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The needs of the High School of Bank's students in ESP Writing احتياجات طلاب المدرسة العليا للمصرفة للكتابة باللغة المتخصصة

Fouzia Bouchareb¹, Hassina Bouchareb²

¹MCA, University of Abu El Kacim Saad Allah (Algeria), Faculty of Social Sciences, Department of psychology, fouzia.bouchareb@univ-alger2.dz

²MAA, ENS Bouzareah (Algeria), bouchareb.hassina@ensb.dz

فوزية بوشارب¹، حسينة بوشارب²

¹ أستاذة محاضرة أ، جامعة الجزائر 2 (أبو القاسم سعد الله)، كلية العلوم الاجتماعية، قسم علم النفس، مخبر

التربية والصحة النفسية، fouzia.bouchareb@univ-alger2.dz

² أستاذة مساعدة أ، المدرسة العليا للأساتذة ببوزريعة، مخبر التربية والصحة النفسية،

hassina@ensb.dz.bouchareb

Corresponding author: Fouzia Bouchareb, fouzia.bouchareb@univ-alger2.dz

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Abstract:

The present study aims at investigating the students' needs in terms of ESP writing. It tries to know about the needs of the ESB students from the students themselves through their evaluation of the writing program taught at the High School of Banks-Bouzareah, this evaluation deals with the different aspects of the writing program taught at ESB. The number of participants was 88 who represent first year students from both BSB and DSEB cycles. In order to achieve the aims of the study, the researchers used a questionnaire as a tool for data collection. The questionnaire consisted of sixteen questions about the writing program taught at the ESB. The results of the study have shown that The ESB students showed a great dissatisfaction with all aspects of the writing program. In general, the results of the study have shown that the students need help in all the aspect of writing especially ESP writing. The researchers at the end of this research suggested some recommendations to the people concerned.

Keywords: Students, Needs Analysis, Writing, Banks.

الملخص باللغة العربية:

تهدف الدراسة الحالية إلى التحقق من احتياجات الطلاب من حيث الكتابة باللغة الانجليزية المتخصصة (ESP)، و معرفة احتياجات طلاب المدرسة العليا للمصرفية (ESB) من خلال تقييمهم لبرنامج الكتابة الذي يتم تدريسه في المدرسة العليا للمصرفية ببوزريعة. يتعامل هذا التقييم مع الجوانب المختلفة لبرنامج الكتابة الذي يتم تدريسه في المدرسة العليا للمصرفية. كان عدد المشاركين 88 يمثلون طلاب السنة الأولى من كل من دورات دبلوم الدراسات المصرفية BSB و دبلوم الدراسات العليا في المصرفية DSEB. ولتحقيق أهداف الدراسة استخدم الباحثون الاستبيان كأداة لجمع البيانات. يتكون الاستبيان من ستة عشر سؤالاً حول برنامج الكتابة الذي يتم تدريسه في ESB. أظهرت نتائج الدراسة أن طلاب ESB أظهروا عدم رضا كبير عن جميع جوانب برنامج الكتابة. و بشكل عام ، أوضحت نتائج الدراسة أن الطلاب بحاجة إلى المساعدة في جميع جوانب الكتابة وخاصة كتابة ESP. اقترح الباحثان في نهاية هذا البحث بعض التوصيات للأشخاص والهيئات المعنية.

الكلمات المفتاحية: طلاب، تحليل احتياجات، كتابة، بنوك.

1. INTRODUCTION

In an ESP context all decisions about content, method and material are based on the learners' needs and reasons for learning. ESP program is designed to meet specific needs of learners which determine any

purpose that could be specified in academic or professional life; this suggests that the learner is considered as the center of the learning process and any investigation about the effectiveness of any aspect of the ESP

course should consequently take into account the learners' needs and lacks.

In this context and under the above mentioned facts, this research attempts to investigate the learners' needs about ESP writing program taught at ESB-Bouzareah from the view point of the learners themselves.

The present study aims at investigating the effectiveness of the writing program taught at ESB- Bouzareah and see whether it meets the students' needs in terms of ESP writing. This investigation is important because the results of such an investigation can provide both researchers and teachers with valuable insights about the students' needs that can be used to improve ESP writing.

The present study attempt to answer the following research question:

-Does the current program taught at the ESB match the needs of students?

2. Literature Review

Need is considered as very important in the setting of ESP teaching and learning, many studies discussed its essential role in the ESP context. Hutchinson and Waters (1987:55) consider the *Need* as the reason for which the learner is learning English, which will vary from study purposes to work purposes. These purposes are regarded as the first steps and the departure points which determine the language to be taught. They make a distinction between learner's need in general English courses and that in ESP courses. (Hutchinson and Waters, 1987: 54)

They show the importance of Needs Analysis in ESP syllabus design by

considering it as being the spinal column and very essential, they clarify that this need for learning English determines what language should be taught, and consequently the course designed: *'tell me what you need English for and I will tell you the English that you need'*. (Hutchinson and al, 1987: 08).

The importance of Needs Analysis is also stressed by Belcher (2006) who claims that it is "a vital stage in designing ESP materials" (2006: 135).

This claim is supported by Brown (1995) who regards needs analysis as an essential first step in the development of a curriculum; he presents needs analysis as being the collection and analysis of information about a curriculum to satisfy students (Brown, 1995:36).

3. Research Methodology

The present study can be classified as a descriptive survey which collects data through field investigation. The purpose of data collection is mainly to answer the research question concerning the target population. In this study the researchers investigate the problems that face the students of High School of Banks and their different needs by means of the research tool implemented which is the questionnaire.

3.1 Population and Sample:

The population of the study concentrated on first year students including males and females from both DSEB (Diplome Superieur d'Etudes Bancaires) and BSB (Brevet Superieur de Banque) for the academic year 2018-2019; which represents the overall number of first year students studying in the school. The number of BSB students is 42 whereas the number of DSEB

students is 46. The table bellow shows the details of the sample:

Table (1)
Sample distribution according to sex and percentage

Variables	Sex	Number	%
BSB	Male	28	66.7%
	Female	14	33.3%
	Total	42	100%
DSEB	Male	22	47.8%
	Female	24	52.2%
	Total	46	100%

As mentioned the participants in this research are males and females, the number of males for BSB students is 28 representing 66.7% of the students, and the female is 14 which represents 33.3% of the sample. Concerning the DSEB, the number of males involved in this research is 22 representing 47.8%; and 24 females which represent 52.2 of the students.

3.2. Instruments of the study:

In order to investigate the students' needs in terms of ESP writing, the researchers implemented a questionnaire as the main tool for collecting data from the learners themselves. The questionnaire administered to subjects consists of sixteen (16) questions in relation to writing program currently taught at the ESB during the academic year 2018/2019.

4. RESULTS AND DISCUSSION

Results Obtained from Students' Questionnaire:

Q 01: the English writing program provides me with technical vocabulary I need in my field of study.

ESB students are asked to answer by *YES* or *NO*, the answers were gathered in tables (2) and (3) as follows:

Table (2)

Frequencies and Percentages of BSB Students' Responses in Relation to Teaching Vocabulary

Sex	yes	%	No	%
Male	00	00%	28	66.66
Female	00	00%	14	33.33
Total	00	00%	42	100%

Table (3)

Frequencies and Percentages of DSEB Students' Responses in Relation to Teaching Vocabulary

Sex	yes	%	No	%
Male	00	00%	22	47.82
Female	00	00%	24	52.17
Total	00	00%	46	100%

As can be seen in tables (2) and (3) no respondent answered *YES* to the first question of the questionnaire. All the respondents weren't satisfied with the current program in terms of teaching Technical Vocabulary, 42 for BSB students and 46 for DSEB students which represents the total number in both cycles they all answered *NO*.

Q 02: if NO, say why.

For this question, the students were asked to provide explanation in case the answer was NO. The answers collected from the participants varied in terms of the reasons presented:

- Some students reflected the reasons to themselves whether by blaming themselves for lack of knowledge, low level of English, the psychological factors (not loving the language) or even lack of serious work from their part.
- Other students blamed whether the teachers, the condition of the lesson in terms of the noise, the low voice of the teacher or even the number of hours allocated to the subject and the large classrooms among others.
- The rest of students didn't even know the exact reasons for not being satisfied about the current writing program in terms of teaching technical vocabulary.

Therefore, the reasons were divided into three categories:

1. Internal factors,
2. External factors
3. Others.

The following table shows the responses of both BSB and DSEB students.

Table (4)

Reasons Provided by BSB and DSEB Students in Relation to the their Dissatisfaction about the Teaching of Technical Vocabulary

Reasons	BSB		DSEB	
	N	%	N	%
Internal	11	26.19%	6	13.04%

External	27	64.28%	36	78.26%
Other	4	9.52%	4	8.69%
Total	42	100%	46	100%

From the table (4) we can clearly see that most of reasons provided by both BSB and DSEB students were external ones. This is quite comprehensive situation because ESB students expect to improve their technical vocabulary while studying in the school through the program taught since they don't have any prior knowledge in the field. Therefore, the reasons for not being satisfied with the teaching of Vocabulary are not theirs.

Q 03: the English writing program enables me to fix my problems with punctuation:

ESB students are asked to answer by *YES* or *NO*, the answers were presented in the tables below:

Table (5)

Frequencies and Percentages of BSB Students' Responses in Relation to Problems of Punctuation

Sex	Yes	%	No	%
Male	10	23.80%	18	42.85%
Female	6	14.28%	8	19.09%
Total	16	38.09%	26	61.90%

Table (6)

Frequencies and Percentages of DSEB Students' Responses in Relation to Problems of Punctuation

Sex	Yes	%	No	%
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Male	12	26.08%	10	21.73%
Female	15	32.60%	9	19.56%
Total	27	58.69%	19	41.30%

The above tables show the responses of BSB and DSEB students for the question about punctuation. The answers of the students show some discrepancies between BSB and DSEB. It is clear that there is difference in their responses, where 38.09% of BSB students answered *YES* and 61.90 didn't agree about the punctuation issue. Concerning DSEB students 58.69% answered *YES* and 41.30 answered *NO*. This difference may be due to the fact that the students have already studied punctuation before so they have some knowledge about it for this reason not all of them answered *NO*.

Q 04: if NO, say why.

For this question students provided different answers which varied between internal, external and other reasons not specified. The answers are shown in the following table:

Table (7)

Responses of BSB and DSEB Students for the Reasons Provided in Relation to Problems of Punctuation

Reasons	BSB		DSEB	
	N	%	N	%
Internal	8	30.76%	13	68.42%
External	15	57.69%	3	15.78%
Other	3	11.53%	3	15.78%
Total	26	100%	19	100%

As shown in table (7) there are some discrepancies in the responses of both BSB and DSEB students. Indeed, the external

reasons presented by BSB students represented 57.69% which is higher than the internal reasons and the none specified ones whereas for DSEB students, the internal reasons represented the higher percentage with 68.42%.

Q 05: the English writing program allows me to use texts and pieces of writing relevant to my field of study.

The following tables show the responses of the participants who had the choice to answer whether by *YES* or *NO*.

Table (8)

Frequencies and Percentages of BSB Students' Responses in Relation to the Use of Texts Relevant to the Baking Field

Sex	Yes	%	No	%
Male	2	4.76%	26	61.90%
Female	1	2.38%	13	30.95%
total	3	7.14%	39	92.85%

Table (9)

Frequencies and Percentages of DSEB Students' Responses in Relation to the Use of Texts Relevant to the Baking Field

Sex	Yes	%	No	%
Male	1	2.17%	21	45.65%
Female	0	00%	24	52.17%
total	1	2.17%	45	97.82%

The tables (8) and(9) display the results of students' responses to question five in relation to the use of texts and pieces of writing relevant to the field of banking in ESB. As revealed in the tables and figure,

the students' answers about the above question were mostly negative, 92.85% and 97.82% of BSB and DSEB student answered NO respectively. Therefore, and from the students' answers we can have a clear view about the current writing program of ESP which doesn't provide the required knowledge about ESP writing in relation to texts and pieces of writing relevant to their field.

Q 06: if NO, say why.

The reasons students presented are displayed in the following table and demonstrated by the figure below:

Table (10)
Reasons Provided by BSB and DSEB Students in Relation to the Use of Texts and Pieces of Writing Relevant to Banking

Reasons	BSB		DSEB	
	N	%	N	%
Internal	10	25.64%	0	00%
External	28	71.79%	39	86.66%
Other	1	2.56%	6	13.33%
Total	39	100%	45	100%

The above table reveals students' responses related to question six (06). In this question, students were asked to provide reasons about their non satisfaction in terms of the use of texts and pieces of writing relevant to their field. As can be seen the majority of students attributed the reasons of their non agreement about the question to the external factors. We find 71.79% for BSB and 86.66% for DSEB which represent the highest percentages compared with the internal reasons and the other ones not specified. This situation can be seen as

follow: students start learning about their field while attending the lessons at ESB which means that they didn't have a prior knowledge about the subject. It is at the school that students start learning, they expect the ESP teacher to provide them with the necessary knowledge about the banking field. So they do not attribute the reasons to themselves, instead they refer that to the external factors apart from themselves.

Q 07: The English writing program enables to express myself in writing about my field of study.

The participants needed to show whether they agree with the statement above or not. To answer this question they had to answer by *YES* or *No*. the tables below show the results.

Table (11)

Frequencies and Percentages of BSB Students' Responses in Relation to Writing about Banking

Sex	Yes	%	No	%
Male	0	00%	28	66.66%
Female	0	00%	14	33.33%
total	0	00%	42	100%

Table (12)

Frequencies and Percentages of DSEB Students' Responses in Relation to Writing about Banking

Sex	Yes	%	No	%
Male	0	00%	22	47.82%
Female	0	00%	24	52.17%
total	0	00%	46	100%

As shown in tables (11) (12), the responses of the subject for question (07) show that all the participants didn't agree about expressing themselves in writing about their field (banking). For both BSB and DSEB no one answered *YES*, 42 for BSB and 46 for DSEB which represents 100% answered *NO*. This means that all the participants are not satisfied with writing about banking.

Q 08: if NO, say why.

Table (13)

BSB and DSEB Students' Reasons Related to Writing about Banking

Reasons	BSB		DSEB	
	N	%	N	%
Internal	5	11.90%	1	4.34%
External	37	88.09%	41	89.13%
Other	0	00%	4	8.69%
Total	42	100%	46	100%

As revealed in the above table (13), the reasons presented by the students for not being satisfied in expressing themselves in writing about their field were mainly external for both BSB and DSEB. 88.09% of BSB students attributed the non agreement about writing expression in baking field for external reasons and 89.13% of DSEB students also reflected the reasons to external factors too.

Q 09: The materials provided in the English writing program can be easily obtained by all the students.

Here again students were asked to answer by YES or NO. The answers are displayed in

the following tables and clarified by the figure that follows.

Table (14)

Frequencies and Percentages of BSB Students' Responses about the Availability of the Materials Provided in the English Writing Program

Sex	Yes	%	No	%
Male	25	59.52%	3	7.14%
Female	12	28.57%	2	4.76%
total	37	88.09%	5	11.90%

Table (15)

Frequencies and Percentages of DSEB Students' Responses about the Availability of the Material Provided in the English Writing Program

Sex	Yes	%	No	%
Male	21	45.65%	1	2.17%
Female	24	52.17%	0	00%
total	45	97.82%	1	2.17%

As can be seen from the above tables (14,15), the majority of students agree about the availability of materials in the English writing program. 88.09% of BSB students answered *YES* and only 11.90% answered *NO*, as for DSEB students we have 97.82%

of the total number of the participants answered *YES* and only 2.17% didn't agree and answered *NO*. Therefore, the majority of the subjects agreed that the materiel provided by the teachers were available for students.

Q 10: if NO, say why?

As the previous question of the same kind, here students are also asked to provide reasons for not agreeing with the availability of the material provided in the English writing program taught in ESB. As can be recognized there are few students who answered NO, the table belows show the related responses.

Table (16)

Percentages of BSB and DSEB Students' Reasons for the Unavailability of the Materials Provided in the English Writing Program at ESB

Reasons	BSB		DSEB	
	N	%	N	%
Internal	5	100%	1	100%
External	0	00%	0	00%
Other	0	00%	0	00%
Total	5	100%	1	100%

The above table shows the results of the students' responses about the unavailability of material in the English writing program at the ESB. The results show clearly that all the participants attributed the reasons of the unavailability of the materials to themselves not to any external reasons. Five (05) participants representing 100% of the subjects in BSB and the only student in DSEB they all chose the internal reasons. This can be seen as part of their responsibility to collect the handouts

provided by the teacher since the latter is committed to give the students any material related to the subject.

Q 11: The training materials provided in the in the English writing program are appropriate to my level of English. (YES or NO)

The following tables show the results related to this question as follow:

Table (17)

Frequencies and Percentages of BSB Students' Responses about the Appropriateness of the Materials Provided to the Level of Students

Sex	Yes	%	No	%
Male	3	7.14%	25	59.52%
Female	1	2.38%	13	30.95%
total	4	9.52%	38	90.47%

Table (18)

Frequencies and Percentages of DSEB Students' Responses about the Appropriateness of the Materials Provided to the Level of Students

Sex	Yes	%	No	%
Male	4	8.69%	18	39.13%
Female	6	13.04%	18	39.13%
total	10	21.73%	36	78.26%

The tables (17) and (18) show the frequencies and percentages of the appropriateness of the materials provided in the English writing program at the ESB. As

can be seen the larger number of the responses was *NO* with 90.47% and 78.26% for both BSB and DSEB respectively. As for the respondent by *YES* were 9.52% for BSB and 21.73% for DSEB.

Q12: if no, say why

The answers for this question are displayed in the following table where the reasons varied between internal, external or other reasons not specified.

Table (19)

Reasons of the Inappropriateness of the Materials to the Level of BSB and DSEB Students

Reasons	BSB		DSEB	
	N	%	N	%
Internal	1	2.63%	1	2.77%
External	32	84.21%	33	91.66%
Other	5	13.15%	2	5.55%
Total	38	100%	36	100%

As can be seen in the table above, the largest number of the reasons provided by the students about the inappropriateness of the materials to the level of students was given to the external factors as follow: 84.21% for BSB and 91.66% for DSEB. As for the internal reasons and the others not specified, they came second with very small numbers. The reasons that are not specified was 13.15% for BSB and 5.55% for DSEB, then come the external factors as third which comprise 2.63% for BSB and 2.77% for DSEB.

Q 13: the training materials provided in the English writing program are clear,

interesting and nicely printed. (YES or NO)

Table (20)

Frequencies and Percentages of BSB Students' Responses about the Quality of the Materials Provided in the English Writing Program

Sex	Yes	%	No	%
Male	1	2.38%	27	64.28%
Female	1	2.38%	13	30.95%
total	2	4.76%	40	95.23%

Table (21)

Frequencies and Percentages of DSEB Students' Responses about the Quality of the Materials Provided in the English Writing Program

Sex	Yes	%	No	%
Male	10	21.73%	12	26.08%
Female	9	19.56%	15	32.60%
total	19	41.30%	27	58.69%

As revealed in the above tables, the majority of the respondents didn't agree about the quality of the materials provided in the English writing program at ESB. 95.23% BSB students answered *NO* and only 4.76% responded *YES*, as for DSEB students 58.69% of them answered *No* and the rest of students responded *YES*.

Q 14: if no, say why

There have been different reasons presented by the subjects which were the same as the previous questions similar to this one (internal, external and other reasons not

specified) the table below shows the results to this question.

Female	0	00%	14	33.33%
total	0	00%	42	100%

Table (22)

Reasons of BSB and DSEB Students' Dissatisfaction about the Quality of the Materials Provided in the English Writing Program

Reasons	BSB		DSEB	
	N	%	N	%
Internal	0	00%	0	00%
External	39	97.5%	27	100%
Other	1	2.5%	0	00%
Total	40	100%	27	100%

From table (22), we can see clearly that almost all the participants reflected the reasons of their dissatisfaction about the quality of the materials provided in the English writing program to the external reasons, we have 97.5% of BSB students attributed their dissatisfaction to external reasons and only 2.5% fell under the category of other reasons not specified, concerning DSEB students they all chose the external reasons for not being satisfied with the said materials.

Q 15: the number of hours allocated to the subject is sufficient to acquire knowledge about ESP writing (YES or No)

Table (23)

Frequencies and Percentages of BSB Students' Responses about the Number of Hours Allocated to ESP Writing

Sex	Yes	%	No	%
Male	0	00%	28	66.66%

Table (24)

Frequencies and Percentages of DSEB Students' Responses about the Number of Hours Allocated to ESP Writing

Sex	Yes	%	No	%
Male	0	00%	22	47.82%
Female	1	2.17%	23	50.00%
total	1	2.17%	45	97.82%

As shown in tables (23 ,24) the results reveal that almost all the participants think that the number of hours allocated to the subject is not sufficient to acquire knowledge about ESP writing. 100% and 97.82% of BSB and DSEB students respectively answered *NO* to the question, only 2.17% representing one student in DSEB answered *YES*.

Q16: if no, say why: The table below shows the results as follow

Table (25)

Reasons of BSB and DSEB Students for their Dissatisfaction about the Number of Hours Allocated to ESP Writing Program

Reasons	BSB		DSEB	
	N	%	N	%
Internal	12	28.57%	0	00%
External	21	50.00%	45	100%
Other	9	21.42%	0	00%
Total	42	100%	45	100%

Table (25) shows the reasons presented by the students for their

dissatisfaction about the number of hours allocated to the ESP writing. The results reveal that the majority of the participants reflect their dissatisfaction to external reasons with 50.00% for BSB and 100% for DSEB, which represents an important portion compared with the internal reasons and the other reasons not specified with 28.57% for BSB and 00% for DSEB, and 21.42% for BSB and 00% for DSEB respectively.

5. Summary of the results:

- The results collected showed a great dissatisfaction from the part of students with almost all the aspects of the writing program. A great majority of the participants (more than 50%) chose to answer with NO for all the questions addressed to them. In some question all the participants representing 100% of the population answered NO for example: the first question, question 07, question 15 for BSB students. This means that the program taught at the ESB doesn't match the needs of students.
- As could be seen from the students' answers, the reasons of their dissatisfaction about the program was rejected to external factors in nearly all the questions. The possible interpretation to this assumption will be that students expect the teacher to provide them with the necessary knowledge about the field because they joined the school in this purpose, yet the teachers themselves are not trained as ESP teachers but rather general English teachers, this suggests that the teachers need a specific training in the banking field.

6. Recommendations:

6.1. Recommendations to Researchers:

- Conduct more studies on the students' ability of ESP writing in other areas of the country.
- conduct more studies on ESP taking the different aspects of the program into consideration (such as: material, goals, the different aid and technologic material, teacher training)
- Conduct more studies on ESP that include more disciplines and specializations in other schools, universities and institutions.

6.2. Recommendations to the MHESR:

- The MHESR should be aware of the learners' needs; this should also be prior before developing any ESP program.
- The ESP courses should not be considered as a single project or selected to be taught for one or two semesters, but they should be well organized a long term curriculum
- The socio-cultural environment and the political and economic situation of the Algerian society should be taken into consideration in the design of ESP programs.
- Materials, aids and technological facilities should be available in the different IVT in Algeria to allow the trainees to better improve their English.
- Review the current teaching program prepared for ESP learners in general

7. CONCLUSION

Need Analysis is considered as an important first step for the design of every ESP course; however, it receives less

attention from the people concerned. The present study attempted to shed the light on the ESB students' needs in relation to ESP writing. The researchers used a questionnaire as the main tool for data collection; this questionnaire consisted of sixteen (16) questions about the different aspect of the writing program taught at the ESB. The results of the study have shown that the great majority of the students were dissatisfied with the almost of all the aspects of the writing program currently taught at the ESB-Bouzareah.

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