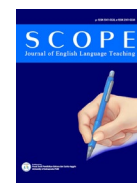




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Research Article

The Speaking English Material Needs of Engineering Students for the English Club Program: An ESP Analysis

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KEYWORDS

Needs analysis;
 English speaking;
 English club program;
 Engineering students.

A B S T R A C T

Needs analysis as the basis of English for specific purposes (ESP) is deemed crucial to identify the target materials or languages used in the teaching-learning process and to design an effective curriculum. This study aims to investigate engineering students' needs for English-speaking materials in the English club program of one private university in Garut. To address the result of ESP analysis, the researchers used the descriptive qualitative method with questionnaires and interviews as the instruments. The need analysis result revealed that the English learning goal for the students in the English club program is to communicate actively in English. Their interest in learning English in this program is to improve their speaking ability to support their formal study as university students since it influences their academic performance and prepares them to fulfill the demands of job requirements in the future. Most students consider that the materials they need to learn are related to job life, academic purposes as engineering students, and social interaction. The result also suggests that the module created by the tutor for the English club program should focus on topics related to job life that are relevant to the current situation.

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INTRODUCTION

English, as one of the essential subjects in every study program curriculum, needs to be emphasized more since it is a skill that is globally demanded in the current job field. Graduate students must have good qualifications, mainly English skills, to be accepted and recognized worldwide (Durga, 2018). Mastering general conversational English is inadequate since each work domain has particular forms of practical English (Habizar, 2022). Therefore, specific English materials that fit particular work demands must be included in every study program curriculum of higher education (Ngh et al., 2011).

English subject in the study programs of the research site takes two credits in the early semester. The materials emphasized in the syllabus are focused more on general English. There are no available specific materials of English, known as English Specific Purposes (ESP) that fit with students' backgrounds as engineering graduates stated in the curriculum. The problem arises because graduate students lack the specific English knowledge required for an engineer to meet workplace demands. Therefore, the students need additional input focused on English for engineering discipline. According to Nimasari (2018), the objective of English learning for Engineering majors is to require students to understand, organize, analyze, and communicate the texts related to the engineering

discipline. This objective refers to ESP materials. In fulfilling the needs of ESP materials, the students need an alternative program to improve their English specified to the engineering discipline to meet work demands. English club is selected as the alternative program to facilitate the students to learn English.

English club program, conducted mainly by some educational departments, is considered one of the alternative programs to facilitate students to learn English outside formal classroom activities. Abdala (2021) argued that the English Club program can encourage students to have a positive attitude toward English by setting fun, communicative club-style activities to help them avoid a mental block in learning this language. Besides, Fitriany et al. (2022) also believed that increasing the students' English performance can effectively be achieved through this program. Moreover, this program is selected as the alternative to traditional activities in the formal classroom, primarily focused on the national standard curriculum consisting of paper and pencil tasks rather than considering the communicative value. Other advantages of this program are that 1) students can authentically practice their English performance based on real-life situational context, 2) students can inculcate their self-confidence, 3) self-anxiety among the students can be reduced, and 4) Students' communicative competence in the social process can be broadened (Carter & Nunan, 2001). However, different grades or levels of the students who follow this program have different needs of learning English adjusted to their personal or general purposes (Yulianasari & Kusriandi, 2018). Therefore, this study aims to investigate the material needs of the students in learning English in an English club program.

In the material development process, need analysis is used to identify the target materials or languages used in the teaching-learning process and to design an effective curriculum. The concept of need analysis is the first procedure to create and develop English for Specific Purpose (ESP) content (Sevrika, 2018; Zohoorian, 2015). Moreover, need analysis is aimed at helping the teachers or lecturers select the materials for teaching English based on the learner's needs (Andas et al., 2021). The selection of the appropriate materials based on the students' needs creates the teaching-learning process in the classroom activity more valuable, meaningful, effective, and efficient (Sakkir et al., 2021). Furthermore, it can also help the teacher or lecturer to encourage the students to be more responsive by investigating their goal in learning the language, their preference for learning strategy, linguistic resources, and learning demands (Menggo et al., 2019). In the English Club program context, Need Analysis is applied to design the appropriate syllabus and curriculum for students with a specific study background in this context of engineering students. Moreover, regarding the

skill they need to improve, the survey conducted by the researchers showed that 78% of the students in the research site want to improve their speaking skills in the English club program.

The Need for speaking material for engineering students in the English Club program differs from those who learn English for general purposes. Specifically, their learning purpose in English is part of their job demands (Perinpasingam, 2015). In this case, mastering English can bring advantages for them since most national or international organization and publication in the engineering field requires English as part of the competency by their employees so that they can globally cooperate in their professional field (Shrestha et al., 2015; Ting et al., 2017). The most prominent field includes IT, civil engineering/construction, industrial engineering, and electricity/electronics (Nimasari, 2018). At the research site, there are five study programs: Informatics Engineering, Information Systems, Industrial Engineering, Civil Engineering, and Architecture. Most students follow the English Club program. However, this study is motivated by the fact that most graduate students of this campus need more soft skills, particularly in using English in both spoken and written form. It makes it difficult for them to compete in the workplace or to be part of a national or international company with English as a soft skill requirement. The tracer study data of the graduate students made by this institution in 2022 showed that 85.75% of the alums stated that one of the inhibiting factors to getting a good job is the lack of spoken and written English skills ability required by the company. Therefore, the additional input of English learning, mainly communication skills, is needed by the students.

Need Analysis for English material in English Club programs focusing on the specific educational field is rarely discussed by some researchers. Some previous researchers conducting the same issue related to Need Analysis for the English materials in English club programs still focus their study on a broad scale. Tarbiatunnisa (2021), for example, has conducted a need analysis of an English-speaking module for general students of an English club program in one boarding school. The study's findings reported that what the students need to learn in the English club program is focused on the primary topics related to their daily basis. Moreover, Praksono (2017) also conducted a study on speaking material needs but focused more on the strategy at one English club program in one junior high school in Yogyakarta. The study showed that the *Jazz Chan* strategy could trigger students to speak more during the following English club. Besides, Nurdin (2021) analyzed the students' speaking ability in the English club program but focused on improving their awareness and confidence to speak English with the selected material given.

Previous studies have clearly shown that analyzing material needs in English club programs is very important. However, most researchers directed their attention to strategy analysis instead of content analysis of implementing English material for general students in the English club program. In this study, the researchers are interested in conducting a need analysis focused on the content analysis oriented with the student's needs as engineering students in the English club program at one private university in Garut. This program is implemented to facilitate their learning of English because no similar study has been conducted.

The researchers hope that the study's findings can inform the English tutors regarding the English-speaking materials needed by the engineering students in the English club program and the stakeholders in facilitating the students to study English based on the competency required by the workplace. The research question posed for this study is "What are the needs of engineering students for the English-speaking materials in the English club program?"

METHOD

This study aims to explore the students' needs for English Speaking materials applied in the English Club program, particularly for the students from the engineering department, to create a clear picture of what kinds of materials should be provided during the program. The researchers used a descriptive qualitative research method to obtain the study's data. According to (Creswell, 2012), qualitative research is a great way to explore a research problem in case the variables are unknown. It focuses on describing the condition and situation to be explained in the research report.

This study was conducted at the English Club program at one private university in Garut. The main reason for selecting this research site is because engineering students feel the English materials provided in their study program curriculum need to be more appropriate to their learning objective as engineering graduates. There were 46 students as participants in this study. They were from five different study programs of engineering majors that follow the English club program.

In the data-collecting process, questionnaires and interviews as the instrument are employed. The researchers adopted a need analysis questionnaire developed by Nimasari (2018). It has been modified, and added certain vital information by the researchers to investigate engineering students' general needs for speaking materials in the English Club program. Besides, the language used in the questionnaire has also been modified to be simple and readable for the respondents. The questionnaires were designed in the form of multiple choices and Likert-scale.

This instrument is used to know the students' purpose in learning English and their needs for English-speaking materials in the English club program. After collecting the data from the questionnaire, an open-ended interview was conducted for the students to know their desires and needs for English-speaking materials they want to learn in this program.

In the data-collecting process, the questionnaires were distributed using Google Forms. The link was sent to the participant through the WhatsApp Group. The questionnaire was distributed after one semester-learning process. After collecting all the data, the researchers began to analyze the data. The questionnaires and interviews are classified based on the ten needs analysis areas broadly discussed in the result and discussion points (Hutchinson & Waters, 1987). In the first step, the questionnaire data were analyzed and ordered based on the most selected points made by the participants. The questionnaire consisted of 18 statements. The participants were asked to read and choose the answer based on the available topic. Then, the researchers described the result by ordering the selected items. After analyzing the questionnaires, the researchers analyzed the interview data. The data was analyzed from voice note recording. The need for English-speaking material can be deeply identified and then described through this process.

RESULTS AND DISCUSSION

The present study aims to investigate the engineering students' needs of English speaking materials applied in the English club program at one university in Garut. The study observed two aspects of English as general needs and English as specifically related to engineering subjects. The following are the results of the findings and discussion of the questionnaire based on the target needs and learning needs proposed by Hutchinson and Waters (1987). The questions are classified based on the ten areas of ESP needs analysis presented below (Hutchinson & Waters, 1987).

The first area in the data analysis relates to the general reason the students study English, the time they use English, and in what context they will use English in the future. Based on the data obtained from the questionnaires, the findings of this study can be seen in the following table:

Table 1. The Percentage of Students' Reason for Studying English

Statement	Percentage	Total of Students
I study English because it is a required subject in my study program.	2%	1

I study English because it is needed to support my future work as an engineering graduate.	72%	32
I study English because I need it to communicate with foreigners from other countries.	15%	7
I study English because it supports my studies.	9%	5
I study English because I need it to communicate with friends or family.	2%	1
Total	100%	46

Table 1 emphasizes that more than half of the students (69%) states that English is needed to learn to support their future career. The following reason is to help them communicate with foreigners who use English as a communication tool (13%). Besides, a few think English can support their studies (9%) since it is mandatory for the study program curriculum (2%). Then, they also study English to communicate with friends or families (2%). From the table above, it can also be seen that a total of 32 students selected the second statement where English is studied to support their career.

In comparison, seven other students need English to speak with foreigners. Moreover, from the five statements above, five students want to study English to support their studies, and one student thinks English is mandatory in the study program curriculum. The rest of the student needs English to speak with family and friends.

Similar to the questionnaire, the findings obtained from the interview process also show similar results. The findings reveal that half of the students aim to learn English to help them get a better job in the future. Being able to communicate fluently in English can help them to compete in global job demands. Besides, according to some students, they need to master English as an international language to be able to communicate with foreigners from different countries who work in the same field. Besides, the rest of the students also think that English is needed to support their academic life since some books or other resources used during the learning process are in English. Furthermore, continuing their study to master also becomes part of their objective in learning English.

Therefore, they suggest that the English material learned during the English club program should match their purpose in learning English.

Regarding the time they use English, the findings from the interview reveal that more than half of the students state that they use English when they read some references, such as books, journal articles, and other related resources, to complete the task given by their lecturers. They add that English is not fully used during English subjects because the lecturer tends to communicate with Indonesian as the medium of instruction during the teaching-learning process. Furthermore, the materials provided by the lecturer need to be more appropriate to their needs as engineering students. According to some students, because of the advance in technology, most of the language used in social media is English, so English is used when they access the social media platform.

Then, the second, third, and fourth aspect of the analysis relates to the urgency and need for English to be included in their study program curriculum. Based on the data obtained from the questionnaire regarding whether it should be included in the curriculum, most students strongly agree that English is an important subject that must be put in the curriculum because it is the skill needed in the work demands. The findings of the study can be seen in the following table:

Table 2. The Percentage of Students' Preference towards the Importance of English in the Curriculum

Strongly Disagree	Disagree	Agree	Strongly Agree	Total
1	6	9	30	46
2%	13%	20%	65%	100%

Table 2 points out that more than half of the students (65%) strongly agree and agree (20%) that English is important to be included in the curriculum. This finding aligns with their need to master English to support their academic life and prepare for their future job. Only a few (7%) have yet to find the importance of English as part of the curriculum. From the table above, 39 students consider that English must be emphasized in the study program curriculum. The findings relate to their use of English to help them efficiently complete various tasks given by their lecturers to understand resources served in English. Only seven students still think that this skill has not been needed to be put in the curriculum.

Similar to the questionnaire, the findings obtained from the interview process indicate a similar result. The findings reveal that half of the students think English subjects must become essential to the curriculum arrangement.

According to them, through English subjects, they can get structured materials to improve their English skills and provide an environment that can support them in practicing English. Besides, most of them also believe that more than two credits of English subject are required. Additional input of English focused on the material matched their needs as engineering students are highly needed. They suggest that the curriculum maker should consider putting more attention on English subjects in every study program to give them adequate input in learning the language.

The fifth aspect will be related to the urgency of the English Club program, a specific learning purpose in facilitating the students to learn English as engineering graduates. Based on the data obtained from the questionnaire, the students have a positive attitude toward implementing the English Club as an alternative program to support students in developing their English skills. The findings can be seen in the following table:

Table 3. The Percentage of Students' Preference towards the Implementation of the English Club Program

Strongly Disagree	Disagree	Agree	Strongly Agree	Total
0	3	21	22	46
0%	6%	46%	48%	100%

The finding from Table 3 emphasizes that most of the students (94%) have a positive attitude toward implementing the English club as the alternative program to facilitate students in learning English. Based on the findings, 43 students mostly agree that an English club program is necessary to help improve their English skills. Three of the students still need to figure out the influence of this program on their English skills.

Similar to the questionnaire, the data obtained from the interview process reveals that the students view English club as the best alternative program to fulfill the lack of English input in the curriculum. They also have a positive attitude toward the development of the materials in the English program compared to the formal classroom. They think the materials and activities are more flexible than the formal classroom. Besides, the materials selected can be based on their needs in learning English.

The sixth and seventh areas will focus on students' learning needs of English skills and the supporting module in the English club program. In learning English, students must master four (4) essential skills, including listening, speaking, reading, and writing. Based on the data that was obtained from the questionnaire regarding the skills that they want to learn in the English club program, the finding can be seen in the following table:

Table 4. The Percentage of Students' Needs for the Four English skills

Listening	Speaking	Reading	Writing	Total
5	34	4	3	46
9%	78%	7%	6%	100%

Table 4 shows that more than half of the students (78%) choose to speak as the most needed skill to be studied in the English club program to improve their English ability. The following important skill for them is listening (9%). Some students think reading and writing is the least helpful skill in the English club program (7% and 6%). According to the table above, three students selected writing, while four others had a favorable view of reading. Moreover, a total of five students are interested in learning listening as an essential skill to learn. However, from the overall findings, 34 students consider speaking an essential skill to be studied, improved, and included in the English club activity. It indicates that they prefer to learn speaking compared to other skills. They think this skill is vital to support their future jobs.

These findings have similar results to the finding of the data obtained from the interview process. The findings indicate that most students prefer to learn to speak since they think speaking skills are needed to prepare them for their future careers. Good communication skills in English can help them at work, mainly talking with foreigners who have similar jobs. Besides, they also view speaking as the most complex skill to learn. They suggest that the appropriate approach and method should be carefully applied during the learning process.

Regarding the problem they face in learning to speak, the aspect that most influences their fluency is vocabulary, pronunciation, grammar, and knowledge about the topic discussed. According to several students who have followed the English club program during a semester, the English-speaking material given by the tutor has yet to be relevant to their learning goals. The tutor primarily focused on teaching theoretical materials, such as grammar and lack of speaking practice. Even though they consider grammar necessary, focusing more on these theoretical materials can negatively impact their speaking performance, where they are afraid of making mistakes in speaking practice. They suggest that in designing the module, it must fit with their learning goal in following the English club program.

The eighth and ninth aspects of the analysis focus on content materials and learning strategies used in learning to speak in the English club program. The findings of the questionnaire regarding the topic of English-speaking materials can be seen in the following table:

Table 5. The Percentage of Students' Preference towards English Speaking topic

Statement	Percentage	Total of students
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I prefer to talk about the general topic related to everyday life.	26%	11
As a student, I prefer to talk about a topic related to academic purposes.	27%	13
I prefer to discuss the specific topic related to working life as an engineering graduate student to support my future career.	47%	22
Total	100%	46

Table 5 above points out that seven students (47%) prefer to discuss work-life-related topics as engineering graduates. They think this topic is helpful to prepare them to communicate effectively at work. Then, 13 students (27%) selected a topic related to academic purposes for engineering students. Besides, 11 students (26%) also consider the general topics related to everyday life essential to be learned.

Similar to the questionnaire, the findings obtained from the interview process reveal the same result. Most of the students prefer to talk about topics related to work life. It is in line with the previous findings related to the student's purpose in learning English to support their career. Thus, they think this topic is worthwhile. The materials focused primarily on how to introduce themselves, give greetings, ask and answer questions in job interviews, give a presentation, explain procedures in English, and so on. Besides, according to some students, topic related to academic life is also essential to be discussed since they are also demanded to follow competitions at the international level and international conferences, such as proceeding, where English is used as a communication tool. They must learn materials about how to present in English, ask and answer questions using effective utterances, and others. Furthermore, other students also consider learning how to talk about general activities in life essential since the workplace discussion topic cannot be separated from life issues. The topics are related to greetings, talking about family, talking about personal experience, and others.

Based on the findings collected from questionnaires and interview process, the English-speaking material needs of engineering students can be seen in the following table, where the materials are arranged for the one-semester program. The findings are as follows:

Table 6. The English-Speaking Material Needs of Engineering Students in the English Club Program

No	Topic	Sub-Topic
1.	English for social interaction	<ul style="list-style-type: none"> • Introducing self • Talking about family members • Talking about likes and dislikes • Talking about foods and beverages • Talking about personal experience • Talking about buying groceries • Talking about future life
2.	English for academic purposes	<ul style="list-style-type: none"> • Academic presentation, including how to ask and effectively answer the questions • Debating about issues related to engineering subject • Scholarship Interview • Talking about making comparisons and stating contrast • Talking about giving opinions and stating the fact • Giving speech
3.	English for jobs	<ul style="list-style-type: none"> • Talking about job interview • Talking about making a promise • Talking about how to create something • Talking about how to operate or do something • Talking about offering product • Discussing a project • Talking about an office meeting

The last aspect refers to the student's preference for learning activities and the role of tutors and students in the English club program. Based on the findings of the interview process, the activities that most of the students like to do include role-play, games, projects, discussion, and student presentations. The students see that this activity can bring excitement and encourage them to be more involved in the teaching-learning process. Moreover, in doing the activity, most of the students choose outdoor activity since it makes them relax. Besides, regarding the role of tutors and students in the learning process, most students state that the tutor is expected to facilitate and direct them in the class, not controlling all the activities. It indicates that student-centered learning is an activity that is expected to be applied by the tutor, and it is the alternative way to shift the traditional approach. On the other hand, the role of the students during the learning process is to engage in every opportunity to practice with the tutor and other members and do active learning.

CONCLUSION

In order to know the student needs of English speaking material, the students' objective of learning English should be investigated first. The materials that fit their needs can help them learn better and encourage them to learn. Based on the result of this study, it can be concluded that the materials the tutor gave in the previous English club program have not met their needs in learning English because most of the material focused on the theoretical aspect, such as grammar.

The students need the materials to support their good communication skills at work. They consider speaking is the most helpful skill that must be emphasized in the English club program. Furthermore, the most selected topic they want to learn during the English club program is English for jobs. Then, the next topics are English for academic purposes and English for social interaction. It indicates that their need to learn English is to communicate appropriately in their subject areas as engineering students and in future employment. The result provides a suggestion that the module created by the tutor for the English club program should focus on topics related to job life that are relevant to the current situation.

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