DOI: 10.2478/dcse-2023-0003

sciendo

Discourse and Communication for Sustainable Education,
vol. 14, no. 1, pp. 24–35, 2023

Lacks, Necessities and Wants of Prospective English Teachers in ELT Departments: A Needs Analysis and Sustainability

İsmail Gürler
Sakarya University of Applied Sciences, Sakarya, Turkey

Mustafa Yavuz Konca
Ağrı İbrahim Çeçen University, Ağrı, Turkey

Abstract

This study aims to determine the needs of prospective English teachers in ELT departments throughout Turkey within three dimensions as lacks, necessities and wants from the perspectives of both insiders and outsiders. In the light of Target Situation Analysis (TSA), qualitative research design was administered to reach more detailed and in-depth conclusions with the help of open-ended interview questions. In order to generalize the results of the study, and do a comprehensive needs analysis, all teacher trainers and seniors in ELT departments were contacted via internet or face to face. Totally, 14 state and foundation universities throughout Turkey, 41 teacher trainers whose rankings varies from lecturer to professor, and 85 prospective English teachers attending the last year of their education took part in this study. The collected qualitative data by online, printed forms and interview recordings were analyzed by coding and categorizing. It can be concluded according to the findings that from the outsiders' perspective, lacks are mainly clustered around four titles as more practice, prospective teachers' qualifications, extrinsic and intrinsic needs. There are four main necessities put forward by insiders as the exterior, interior, practical and occupational necessities. The results also reveal that only 23 percent of the prospective teachers feel themselves ready to teach: however, the rest thought vice versa. To feel ready to teach, they need some supports under the title of "wants" as individual, pedagogical, linguistic and structural support.

Keywords: needs analysis, ELT, lacks, necessities, wants, sustainability

Introduction

Needs analysis is a crucial process like diagnosing an illness that is thought to be the first step of starting a treatment or prescribing any medical intervention. Before starting an action, needs analysis shows any missing points or important details and helps practitioners to act the ideal way of handling any issues. Thus, before designing a language teaching program a thorough needs analysis should be done to start any intervention

just like in medicine (Long, 2005). The needs analysis process covers all the activities from gathering information that will construct the basis of developing a program to determining the learning needs of particular students (Brown, 1995). The determined needs constitute the objectives of a program and then these objectives affect such processes as measuring, material development or finding suitable material, classroom activities and evaluation process (Gurler, 2018). Needs analysis, within this direction, is seen as an integral part, of which cannot be separated from the process of systematic curriculum building (Brown, 1995). Gonzalez (2020) also stated that the needs analysis process is a vital component for designing and implementation of any language teaching curriculum and it can be seen as a base for construction of a language program. To conduct a needs analysis, an instructor should not solely depend on the past experience when determining the students' needs as they can probably change according to the new situations. This can lead to a misalliance between the goals set out by the teachers and the English skills levels of the students when they complete their studies (Lertchalermtipakoon, Wongsubun, & Kawinkoonlasatei, 2021).

As viewed from the aspect of language learning process, the importance of needs analysis is also reflected in some further studies (Ali & Salih, 2013; Gonzalez, 2020; Lambert, 2010; Lertchalermtipakoon, Wongsubun, & Kawinkoonlasatei, 2021; Park, 2021; Richards & Nunan, 1990; Zoghlami, 2020). Firstly, the educators benefit from the needs analysis to check their previous needs, to develop, select and implement the best teaching materials, methods and assessment tools, to make language teaching more effective and target oriented. The instructor is also aware of the previous knowledge of the language learners, and is of the general overview of the course process of the learners and their probable wants and needs of near future. Secondly, from the language teaching perspective, thanks to the needs analysis there will be overabundance of the input about content, design and implementation of course syllabus. These inputs and data can be seen as determinant to set up goals, objectives, and contents of any teaching programs. As a consequence, these gathered data are useful for the reviewing and evaluation of existing programs.

In needs analysis process, determining and defining what are the necessities, wants and lacks and making distinctions between them is of importance as each of them has exclusive characteristic features to draw a conclusion. According to Hutchinson and Waters (1987) the 'target needs' and 'wants' ought to be separated to characterize needs analysis. Target needs are the focuses that are relied upon to be reached by the required essentials. Target needs can likewise be named as 'necessities' which allude to the information that the student should know to arrive at the target situation. 'Wants' address the perspectives on student about their requirements, needs. Among the characterized necessities, figuring out what the students don't know addresses the 'lacks' in needs analysis procedure.

The meaning of 'needs' may likewise be needed to grasp the theme exhaustively. Needs in some cases allude to the students' prerequisites, which the students are needing as of now or later (Li, 2014). Berwick (1989) affirms the definition 'needs' and asserts it as the hole between the current circumstance and the expected future state. There are a few deficiencies between the information that is known by the student and the information that is needed to be known. It very well may be presumed that the hole or gap that will be filled can be expressed as "needs".

The classification of needs varies according to the aspects of the scholars dealing with the different sides the needs analysis process. The needs, in general, are gathered around lacks, necessities and wants even though there are different classification types asserted by different authors (Brown, 2005; Hutchinson & Waters, 1987; Li, 2014; Nunan, 1999 & Zohoorian, 2015). There are five different types of needs as (1) Perceived and felt needs, (2) Objective and subjective needs, (3) Learning and target needs, (4) Situational and communicative needs and (5) Needs from the insider and outsider view.

To conduct needs analysis, there are four different models of needs analysis. First one is aiming to accomplish the predetermined objectives and reach the planned and targeted situation known as Target Situation Analysis (TSA). The second model, Present Situation Analysis (PSA) is used to determine the current status of learners and makes generalizations about the proficiency levels of them. Moreover, it allows researchers to see the gap between the current level and the targeted level of learners. The Hutchinson and Waters Model focuses on the Learning and Target Needs which has necessities, lacks and wants. The last and the fourth model is called as "Dudley-Evans and St John's Model of Needs Analysis" which comprehends nearly all models of needs analysis.

This study mainly focuses on the learning and target needs considering the objectives of the research. According to Hutchinson and Waters (1987) the learning and target needs is of three subcategories as "necessities, lacks and wants." Necessities can be defined as the ideal requirements for anyone to reach target situation. Lacks are determined by comparing both the current status and the target level of learners. Wants are determined by the insiders that are learners and outsiders that are experts, teachers, trainers involved in the learning process.

Needs analysis procedure is for those who want to see the current status of the institutions, learners, curriculums or programs which have a long term and strategic developments or improvements considering the targeted proficiency levels of both learners and the institutions. The needs analysis results also pave the way to re-organize and revise the learning and teaching processes and can be seen as references for the experts, policy makers, authorities and curriculum developers who are concerned in the development processes (Karababa & Karagül, 2013; Lambert, 2010). This procedure can help any teacher or instructor to understand and determine the learners' objectives and prioritize the needs of the learners (Lertchalermtipakoon, Wongsubun, & Kawinkoonlasate, 2021).

There are such benefits of needs analysis as helping learners to hurdle obstacles, determining the real needs of learners to develop suitable materials, constructing the prerequisites of course designing, identifying the learner's level and selecting the most suitable course materials (Ali & Salih, 2013; Macalister, 2012; Mahmoud, 2014; Wu, 2012; Yılmaz, 2005). The process of needs analysis, like sustainability, is seen as a search and negotiation (Holfelder, 2022), and should also be seen as an on-going and dynamic process which can be adapted according to the changes, social requirements of learners and determine their proficiency levels (Wu, 2012). From this perspective, needs has close relationship with the sustainable education that seeks and searches for an ideal curriculum construction and suitable material design. Education itself is accepted as a transformative process allowing anyone –both as teachers and learners – in this process, to be aware of the responsibilities for future generations to get benefits (Clark, 2022).

Considering its vital and crucial importance of a needs analysis, this study aims to investigate the needs of the prospective English teachers who are attending the last year of their programs under three important titles as lacks, necessities and wants. Suitable to the characteristics of a needs analysis process, internal data from the prospective teachers themselves and external data from the teacher trainers were both collected to provide more objective results to conclude more reliable results which is of great importance to construct or develop comprehensible course syllabus or a curriculum that meet the learners' needs.

In this study, the questions below are addressed in this study:

1. What do the prospective teachers need in terms of lacks? (from teacher trainers)
2. What do the prospective teachers expect from the ELT Program in terms of necessities? (from prospective teachers)
3. What kind of supports are needed to feel ready for teaching in terms of wants? (from prospective teachers)

Methodology

Participants

The participants in this study can be divided into two categories as teacher trainers and prospective English teachers. In needs analysis process, there needed to be an outsider view, so teacher trainers are the ones who constitute the outsider view.

There are a total of 41 teacher trainers who are actively teaching in ELT departments throughout Turkey and their academic titles differ from professor to lecturer. 31 of the total participants filled in the semi-structured online questionnaire and the last 10 of them accepted a face-to-face interview. 53.7 % of the participants are female and 46.3 percent of them are male. The participants' ages are mainly between 45–59 with the percentage of 65.9. When looking at the academic rank of the participants, nearly 80 % of them are Asst. Prof. and holding PhD. and above. The Table 1 below gives specific detail on demographic information about participants.

Table 1

Demographic Information About Teacher Trainers

		Frequency	Percent
Gender	Female	22	53.7
	Male	19	46.3
Age	under 30	1	2.4
	30–44	12	29.3
	45–59	27	65.9
	60 and over	1	2.4
Academic rank	Prof. Dr.	4	9.8
	Assoc. Prof	6	14.6
	Asst. Prof.	22	53.7
	Lecturer	8	19.5
	Res. Asst.	1	2.4
Total		41	100

The second section of the participants of this study consists of 85 seniors, who somehow made some contributions to this study whether face to face or online. The participants from 14 different state and foundation universities all over Turkey. Table 2 gives demographic information about prospective teachers. The greatest portion of the participants are female with the percentage of 74 of all the participants.

Table 2

Demographic Information About Prospective Teacher Participants

		Frequency	Percent
Gender	Female	435	74
	Male	150	26
Age	19–22	65	76
	23–25	16	19
	26 and over	4	5
Total		85	100

Data Collection Instruments and Procedure

This study is based on qualitative research design and used open-ended questions which are the instruments of this research used to provide in-depth understanding of both teacher trainers and prospective teachers' views on the needs of prospective teachers. Open-ended items provide greater 'richness' in collecting data to find answers to the research questions. As the respondents feel free to answer these kinds of questions, they are mostly preferred in qualitative data collection. Dörnyei and Taguchi (2010) stated, "respondents often like to have an opportunity to express their opinions more freely and may find it frustrating to be completely limited to choosing from ready-made options" (p. 37). The reason why open-ended questions were chosen to collect qualitative data lies behind these lines. The answers to these open-ended questions clarify, exemplify, and illustrate the underlying reasons for their responses.

The open-ended questions were first sent via mail and data were collected online; however, there are the ones who accepted to make face to face interviews and fill in the printed open-ended questions. Within the scope of this study, 14 both state and foundation (private) universities having ELT departments were reached through internet and personally.

Data Analysis

According to Creswell (2012) in analysing the qualitative data, there are six steps to be followed in the analysis procedure. The first step is organizing and preparation process of data, which are going to be analysed. Second is coding the data to explore the structure and content of the collected data. Next step is data description and themes of the codified data to see the general picture of the overall data. Narrating and using visuals come next to represent the findings. The fifth step is the interpretation of the results, which is understood from the findings, and it reflects both personal and previous relevant literature results that can clarify the current findings. The last and the final step

is to validate the accuracy of findings by conducting some strategies. It is not obligatory to follow all the steps in sequence. McMillan and Schumacher (2014) also list the steps as recording, data, coding and categorizing, patterns/themes/ concepts and narrative structures or visual representations.

Research Findings

RQ1. What do the prospective teachers need in terms of lacks? (from teacher trainers)

To determine the needs of the prospective teachers, 41 teacher trainers were asked to answer the question above. This type of needs can also be thought as "lacks". Lacks can be seen more objectively from outsider evaluators to reach more concrete, and objective results that sometimes cannot be seen by the insiders. According to the responses to the interview question, four different categories appeared: (1) more practice is needed, (2) prospective teachers needed to be qualified, (3) extrinsic needs and (4) intrinsic needs were determined. Table 3 gives details about the needs of prospective teachers which were indicated by their teacher trainers.

Table 3

Needs of the Prospective Teachers (Lacks)

Categories	Codes
1. More practice is needed	School life experiment/practicum
	Four language skills
	Caring for individual differences
	Collaborative activities
2. Prospective teachers are needed to be qualified	Authentic use of language
	Need for individual time
	Expressing themselves
	Foreign country experiment
3. Extrinsic needs	Financial support
	Content knowledge
	Needs should be determined
	Number of academic staff
4. Intrinsic needs	Motivation
	Changing perception

RQ2. What do the prospective teachers expect from the ELT Program in terms of necessities? (from prospective teachers)

In term of "necessities", the question of expectations of the prospective teachers from the ELT program was asked to determine what they are. Necessities should be seen as the level to be reached or the objectives to be reached. So, the respondents should feel themselves as free as possible to express their feelings in terms of their expectations from the program. Four main titles appeared when analyzing the responses as exterior,

interior, practical necessities and occupational necessities. The adequate number of academic staff, learner-centered and sincere education, the feel of freedom and practicum in the previous years, language skills, courses and curriculum can be stated as the exterior necessities which are apart from their own will. However, there are some individual targets as interior necessities such as career objectives, language proficiency levels, and their own individual necessities. Within the necessities, there are also some practical aspects like more practicing facilities with four skills, chance to use daily language, and the conversion of their informational knowledge into practice. The last title is the occupational necessities that can even be named as professional requirements. These can be listed as the prospective teachers' professional targets to be qualified, effective teachers and global teachers to work anywhere in the world. The Table 4 gives some more details about the necessities of the seniors from their own perspective.

Table 4

Expectations of Prospective Teachers (Necessities)

Categories	Codes
1. Exterior necessities	Number of Academic staff
	Learner-centred and sincere education
	Feel of more freedom
	Practicum in the beginning year
	Four language skills
	Effective and Elective courses
	Adaptable Curriculum
2. Interior necessities	Career objectives
	Language proficiency
	Individual necessities
3. Practical necessities	More practice
	Daily use
	Less theory more practice
4. Occupational necessities	Being qualified teachers
	Raising as effective teachers
	Being global teachers

RQ3. What kind of supports are needed to feel ready for teaching in terms of wants? (from prospective teachers)

The last question is to determine the wants of the prospective teachers in order to reach a needs analysis. In this respect, 85 prospective teachers were asked to answer, "*Do you think you will be ready for teaching? What kind of support do you need?"* of all the 85 prospective teachers, 80 of them gave responses. The question consists of two dimensions. The responses and the details about the first part of the question *"Do you think you will be ready for teaching?"* are given in Table 5.

Table 5

Responses of Teacher Trainers About Their Readiness for Teaching

		N	F
Do you think you will be ready for teaching?	Yes	20	23
	No	22	26
	Conditionally yes	38	45
	No response	5	6
	Total	85	100

Table 5 shows that 23 % (N = 20) felt ready for teaching and gave positive responses, 26 % (N = 26) gave negative responses, and 45 % of the participants said "conditionally yes", they felt themselves ready but there are some conditions they want to be met, 6 % (N = 5) of them gave no response to this question. This result reveals that 26 % of the participants did not see themselves ready for teaching when they graduate from the ELT program and 45 % feel ready but only when they compensate for their deficiencies. It can be concluded that totally 71 % of the participant somehow did not see themselves ready. Only 23 % think that they will be ready for teaching and did not state any conditions or need for any support to feel ready.

The second part of the question "*What kind of supports do you need?"* was answered by those who said "no" and those who said "yes" and want to state conditions. According to the responses of the question, the supports that are stated by the participants gather around four categories: (1) individual support, (2) pedagogical support, (3) linguistic support and (4) structural support. Table 6 gives the details about the categories and the codes of the needs for supports stated by participants.

Table 6

Supports That Prospective Teachers Need (Wants)

Categories	Codes
1. Individual support	Real life atmosphere
	Knowledge
	Intrinsic support
2. Pedagogical support	Classroom atmosphere
	More practice
	More time
3. Linguistic support	Speaking
	Grammar
	Material development
4. Structural support	School system
	Lesson planning
	Technology

Conclusions

This study carrying a detailed needs analysis process shed light upon the prospective English teachers needs in general and draw a conclusion about the demands of both the seniors from insider perspectives and the requirements and needs that the teacher trainers observe as outsider view. The needs of the prospective teachers were tried to be determined both by teacher trainers as outsiders and by prospective teachers as insiders. Target situation needs analysis (Brown, 2005; Li, 2014) which has three subtitles as lacks, necessities and wants (Hutchinson & Waters, 1987; Li, 2014) was used to find answers to the research questions.

The gap between the current status of the learners and the targeted and aimed proficiency level constitutes the "lacks" (Hutchinson & Waters, 1987). Thus, lacks can be seen more objectively from outsider evaluators to reach more concrete, and objective results that sometimes cannot be seen by the insiders. The responses to the interview question are mainly clustered around four different categories: (1) more practice is needed, (2) prospective teachers are needed to be qualified, (3) extrinsic needs and (4) intrinsic needs were determined. School life experiment, four skills, caring for individual differences, collaborative activities are all about the practice needs. Authentic use of language, need for individual time, expressing themselves, foreign country experiment can be stated under the targeted qualifications to be reached. Financial supports, content knowledge and the number of academic staff in ELT departments which stem from the external facts can be counted as external needs (Hadley, 1999). Motivation of the learners in general and their changing perception are also the intrinsic needs of the language learners determined by their teacher trainers.

Necessities are the expected requirements, ideal points or proficiency levels to be reached that can change according to the different objectives (Brown, 2005). These necessities are determined according to the prospective teachers' perspective as an insider view to serve more individual and subjective results to understand hidden parts of requirements of being a more qualified English teacher similar to Brindley's view (1984). The responses related to the necessities are mainly around external ones such as learner-centered and sincere education, adaptable curricula having effective courses covering all language skills, practicum, adequate number of academic staff, and more freedom to learners. Setting careers objectives, developing language proficiency and some individual necessities can be seen under the interior necessities. Having the chance to practice more than theoretical knowledge and daily use of language focus the practical necessities. Occupational necessities that prompt a person to be an ideal teacher are the last and may be the most important objectives of the prospective teachers as their objectives are to be qualified and effective teachers who can teach globally throughout the world.

The last research question is about the feel of readiness for teaching and the supports they need, in short – their wants. The responses about the prospective teachers' readiness level reveal that more than half of the participants do not think themselves proficient enough to teach when graduated. To feel themselves ready and sufficient, they want some supports.

Last step of determining the needs analysis is "wants" – which includes more individual perceptions about the needs of the learner. It is a kind of felt needs that are mainly subjective (Hutchinson & Waters, 1987). According to the responses of the prospective teachers, four different types of supports were determined. The first (1) is the individual support that has real life atmosphere, knowledge, and intrinsic support. The second

(2) is pedagogical support, which refers to classroom atmosphere, more practice and more time. The third (3) is the linguistic support that includes speaking, grammar, and material development. The last one (4) is the structural support that includes the school system, lesson planning, and technology.

In accordance with many studies focusing on the importance of the needs analysis (Ali & Salih, 2013; Gonzalez, 2020; Lambert, 2010; Lertchalermtipakoon, Wongsubun, & Kawinkoonlasatei, 2021; Park, 2021; Richards & Nunan, 1990; Zoghlami, 2020), it is seen in this present study, both prospective teachers and teacher trainers in ELT departments throughout Turkey stated the importance of the needs analysis to construct a more comprehensive curriculum that can easily be embraced by them. This study also has paved the way for further topics asserted by the practitioners of the ELT curriculum and related to target needs of prospective English teachers. This needs analysis is of great importance because there are both insider and outsider views of evaluators that enable anyone to draw subjective and objective conclusions in order to reach a profitable ELT curriculum covering lots of valuable details.

Needs analysis with ongoing and dynamic characteristics could be thought as an initial step for those who are concerned about sustainable education which is seen as a search and negotiation rather than a tangible objective (Holfelder, 2022). Consistent with the thoughts of Clark (2022), the circular methodology of needs analysis process will allow those seeing education as a transformative process to leave a more sustainable environment both educationally and naturally. This means more studies to show more comprehensive results, and the relation between needs analysis and sustainability as they have basic similarities in their nature.

Acknowledgment

This article is generated from the PhD thesis entitled 'Evaluation of the Current Curriculum in ELT Departments from the Perspectives of Lecturers and Students: A Needs Analysis' prepared by İsmail Gürler under the supervision of esteemed Asst. Prof. Dr. Mustafa Yavuz Konca.

References

Ali, H. I., & Salih, A. (2013). Perceived views of language teachers on the use of needs analysis in ESP materials writing. *English Language Teaching*, *6*(3), 11–19. http://dx.doi.org/10.5539/elt.v6n3p11

Berwick, R. F. (1989). Needs assessment in language programming: From theory to practice. In R. K. Johnson (Ed.), *The second language curriculum* (pp. 48–62). Cambridge: Cambridge University Press.

Brindley, G. (1984). *Needs analysis and objective setting in the adult migrant education Service*. Sydney: Adult Migrant Education Service.

Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. Boston. MA: Heinle and Heinle Publishers.

Clark, K. (2022). Education for sustainable development, curriculum reform and implications for teacher education in a small island developing state. *Discourse and Communication for Sustainable Education*, *13*(1), 145–153. https://doi.org/10.2478/dcse-2022-0011

Creswell, J. W. (2012). (4th Ed.). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Boston: Pearson.

Dornyei, Z., & Taguchi, T. (2010). *Questionnaires in second language research: Construction, administration and processing* (2nd Ed.). New York: Routledge.

Erdoğan, P., & Gürol, M. (2021). The needs analysis of English preparatory school instructors towards professional skills in higher education. *Journal of Curriculum and Teaching, 10*(1), 59–71. https://doi.org/10.5430/jct.v10n1p56

Gonzalez, F. O. S. (2020). Subjective needs analysis: a vital resource to assess language teaching. *Mextesol Journal, 44*(3), 1–9.

Gürler, İ. (2018). *Evaluation of the current curriculum in ELT departments from the perspectives of lecturers and students: A needs analysis* (doctoral dissertation). Retrieved from Council of Higher Education Thesis Center. https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp

Hadley, G. S. (1999). Innovative curriculum in tertiary ELT: A Japanese case study. *ELT Journal*, *53*(2), 92–99.

Heasly, B., & Iliško, Dz. (2022). Towards a more regenerative and resilient post-pandemic world. *Discourse and Communication for Sustainable Education*, *13*(2), 1–4.

Holfelder, A. (2022). Teaching sustainability: A study of teachers and conceptual tensions. *Discourse and Communication for Sustainable Education*, *13*(1), 77–87. https://doi.org/10.2478/dcse-2022-0007

Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge: Cambridge Press.

Johnson, B., & Christensen, L. (2004). *Educational research: Quantitative, qualitative, and mixed approaches* (2nd Ed.). Virginia: Allyn and Bacon.

Karababa, Z. C., & Karagül, S. (2013). A needs analysis for learners of Turkish as a foreign language. *Education and Science*, *38*(170), 361–371.

Lambert, C. (2010). A task-based needs analysis: Putting principles into practice. *Language Teaching Research*, *14*(1), 99–112. doi: 10.1177/1362168809346520

Lertchalermtipakoon, P., Wongsubun, U., & Kawinkoonlasate, P. (2021). Need analysis: English language use by students in the tourism and hospitality and industry. *English Language Teaching*, *14*(3), 59–71. https://doi.org/10.5539/elt.v14n3p59

Li, J. (2014). Literature review of the classifications of "Needs" in needs analysis theory. *International Journal of Education & Literacy Studies*, *2*(3), 12–16. http://dx.doi.org/10.7575/aiac.ijels.v.2n.3p.12

Long, M. H. (2005). Methodological issues in learner needs analysis. In M. H. Long (Ed.), *Second language needs analysis* (pp. 19–76). Cambridge: Cambridge University Press.

Macalister, J. (2012). Narrative frames and needs analysis. *System*, (40), 120–128. doi: 10.1016/j.system.2012.01.010

Mahmoud, S. S. (2014). A framework for investigating foundation year students' needs in general English in KAU: Needs analysis extended to curriculum development. *Journal of Language Teaching and Research*, *5*(2), 335–342. doi: 10.4304/jltr.5.2.335-342

McMillan, J. H., & Schumacher, S. (2014). *Research in education: Evidence-based inquiry* (7th Edition). London: Pearson.

Park, E. J. (2021). Affordances and challenges of mixed-methods needs analysis for the development of ESP courses. *Language Teaching Research Quarterly*, (23), 12–22. doi: 10.32038/ltrq.2021.23.03

Richards, J. C., & Nunan, D. (Eds.). (1990). *Second language teacher education*. Cambridge: Cambridge University Press.

Salīte, I., Fjodorova, I., & Ivanova, O. (2022). A co-evolutionary perspective in the search for sustainable education. *Journal of Teacher Education for Sustainability*, *24*(2), 1–4. https://doi.org/10.2478/jtes-2022-0012

Wu, Y. (2012). An empirical study on needs analysis of college business English course. *International Education Studies*, *5*(2), 216–221. doi: 10.5539/ies.v5n2p216

Yılmaz, C. (2005). How far are the teachers trainees' communicative needs are taken into account in ELT departments? *Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi* [Ondokuz Mayıs University Journal of Faculty of Education], (19), 92–103.

Zoghlami, N. (2020). Needs analysis for the design of a professional English curriculum: Insights from a French lifelong learning context. In B. Dupuy & M. Grosbois (Eds.), *Language learning and professionalization in higher education: pathways to preparing learners and teachers in/for the 21st century* (pp. 37–70). Research-publishing.net. https://doi.org/10.14705/rpnet.2020.44.1101

Correspondence concerning this article should be addressed to İsmail Gürler, Sakarya University of Applied Sciences, Sakarya, Turkey. Email: ismailgurler@subu.edu.tr