



Conceptual Article

Macro inquiries on needs-based language learning and its implications on ESP syllabus design

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The specification of English for Specific Purposes (ESP) courses to develop target level communicative competence has been the dire needs of any professional and technical education programmes today. As ESP courses need to be redesigned to the changing requirements of academics and industry, this paper attempts to propose a framework that could satisfy the objectives of learners and their specific purpose of learning. In this paper, the macro inquiries of why, what, and how of the specific purpose of language learning is discussed to plan the aim, objectives, and goals of a needs-based course. As contextual analysis is very much perpetual for designing an ESP course, this paper envisages the importance of conducting needs and demands analysis to understand and articulate the present and the target situation needs of the learner. With this pursuit, a theoretical and practical framework for designing a learner and learning needs-based ESP syllabus has been advocated with the specifications of integrated, interrelated, and interdependent components of product and process design.

Keywords: Contextual analysis, curriculum and syllabus design, English for Specific Purposes, needs and demands analysis, process design, product design

1. Introduction

English Language Teaching (ELT) has meticulously attained a global status in establishing English as a Second Language (ESL) in all the levels of education and making it more available for further use through specific purpose-based language learning. ELT has now primarily focused on the use of English for Specific Purposes (ESP) courses undertaken in meeting the specific language needs of academics and professionals. ESP course planning has been a special move of ELT towards achieving specific means and ends in language learning. EAP and EOP are the two major mainstreams of ESP that maneuvers to stimulate and promote English as a major resource for disseminating knowledge through academic and professional communication.

With accelerating to promote the learner and learning needs in any technical and professional institutions, specific language courses need to be planned to carry out the specific objectives of language learning. The growing need of the English proficiency courses for any tertiary level students reflect the importance of their specific academic needs and workplace demands. In an ESP course design, the framing of the syllabus should be in convergence in meeting out the academic and professional needs of the students. The content of the syllabus should not only focus on providing communicative competence, but it should also comply to the necessities of building consensus on survival and career-based education. As ESP courses are specifically needs-based, the construction of the syllabus components should provide those necessary skills that any learner can achieve and excel in the specific domains of their education and profession. This paper is much concerned in highlighting the specific inquiries that are widely raised to develop the target level communicative competence of the learners and its consequent effect in designing a needs-based ESP syllabus framework is examined.

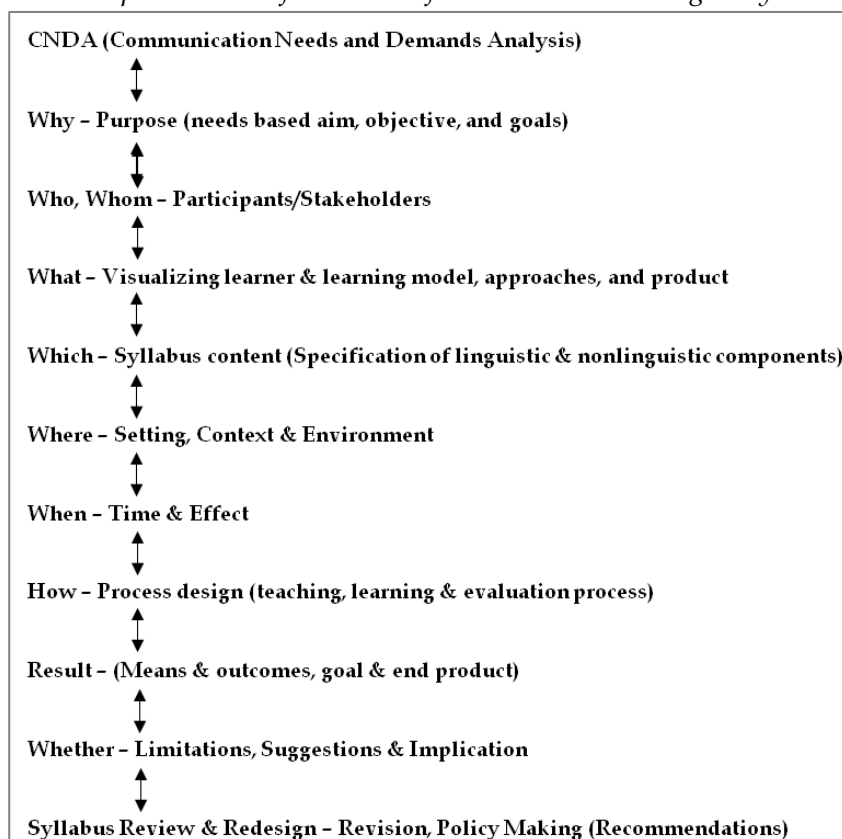
2. Theoretical and Practical Framework for Designing ESP Syllabus

In the present scenario, the ESP professionals need to reorganize and renovate their new ideas in framing an integrated and interrelated needs-based syllabus design for the tertiary level students to help them acquire proficiency in English language and competency in communication. While specifying the ESP models, the language experts, syllabus designers and English teachers identify the course planning with the structural, functional and interactional approaches of language to develop adequate English communication skills. The framework of the ESP syllabus design should pose to answer the questions rising on 'What', 'Why' and 'How' of language pedagogy and should solve the learner and learning needs and issues that arise related to concepts, theory, and practice.

A needs-based course should be braided together with the ideologies of classicism, reconstructionism, and progressivism in a spiral mode to explore the new directions in language pedagogy. A syllabus needs to be an informative document covering all aspects of the topic, theme, content, genre, skills and tasks to be practiced in the course. It needs to be a detailed framework, specified with both product and process orientations, and constantly revised and updated with the changing needs of the stakeholders. It should be a state of the art for guiding the present and future revisions in the course. Teacher and learner autonomy should be duly considered to anticipate possible innovations and revisions in the trial of the course. This will surely help to understand the problems and perspectives of the learners hailing from different heterogeneous learning situations. Hence, the framework of the ESP syllabus needs to be bottom-up to top-down and vice versa, rather than focusing on a complete specialist approach to language teaching. The macro inquiries that led to the framework for planning and designing of ESP courses are given in Figure 1.

Figure 1

Macro inquiries on the framework of ESP Course Planning & Syllabus Design



The theoretical and practical framework for designing a learner-centred ESP syllabus can be developed with the summarized report on the results of present and target situation-based needs

and demands analysis, and with the constructs of both linguistic and nonlinguistic approaches to language teaching. Analyzing the needs of the present and target situation remains perpetual for identifying the specific genres, skills, and tasks of ESP pedagogy (Belcher, 2012; Breen, 1987). With the above given macro inquiries in specification to construct an ESP framework, it can be analyzed that the learner and learning needs and the critical questions that arise on the parameters of who, why, what, which, how, when, where and whether need to be immediately answered to review and redesign the course. Though the specification of why, what, and how reflect the predominant notions of the purpose, product and process of the course, the specification of who, which, when, where and whether cannot be simply ignored. As it implies, the role of the stakeholders, selection of the linguistic and nonlinguistic components to be added to the course, understanding the factors of time, effect, setting, context, and environment for course implementation, identifying the course limitations, and providing necessary suggestions are equally essential for the revision of the course. In context to the understanding of specific learning needs of the learner, the framework for developing ESP course planning and syllabus design can be broadly categorized into six consecutive phases –

1. Conducting needs and demands analysis to analyze the specific purpose of the course
2. Planning of aims, objectives and goals of the course
3. Visualizing learner and learning model
4. Specification of content and process design
5. Performance assessment - Instructional and evaluation practices and learning outcomes
6. Syllabus review and redesign

3. Conducting Needs and Demands Analysis to Analyze the Specific Purpose of the Course

Michael West's attempt of conducting needs analysis to teach English in Calcutta in 1920 is the landmark in the history of ESP in India (White, 1988). The impact of globalization on higher education has created a serious impact in developing ESP courses across both academics and industries. Howatt (2004) discusses about the concern raised in target needs-based language learning and the role of skills and strategies in developing ESP as a sophisticated approach in the field of ELT. ESP courses are designed through analyzing the learner and learning needs and to make them capable to competently work in their target contexts (Basturkmen, 2013; Dubin & Olshtain, 1986). Widdowson (1983) discusses on the wide-angle approach to improvise and practice language, knowledge and skills through topic and content drawn from various disciplines. Learners' needs are focused to analyze the purpose of language learning in terms to their needs, wants, interests and expectations in undertaking a course (Breen & Candlin, 2001; Brindley, 1989; Graves, 2008; Hall, 1999; Hutchinson & Waters, 1987). Needs based language learning courses aim at developing the relevant skills of the students to meet their target needs (Dudley-Evans & St. John, 1998; Edwards, 2000; Long, 2005). The process of collecting and gathering information from the students to understand the purpose of language learning can be viewed as needs analysis. Needs analysis is very instrumental as it sheds sufficient light on purpose specification in framing the course (Dovey, 2006; Fareen, 2017). The data that gathered from the present and target situation analysis can be used to distinguish and categorize the general and specific purposes for designing the syllabus. The specific purposes of language learning are oriented with the immediate academic and professional needs of the learners and hence it is considered to be an inevitable factor in designing an ESP course (Nunan, 1996). The specific purposes of language learning can be achieved when the student is able to realize the intended outcomes of language learning.

ESP syllabus planning and design can be made through conducting target needs and demands analysis to understand the specific purpose of language learning in any respective disciplines (Huhta et al., 2013). Kamimura (2000) finds that both the product and process orientation are quintessential in developing and exercising knowledge on linguistic structures and generating

effective writing skills. To identify the specific objectives of the course in meeting the target demands of the learner, the subjective and objective reflections of the target personnel need to be elicited. As the ESP course needs to be a learner and learning centred one, the academic and the target stakeholders are to be specifically involved in the planning, design and development of the course. With the specifications of the purpose of the course through conducting a detailed needs analysis, course objectives can be framed. As needs analysis is a crucial requirement to understand the purpose of language learning, it needs to be carefully undertaken with all the academic and industrial stakeholders involved in the course. Needs analysis will serve the purpose, if both formal and informal methods of needs analysis can be used to analyze the learner, learning, and target needs of the present academics and target workplace situations.

The nature of the language and learning needs can be analyzed through the reflections of the students and the target industrial personnel. Their learning difficulties and deficiencies can be analyzed through identifying their lacks and gap analysis. With a thorough analysis of learning and target situation, the process and product elements of the course can be specified (Flowerdew, 2013; Javid, 2015; Widdowson, 2003). It can be widely done through analyzing the required linguistic and nonlinguistic components like structures, genres, content, context, skills, tasks, and topics that can really help in developing the target level communicative competence of the students (Krahnke, 1987). As the ESP syllabus is oriented with the test of time and revise in accord to the ever-changing norms of academic and professional contexts, it needs to follow up with a preconditional practice of conducting needs analysis for scrutinizing the Present Situation Analysis [PSA] and Target situation Analysis (TSA) of the learner. Learner Analysis and Lacks Analysis [LA] is notably important with which aim, objective, short-term and long-term goals of the course can be planned and developed. With the visualization of Gap Analysis [GA], Skills Analysis [SA] and Learning Strategy Analysis [LSA] in terms of both present and target situation, a new syllabus model with an integrated approach of genres, tasks and skills need to be framed. The instructional and evaluation practices and learning outcomes of the course needs to be assessed through the experimentation of Learning Process Analysis [LPA], Error Analysis [EA] and Product Analysis [PA]. It needs to be reexamined whether any limitations, suggestions, implications, and recommendations have been considered to review and redesign the existing syllabus. Further, the revision of the course and planning of new curriculum can be undertaken subject to the effective policy making pertained to the national and global educational and industrial standards.

4. Planning of Needs based Aims, Objectives, and Goals

The task of the syllabus designer is to design a new ESP syllabus that can be practically communicative and cater to the needs and demands of both academics and profession. With the specification of learner and their learning needs to meet the demands of the target personnel, the aim and purpose of undertaking the course can be determined (Johns et al., 2014). By analyzing the specific needs of the learner and their main objectives of language learning, instructional and performance objectives of the course can be framed. As ESP course is meant to develop 'restricted skills competence', performance objectives need to be stated in terms of accomplishing product and process values of language learning (Widdowson, 1983). With the given short and long-term goals of language learning, time and duration of the course needs to be framed. The aim, objective and goal of the course should reflect the views of academic and industrial stakeholders in realizing their specific orientations of language learning. 'Specificity' in terms of aims and objectives distinguishes the disciplinary and target contextual interests and use in language learning. The general and specific purpose of language learning can be easily distinguished through conducting needs analysis. The subjective and objective needs of the learners and their target contextual influences in undertaking a course play a substantial role in identifying the specific aims and objectives of the course. The focus on the specified content, skills and capability is much warranted in framing the short and long-term goals to be achieved through undertaking the course. Learners' present and target needs and their learning outcomes and the means to achieve the desired outcome is to be given much emphasis while engaging in a needs-based ESP course.

5. Visualizing Learner and Learning Model

5.1. Learner Analysis

Learner profile in terms of age, gender, qualification needs to be developed to understand the needs, wants, interests, expectations, wishes, likes and preferences of the students in undertaking a course. Learner's interests, expectations and needs may be general and specific, but their needs and lacks are to be assessed in terms of their specific language use in target situation (Schutz & Derwing, 1981). Learners understanding on their communicative needs can be viewed to specify the product objectives of language learning (Wilkins, 1976). The role of the learner as a key academic stakeholder reinstates the importance of learner in any present and target situation. ESP is an essentially learner centred approach, as the role of the learners and their expectations and needs are clearly specified for their purpose of learning a course (Hutchinson & Waters, 1987; Macalister & Nation, 2010; Munby, 1978; Nunan, 1988; Richards, 2001). The objectives of the course are to be framed in view to the needs of the learner and their learning needs and target demands rather than merely specifying the structural components or the nature of language. It will be more advisable if the ESP course is meant to balance with both the process and product objectives of learning that would benefit the learner to truly become capable and competent in both present and target situations.

5.2. Lacks Analysis

Students learning difficulties, learning inadequacies and lacks if any, needs to be thoroughly analyzed to understand the learning skills of the students. As students learning interests and difficulties can be analyzed by their intrinsic and extrinsic learning factors, they need to be given sufficient time and space to develop their own approaches to language learning. Students' learning preferences and styles needs to be considered as it will help them to get involved in the process of learning. Students' view of experiential learning needs to be taken into account for specifying the process objectives of the course (Long & Crookes, 1992; West, 1994). It needs to be identified where the students actually render mistakes, what the problems they really encounter are, how they are engaged in their learning and why they are not able to overcome their learning problems needs to be examined. Students' learning preferences and styles need to be immediately examined to understand their sensibility while applying strategies in language learning. Students' capabilities in learning those linguistic and nonlinguistic components to successfully communicate in target situations is to be essentially examined for developing their specific communicative competence. But what that the students lack in their interests, willingness, motivation, or in their readiness to act in any communicative situation are to be essentially examined to understand their implicit and explicit understanding of their learning skills and performances.

5.3. Gap Analysis

The process of analyzing lacks and deficiencies in students' performances in meeting out the target demands can be viewed as gap analysis (Robinson, 1991; West, 1994). Students' reflections on self-scaffolding and the monitoring and feedback of the peers and teachers are treated as an effective strategy to analyze the limitations of the students. The learning deficiencies and the attempt to overcome those difficulties and problems need to be systematically put up to address the prevailing gaps in the language learning (Mackey & Gass, 2015). The progress of the students can be noted though their task engagements and achievements. While identifying the prevalent gaps in learning and performance, students' self-analysis, peer review and teacher's feedback on their performances will help them apply adequate learning strategies in accord to the requirements of the target situation. When students display their learning deficiencies, their learning gaps and inadequacies in attaining target level communicative competence needs to be scrupulously observed and analyzed to fill up the gaps with their sheer conscience of upskilling the required talent to successfully perform in both present and target situations. Gaps analysis needs to be conducted before, during and after the course to understand and examine the required

competency level of the students in terms of performing those genres, skills and tasks to be accomplished. This will help the ESP experts, teachers, and students in examining the specific purpose of the course and could also check whether the desired aims, objectives and goals of the course have been met.

5.4. Genre, Skills, and Task Analysis

The practicing of specific genre and speaking skills has been ignored in the ELT classes in school education as their main focus was on developing academic writing and hence, assessments are completely carried out only through their written performances in objective type examinations. Hence, being not given sufficient oral practices in the language courses, the slow learners and low proficiency students seem to be much worried for their inability to speak with public, peers, and higher officials. But the present target situation looks forward for their oral abilities and expect that their speaking skills should be tested, assessed, and evaluated in terms of examining their oral fluency through dyadic and group discussion tasks. They should be tested with individual oral presentations, interpersonal and group communicative tasks. It is widely assumed that the students need to be exemplary talented in displaying their speaking abilities through various communicative tasks. It cannot be assured that a student who is efficient in oral/seminar presentation would be equally talented in leading discussions in a group or continuing impromptu conversations in a pair work.

Analyzing various genres, skills and tasks are equally important in understanding the communicative level of the students. Writing articles, reports, email, memo, project proposals, oral presentations and pair and group discussions solicit the informative readiness of the student to perform cognitive tasks based on the functional use of language. Advanced level tasks orient towards accomplishing projects and writing research reports. The readiness to evaluate ideas through criticism and employing critical awareness in the research and the ability to collect and disseminate information through oral and written mode call for higher order skills of language learning and to exhibit their communicative potentialities through performing open tasks. The higher degree language learning skills can be acquired through practicing discursive tasks. Cognitive oriented informative and discursive tasks are very much needed as it is oriented with engaging in thinking and understanding skills too. Cognitive development can be specifically improved through conducting classroom based real tasks. As advanced language education demands higher order of perception and thinking skills, the ability to select, organize and prepare the text for oral and written presentation has been a crucial requirement for topic-based learning. The ability to refer, revise and comprehend the text and to compare, contrast, explain and respond to the interlocutor's view reflects the receptive and productive ability of the students. Advanced level pedagogical tasks can be practiced through both implicit and explicit language learning. It fosters to develop intuitional and instrumental learning of both structures and functions.

5.5. Learning Strategies Analysis

The adoption of teaching and learning strategies meeting to the requirements of the learning needs to be encouraged at all the stages of the course. The practicality of the course processing needs to be determined through applying appropriate strategies to the teaching and learning of the course. The information gained through analyzing the lack of the students can be used to determine the application of communication strategies to promote students' learning. Cognitive, metacognitive, metalinguistic and affective strategies are very important in identifying students' learning interests, involvement, and success. The strategies that lead to task engagement, execution and completion needs to be directed through task achievement in tandem to the requirements of the target situation (Long, 2016; Nunan, 2004). The personal learning approaches, preferences, and styles of the students can be distinctly varied, but it needs to be incorporated with applying relevant common strategies to promote target level communicative competence. The intrinsic and extrinsic motivation and understanding of the teachers and students and other educational factors like the availability of technical resources, infrastructure and academic and administrative

planning and policies of the educational institutions affect a major proportion in language teaching, learning and evaluation process.

5.6. Specification of Content and Process Design

The 'What' and 'How' of language learning has been so deep rooted and interpreted by the applied linguists and ESP experts that they found a new way of distinctively classifying ESP syllabus into product and process-based syllabuses. The 'what' 'why' and 'how' of language teaching is immensely getting popular with the language and interdisciplinary researchers as they manipulate the prime focus of needs and demands analysis of the student community and the professional outlook of workplace communication. The process and product orientations of the syllabus can be determined through the findings of learner needs and target demands. It needs to be investigated what content, skills, and tasks they need to learn to successfully communicate in present and target situation. Analyzing the functional and interactional needs of present and target situation reveals what specific content, genres, skills, and tasks should be undertaken and how the process of instructional strategies needs to be planned and practiced. The ESP syllabus design can be focussed at integrating the specified context, content, genre, skills, tasks and topics and instructional practices to achieve the required means and outcomes of the course.

The developmental process of the course is basically very comprehensive as it envisages syllabus construction, classroom instruction and practice. Though the curriculum experts focus on inculcating any single major component of the course, they tend to realize that curriculum development is an integrated task where the process of planning, implementation and evaluation is interrelated and independent. Thus, curriculum constitutes integrated complex processes of needs analysis, planning of content, instructional practices, evaluation, revision, and policy making. The specification of the topics, theme, context, content, skills, genres, and tasks reflects the significance of the syllabus description in the course. The curriculum further describes the innovative trends of teaching and learning methods and instructional practices to meet the instructional and performance objectives of the course. It elucidates the importance of adopting eclectic approaches in needs-based language learning. The role of teachers, learners, texts, resources, and the methods of evaluation can be specified with the objectives of the course. The components of the syllabus like the content, genres, tasks, and skills; the teaching-learning process and the goal or the learning output of the course should correlate with the norms of structural, functional, and interactional use of the language. The focus of the language learning needs to be more on the learner and their learning needs, than giving mere significance to the specifications on the nature of the language.

With the analysis of content, specific genre and text type needs to be detailed for developing specialized topic and theme. Skills analysis needs to be exclusively done with the nature of the performance required in the present and target situations (Johnson, 1989). The findings of the needs analysis should interpret the necessary skills to be developed to competently communicate and satisfy the demands of both the present and target personnel. The analysis of restricted skill competencies leads to understand in analyzing the specificity of the required content, genres, and skills to perform the relevant communicative tasks (Johns & Dudley-Evans, 1991). The interrelation between the various components to design the syllabus can be viewed in terms of process and product orientations. Designing the content of the ESP syllabuses leads to integrate both content and methodology and distinction between syllabus and methodology is found to be vanishing when the syllabus is subjected to include process components (Nunan, 1988; Widdowson, 2003; Wilson, 1976; Yalden, 1983). The planning of linguistic and experiential content is necessarily followed from the findings of needs analysis. The reflection of learners and their learning experiences need to be essentially counted to analyze the nature and type of the task to be specified to develop relevant target skills and competence. The proposed syllabus should be designed to integrate the required syllabus components with those specific objectives that will orient the planning, implementation, and evaluation of the course.

5.7. Performance Assessment - Instructional and Evaluation Practices and Learning Outcomes

Students need to perform relevant communicative activities to acquire the required discursive skills and to communicate effectively in the target situation. The urge of understanding and acquiring English communication skills is solely oriented towards procuring an insight of cognitive abilities, language, and communication behavior. As communication skills need to be developed through structural, functional, and interactional activities, today's ESP students are in crucial situation that they have to display both their linguistic aptitude and discursive ability in terms of grammar, vocabulary and pronunciation to prove their linguistic and discourse competence. Context based genres and skills need to be developed through those relevant target activities and tasks to help them perform and execute their communication abilities with appropriate topic, theme, and content.

Language ability can be improved by developing oral and written structural tasks. The learning and acquisition of semantic and discourse can be encouraged through engaging in discursive communicative tasks. Open tasks like seminar and group discussions stimulate in developing cognitive and performance-based language learning. Vocabulary tasks help the learner to improve word power and dictionary referring skills. Language focus can be encouraged through information and communication gap activities. Tasks need to be real and meaning centered. Literally, language inclination is given to form, but eventually for a real task, meaning is perennial. Interactional task oriented communicative performance is concerned with the focus on meaning. Structures can be exemplified through cognitive tasks, but still information and meaning are absolutely needed to assess their functional and interactional ability, and discursive skills are recognized through communicative performances in individual, pair or even group tasks. The specification of the process objectives of learning should be treated with administering open tasks to promote oral and written discursive abilities of the students.

5.8. Learning Process Analysis

The process of language learning can be analyzed through the teaching and learning experiences of the students in the present situation. Learning process can be generally investigated through classroom and laboratory research to understand the communication abilities of the students. Institutional influences in administering the language and communication skills course can also be assessed for understanding the progress and different learning experiences of the students. The genre, content, topic, tasks, and skills are some of the most often repeated components that are specified in terms of developing their linguistic, strategic and discourse importance. Classroom based research are genuinely to be conducted on understanding the scope and significance of contextual influences on both linguistic and nonlinguistic elements that feature for developing students' target level competency. With a thorough investigation on analyzing students' academic and target needs, the instructional and evaluation practices need to be undertaken to stimulate students' learning interests and involve them to perform successfully in target contexts (West, 1994; Williams, 2014; Yalden, 1987). The instructional and evaluation practices are in need to be varied and adjusted in terms of developing their skills and capabilities to communicate in their target contexts.

5.9. Error Analysis

ESP courses generally do not require language mastery to develop competency in their target specific situations. As the purposes of the course determines language learning to fit in specific context and to use specific genres, skills and tasks to meet the learning objectives, the necessary structural component of language needs to be specified for developing the required language skills of the students. Students' language performance needs to be self-scaffolded by the students themselves and subsequently monitored by their peers and teachers. Students' oral and written performances in the communicative tasks need to be assessed and further examined to rectify the language errors. Though errors are not strictly examined in the middle of the communicative

situation, as it interrupts the flow of performance, it needs to be essentially done in the end of the task. Common errors need to be analyzed and corrected generally and the specific language and communication errors of individual students need to be revealed and they may be encouraged to engage in task repetition activities. The crucial understanding of language and communication errors should be given to analyze themselves to gradually address their learning deficiencies and reduce their communication apprehension problems that lead to verbal and nonverbal errors in their oral and written performances.

5.10. Syllabus Review and Redesign

The review of the syllabus needs to be undertaken to analyze the process and product orientations in the successful completion of the course. It is quite important as it needs to be justified with the inquiries raised on reexamining the aim, objectives, and goals with the process of teaching, learning and evaluation practices. It needs to envisage in assessing classroom setting, technical aids, resources, infrastructure, and other environmental factors that could help to the smooth conduction of the course. It also needs to analyze how the pedagogical and evaluation norms and procedures are carried out in administering the course. The institutional and industrial support and coordination remains persistent as their insights gained serve the purpose of the course. The expectations and suggestions sought from all the stakeholders including students, teachers, institution authorities, and other target personnel in the beginning, middle and the end of the course remains significantly important while considering for course revision and developing new curriculums. The revision and redesigning of the course needs to be essentially undertaken through conducting needs analysis. The investigation on the learners and their learning and target needs is to be considered pivotal while redesigning the course. The understanding of the pedagogical gaps between the existing syllabus and the syllabus yet to be proposed needs to be discussed while replanning the course. As syllabus designing is a continuing and ongoing process, the procedure of conducting needs analysis before, during and after the course remains inevitable in the process of curriculum development.

6. Conclusion

The inquiries that led to understand the specific objectives of language learning reflect the need for including ESP courses in professional and technical education. As syllabus and curriculum are to be continuously evolved to the prevailing needs of academics and industry, the redesigning and renewal of the courses are obvious norm in any level of education. This paper is specifically concerned in developing a needs-based course framework meant to equip the professional and technical students to confidently perform in target situations. With the specification of present and target needs and a thorough understanding on the process and product orientations, an exclusive ESP syllabus can be designed. This paper is much concerned in highlighting the interrelated and interdependent aspects of both the linguistic and nonlinguistic components like grammar, lexis, context, content, genre, skills, task, topic, and theme in language learning. To incorporate the process and product orientations to syllabus design, both linguistic and nonlinguistic components need to be integrated to specify an ESP syllabus for developing target level communicative competence. The pedagogical implications of all the stakeholders throughout the course of study are much warranted for an integrated syllabus design and to review the syllabus in the end of the course. For a more intact and pragmatic approach to ESP syllabus design, needs analysis and essential components of the course needs to be probed and updated further to reset for the review, redesign, and renewal of the course.

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