

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter entails review of related literature; it is perceived as a preview stage before the commencement of a research study. The foundation of related knowledge can lead to reliable research results. The contents of the review of related literature in this chapter involved with some aspects as follows;

- 2.1 Needs Analysis
  - 2.1.1 Definitions of Needs
  - 2.1.2 Types of Needs
  - 2.1.3 Definitions of Needs Analysis
  - 2.1.4 Importance of Implementing a Needs Analysis
  - 2.1.5 Approaches to Needs Analysis
- 2.2 English for Specific Purposes (ESP)
- 2.3 Business English
- 2.4 Related Literature

### **2.1 NEEDS ANALYSIS**

Since English for Specific Purposes (ESP) is defined as an approach to course design by seeking the real needs of language learners; it can be said that any courses ought to be centered upon an analysis of learners' needs.

#### **2.1.1 Definitions of Needs**

The definitions of needs are put forward by various scholars in different perspectives. In this section, we will touch on some definitions for clarification.

According to the language-centered approach, it posits that needs refer to “the ability to comprehend and/or produce the linguistic features of the target language...” (Hutchison & Waters, 1995, p. 54). Additionally, Hutchison and Waters (1995, p. 54) suggest that only the linguistic features of the target language are not strong enough to elucidate the meaning of needs so there are more contents to talk about. In other words, to teach ESP is not only the teaching of linguistic aspects because this cannot

show the real meaning of needs, consequently, there are more several issues to study for clarification.

Hutchison and Waters (1995, pp. 54-58) classify needs into two perspectives: *target needs* and *learning needs*. The former is regarded in terms of *necessities*, *lacks* and *wants*. Necessities refer to what the learners must know so as to function effectively in the target situation. Lacks involve the target proficiency required to be suitable against the existing proficiency of the learners, then, the gap between the two components could be mentioned as the learner's lacks. Wants are considered as an objective sense, with the actual learners playing no active role and having no view as to what their needs are. The latter is concerned with the question, "What knowledge and abilities will the learner require in order to be able to perform to the required degree of competence in the target situation?" (p. 60). In other words, it is a matter of route from the starting point to the destination.

Historically, there have been some notions on needs which were discerned in greatly different viewpoints. Needs are described as *objective* and *subjective* by Brindley (1989), as *perceived* and *felt* by Berwick (1989), as *target situation/goal oriented* and *learning*, as *process oriented* and *product-oriented* by Brindley (1989). (as cited in Dudley-Evans & St. John, 1998, p. 123)

When outsiders see the facts from what is known and what can be verified, this is called *objective* and *perceived* needs whereas the insiders provide *subjective* and *felt* needs which correspond to cognitive and affective factors. Likewise, the goal or target situation provides *product-oriented* needs while the *process-oriented* need can be derived from the learning situation.

Consequently, a great many terms are coined by scholars all along. However, needs could be conclusively referred to as what the syllabus designers of any courses must know in terms of specific knowledge for the specific purposes of the students and clients; thus, needs relate to how to teach with these facts derived from the clients or students specific situation in order to provide courses of English for Specific Purposes (ESP).

### 2.1.2 Types of Needs

On the basis of the above mentioned facts, many people endeavored to define *needs* in their own perspectives (as cited in Robinson, 1991, pp. 7-8).

First, Widdowson's study proposes that *needs* could refer to students' study or job requirements, in other words, this is what the students must be able to do at the end of the language course. This can show a *goal-oriented* definition of needs or needs could be described as *objectives*.

Second, Montford propounds that needs could mean what the user-institution and society in general considered necessary or desirable to be learned from a program of a language instruction.

Third, Widdowson also proposes that, in terms of a process-oriented definition of needs, needs mean "what the learner needs to do actually acquire the language". This notion refers to transitional behavior or the means of learning.

Fourth, Berwick considers what the students would like to gain from the language course, this kind of view insinuates that students may have their personal aims apart from the requirements of the job or studies.

Finally, Robinson interprets needs as lacks, in other words, this signifies what the students do not know or cannot do in English.

In summary, there are many types of needs caused by different perspectives of scholars. All of these cannot be judged as the best definitions, but they can be sources of consideration to advance the syllabus design in order to be pertinent to the real situation needs.

### 2.1.3 Definitions of Needs Analysis

Dudley-Evans & John (1998, p. 121) propose that "Needs analysis is the process of establishing the *what* and *how* of a course..." and Robinson gives comments that "repeated needs analysis can be built into the formative evaluation' process."

Dudley-Evans & John (1998, p. 122) also explain that needs analysis is neither unique to language teaching, nor is it unique to LSP and then to ESP; nevertheless, needs analysis is the corner stone of ESP and leads to a much more focused course.

There are two kinds of needs analysis which engage attention of ESP practitioners (as cited in Robinson, 1991, pp. 8-9).

According to Chambers' study, he introduced and discussed a target situation analysis (TSA). He denotes that "a needs analysis which focused on students' needs at the end of a language course." Richterich and Chancerel's study, in order to increase the range to create the PAS, suggests that there are three basic sources of information: the students, the language teaching establishment and the user-institution. In contrast, a present situation analysis (PSA), as a complement to TSA, it determines to create what the students are like at the beginning of the language course, investigating strengths and weaknesses. There is relationship between TSA and PSA which draws attentions. Munby states that the PSA represents constraints on the TSA and McDonough mentions that the PSA involves fundamental variables which must clearly be considered before the TSA.

The conclusion can be drawn that needs analysis may be seen as a combination of TSA and PSA.

#### **2.1.4 Importance of Implementing a Need Analysis**

In the view of Dudley-Evans & John (1998, p. 121), they advocate that the principal steps in ESP are needs analysis, course and syllabus design, materials selection (and production), teaching and learning and evaluation are not separated but linearly-related activities and they are likely represented in phases which overlap and are interdependent. However, practitioners must begin to determine learners' needs from a different and broader base. Before approaching clients and students, they must seek out details from previous needs analysis, available materials, and research findings. The information derived from the clients and students must be as excellent as the questions asked and the analysis of the answers.

Frendo (2005) says that ...a needs analysis helps the teachers to understand the difference between where the learners are, in terms of communicative competence, and where they need to be to meet their ... aims. Sometimes, this needs analysis is minimal, and consists of a series of brief questions which give the teacher the rough idea of the needs of the group... A large scale needs

analysis can be designed to look at an organization and work out its strength and weaknesses in terms of communication in English. (p.15)

For this reasons, the ground work must be done in order for practitioners to be more knowledgeable beforehand. Dudley-Evans & John (1998, p. 123) put forward the advantages of needs analysis: (i) to be able to know what is unknown (ii) not to waste clients and students' time (iii) to demonstrate real professionalism and (iv) to know the method to use the data.

A significant point is to be aware of what will be happening to the raw data and the details gained from it. Berwick (as cited in Dudley-Evans & John, 1998, p. 123) recommends that ESP practitioners are required to know definitely what must be found out and what will be done with the answers before starting. Needs analysis is then considered as a crucial stage of ESP before others.

### 2.1.5 Approaches to Needs Analysis

Consequent upon the relevance to needs analysis, Dudley-Evans & John (1998, p. 125) give concepts in implementing a needs analysis.

A. **Professional information about the learners:** the tasks and activities learners are/will be using English for – *target situation analysis* and *objective needs*.

B. **Personal information about the learners:** factors which may affect the way they learn, such as previous learning experiences, cultural information, reasons for attending the course and the expectations of it, attitude to English- *wants, means, and subjective needs*.

C. **English language information about the learners:** what their language skills and language use are – *present situation analysis* – which allow us to assess (D).

D. **The learner's lacks:** the gap between (C) and (A).

E. **Language learning information:** effective ways of learning the skills and language in (D) – *learning needs*.

F. **Professional communication information about (A):** knowledge of how language and skills are used in the target situation – *linguistic analysis, discourse analysis and genre analysis*.

G. **What is wanted from the course.**

H. **Information about the environment** in which the course will be run – means analysis.

Furthermore, in terms of practice of needs analysis, Schroder's study (as cited in Robinson, 1991, p. 12) suggests four techniques to investigate needs: questionnaire, detailed interviews, participating observation, and press advertisement. Robinson (1991, pp. 12-15) adds three more techniques: tests, the collection of authentic materials and participatory needs analysis.

### **1. Questionnaire**

Richterich and Chancerel's study (as cited in Robinson, 1991, p. 12) suggest that it is fairly vital to have a pilot test with a few respondents to check the comprehensibility of the questions and whether the answers can be analyzed and compared with ease. Lonnfors' study (as cited in Robinson, 1991, p. 12) stresses the concerns that the questionnaires are supposed to be understood by ordinary people. A ready-prepared questionnaire can be beneficially used at short notice and easily adapted by others. Both target situation analysis and present situation analysis can make use of questionnaires. By using questionnaire, it can be easily sent to a great many people whereas its advantage is that respondents will feel uncomfortable about filling it in and returning it.

### **2. Interview**

The structured interview is preferred by Mackay's study (as cited in Robinson, 1991, pp. 12-13), in other words, the interviewer must guide interviewees through a questionnaire and the interviewer can follow a new line of enquiry in parallel with the planned agenda. The interviewer can assist the respondents to clarify linguistic problems and to record the answers and explanations.

### **3. Observation**

The analysts are required to extend questionnaires and interviews with direct observation of successful target-level behavior and of students' defective performance. Svendsen and Krebs' study (as cited in Robinson, 1991, p. 13) stresses the importance of creating good relations with the staff or workers.

### **4. Case study**

Schmidt's study (as cited in Robinson, 1991, p. 13) advocates that there are advantages of the case study method: the feasibility of a profound investigation over a

period of time, the occasion to draw respondents' intuition about difficulties and needs in more detail, and the opportunity for the curriculum designer to pursue direct observation in the classroom, whilst the disadvantage is that it is time consuming.

### **5. Test**

Testing of students must be performed prior to the ESP course commencement, and importantly, the test ought to be reliable and validated. Saunders' study (as cited in Robinson, 1991, p. 14) advises that if inaccurate detail of students' proficiency at the beginning is collected, this can bring tough difficulties and urgent remodelling of a course.

### **6. Authentic data collection**

This refers to the making of audio or video recordings and to the accumulation of print material. Thus if audio recordings of discussions or seminars are done, it is indispensable to know the actions and gesture accompanying the speech and if the print material is accumulated, it is also necessary to know who used it and how. To determine what is a salient point and beneficial point and what is only interesting is not easy.

### **7. Participatory needs analysis**

In this kind of needs analysis, students are supposed to participate in a discussion on their needs and to make recommendations. Moreover, students may participate in further research and if the features of the target community have been identified, students will know what kinds of needs can help to prepare for it.

When conducting a needs analysis, during the stage of planning, the time available, actual collecting of the information, including its process and analysis, must be considered, as well as the method of analysis, the making use of information and the likelihood of obtaining the type of data wanted by researchers. Holliday and Cooke propose that needs analysts are required to utilize the existing stock of knowledge whereas Scharer adds that the uses of professional guesses are necessary (as cited in Robinson, 1991, p. 15).

Richterich and Chancerel, and Holliday and Cooke (as cited in Robinson, 1991, p. 15) also propose that needs analysis is required to be repeated while using the course because PSA, attitudes of students and approach may change. To specify

objectives is considered as a result of the needs analysis, and the design of the syllabus is the next step and the last two steps in question are not concrete in practice.

## 2.2 ENGLISH FOR SPECIFIC PURPOSES (ESP)

In the relatively brief history of ESP, it is revealed that there are various main variations in the advancement of ESP both in practice and theory; nevertheless, through its consecutive steps of advancement, all differentiated notions have focused on linguistic aspects of ESP; in other words, they are tremendously language centered approaches.

To make it evident, Hutchison and Waters (1995, p. 17) demonstrate their ideas by means of tree diagram. In summary, English as a Foreign Language (EFL) can be divided into two main branches: English for Specific Purposes and General English (GE), and thus, ESP courses are differentiated into different particulars of the learners' special situations.

Hutchison and Waters (1995, p. 18) suggest that there are three aspects showing what ESP is **not**: (i) ESP is not a matter of teaching specialized varieties of English but all language use. (ii) ESP is not just a matter of science words and grammar for scientists but underlying structure. (iii) ESP is not different in kind from any other form of language teaching with principles of effective and efficient learning but ESP methodology can be in the learning of any kind of English.

In addition, they propose that ESP has to be considered as an approach, not as a product; in other words, it is an approach to language learning which is based on the learner need and that, in reality, ESP is an approach in language teaching which is directed by specific and apparent reasons for learning.

Robinson (1991, pp. 2-4) introduces criteria for organizers to think of ESP as a course. He intimates that, usually, ESP is goal oriented, and an ESP course is on the basis of needs analysis, that there is normally a very clearly specified time period for the course, that students tend to be adults, and that all the students in the same class are in the homogeneous field of work or specialist studies.

Dudley-Evans & John (1998, p. 3) accept that the definition of Strevens is the most comprehensive perspective. Strevens differentiated ESP into four *absolute characteristics* and two *variable characteristics*.

The four absolute characteristics of ESP are comprised of English Language Teaching which is: (i) designed to meet specified needs of the learner; (ii) related in content to particular disciplines, occupations and activities; (iii) centered on language appropriate to those activities in syntax, lexis, discourse, semantics and so on, and analysis of discourse; (iv) in contrast with “General English”. Moreover, the two variable characteristics are that ESP may be restricted as to the learning skills to be learned and may not be taught according to any pre-ordained methodology.

### **2.3 BUSINESS ENGLISH**

Since the growth of international business and economy which demands a lingua franca as a tool to serve communication on an international scale, English has served to fulfill that phenomenon in respect of its prominence recognized by people and nations both de facto and de jure. Business English, as part of English for Specific Purposes (ESP) has been indispensably taught in colleges, universities and institutes around the world, particularly, in Asian countries where the booming economies are emerging. In parallel with this state of affairs, a plethora of research studies on this matter has successively been conducted to pave the way for business English pedagogy development as such; while the divergence between the number of available qualified business English teachers and the considerable demand for them has become clear.

Similar to other countries, in Thailand, as previously mentioned, many universities such as Ramkhamheang University, Silpakorn University, Assumption University (ABAC) and Thammasat University etc. confront the same difficulty which is a remarkable shortage of qualified business English teachers for the number of them in demand; however, these universities offer business English courses to keep up with the globalization of trade and economy circumstances.

Another seemingly striking point which engages people’s attention is the different terms referring to business English courses. The universities in Thailand determine distinctively the course reference but with the same purposes of study; to increase the number of professional communicators in specialized business English.

- The Faculty of Business Administration, Ramkhamheang University, offers two courses.

*BA 303: Business Information and Communication I*

*BA 304: Business Information and Communication II*

- The Faculty of Arts, Silpakorn University, offers two courses.

*412 260: Business English I*

*412 260: Business English II*

- The Faculty of Business Administration, Assumption University offers one course.

*MGT 3907: Business Communication*

- The Language Institute, Thammasat University, offers two courses.

EL 221: Communicative Business English I

EL 321: Communicative Business English II

### **EL 221 COMMUNICATIVE BUSINESS ENGLISH 1**

The vocabulary and idioms appropriate to the world of business will be the focus of this course. Reading and writing skills will be practiced, so that students can learn to understand business-related documents, make summaries, and take useful notes. There will also be some practice in writing business letters.

### **EL 321 COMMUNICATIVE BUSINESS ENGLISH 2**

This course aims to develop students' proficiency in business English with emphasis on oral communication. Students are expected to participate in discussions, role plays and other simulated activities and make presentations on business related topics.

## **2.4 RELATED LITERATURE**

As for the top priority of needs analysis, there are myriad researches concerning needs. Researchers tend to investigate the needs of various groups in order to obtain clear-cut solutions to their existing problems as much as possible, and more importantly, to broaden many facets of lives, in terms of education, in society, especially for English pedagogy improvement. The following are some of researches touching needs analysis conducted by Thai researchers.

With reference to Suvimon Vongratanakunton's study (2008), her study purpose was to explore the needs of learning English of the 4<sup>th</sup> year students in the Faculty of Business at Suan Dusit Rajabhat University. It was aimed to seek out students' needs of both productive skills: speaking and writing, and receptive skills: listening, reading, which were needed in business organizations. The main results of the study showed that (i) listening was the most needed skill when corresponding with customers over the phone (ii) speaking skill was main issue when answering in job interviews with a foreign employer (iii) reading skill and understanding contracts/agreements were deemed as the most interesting activity among students. Additionally, the results also implied that the respondents' learning about writing of the cover letter and resume when applying for a job was mostly needed. She recommended that the further exploration should be conducted for the sake of materials development and teaching approaches whereas the expectation of employers in business firms should be determined with the aim of curriculum development.

As regards the study by Kusalin Pattanakittipong (2006), this was aimed to analyze the needs of the 3<sup>rd</sup> year English major students in learning English in the Faculty of Liberal Arts at Thammasat University, academic year 2005. The major results of the study revealed that, among the five English skills: listening, speaking, reading, writing and translating; the first two skills were considered as the most vital skills. These two skills, in question, should be taken into account when performing the curriculum design, whereas translating skill came at the last needed place. Moreover, the results also demonstrated that the respondents prefer the English natives to instruct in the classroom, and to use English as medium, but Thai only when it necessitated. Due to these results, the instruction should put an emphasis on speaking and listening. It was recommended that the class should contain only a small number of learners for

sharing time to other learners to practice equally. The further study on needs and the improvement of materials were also recommended.

Concerning the study carried out by Oranute Tatti (2007), a study of the needs of Thai dance instructors in using the English language as a basis for course design; the main finding of the study indicated that, among the four principle English language skills – listening, speaking, reading and writing - the first two skills were perceived as the most crucial and were supposed to be a main interest of the course instruction, whereas writing skill was needed in the last place. Students would actively participate in the course when teachers were native English speakers with the help of Thai teacher, especially for speaking skill training.

With regards to Tarinee Sinarkorn's study (2003), it was to explore the wants, needs and problems of Royal Thai Navy personnel participating in Cobra Gold joint training in order to develop a course syllabus that can match their wants and needs, and also solve their problems in using English. Among the five English language skills- speaking, listening, reading, writing and translating- the first two skills were conceived as the mostly needed and they should be taken as a top concern in the classroom whereas writing skill was deemed as the least needed skill. As a result, listening and speaking skills should be emphasized in which the contents of the course should be in relation with military jargon. In terms of classroom instruction, the English language was a preferable medium language used by English natives but Thai could be used in case of necessity.

It was found that various studies on needs were exactly and apparently contributive to available problems in English education. And thus, English pedagogy could be successively improved in virtue of its findings, results and discussion as well as recommendations.

In conclusion, review of a lot of studies, in terms of related literature, could lead to improved background of the researchers of the study; therefore, the integration of information from differentiated sources can make the research stronger and finally be conducive to creative knowledge so as to advance English learning and teaching in the country.