

## LEARNER'S VOICE: A NEEDS ANALYSIS APPROACH TO ESP SYLLABUS DESIGN

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### *Abstract*

*The aim of this paper is to present (1) a theoretical background on needs and needs analysis (2) and an account of an analysis of a questionnaire survey carried out among medical students. Data analysis revealed information on the students' current skills and language use; deficiencies in the area of language skills; effective and productive ways of learning, preferred teaching styles and methods. The authentic data show that course designers are advised to consider students' opinions and ideas when constructing ESP syllabus in order to design a realistic and practical course and thus enhance learning processes.*

**Keywords:** needs analysis, learner's voice, syllabus design, ESP, EMP

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### *1. Introduction*

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According to Dudley-Evans and St John, needs analysis is "the corner stone of ESP and leads to a very focused course" (Dudley-Evans and St John, 1998: 122). It is an on-going process which allows the language instructors to revise the syllabus, determine students' progress and evaluate effectiveness of teaching methods and strategies. Consequently, the teachers may implement techniques to facilitate the learning processes and meet the needs of the learners.

Students of the Medical Faculty at the Jagiellonian University Medical College are taught EMP (English for Medical Purposes) to attain specific goals. The course is intended to teach them medical vocabulary and terminology and to help them master the ability to communicate in English in a hospital or clinical setting. Depending on the faculty, the course lasts between 120 to 240 hours and concludes with a final exam. The syllabus is prepared by a coordinator in cooperation with other teachers. Although the introduction of modifications into the course content is limited by various factors such as university authorities, didactic guidelines imposed on teachers by experts or the material, it is possible to make changes that

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increase the effectiveness of ESP classes. The teachers may apply techniques and strategies to enhance learning processes and meet the learners' expectations.

To find out the current needs of my students, I have conducted a study. Presentation of the data includes students' (1) educational background (2) opinions on the importance of English language use in their future workplace, (3) self-assessment of difficulties in learning English (weaknesses and lacks; difficulties in mastering particular language skills, the extent of improving the skills), (4) suggestions for topics which, in their opinion, should be included in the EMP syllabus, (5) evaluation of learning and teaching styles. The paper concludes with recommendations presented according to the results obtained.

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## ***2. Theoretical background***

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### *2.1 Different definitions of "Needs"*

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There are various definitions of needs but they all take the learner as the focus of analysis. The following is a review of the major definitions of needs according to different scholars.

#### *2.1.1. Target Needs and Learning Needs*

In their time-honoured research of 1987, Hutchinson and Waters offer two concepts of needs: target needs and learning needs. Target needs refer to learner's necessities, lacks and wants. That is what the learner needs to do in the target situation. Whereas learning needs concern learners' motivation to study a foreign language, future career, interests, and time available. In other words what the learner needs to do in order to learn.

#### *2.1.2. Target Needs*

Target needs is an umbrella term that includes necessities, lacks and wants (Hutchinson and Waters 1987: 54). Necessities are the type of need determined by the target situation. That is what the learners have to know to perform successfully in the target situation. For medical learners, for example, they should master reading skills in scientific papers, journals, magazines and books; the writing skills required for emails, medical documents, reports, conference abstracts and articles. The oral skills such as telephoning, taking a patient's history, giving a physical examination and using General English language skills for everyday communication. To gather the information presented above, a target situation analysis (TSA) should be carried out by the teachers. The analysis involves examination of the target situation in order to determine the learners' skills, knowledge involved and the types of tasks the learners need to do in order to attain

a particular purpose. This information is relatively easy to collect. The teachers' task is to observe what situations the learners need to function in, break them down, and analyse them. These observations may be used as a starting point for designing a syllabus. Subchapter 2.2.3. presents more information on TSA.

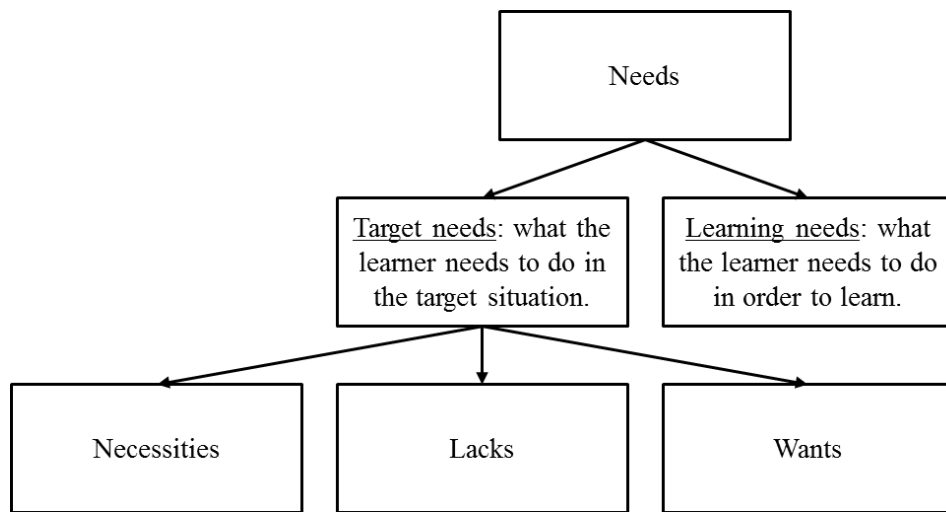
To identify the necessities alone is not enough since the needs of particular learners are important in successful language teaching. Therefore it is essential to find out what the learners already know and what they need to know in order to be able to complete the tasks. In that case, the lacks represent the discrepancy between the required proficiency in the target situation and the existing proficiency of the learners (Hutchinson and Waters, 1987: 56). This in turn involves a present situation analysis (PSA) where the teachers evaluate the learners and determine what language skills they lack. Diagnostic tests are commonly used in this type of analysis. Subchapter 2.2.4. discusses PSA in detail.

Hutchinson and Waters' definition of target needs stresses the importance of allowing the learners to have their own perception of their needs. In that context, wants refer to the learners' idea of what they want and need to comprehend and produce. The learners may be perfectly aware of their necessities and lacks in the target situation, however, their views might conflict with those of the teachers. That is why the ESP practitioners should find out what learners' expectations are towards language courses. In that case a learning situation analysis (LSA) is necessary. This process allows to identify how the learners learn the language best, what resources are available to facilitate their learning and what teaching styles they prefer. Subchapter 2.2.5. provides more detailed information on LSA.

### *2.1.3. Learning Needs*

According to Hutchinson and Waters it is unrealistic to develop a course design solely on the target objectives just as it is unrealistic to plan a journey (the ESP course) solely with regard to the starting point (lacks) and the destination (necessities). The needs, potential and constraints of the route that is the learning situation should be taken into consideration. Learning needs explain how the learners are able to make progress from the starting point (lacks) to the destination (necessities). For example, the learners may be highly motivated in the subject because they may like the subject teacher or the examination session is coming soon, but their willingness to participate in classroom activities may be completely lost when they are given long and boring texts. In other words the learners' motivation in the target situation may not necessarily transfer to the ESP classroom. According to Donesch-Ježo (2011), every experienced teacher will notice that students' motivation in the classroom will diminish when there is a negative tension and/or boredom starts to dominate over joy and interest in the task being performed, which leads to inevitable dissatisfaction and, consequently, to

demotivation. Thus learning process should be enjoyable, and at the same time effective.



**Figure 1.** Hutchinson and Waters' (1987: 55-65) Classification of Needs Analysis

#### 2.1.4. Needs Classification: Outsiders' and Insiders' Perceptions

Dudley-Evans and St John (1998) argue that if needs are derived by outsiders from facts, from what is known and can be verified then they are classified as objective and perceived needs. For example, if the learners learn English because they want to complete the language course in order to get a language certificate, then their needs to learn English are seen as objective and perceived. On the other hand, if needs are derived by insiders and correspond to cognitive and affective factors such as "to be confident" then they are classified as subjective and felt needs. The authors further state that "(...) product-oriented needs derive from the goal or target situation and process-oriented needs derive from the learning situation" (Dudley-Evans and St John, 1998: 123). Thus a target situation analysis (TSA) encompasses objective, perceived and product-oriented needs, while a learning situation analysis includes subjective, felt and process-oriented needs.

#### 2.1.5. Objective and Subjective Needs

Brindley (1989) makes a distinction between objective and subjective needs. Objective needs can be diagnosed by teachers following the analysis of learners' personal data including information about their educational background, current language proficiency and difficulties in foreign language learning. The analysis may also involve examination of the target communicative situations in which the learners participate and types of spoken and written discourse they have to understand and produce. This factual information may be used as a way to identify

objective needs. In contrast, subjective needs refer to “the cognitive and affective needs of the learner in the learning situation” (Brindley, 1989: 69) and can be derived from the data on affective and cognitive factors. These factors include the learners’ wants, desires, expectations, personality, self-confidence or other psychological manifestations. However, these factors cannot be identified as easily or even recognized by learners themselves and can be attributed to the “elusive nature of the variables” (Brindley, 1989: 70).

#### 2.1.6. Needs as Rights

According to Benesch (2001) *needs* seem to be related to biological processes such as food and sleep and she further implies that “*needs* is a psychological term suggesting that students require or want what the institution mandates” (Benesch 2001:57). Consequently, the students will be fulfilled when they follow the guidelines and rules imposed by the institution. She also claims that needs analysis represents stability and accommodation and addresses target situation demands whereas rights analysis means resistance and change and allows to consider adverse social, institutional and classroom conditions. As a result the following questions might be asked:

- what are the rules governing this situation?
- who formulated those rules?
- how do the participants respond to them?
- what are the forms of resistance?
- where are the areas of negotiation?

Benesch suggest that considering *rights* in addition to *needs*, *wants* and *lacks* and other terms used in literature, enables to focus the attention on possibilities for student engagement and participation as well as change rather than on institutional demands.

#### 2.1.7. Learner Needs

Widdowson (1983) argues that learner needs is a concept which offers two distinct interpretations.

On the one hand it may refer to what the learners need to do once they have mastered the language. This is a goal-oriented definition of needs. On the other hand it may refer to what the learners need to do to learn the language. This is a process-oriented definition of needs. Briefly, a goal-oriented definition of needs concerns the ends of learning and involves syllabus aims, while a process-oriented definition of needs relates to the means of learning and has to do with pedagogical objectives (Widdowson, 1983: 20). The above interpretation of learner needs emphasizes the importance of assessing the learner’s level of English language proficiency and evaluation of the target situation where the learner needs to use the language in practice.

As stated at the beginning of this chapter, there are various definitions of needs. This implies that in order to identify learners' needs, the teachers are advised to conduct needs analysis. The results would help to diagnose the current language proficiency of the learners and introduce changes into the syllabus.

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## *2.2. Needs Analysis*

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### *2.2.1. What is Needs Analysis?*

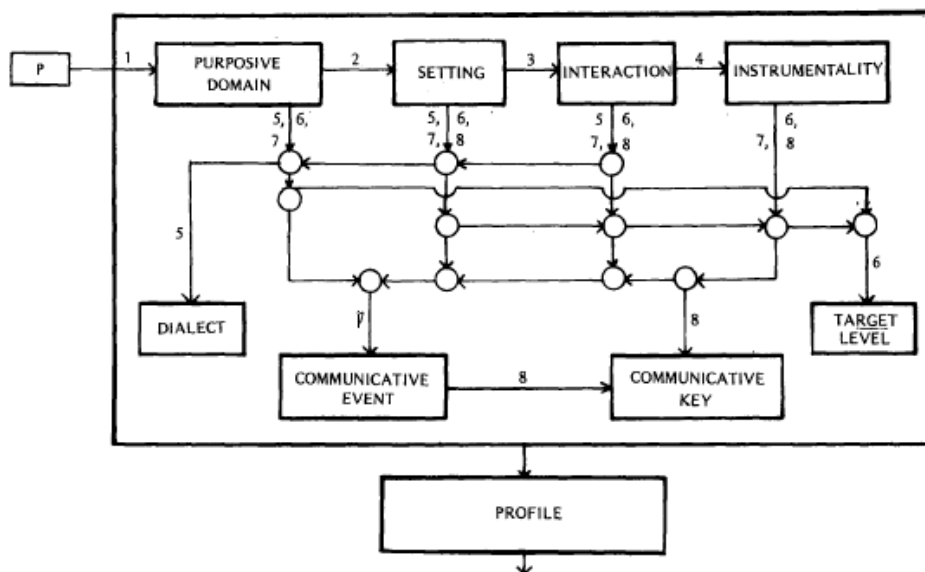
Needs analysis is a process which allows to find out what skills and knowledge learners need to have in order to be able to master a foreign language. According to West (1997), the term first appeared in India in the 1920s and referred to learning General English. The term did not gain its prominence until around 1970 when its comeback was closely related to the development of ESP. And since the scope of the ESP concept has changed, the notion of needs analysis has evolved accordingly.

### *2.2.2. Components of Needs Analysis*

There are various components of needs analysis put forward by researchers. However, the majority of researchers agree that a target situation analysis (TSA), a present situation analysis (PSA) and a learning situation analysis (LSA) constitute integral parts for assessment of learners' language needs.

### *2.2.3. Target Situation Analysis*

Munby's model is generally perceived by the ESP teachers as a means to conduct a target situation analysis (TSA) that is the needs analysis which centres on learners' needs at the end of a language course (Robinson, 1991). The target needs are a result of this analysis. The Communication Needs Processor (CNP), which is a central part of the model, consists of eight variables providing information on the learners' target situation (Figure 2). The variables include: purposive domain (ESP classification), setting (the time and place), interaction (student-student, student-lecturer), instrumentality (medium of communication and channel of communication), dialect (the dialects which the learners will have to comprehend and produce), target level (level of linguistic proficiency), communicative event (what the learners will have to do with English), and communicative key (the way in which communication needs to be performed) (Munby, 1977: 15-21). The eight parameters when processed, provide a profile of needs which highlights what the learners, the course participants, will be able to do with the language at the end of the course.



**Figure 2.** John Munby's Communication Needs Processor (CNP) (1977: 16)

The instrument proposed by Munby appears to enable the course designers or teachers to accurately outline individual characteristics of a language learner. However, Dudley-Evans and St John argue that although Munby's model gives detailed lists of microfunctions, he fails to prioritize them or any of the affective factors which today are considered essential (Dudley-Evans and St John, 1998: 122).

#### 2.2.4. Present Situation Analysis

A target situation analysis (TSA) centres on the learners' needs at the end of a language course, while a present situation analysis (PSA) focuses on what the learners already know at the beginning of a language course taking into consideration their strengths, lacks, and weaknesses. In other words, it attempts to identify what the learners are like at the start of the course. PSA is usually conducted through established placement tests. Also, background information on the learners cannot be ignored. It is very important at this stage of analysis to gather information on the learners' social and educational background, age and occupation, the gap between the current and target proficiency, preferred learning and teaching styles, availability (time constraints) aptitude for learning and motivation to learn the language. McDonough (1984) argues that PSA involves "fundamental variables," which must be taken into consideration before conducting a target situation analysis. In practice, needs analysis may be perceived as a combination of TSA and PSA since seeking information concerning both analyses usually takes place simultaneously.

### 2.2.5. Learning Situation Analysis

According to Dudley-Evans and St John (1998), a learning situation analysis (LSA) gives information on the learners' subjective or felt needs. It also concerns the learners' process-oriented needs that is their idea of language learning, what their best strategies, techniques of learning a foreign language are. To analyze learning needs, Hutchinson and Waters (1987: 62-63) propose a target situation analysis framework that consists primarily of the following questions:

- why are the learners taking the 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?

The concept of analysis of learning needs proves to be useful, since it attaches importance to the whole process of learning. Also, it provides the ESP practitioners with an opportunity to analyze the learners' learning needs according to their existing knowledge and skills, the conditions of the learning situation and motivation. An-ongoing collection and processing of information on the needs gives a vital source of information which, in turn, may serve as a basis for designing a language course that will meet the needs of a particular group of learners.

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## 3. Study

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### 3.1. Student's Needs Analysis in Practice

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Taking into account the importance of needs analysis, I decided to conduct a study the aim of which was to reveal students' necessities, lacks, wants and learning needs. I expected that the study would shed light on the reality of EMP classes. Correspondingly, the questionnaire included questions on choices ranging from the traditional to the modern learning and teaching style preferences. The aim was to identify which approaches are best for the students to facilitate their learning processes. The data obtained from this investigation may enable the teachers to evaluate their teaching methods and choose the appropriate techniques to meet the students' learning needs.

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### 3.2. Material and Data Collection Method

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The respondents who participated in the study conducted in October 2015 for the purpose of obtaining information on their learning needs, were 40 students of the Medical Faculty at the Jagiellonian University Medical College. The research



group included: (1) 16 third-year students, and (2) 24 fourth-year students of the same faculty. Both male and female students were among the respondents and the age range was between 21 and 23. The language proficiency of the respondents was intermediate and upper intermediate which corresponds to the CEFR levels B1 and B2 respectively.

The instrument used as a diagnostic tool was a questionnaire which was an adaptation of a questionnaire by Busch, *et al.* (1992) intended to survey the needs of students at Kanda University of International Studies. Some of the questions were modified and adjusted to reveal target information based on the goals of the study. Four questions were added to obtain more comprehensive data. The questionnaire designed for the students included both closed- and open-ended questions which were tailored to elicit information on their immediate and long-term needs. Most questions were closed-ended since open-ended responses could have produced complex answers and thus lead to numerous interpretations, thereby potentially undermining the validity and reliability of the results collected (Serafini *et al.* 2015: 11–26). The students were asked to write their answers to open-ended questions in English and to mark closed-ended questions using a three-stage rating scale. The quantitative findings are presented in Appendix 1. For a better interpretation of the data, the results obtained from the 3<sup>rd</sup>-year and 4<sup>th</sup>-year students are presented in one table. Before collecting the data, I pretested the questionnaire on 5 students from my target group. The representatives were invited to answer the questions in the same way that they would in an actual survey. Once I found that the questionnaire was clear and understandable, I distributed it to the students during the classes. The participants filled it in no more than 25 minutes. 40 answer sheets were collected, however, 1 of them turned out to be invalid since not all the answers were provided.

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### 3.3. Results

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The majority of students (70%) have been learning English for over 16 years. One would expect that after years of learning English their levels of proficiency would be higher than B1 or B2. This situation may be related to their previous educational experience received at high school level. Polish schools offer exam-oriented education which focuses on the preparation of learners for tests and seems to fail to cater to their long term-learning needs.

#### Necessities

The analysis of data reveals that the target situations in which the students will use English in the future are: communication with foreign language-speaking patients, healthcare professionals and specialists, participation in international medical conferences, meetings and international internships, reading scientific papers,

magazines and journals, writing medical documents, reports, articles, giving presentations, using medical software programs, training and working abroad. These correspond to the topic suggestions, which in the students' opinion, should be included in the EMP syllabus in order to help them meet their target needs. The list of areas include (according to the 3<sup>rd</sup>-year students): reading medical literature, conducting research into various diseases and conditions, developing guidelines for writing abstracts and medical publications, engaging in communication with patients, taking a patient's history, revision of grammar, discussing medical breakthroughs and discoveries, new treatment approaches, introduction of new terminology for health professionals (according to the 4<sup>th</sup>-year students), and learning General English. 25% of the 3<sup>rd</sup>-year students and 10% of the 4<sup>th</sup>-year students did not suggest any changes to the current syllabus.

### **Lacks**

Both groups of students feel that they weakest skill is speaking. The substantial majority

of the 3<sup>rd</sup>-year and 4<sup>th</sup>-year students marked the following areas as problematic:

- using a variety of grammatical structures in communicative activities,
- using a wide range of vocabulary in speaking and writing,
- understanding spoken description or narrative,
- expressing opinions in a clear and comprehensive way,
- understanding different accents,
- recognising individual words.

The 4<sup>th</sup>-year students have almost two-fold greater problems with giving oral reports and short talks including expressing their own opinions. Consequently, in the students' view, improvement of speaking skills should be a teaching priority. In contrast, the least problems both groups have are with spelling, reading for detail to understand all the information in a text and the main idea of a text.

### **Wants**

The analysis shows that both groups of students prefer when the teachers apply techniques developing interactive skills such as working with other students in pairs and small groups, learning in a friendly environment with teachers facilitating and encouraging learning processes. Also, the study reveals that the students favour modern teaching and learning approaches including the use of tapes/CDs/Video films in the classroom, discovering answers to the problems by themselves and having choice and voice in what they want to learn. A decisive majority of students like when the teachers explain unknown material in English, although 50% of the 3<sup>rd</sup>-year students want the teachers to use Polish when clarifying unfamiliar words. This may be explained by the fact that some specialized vocabulary may be too difficult to understand if explained in a foreign language. More students of the 3<sup>rd</sup>-

year favour translation exercises and their own choice of the partner to work with. Also, they prefer when the teachers walk around the classes, help individual students and correct their mistakes immediately. Teacher-centred class activities as well as correcting students' mistakes anonymously is strongly objected by both groups of students.

### **Learning Needs**

The students' desire to improve their weakest skills is very strong since the majority of respondents will use English in their future career and workplace. 60% of the 3<sup>rd</sup>-year students expect to use English on a regular basis. This suggests that learning English for their prospective employment is their main motivation. Interestingly, 30% of the 3<sup>rd</sup>-year students and 25% of the 4<sup>th</sup>-year students consider working abroad.

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## **4. Conclusions and recommendations**

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Needs analysis is a useful tool which provides vital information on learners' needs, preferences and expectations. This is very important since it helps teachers to identify what kind of activities, methods and styles are preferred by the learners. The data gathered in this way may serve as a starting point to write a syllabus framework which may in turn ensure that the ESP classes will be effective, practical and realistic. Trying to design a language course which meets the needs of the learners is not an easy task, nevertheless introduction of changes may prove to be satisfactory both for the learners and the teachers. Long (2005:26) states that "it goes without saying that learners have special rights when it comes to deciding the content of courses they are to undergo, ideally assessed before classes begin, at their inception, and as they proceed". However, he further warns that some scholars suggest that "this does not mean (...) that learners will necessarily constitute a reliable source, the best source, or the only legitimate source." (Long 2005:26)

The data from the questionnaire have revealed a number of issues which should be considered as they offer important implications for language curriculum and course design. First of all, teachers are advised to identify students' learning needs and learning styles and adjust the syllabus content accordingly. Brian Paltridge states that

*The process of identifying learners' needs should not be something that is done just at the beginning of a course. It should continue throughout the course. The new information can be used to modify course content and objectives as well as to intervene as appropriate in the language learning program. Needs analysis is an on-going process of asking questions and proposing solutions, involving the*

*continual cross-checking and re-visiting of sources of information, as well as consultation and negotiation with learners.* (Paltridge et al. 2009: 56)

The results of the questionnaire clearly indicate that teachers should introduce activities stimulating real-life problem solving skills and developing critical thinking, creative dialogues such as role-plays, case-based problem solving exercises, debates, discussions, presentations and others). Incorporating active learning strategies into the syllabus is a great way to engage students in learning. Additionally, more communicative exercises and tasks practised in pairs or small groups would allow students to expand vocabulary and, above all, improve speaking which they ranked as the weakest skill.

The findings show that the students prefer when the teachers apply modern teaching methods and strategies. Using internet resources such as educational websites, platforms, online learning tools encourages students to actively participate in the learning environment and thus makes them more responsible for their own learning, thereby for performance in the classroom. Integrating technology into the classroom also means that teachers have to make constant effort to keep up to date with modern advances and have competences to innovate and adapt.

The students also suggested topics which should, in their opinion, be introduced into the syllabus in order to help them meet their study- or job-related needs. The ESP syllabus should be tailored to the specific target and learning needs of students and thus respect their voice in selection of materials, learning methods and topics related to students' current studies and future jobs. Failure to meet the needs of students results in an inappropriate curriculum, poor student performance, a lack of motivation and satisfaction both students and teachers.

If students' preferences cannot be entirely included in the syllabus design, the students should be given a chance to take responsibility for the pace of learning and have the possibility to formulate their learning goals. Whereas, teachers should become comfortable with changing their leadership style from directive to consultative.

The results revealed that there are many factors which should be taken into account when designing an ESP syllabus. Developing interactive skills, a student-centred approach and learning in a friendly atmosphere are among the significant issues to be considered based on the results of the study.

The limitations of the research stem from the method used that is from the fact that the results of the questionnaire survey come from the students' replies only. According to Serafini et al. (2015: 11–26), “to increase reliability and validity, data should be collected from two or more sources using two or more methods.”

Consequently, implementation of other methods such as interviews, talks or observations and a comparative analysis of learning and teaching needs perceived by students and teachers is my further direction for research.

## Appendix

### NEEDS ANALYSIS STUDENT QUESTIONNAIRE

<b>1. How long have you been learning English?</b>			
<b>2. To what extent do you expect to use English at your future workplace?</b>			
	<b>3<sup>rd</sup> year (%)</b>	<b>4<sup>th</sup> year (%)</b>	
Never	0	0	
Rarely	0	0	
Sometimes	18.7	25.0	
Often	37.5	45.0	
Continuously	61.8	30.0	
<b>3. In what situations do you expect to use English at work?</b>			
<ul style="list-style-type: none"> <li>• Communication with English-speaking patients, healthcare professionals and specialists.</li> <li>• Participation in international medical conferences/meetings.</li> <li>• Participation in an international internship.</li> <li>• Reading scientific papers, magazines, journals.</li> <li>• Writing medical documents/reports/articles.</li> <li>• Giving presentations.</li> <li>• Using medical software programs.</li> <li>• Training and working abroad.</li> </ul>			
<b>4. What is your weakest area of English?</b>			
	<b>3<sup>rd</sup> year (%)</b>	<b>4<sup>th</sup> year (%)</b>	
Listening	12.5	25.0	
Speaking	56.2	59.0	
Pronunciation	15.5	36.0	
Writing	12.5	25.0	
Reading	6.2	8.3	
Vocabulary	18.7	45.8	
<b>5. How much difficulty do you have in each of the skills listed?</b>			
	<b>a lot (%)</b>	<b>a little (%)</b>	<b>none (%)</b>

	3 <sup>rd</sup> year	4 <sup>th</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year
Giving oral reports and short talks	18.7	12.5	43.7	75	37.6	12.5
Expressing your own opinions	18.7	8.3	43.7	70.8	37.6	20.9
Using a variety of grammatical structures when speaking	43.7	54.1	50.0	45.9	6.3	0
Using a variety of grammatical structures when writing	12.5	8.3	56.3	58.3	31.2	33.4
Using a wide range of vocabulary when speaking	31.2	25	62.6	70.8	6.2	4.2
Using a wide range of vocabulary when writing	0	4.1	75.0	62.5	25.0	33.4
Expressing what you want to say clearly	12.5	16.6	56.3	50.0	31.2	33.4
Spelling	12.5	0	37.5	41.1	50.0	58.9
Reading carefully to understand all the information in a text	0	4.1	43.7	41.1	56.3	54.8
Reading to get the main idea from a text	6.2	0	25.0	25.0	68.8	75.0
Understanding different accents	25.0	25.0	68.8	50.0	6.2	25.0
Understanding spoken description or narrative	18.7	0	56.2	70.8	25.1	29.2
Understanding informal language	18.7	20.8	68.8	41.6	12.5	37.6
Recognising individual words	6.2	12.5	75.0	62.5	18.8	25.0
<b>6. How much would you like to improve the following:</b>						
	<b>a lot (%)</b>		<b>a little (%)</b>		<b>none (%)</b>	
	<b>3<sup>rd</sup> year</b>	<b>4<sup>th</sup> year</b>	<b>3<sup>rd</sup> year</b>	<b>3<sup>rd</sup> year</b>	<b>4<sup>th</sup> year</b>	<b>3<sup>rd</sup> year</b>
Listening	37.5	29.1	56.2	50.0	6.3	20.9
Speaking	75.0	66.0	25.0	29.1	0	4.9
Pronunciation	31.2	37.5	43.7	41.6	25.1	20.9
Reading	6.2	4.9	75.0	54.1	18.8	41.0
Writing	31.2	25.0	62.6	66.0	6.2	9.0
Vocabulary	68.8	54.0	31.2	41.1	0	4.9

**7. What topics in your opinion should be included in the programme of teaching English to medical students?**

- Medical breakthroughs and discoveries,
- New treatment approaches,
- Reading medical literature,
- Writing abstracts, medical articles,
- Various diseases and conditions,
- Terminology for health professionals
- Communication with patients,
- Taking a patient's history,
- Revision of grammar,
- Learning General English

**8. How much do you like the following learning styles**

	a lot (%)		a little (%)		none (%)	
	3 <sup>rd</sup> year	4 <sup>th</sup> year	3 <sup>rd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	3 <sup>rd</sup> year
Working with other students in pairs and small groups.	62.6	54.1	31.2	37.5	6.2	8.4
Working alone in class.	12.5	37.5	68.8	33.4	18.7	29.1
Teaching only by the teacher & no activities by the students.	0	12.6	43.7	29.1	56.3	58.3
When the teacher is strict and controls the lesson.	31.2	12.6	31.2	37.5	37.6	49.9
When the teacher facilitates and encourages learning.	56.2	66.0	37.5	29.1	6.3	4.9
When the class follows a textbook closely.	25.0	20.8	50.0	62.4	25.0	41.6
When the teacher gives tests and homework.	6.2	16.7	62.6	45.8	31.2	37.5
When the teacher makes explanations in Polish.	50.0	20.9	6.2	41.6	43.8	37.5
When the teacher makes explanations in English.	81.2	75.0	18.8	16.7	0	8.3
When the teacher corrects all my mistakes immediately.	56.2	41.6	31.2	33.3	12.6	25.1
When the teacher corrects students' mistakes anonymously.	18.7	12.5	31.2	37.5	50.1	50.0
When I correct my mistakes	43.7	37.5	37.5	50.0	18.8	12.5
Learning with the use of tapes/CDs/Video films in the classroom.	62.6	79.1	31.2	16.6	6.2	4.3

Learning English grammar and the rules of correct English.	43.8	29.1	56.2	50.0	0	20.9
When the teacher moves around the class and helps individual students.	56.2	29.1	25.0	45.8	18.8	25.1
When we have translation exercises.	62.6	29.1	31.2	41.6	6.2	29.3
When I can choose other students to work with.	62.6	37.4	37.4	50.0	0	12.6
When I see the text rather than just listen to it.	25.0	41.6	56.2	37.5	18.8	20.9
Discovering answers by myself rather than just giving me the answers by the teacher.	56.2	41.6	37.5	45.8	6.3	12.6
When there is a friendly atmosphere in class.	100	95.8	0	4.2	0	0
When I can choose what I would like to learn.	62.6	66.0	31.2	34	6.2	0
When we (students) help each other in correcting our written work (or tests).	31.2	37.5	37.6	37.5	31.2	25.0
Having homework, which makes me read English articles or search on the Internet.	31.2	25.1	56.2	33.3	12.6	41.6
Having fun while learning.	81.2	83.4	12.5	16.6	6.3	0

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