

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

As this study is conducted to find out the needs of studying English of the officers at Office of the National Security Council Thailand in order to improve existing English course and to set up appropriate ESP courses, the literature related to English for specific purpose (ESP), need analysis, English course provided at the NSC (Office of the National Security Thailand)

#### **2.1 ENGLISH FOR SPECIFIC PURPOSES (ESP)**

As English is needed in several areas in many different ways, the course of English for Specific Purposes (ESP) are conducted to meet the needs of the learners. ESP is defined by several authors as followings:

2.1.1 Mackay and Mountford (1978) determined that ESP is the teaching of English which concentrates on clearly utilitarian purposes. They also distinguished the purposes into three kinds which are:

- Occupational requirements, e.g. for international telephone operator, etc.
- Vocational training programs, e.g. for hotel and catering staff, technical trades, etc.
- Academic or professional study, e.g. engineering, medicine, law, etc.

2.1.2 Strevens (1988) indicated ESP courses consists of four absolute characteristics and two variable characteristics as the following:

Absolute characteristics:

- Designed to meet specified needs of the learners;
- Related in content to particular disciplines, occupations and activities;
- Centered on the language appropriate to those activities in syntax, lexis, discourse; semantics and so on, and analysis of the discourse;

- In contrast with General English

Variable characteristics:

- Probably restricted as to the learning skills to be learned;
- Probably taught according to any pre-ordained methodology

2.1.3 Dudley – Evans’s study (as cited in Anthony, 1998) defined the definition of ESP in a similar way to Strevens’s but he improved it substantially by removing the absolute characteristic that is “In contrast with General English” and included more variable characteristics that are:

- ESP is likely to be designed for adult learners, either at tertiary level

institutions or in a professional work situation, It could, however, be for learners at secondary school level.

- ESP is general designed for intermediate or advanced students
- Most ESP courses assume some basic knowledge of the language systems.

From the definition, it can be said that “ESP can but is not necessarily concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range” (Anthony, 1998).

2.1.4 Robinson (1991) stated that ESP is normally “goal directed”. That means the students study English because of their study or their work purposed. ESP course is on the basis of “a need analysis which aims to specify as closely as possible what exactly it is that students have to do through the medium of English”. However, ESP is commonly limited by a time period, which implies that the objective of the ESP course has to be achieved in limited time. Robinson also noticed that ESP courses are generally taught to adults who are involved in identical work or specialist studies.

2.1.5 Hutchinson and Waters (1995, p.8) pointed out that ESP is an English course where the needs of the learners are considered in course design. In addition, ESP is considered as one of new studies of English, which focused attention on the

ways in which English is actually used in real situations. As learners' needs are relevant to the ESP courses, the learners' motivation in studying English would be improved; as a result, the learners would be able to study English better and faster.

2.1.6 According to Fiorito (2005), ESP differs from general English in "the learners and their purposes for studying English." That is ESP students are usually adults and they learn English in order to "communicate a set of professional skills" and to "perform particular job-related functions." The ESP students are expected to be able to use what they learn in an ESP course in their work or studies.

## **2.2 NEED ANALYSIS (NA)**

Several authors mention definitions of needs analysis as follows:

2.2.1 Widdowson's study (as cited in Robinson, 1991, p. 7) distinguished the definition of needs in two aspects which are goal-oriented and process-oriented. In the aspect of goal-oriented definition of needs, "needs can refer to students' study or job requirements, that is, what they have to be able to do at the end of their language course". However, needs in the aspect of process-oriented means "what the learner needs to do to actually acquire the language".

2.2.2 Mounford (1981) mentioned that needs can mean "what the user-institution or society at large regards as necessary or desirable to be learnt from a program of language instruction" (p. 27)

2.2.3 Hutchinson & Waters (1995) pointed out that the need focused on the language-centered approach is "the ability to comprehend and/or produce the linguistic features of the target situation" (p. 54). Moreover, they distinguish the needs of studying ESP into target needs and learning needs.

### **The target needs**

The target needs concern "what the learner needs to do in the target situation". In addition, target needs can be defined as necessities, lacks and wants.

Necessities are "what the learner has to know in order to function effectively in the target situation." To identify necessities, the situation that the learner has to function in should be observed.

Learner's lacks means the gap between the existing proficiency and the target proficiency of the learner. However, to decide which necessities the learner lacks, the existing proficiency and target proficiency need to be matched against each other.

Wants refer to “the view of the learners to what their needs are”. As Hutchinson and Waters (1995) refer to the statement of Richterich; “a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment” (p. 58).

To gather information about target needs, several methods can be used such as questionnaires, interviews, observation, data collection and informal consultations with sponsors, learners and others (Hutchinson & Waters, 1995, p. 58). However, the questions should involve the target situation and the attitudes towards that situation. A simple framework has been established to guide the course designer as to what kind of information is needed for target needs analysis (p. 59-60)

**The target situation analysis framework:**

- Why is the language needed?
- How will the language be used?
- What will the content areas be?
- Who will the learners use the language with?
- Where will the language be used?
- When will the language be used.

**Learning needs**

Learning needs are “what the learner needs to do in order to learn” (Hutchinson & Waters 1995, p. 54). It can be said in other words that it is the way to get to the target needs or destination. It is necessary to analyze learning needs in order to motivate the learners. Unlike target needs analysis which concerns the language use, learning needs analysis focuses on the language learning. However, similar to target needs analysis, analyzing learning needs also has a framework consisting of questions which should be considered (p. 62-63).

**The learning needs analysis framework:**

- Why are the learners taking this course?
- How do the learners learn?
- What resources are available?
- Who are the learners?
- Where will the ESP course take place?
- When will the ESP course take place.

## **2.3 ENGLISH LANGUAGE COURSES PROVIDED AT THE OFFICE OF THE NATIONAL SECURITY COUNCIL THAILAND (NSC)**

English language course available at the Office of the National Security Council Thailand is the Communicative English Course.

### **Communicative English Course**

The Communicative English Course has been set up in compliance with the policy of the Secretary of the National Security Council Thailand in order to improve the English ability of officers. The expectation of this course is that the learners are able to communicate appropriately with the others in English. The learners are required to practice listening, speaking, reading and also writing skills. The content of the Communicative English Course emphasizes English for daily-life, for example, greetings, personal information interview, postcard writing, and reading for general information from a newspaper.

## **2.4 RELEVANT RESEARCH**

2.4.1 Vipada Poonsakvorasan (2006) surveyed the needs of English for Theological students at the Thailand Baptist Theological Seminary. The result was found that most students want to improve their listening skill, as the first priority, and speaking skill, as the secondary concern, by doing activities in groups emphasizing daily conversation. They also suggested that general English should be the main focus.

2.4.2 Chanyaporn Thakerngkitti (2006) investigated the needs and attitudes of Nonthaburi Senior High School students toward English learning and teaching. The result was that the students were satisfied with their teacher but they had negative attitudes toward traditional methods. They suggested that the activities such as role-playing, singing, watching movies and playing games should be included in the course syllabus. As they were senior high school students, they want their teacher to bring samples of the national university entrance exam into class rather than out of date subject matter. Almost half of them (45.6%) also took additional courses at a tutorial school.

2.4.3 Chakrit Phaisuwan (2006) surveyed the needs and problems of Seagate planners in using English. It was found that they had serious problems in using

English for communication, which were listening, speaking, reading and writing respectively. The problem concerning in listening skill was that the speaker spoke too fast. The speaking problem was their reading skill problem. Finally, they had problems in using grammar and sentence structure for their writing skill.