology pre - ordained " ( Strevens , 1988 as cited in Johns and Dudley - Evans , 1991 , p . 298).

**2.3 The Many Faces of ESP**

There are a number of efforts to draw up a classification for the various branches of ESP. However, within each classification, English for Specific Purposes stated has two main branches, namely English for Academic Purposes and English for Occupational Purposes. One such classification has been developed by Strevens (1977 as cited in Johns, 1991, p. 71) as shown entrance
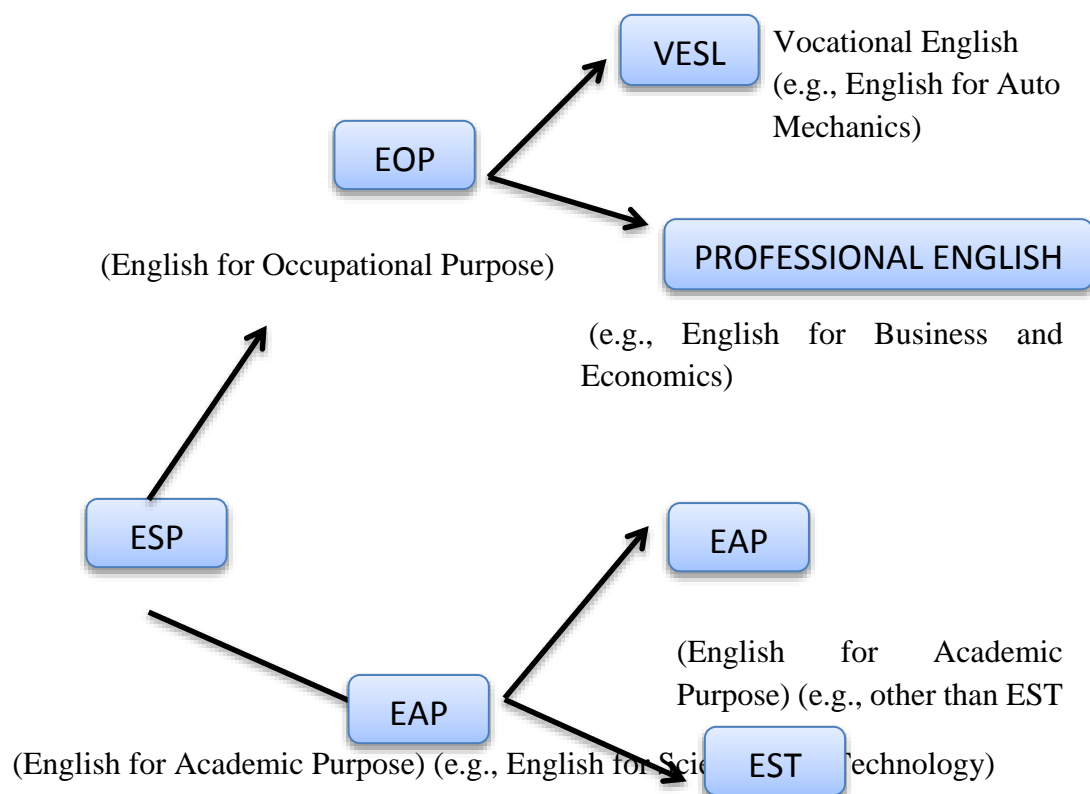


Figure 2.3.1 Subcategories of ESP

**2.4 Need Analysis and Target Needs**

Brown (1995 ) identified the need for term analysis ( also called a needs assessment ) as the activities involved in gathering information that will serve as a basis for developing a curriculum that meets the learning needs of particular groups of students . In the language program, the needs are related languages . Once identified, the requirement can be expressed in terms of goals and objectives which, in turn, can serve as a basis for developing tests, materials, learning activities, and evaluation strategies. The goal is to fill the "gap" What language program ' shortcomings. " This definition draws a line between analysis and evaluation needs. Needs analysis aims to determine the need for a group of people who are determined, whereas the evaluation determines the extent to which the program meets these needs. In addition, Soriano (1995) showed that the analysis needs to collect and analyze the data to determine what the students " want " and "need" to learn, while the evaluation measures the effectiveness of programs to meet the needs of learners

Hutchinson & Waters (1992) defines needs analysis on the basis of "need" and "desire" to classify between what students should know and what students feel they need to know. The focus here is on the "deficiencies" which represents the gap between the skills required in the target situation and the existing capabilities of the learner. This definition views language as a process of negotiation between the needs of learners and their communities.

Witkin and Altschuld (1995 ) defines a set of requirements analysis as a systematic procedure that is performed for the purpose of setting priorities and making decisions about program or organizational improvement and allocation of

resources. According to this definition, requirements analysis should fill the "gap" between the needs of the current state of affairs and the desired state of affairs.

Definition on the basis of their concept of needs analysis around the term "need , " "lacks, " " want , " and " gaps . "However, all these terms have different interpretations from one person to another. Therefore, linguists in the field of ESP have not agreed on the precise definition of the term " need " itself . West (1994) commented on this issue by pointing out that the term "need" does not have a unified definition and remains ambiguous. Richards (2001) argues that the definition of "need" depends on the perceptions of those who make the judgment. Different interests and values are reflected in the definition. Teachers, students, administrators, employees, parents, and all stakeholders may have different views on what they need. Thus, the difference between what today's learners can do with language and what they should be able to do not be able to see from one point of view. Braine (2001) showed that linguists agree on definitions, but they all agree that there are external factors that affect the definition. Factors such as staff, time, and cultural attitudes should be considered when conducting a needs analysis.

Robinson (1991) showed that by taking into account the needs of the target and current competency requirements, requirements analysis model is built on the concept of communicative competence. West (1994) argues that the analysis models the need for the study of other languages, error analysis, and diagnostic tests. The point to make in this regard is that the analysis can be seen from the SLA requirements prospectively as a diagnostic tool of language development among the target group of learners by connecting their English skills with the communicative function of language in the target situation. When defining the

purpose of the SLA, Ellis (1997) suggests that one of the goals of the SLA is to improve language teaching. The use of language in the SLA region provides a theoretical basis for the ESP (Nunan 1988).

If the target needs to the needs of English language student management done well, it should lead to actions that will directly benefit to those with needs.

Target needs a general term that has several fields that will determine its own needs in ESP. There are three points:

**1. Necessity**

Necessity is the need of someone to be success in his/ her business. For example, a businessman needs to understand about business letter, to communicate effectively, etc.

**2. Lack**

Knowing the lack of student will help a teacher to design appropriate course in study process.

**3. Wants**

Students need to know what they want to be learned. From that situation, students will do some efforts to achieve their willing.

**Gathering Information about Target Needs**

There are a number ways in which information can gathered about needs. The most frequently used are:

  a. Questioners

  b. Interviews

  c. Observation

  d. Data collection example gathering texts

e. Informal consultations with sponsors, learners and others.

The simple framework below outlines the kind of information that the course designer needs to gather from an analysis of target needs.

A target situation analysis framework:

Why is the language needed?

a. For study

b. For work

c. For training

d. For a combination of these

e. For some other purpose, example: status, examination, promotion.

How will the language be used?

a. Medium: speaking, writing, reading etc.

b. Channel: telephone, face to face.

c. Types of text or discourse: example:   academic texts, lectures, informal

d. Conversation, technical manuals, catalogues

What will the content areas be?

a. Subjects: example: medicine, biology, architecture, shipping, commerce, engineering

b. Level: example: technician craftsman, postgraduate, secondary school

Who will the learner use the language with?

a. Native speaker or non-native

b. Level of knowledge of receiver: expert, layman, student

c. Relationship: collogue, teacher, customer, superior, subordinate

Where will the language be used?

    a.  Physical setting: office, Lecture Theater, hotel, workshop, library.

    b.  Human context: alone, meetings, demonstrations or telephone

    c.  Linguistic context: in own country, abroad

When will the language be used?

    a.  Concurrently with the ESP course or subsequently

    b.  Frequently, seldom, in small amounts, in large chunks

It is clear that interpretations of needs can vary according to the points of view of the particular respondent. ESP like any educational matter is concerned with people and as such is subject to all the vagaries and foibles of human behavior: For example: in analyzing the needs of students, it would be normal practice to ask both the lecturers and the students about their English needs.

**Analysing learning needs** To analysing learning needs, we have prepared a framework to analysing it.

The framework about :

    a.  Why are the learners taking the course ?

    b.  How do the learners learn ?

    c.  What resources are available ?

    d.  Who are the learners ?

    e.  Where will the ESP course take place ?

    f.  When will the ESP course take place ?

**2.5. English for Management Studies**

Management science in all business and organizational activities is the act of coordinating efforts to achieve the desired goals and objectives using available resources efficiently and effectively. Management consists of planning, organizing, staffing, leading or directing, and controlling an organization (a group of one or more persons or entities) or effort for the purpose of achieving the goal. Resourcing includes the deployment and manipulation of human resources, financial resources, technological resources, and natural resources.

Because organizations can be viewed as systems, management can also be defined as human action, including design, to facilitate the production of useful outcomes from a system. This view opens the opportunity to ' manage ' oneself, a prerequisite to attempting to manage others.

English for Academic Purposes is a special set of skills -based course designed specifically for students entering tertiary study English intermediate level, covering a wide range of academic subjects. All titles feature listening and reading texts which provide important background knowledge and vocabulary of the discipline. English for Management Studies is a skills-based course designed specifically for students of management studies who will enter the study of English - medium tertiary level. It gives practice carefully assessed and progressions in the key academic skills that all students need, such as listening to lectures and speaking in seminars. It also equips students with the specialist management language they need to participate successfully in the management faculty. Extensive listening exercises come from management lectures, and all reading texts are taken from the same field of study. There is a focus on the whole

management of key vocabulary that students need. Based on the material contained in the management science researchers find and cover the material in English for students of management such us: Leadership, Culture and change Management, Organizations and operations, Production management, Strategy and the business environment, Finance for strategy, Budgets, decisions and risk, People as a resource, Developing people, Industrial relations, Marketing management, and Management information systems

## 2.6 Previous Study

Jafre - Bin - Zainol Abidin (1992 ) investigated the need English for business purposes in Malaysia for science graduates . A questionnaire was distributed to students of science at the University of Malaysia and other questionnaires distributed to personnel managers and employees at different companies in Malaysia. The participants ranked English usage and importance of each language skill. The findings showed that students ranked reading as the most important skill, while ranking employees of each skill is different according to the nature of their work. However, all of the skills needed to perform basic tasks. The study recommends that 1 ) the program must consider the needs of university students, 2 ) the ability to read should be emphasized more in the academic environment , 3 ) students must participate in the identification of text study , 4 ) the teacher should pay attention to the needs of the individual , 5 ) only senior students who must take The ESP course for students in the early stages should focus on the four basic skills .

Almulhim (2001) investigated the needs of English language Saudi employees in 101 companies representing different business sectors in the maintenance of eastern Saudi Arabia. Investigation measures the level of English required in the four skills. A questionnaire distributed to different companies and completed by 308 employees, and the results indicate that knowledge of English is required to work in most companies and that level of ability varies among different companies. In terms of language skills, managers and employees rated listening as the most important skill is followed by speaking, reading, and writing, respectively. The study concluded that although English is required in the private sector, mid-level proficiency is generally enough to do the job.

Al - Gorashi (1988) examined the English language requirement for military cadets in Saudi Arabia as perceived by young officers. Data were collected from 212 questionnaires were distributed to officers representing the various branches of the military to investigate the role of English in different activities required by their jobs and the kind of preparation they do in English. Results showed that English plays an important role depending on the nature of each military branch. Some branches are considered certain language skills are important and others are not. The overall assessment is considered reading and listening as the most important skill required. The results also showed that the preparation of the English language that the officer received poor. The study concluded that the preparation of languages does not meet the necessary knowledge of English officer work '.