

Globalization professional purposes in administration, medicine, law

[Economics](#), [Globalization](#)



Globalization has made it possible for many people to find their academic and job opportunities overseas. Those people have to learn English which is an international language to communicate with others and to be successful in their jobs.

As a result, learning English is considered to be a must for lots of people. But as English teachers what is of concern to us is that teaching and learning English must be in line with the specific needs of those people. Here, the significance of English for Specific Purposes (ESP) becomes highlighted. Richards and Schmidt (2010) define ESP as “the role of English in a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners” (p. 198).

According to Dudley-Evans and St John (1998), ESP is considered to be a sub-category of English language teaching (ELT) and it has its own methodologies which are influenced by the course content. Saragih (2014) suggests that ESP courses aim to meet “the needs of adult learners who need to learn a foreign language for use in their specific fields; such as science, leisure, medicine, economics, technology and academic learning” (p. 60). Robinson (1991; cited in Dudley-Evans & St John, 1998) divides ESP into two main categories: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

Dudley-Evans and St John (1998) clarify the two terms stating that EAP is “any English teaching that relates to a study purpose” (p. 34), while EOP “refers to English that is not for academic purposes; it includes professional purposes in administration, medicine, law and business, and vocational

purposes for non-professionals in work or pre-worksituations” (p. 7).

The focus of this study is on EAP in nursing field. The importance of learning English for nursing students relies on the demands of their future career.

For example, many nurses may aim to join Doctors without Borders Doctors or Médecins Sans Frontières (MSF) projects in which they have to be communicatively competent in English so as to deliver emergency aid to afflicted people. In another example, Gass (2012) states that due to an increase in the numbers of medical tourists in Thailand, nurses are required to have a remarkably good command of English to be able to communicate with the patients.

He emphasizes that “ nurses must have the ability to communicate effectively with them and to deal with different situations that might arise” (p. 2). Since ESP courses are developed to serve learners with particular and certain needs, the process of needs analysis is a crucial step which has to be taken to detect their needs. Brown (1995; cited in Saragih, 2014) defines needs analysis as “ the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation” (p. 61). As Dudley-Evans and St John (1998) argue, needs refer to the reasons why learners are learning another language which may vary from their purposes of learning such as continuing academic studies or of participating in business meetings or conducting research in English-speaking countries. Hutchinson and Waters

(1987) claim, needs analysis enables us to prioritize students needs and make the ESP course more effective, useful, relevant and motivating for them.

Needs analysis is the basis for ESP curriculum design. According to Gardner and Winslow (1983; cited in Gass, 2012), the purpose of conducting a needs analysis is “to produce information which when acted upon makes courses better adapted to students’ needs” and “part of the object of formal needs identification is to back up one’s proposals with quantitative evidence of their importance” (p. 4). Similarly, Nation and Macalister (2010) make a distinction between present knowledge and required knowledge. They believe that there is a difference between students’ existing knowledge of language (present knowledge) and what they are required to know to be able to perform in the ultimate situation (required knowledge) and the purpose of needs analysis is to help us design a curriculum that is able to bridge the gap between students’ present knowledge and their required knowledge. The purpose of this paper is to carry out a needs analysis in order to recognize nursing students’ needs to meet their academic needs.

As Dudley-Evans and St John (1998) suggest, in ESP courses there is a practical and immediate need for the learners which is supposed to be met at the end of the course. Thus, if we are going to educate proficient nurses it is essential to design a useful and effective curriculum which itself relies on conducting a well-established procedure of needs analysis.

Literature Review English for Specific Purposes (ESP) Although the idea of language for specific purposes has been commenced for a long time, it was in

1960s that ESP was introduced as an independent discipline (Dudley-Evans and St John, 1998). According to Hutchinson and Waters (1987), there are two historical grounds that led to the development of ESP.

First, During the 1950s and the 1960s there was a large worldwide growth in commerce and technology. This post-war property boom demanded an international language to connect financiers all around the world. Due to the economic power of the United States and many other factors, English was accepted as the international language. As a result, the number of people who wanted to learn English increased day by day. Although previously the knowledge of a foreign language was considered to be a sign of educatedness and social prestige, at the time of post-war economic prosperity people had found more reasons to learn it. For example, there were huge numbers of “businessmen and -women who wanted to sell their products, mechanics who had to read instruction manuals, doctors who needed to keep up with developments in their field and a whole range of students whose course of study included textbooks and journals only available in English” (Hutchinson & Waters, 1987, p. 6). As English became the language of commerce and technology, English learners found reasons and justifications for the learning of this language.

Therefore, the learners of this era felt a significant need for learning English and they also knew the reason why they need it. The second reason that gave rise to the development of ESP was “the oil crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries” (Hutchinson & Waters, 1987; cited in Gass, 2012, p. 3). All these

changes shifted the goal of learning English from leisure to a purposeful activity and "the traditional leisurely and purpose-free stroll through the landscape of English language seemed no longer appropriate in the harsher realities of the market place" (Hutchinson & Waters, p. 7).

Principles, Environment, Needs As Nation and Macalister (2011) suggest, principles, environment and needs analysis are three elements that provide the theoretical and practical basis of the course production procedure.

By principles they mean the application of theoretical and research-based guidelines which help us design a successful curriculum. The second element which is environment analysis implies that before designing a curriculum we should go through the capabilities of the students and teachers, and examine the properties and limitations of the teaching and learning context either to omit them or work within them. The final element is needs analysis that is defined by different theoreticians in almost similar ways. For instance, Dudley-Evans and St John (1998) define needs analysis as "the process of establishing the what and how of a course" (p. 121). In addition, Witkin and Altschuld (1995; cited in Spector & Yuen, 2016) define needs analysis as "a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about programs or organizational improvement and resource allocation" (p. 51). Hutchinson and Waters (1987) give a more comprehensive description of needs analysis which creates the basis of the present study.

They believe it to be consisting of three parts: necessities, lacks and wants. Necessities refer to “ the type of need determined by the demands of the target situation; that is, what the learner has to know in order to function effectively in the target situation” (p. 55).

By lacks and wants they mean what students do not know and what they wish to know respectively. Curriculum Development The collected information from the needs- and environmental analyses come into practice in the curriculum development stage. As Nation and Macalister (2010) suggest, needs analysis has been carried out so as to provide “ a realistic list of language, ideas or skill items, as a result of considering the present proficiency, future needs and wants of the learners” (p. 1). There are few guidelines in literature that describe how to design ESP courses.

However, Taba (1962; cited in Saragih, 2014) suggests seven steps for developing a curriculum: detection of the needs, specification of objectives, selection of content, organization of content, selection of learning experiences, organization of learning experiences and determination of the content and medium of evaluation. In a similar attempt, Graves (2000) introduces five components for designing a language course; “ setting objectives based on some form of assessment; determining content, materials, and method; and evaluation” (p. 3). As Graves (2000, p. 9) mentions “ designing a language course is a work in progress in its whole, in its parts, and in its implementation.” It can be inferred that designing a course, whether ESP or General English, is a dynamic process.

As Gass (2012) suggests, it begins with basic processes of needs- and situational analyses, going on to curriculum development, material preparation and finally modification of the course on the basis of feedback and evaluation.