



English Language Teaching Materials for the Students of Economic Development Department: A Needs Analysis

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Abstract. This research is motivated by the discrepancy between the current General English materials and the specific needs of Economic Development students, both for academic and professional purposes. This study aims to analyze the needs for English language teaching materials relevant to Economic Development students. The research employed a qualitative method with a descriptive case study approach. Data were collected through semi-structured interviews with students of varying English proficiency levels, as well as document observation. The data were analyzed using thematic analysis. The findings reveal that students possess a "dual need" in writing skills: academic writing to support their current studies and business correspondence for workforce readiness. Regarding speaking skills, students prioritize functional competence for high-stakes professional situations, such as job interviews and negotiations, which are best facilitated through interactive methods like Focus Group Discussions (FGD). Furthermore, significant barriers were identified in comprehending Macroeconomics and Public Policy texts due to a lack of technical vocabulary depth. Students also critiqued isolated grammar instruction, expressing a strong preference for a lexical approach focused on specialized economic terminology. Based on these findings, this study recommends the development of English for Specific Purposes (ESP) materials that integrate Content-Based Instruction and Task-Based Learning to bridge the gap between general proficiency and discipline-specific competence.

Keywords: Curriculum Development; Economic Development; ESP; Needs Analysis; Teaching Materials.

1. INTRODUCTION

The incorporation of English for Specific Purposes (ESP) serves as a fundamental component in language instruction, especially when catering to the distinct academic and professional needs of learners within specialized domains. ESP aims to enhance the significance of English classes by aligning them closely with students' requirements, thus forming the foundation of essential learning (Syakur Zainuddin, H. M. & Hasan, 2020). Within the context of the proposed research, ESP emerges as an essential approach tailored to meet the specific linguistic requisites of students enrolled in the Economic Development Department. In conclusion, ESP's tailored approach addresses the precise needs of Economic Development students, enhancing the relevance and effectiveness of their language learning. The interpretation of language evolves with context, participants, and objectives, leading to an increased emphasis on catering to learners' requirements and creating specialized learning materials tailored to their specific needs (Jande & Ibrahim, 2021). This rationale for employing ESP methodologies lies in their ability to bridge the gap between general language teaching and the particular language competencies necessary for effective communication within specific fields of study. Thus, ESP methodologies provide a targeted approach that facilitates better academic and professional outcomes by meeting the specific language needs of learners.

Instruction in business English serves both academic and professional objectives (Benzerdjeb, 2021). The integration of English for Business and Economics (EBE) stands as a pivotal facet in language education, particularly when addressing the intricate language necessities within the realms of commerce, finance, and economic analysis. EBE aims to enable individuals to proficiently communicate within a business setting, whether through written correspondence, in-person meetings, or other communication channels (Fitria, 2019). Therefore, EBE equips learners with the necessary skills to navigate the specific demands of the business world effectively. However, field observations within the Economic Development Department reveal a significant discrepancy between general MKU materials and the students' actual linguistic needs. In the field, students consistently experience a distinct "dual need" in writing, requiring basic business correspondence for future employment alongside academic writing proficiency to produce research papers and policy analyses.

Regarding oral skills, they prioritize high-stakes functional speaking for professional contexts, such as job interviews and negotiations, expressing a strong preference for interactive methods like Focus Group Discussions (FGD) over passive learning. Furthermore, significant academic barriers arise in reading comprehension due to a lack of depth in specialized economic terminology and macroeconomics vocabulary. Students also critique isolated, elementary grammar instruction such as repetitive lessons on the past tense preferring a higher-level lexical approach focused on discipline-specific nomenclature. These empirical field realities highlight a clear gap in the current generalized curriculum, emphasizing the urgent necessity of a tailored English for Specific Purposes (ESP) approach derived from a comprehensive needs analysis. As designers of teaching material models, lecturers are encouraged to internalize all components of English teaching materials following university students' learning achievement targets (Menggo, 2022). These components include the content and types of learning activities that align with curriculum orientation, stimulating interaction, and raising learners' spirits to achieve communicative competence. Effective teaching materials should encourage students to improve their learning skills and strategies to master English, provide space for practicing the language in an integrated manner, display various attractive and representative images of language content, and impact students' learning independence (Tomlinson, 2007). Therefore, well-designed teaching materials are crucial for enhancing students' communicative competence and learning independence. Despite the relevance of these issues, there seems to be a lack of research on the specific topic of English for Specific Purposes (ESP) for economic students. A needs analysis approach is considered wise for designing ESP courses that cater to students academic and professional needs (Hamdani &

Ouahmiche, 2022). Although various investigations have been conducted on the needs analysis of ELT materials for specific purposes, little is known about the specific teaching ELT materials needed for students of English business communication. Hence, this study aims to fill this gap by providing insights into the tailored requirements of economic students in ESP contexts. Previous studies have highlighted the significance of English for Specific Purposes (ESP) in addressing the specific academic and professional needs of learners. Hutchinson and Waters (1987) established the foundational framework of ESP, emphasizing the importance of designing learner-centered teaching materials tailored to the demands of particular disciplines (Hutchinson, 1987). Furthermore, Hamdani and Ouahmiche (2022) stressed the role of needs analysis in identifying the specific linguistic requirements of English as a Foreign Language (EFL) learners to ensure the relevance and effectiveness of ESP instruction (Hamdani & Ouahmiche, 2022).

In the Indonesian context, Menggo (2022) investigated the development of effective English teaching materials for non-English majors, showcasing the necessity of incorporating student-centered approaches to enhance communicative competence and learning independence (Menggo, 2022). However, despite these insights, limited attention has been given to ESP for Economic Development students, particularly regarding the specific teaching materials that align with their academic and professional communication needs. This research gap underscores the importance of conducting a comprehensive needs analysis to identify and design ESP materials that effectively support Economic Development students, thus contributing to more targeted and practical language instruction. The previous descriptions emphasize the importance of English for Specific Purposes (ESP) and English for Business and Economics (EBE) in catering to the linguistic needs of students. This study, titled "English Language Teaching Materials for the students of Economic Development Department: A Need Analysis," aims to explore and analyze the specific teaching materials required to support the language proficiency and communicative competence of Economic Development students. The objective is to identify suitable materials that align with the academic and professional needs of the students, ensuring effective language learning outcomes.

2. THEORETICAL REVIEW

ESP for Teaching Materials

English for Specific Purposes (ESP) is a teaching method that tailors all instructional choices, such as materials and approaches, according to the specific requirements of the learners. Hijuelos-Cruz et al. (2020) add that this method moves away from teaching language

in isolation, instead concentrating on authentic communication in real situations (Hijuelos-Cruz Medina-Carballosa, E. & Pérez-Almaguer, 2020). Additionally, ESP is connected to multiple theoretical frameworks, including discourse analysis, genre study, pragmatics, corpus and phraseology, cultural studies, theories of second language learning, and more. These connections highlight the interdisciplinary nature of ESP and its comprehensive approach to language learning, ensuring that it addresses the specific needs and contexts of learners. The foundational theory of ESP, as proposed by Hutchinson and Waters (1987), highlights that the development of ESP originates from the interplay between learners' needs, the specific language context, and the learning situation. They assert that ESP focuses on answering the essential question of why learners need English, which typically relates to their academic or professional objectives. Hutchinson and Waters emphasize that a thorough analysis of the target situation, which examines how language is used in real-world scenarios, combined with an understanding of the learning process, ensures that ESP materials are both relevant and practical. This approach shifts language instruction from a generalized framework to a goal-driven and learner-centered methodology, providing a robust theoretical basis for designing materials that align with the learners' specific contexts and requirements.

Consequently, their theory reinforces the idea that ESP not only teaches language but also equips learners with the tools to achieve their goals effectively within their chosen fields. ESP offers a highly specialized and adaptive approach to language instruction, focused on meeting the specific needs of learners in their academic or professional contexts. These frameworks ensure that ESP instruction effectively prepares learners for the linguistic challenges they will encounter in their specific professional and academic domains (Raikhel Feltsan, I. M. & Bilak, 2025). By integrating needs analysis, goal-directed teaching, and flexible course design, ESP ensures that language learning is practical, relevant, and effective. Its interdisciplinary nature, as well as its emphasis on real-world application, makes it a powerful tool for developing communicative competence in specialized domains. One of the distinctive features of EBE is its emphasis on domain-specific materials, which include authentic texts, such as financial reports, policy documents, and economic case studies. These materials not only enhance learners' understanding of economic concepts but also develop their ability to communicate effectively in professional environments. Furthermore, Menggo (2022) highlights that EBE fosters critical thinking and problem-solving skills by integrating tasks that mirror real-life scenarios in the economic field (Menggo, 2022). Designing effective ESP materials requires a curriculum that integrates both theory and practical application. Tomlinson (2023) notes that materials should not only be linguistically suitable but should also reflect

real-world practices relevant to the field. For ESP in economic development, materials should incorporate authentic texts, such as economic reports, policy papers, and case studies, alongside exercises that build the specific language skills necessary in the field (Tomlinson, 2023). Additionally, the curriculum should engage students with materials that are challenging yet accessible, fostering both academic and professional language development. Rahayu (2023) emphasizes the role of authentic materials in enhancing students' language proficiency and engagement, demonstrating their effectiveness in developing the language skills needed for real-world economic contexts (Rahayu, 2023). Effective ESP material design for economic development students requires the integration of real-world texts and practices, making the learning experience both relevant and impactful.

Developing ESP materials for economic development students presents challenges, particularly in balancing the technicality of the subject matter with the linguistic abilities of the students. According to Dudley-Evans and St John (1998), one of the primary challenges is ensuring that the language used in the materials is both academically rigorous and accessible to learners of varying language proficiency levels. As economic development involves specialized vocabulary and complex concepts, materials must be adaptable to cater to students' diverse linguistic backgrounds (Dudley-Evans & St John, 1998). To address this, Tomlinson (2023) suggests that ESP materials should be modular, offering flexibility in content delivery and accommodating different learning needs. While challenges exist in developing ESP materials for economic development, these can be addressed through adaptable, flexible materials that cater to diverse student needs (Tomlinson, 2023). The development of ESP materials for students in the Economic Development Department requires a comprehensive needs analysis, alignment with both academic and professional requirements, and careful consideration of the balance between specialized content and accessibility. The integration of authentic materials and a focus on students' specific language needs are essential for effective material design. By addressing these factors, educators can create ESP materials that foster academic success and prepare students for their future careers. Thus, ESP materials must be tailored to the specific needs of students in economic development, ensuring their effectiveness in both academic and professional settings.

English for Economic Development Department

English for Economic Development is essential because English is the global language of business, economics, and international communication. Students and professionals in economic development need English to access global resources, collaborate with international stakeholders, and contribute to economic projects across borders (Chunling, 2014). The theory

behind English for Specific Purposes (ESP) forms the basis for teaching English for Economic Development. ESP focuses on tailoring language learning to the specific needs of learners based on their professional and academic goals. In this case, economic development students require instruction in specialized vocabulary, academic writing, and professional communication that aligns with the demands of economics (Desnaranti & Putra, 2023). By conducting needs analysis, teachers can develop targeted materials that enhance learners' ability to use English in real-world economic contexts. Focusing on English for Economic Development ensures that students gain relevant language skills, improving their academic performance and preparing them for future careers. With these skills, students can engage more effectively in international economic discussions, contribute to policy development, and apply their knowledge to solving global economic challenges (Saientsisna, 2019). Thus, integrating English with the economic development curriculum helps build professionals who are competent in both their field of expertise and in communicating their ideas on a global stage.

The curriculum of the "English for Economic Development" course focuses on improving students' language skills in reading, writing, and communication through practical, discipline-specific activities. Yunusov (2022) argues that effective ESP programs not only provide linguistic proficiency but also equip students with the skills needed to succeed in their professional fields. By engaging with case studies, research papers, and policy briefs, students apply their English skills to real-world economic contexts. The curriculum's focus on practical application bridges the gap between theoretical knowledge and professional economic practice, preparing students for real-world economic communication (Yunusov, 2022). In the context of the Economic Development Department, students require a comprehensive understanding of English for Business and Economics (EBE), a subfield of ESP that equips them with the specific language skills required for professional success in business and economic sectors. According to Basturkmen (2015), economic development students must acquire specialized business vocabulary and be capable of writing reports, analyzing economic trends, and making data-driven presentations. In particular, EBE prepares students to understand and produce economic documents, such as market analysis reports, feasibility studies, and policy briefs (Basturkmen, 2015). Furthermore, the ability to communicate economic theories and solutions effectively to both technical and non-technical audiences is crucial for students. The integration of these skills into the curriculum ensures that graduates are not only fluent in English but also capable of navigating the global economic landscape, participating in international negotiations, and contributing to development projects across borders. The course "English for Economic Development" is a critical part of the curriculum for students in the Economic

Development Department. By focusing on ESP and EBE principles, the course ensures students acquire the language skills necessary to excel in global economic discussions. From specialized vocabulary and report writing to public speaking and professional communication, the curriculum is designed to prepare students for meaningful contributions to the field of economic development. The integration of English for Economic Development within the curriculum is essential for equipping students with the language skills needed to thrive in the global economic arena. By leveraging the principles of ESP and EBE, the course provides students with specialized vocabulary, academic writing, and professional communication tools tailored to their field. This targeted approach ensures that students can effectively engage in international economic discussions, contribute to policy development, and address global economic challenges. Furthermore, the curriculum's focus on practical application, public speaking, and presentation skills prepares students for successful careers in economic development, where clear and effective communication is critical. Ultimately, this comprehensive language instruction fosters well-rounded professionals who are capable of bridging linguistic and cultural gaps while making meaningful contributions to the global economic landscape.

Need Analysis for Economic Development Department

Needs analysis is defined as a gradual process for gaining information regarding the learners' necessities, preferences, and problems which are identified with subjective (the learners) and objective (the course designers, teachers, graduates) opinions to suit the language learning requirements for learners (Andi & Arafah, 2017). On using a needs analysis to design teaching materials, reported that information gained from a needs analysis is used to determine the key components necessary for designing course material. The results of the needs analysis presented will produce directions for determining the need to accommodate skills in English, especially communication skills. According to Vyshnevskaya et al. (2020), strong communication abilities, including public speaking, networking, attentive listening, writing, and negotiation, play a pivotal role in the professional environment, particularly for career advancement (Vyshnevskaya Rusyn, I. & Vyshnevskyi, 2020). These communication skills are essential to ensure that each student meets the skill criteria required in their future workplace. Needs analysis is a critical component in the development of ESP materials, ensuring that the content reflects the actual language requirements of learners. This view is supported by Stefanova (2022), who found that conducting a thorough needs analysis is essential to tailor the learning experience to the unique requirements of economics students. Thus, needs analysis is indispensable in ensuring that ESP materials are directly aligned with the students' academic

and professional needs (Stefanova, 2022). Additionally, the process of needs analysis in the Economic Development Department also helps define the specific communication strategies that students must master to navigate the global economic landscape effectively. As noted by Anthony (2018), economic development students need to be skilled not only in technical economic knowledge but also in conveying that knowledge clearly and persuasively to diverse stakeholders. This includes mastering skills in negotiation, stakeholder management, and public speaking, which are essential for success in international economic collaborations and policy formulation. Needs analysis, therefore, serves as a foundation for designing a curriculum that integrates these communication strategies into the learning process, ensuring that graduates can confidently engage with global partners, policymakers, and organizations. The research conducted by Yulia & Agustiani (2019) highlights the importance of conducting a thorough needs analysis to tailor English language courses to the specific requirements of the students. According to their findings, ESP courses should be designed based on the learners' needs and expectations, as identified through surveys and questionnaires.

The study also reveals that speaking is the most challenging language skill for the students, indicating a need for targeted support and activities to improve oral communication (Yulia & Agustiani, 2019). Ahmed et al. (2023) conducted a needs analysis among engineering students to establish an effective English for Specific Purposes (ESP) course. Participants expressed a desire for technique-focused content across various proficiency levels and requested specific materials such as videotapes, CDs/DVDs, and online resources (Ahmed Ali, S. & Khan, 2023). Identified weaknesses included writing and speaking skills, emphasizing improvements in grammar, coherence, and fluency. The study outcomes provide valuable guidance for shaping ESP course objectives tailored to meet the distinct requirements and preferences of engineering students. Furthermore, the results underscore the significance of understanding students' goals in learning English, with a majority expressing a need to enhance their career prospects through English language proficiency. Overall, this research underscores the critical role of English language skills in the global job market and emphasizes the necessity of aligning language courses with the specific needs and expectations of the learners. In conclusion, effective teaching of English for Specific Purposes (ESP) to non-linguistic faculties requires a tailored approach that considers learners' disciplinary contexts. This approach encompasses a variety of strategies such as needs analysis, content-based instruction, authentic materials, task-based learning, vocabulary development, communication skills, technology integration, collaborative learning, individualized instruction, and ongoing assessment. By adapting these methods to meet the unique needs of learners within non-linguistic disciplines,

educators can enhance the quality and relevance of English language instruction. This ensures that ESP courses effectively prepare students for professional and academic success by addressing their specific language needs and preferences.

3. RESEARCH METHOD

This study employed a qualitative research design to explore the English language learning needs of Economic Development students at Siliwangi University in Tasikmalaya. This research focused on investigating the needs of English teaching materials for undergraduate Economic Development department. semi-structured interviews was used for collecting data. Semi-structured interviews were chosen due to their flexibility and adaptability, making them well-suited for exploring specific areas of interest in-depth. This method allowed the participants to share their perspectives freely while providing a framework of questions to guide the conversation (Ruslin S., Rasak, M. S. A., Alhabsyi, F. & Syam, 2022). The semi structured format had been widely applied in qualitative research, especially in educational studies (Adams, 2015). For this study, the researcher conducted interviews with three students from a single class major. For technique of analyzing the data, it data, generalizing initial codes, searching for theme, reviewing themes, defining and naming themes, and reporting the data.

4. RESULTS AND DISCUSSION

Writing Ability Development

The first consistently expressed need was for mastery of writing skill oriented towards professional contexts. This was driven by an awareness that written communication is a key competency for entering the workforce after graduation. Specifically, the genre of writing most frequently highlighted was the business letter and other forms of formal correspondence. The first consistently expressed need was for mastery of writing skill oriented towards professional contexts. This was driven by an awareness that written communication is a key competency for entering the workforce after graduation. Specifically, the genre of writing most frequently highlighted was the business letter and other forms of formal correspondence

Speaking Ability Development

The most urgent speaking needs identified by the students were the ability to use English effectively in professional contexts that directly impact their career progression. Rather than viewing speaking as a general skill, they framed it as a tool for performing specific occupational tasks. This included navigating job interviews and engaging in business negotiations, identified as crucial for success in the field of economics.

Table 1. Speaking for Professional Functions.

Excerpts	Transcript of Data Interview
P1	Speaking is very important because it is necessary, <i>such as mocking interviews for the needs of the working world.</i> (P1: 24-02-2025: A-7) Learning about <i>speaking in business, such as negotiation or discussion.</i> (P1: 24-02-2025: A-3)
P3	Perhaps in the future <i>we can learn to speak like in an interview.</i> (P3: 24-02-2025: A- 4) Tools or applications can be easily used in the workplace. <i>Speaking skills can also expand one's abilities, potentially leading to negotiation skills, which are also important in economics.</i> (P3: 24-02-2025: A-7)

Following writing, the development of oral communication abilities emerged as an important theme. The students emphasized that speaking English is a critical competency for specific, high-stakes functions they expect to encounter in their professional lives. The most urgent speaking need identified was the ability to use English effectively in professional contexts that directly impact their career progression, such as job interviews and business negotiations. Based on Table, (P1: A-7) identified speaking as very important for "mocking interviews" relevant to the working world and for learning business communication like "negotiation or discussion." In a similar vein, (P3: A-4) expressed a desire to learn how to "speak like in an interview" in the future. (P3: A-7) added that developing speaking skills could also lead to negotiation abilities, which are valuable in economics. Both P1 and P3 prioritized speaking for professional advancement, with P1 specifically identifying the need for practicing "mocking interviews" and learning "negotiation or discussion" in business, while P3 focused on developing interview skills and negotiation abilities as essential for economics careers. This demonstrates that students view speaking skills for professional functions as a vital tool for their future career advancement. Complementing the need for professional speaking skills was a strong desire for more interactive and collaborative learning methods within the classroom. The participants expressed that to build the confidence and fluency required for professional settings, they first needed more opportunities to actively use the language in a supportive academic environment. This included a preference for discussion-based activities and increased interaction over passive learning to develop their oral communication abilities effectively.

Reading Ability Development

While productive skills like writing and speaking were heavily emphasized by the participants, the need for receptive reading skills emerged as a fundamental academic prerequisite. The students' requirement was not for general reading comprehension, but for the

specific ability to access, understand, and critically engage with core content central to their discipline.

Table 2. Reading for Entrepreneurship Knowledge.

Excerpts	Transcript of Data Interview
P1	I want there to be material about <i>learning online business like that because we want to become entrepreneurs. Because the material is very important so that we can learn to become entrepreneurs even though we are still students, we can still be entrepreneurs.</i> (P1: 24-02-2025: A-8)
P2	Because there is more than one area of interest. <i>There are businesses such as entrepreneurship, there is public policy. So, if both of them are included in one course, I think that would be better. Because it doesn't just focus on practical English for Business.</i> (P2: 24-02-2025: A-4))

Based on Table 2, (P1: A-8) expressed a wish for material on "learning online business" to support the goal of becoming an "entrepreneur" and also views this material as important for learning entrepreneurship while still a student. (P2: A-4) noted the different areas of interest in the department, including "entrepreneurship" and "public policy," and suggested that an ideal course would incorporate both. P1 focused narrowly on the need for reading material about "learning online business" to support the goal of becoming an entrepreneur while still a student, whereas P2 saw "entrepreneurship" as one of two key interest areas alongside "public policy" that the course should integrate. It can be concluded that students also have a practical need to use their reading skills to acquire knowledge in the field of entrepreneurship. In terms of reading ability, the students' needs are highly content-specific and fall into two main categories. First, there is a fundamental need to read and comprehend complex academic texts related to their core curriculum, particularly in areas like macroeconomics and public policy. Alongside this academic requirement, they also have a practical desire to read for applied knowledge in the field of entrepreneurship, which they see as vital for their future career development. Therefore, their focus is not on general reading skills, but on the specific ability to engage with both the theoretical foundations of their discipline and the practical knowledge needed for their entrepreneurial aspirations.

Language Component Development

Beyond the need for developing specific language skills, the participants voiced clear expectations regarding the learning objectives of their English course. These expectations centered on a desire to shift the focus from general language proficiency to the mastery of language components that are directly relevant to their discipline.

Table 3. Mastery of Vocabulary and Economic Terminology.

Excerpts	Transcript of Data Interview
P1	Perhaps what I need to learn is that, as a foundation, <i>English requires learning vocabulary, so I need to deepen my understanding and learn more vocabulary. We can focus more on learning some vocabulary because many economic terms are used in English.</i> (P1: 24-02-2025: A-8)
P2	<i>Such as vocabulary and such, which indeed have many terms that need to be explored further to support the material.</i> (P2: 24-02-2025: A-9)
P3	In the context of development economics, <i>development economics students must also include English related to economics, such as Ekurilbion or everything like names related to economics.</i> (P3: 24-02-2025: A-10)

Based on Table 3, (P1: A-8) stated the need to "learn more vocabulary," noting that many "economic terms are used in English." (P2: A-9) agreed, mentioning that vocabulary and specific "terms that need to be explored further" are necessary to support the material. (P3: A-10) provided a specific example, "Ekurilbion" (Equilibrium), and emphasized that students must learn English related to economics. All three participants agreed on the urgent need to learn more vocabulary and economic terms, with P1 emphasizing the overall necessity for mastery, P2 focusing on specific terms needed to support course material, and P3 providing a concrete to stress the discipline-specific focus. The findings clearly show that the mastery of specialized economic vocabulary and terminology is an urgent and high-priority need for the students.

The data indicates that students prioritize speaking skills not for social interaction, but for high-stakes professional functions such as job interviews and business negotiations. This aligns with the research of Nurlaila (2021), who found that for economic students, speaking is often considered the most difficult yet most crucial skill, requiring specific mastery of relevant topics to build communicative competence (Nurlaila., 2021). However, the students (P1, P3) implicitly reject this by requesting mock interviews, suggesting that general fluency does not equate to the specific pragmatic competence needed to succeed in a professional interview or negotiation. Thus, speaking instruction must be situational and task-based, directly addressing the professional performance gaps identified by the students. The participants' preference for interactive learning methods, such as Focus Group Discussions (FGD), highlights the importance of emotional engagement and peer interaction in the learning process. Dewaele et al. (2021) support this by demonstrating that Foreign Language Enjoyment (FLE) and a reduction in anxiety are critical predictors of performance; interactive environments that foster positive emotions lead to better linguistic outcomes (Dewaele & Al-Saraj, 2021). The findings show a clear need for students to comprehend complex economic texts, particularly regarding

macroeconomics and public policy, which they currently find challenging. Gherhes (2021) validates this in a similar engineering context, finding that the ability to read and translate technical documentation is often the highest-rated necessity in Needs Analysis for technical fields (Gherhes, 2021). This challenge is further explained by Alsahafi (2023), who argues that there is a strong correlation between the depth of academic vocabulary knowledge and academic success; students cannot comprehend texts if they lack a deep understanding of the specific lexical items used in that discipline (Alsahafi, 2023). While a general reading approach might focus on skimming and scanning diverse topics, the students (P1) specifically mention difficulties with macroeconomic understanding due to terminology gaps. This suggests that their reading struggles are not due to a lack of general reading strategies, but a lack of specific lexical depth in their field. Consequently, the reading component must be intensive and discipline-specific, focusing on deepening the students' knowledge of the academic vocabulary found in economic analysis and policy documents. The students' interest in reading materials related to online business and entrepreneurship reflects a desire to integrate language learning with subject-matter content. This supports the Content and Language Integrated Learning (CLIL) approach described by Saint and Meassnguon (2022), who found that integrating specific business content like marketing into English lessons significantly enhances student satisfaction and skill development (Saint & Meassnguon, 2022).

This interdisciplinary approach is echoed by Khalabuzar (2023), who notes that modern ESP must prepare students for the professional picture of the world, which includes entrepreneurial competence. A purely linguistic approach might dismiss online business texts as too informal (Khalabuzar, 2023). However, the students (P1) explicitly link this reading need to their professional identity by stating they want to become entrepreneurs, elaborating that English is the medium through which they access global business knowledge. Therefore, the materials design should include authentic entrepreneurship texts, allowing students to acquire relevant business knowledge simultaneously with language skills. The students (P1, P2, P3) refute the utility of general vocabulary by urgently requesting economic terms like *Equilibrium*, elaborating that without this specific lexicon, they cannot access the core concepts of their major. Thus, the syllabus must adopt a lexical approach where specialized economic terminology is central, treating these terms as the essential building blocks for both academic study and professional communication. Based on the comprehensive needs analysis and the findings derived from student interviews, there is a compelling case for designing Content-Based and Task-Based teaching materials specifically for the Economic Development Department. As supported by Srisawat (2024), effective ESP materials must bridge the gap

between the learner's current proficiency and the target situation by utilizing authentic inputs that reflect the real-world tasks of the discipline. Furthermore, Gherhes (2021) emphasizes that a rigorous needs analysis must directly inform the curriculum to ensure the relevance of the educational process. The recommended materials should prioritize Authenticity and Specific Vocabulary Depth, incorporating real economic policy briefs, business correspondence case studies, and entrepreneurship articles (Gherhes, 2021).

Additionally, the methodology should adopt an integrated-skills approach, utilizing Focus Group Discussions (FGD) as a collaborative vehicle where students critically analyze reading inputs and synthesize them into professional written outputs. By shifting the focus from general grammatical structures to the specific genres and lexicon of economics, the materials will directly address the dual need for academic rigor and professional viability identified in this study. In conclusion, this study confirms that the students of the Economic Development Department possess a sophisticated awareness of their linguistic needs, distinguishing clearly between the necessities of their future careers and the lacks in their current instruction. The discussion highlights that a one-size-fits-all General English approach is insufficient; instead, students require a specialized curriculum that integrates Professional Writing, Interactive Speaking, and Deep Vocabulary Acquisition. By aligning the teaching materials with these specific findings moving from basic grammar drills to complex, genre-based tasks educators can ensure that English instruction becomes a valuable tool for the students' academic success and professional empowerment.

5. CONCLUSIONS AND RECOMMENDATIONS

Based on the comprehensive needs analysis conducted in this study, it can be concluded that the English language needs of Economic Development students are multifaceted and distinct from the content offered in traditional General English courses. The primary finding indicates a significant dual need in writing proficiency, where students must simultaneously master academic writing to cope with the cognitive load of their current coursework, such as producing research papers, while also acquiring professional writing skills like business correspondence to ensure future workforce readiness. Furthermore, the study reveals that oral proficiency is not viewed as a social skill but as a high-stakes professional competence; students prioritize functional speaking skills tailored for specific scenarios such as job interviews and business negotiations, engaging best through interactive methodologies like Focus Group Discussions which reduce anxiety and enhance performance. Finally, the analysis confirms that students face substantial barriers in comprehending complex texts related to

Macroeconomics and Public Policy due to a lack of deep vocabulary knowledge, validating that vocabulary depth is a primary predictor of academic success. Consequently, students reject isolated grammar instruction in favor of a lexical approach where grammar is learned incidentally within the context of authentic economic texts. In light of these conclusions, several suggestions are proposed to enhance the quality of English Language Teaching (ELT) materials for the Economic Development Department.

For lecturers and curriculum designers, it is recommended to adopt a Content-Based Instruction (CBI) approach that organizes materials around economic themes rather than grammatical structures, and to develop genre-based writing modules that specifically address the dual need for professional correspondence and academic reporting. Teachers should also implement Task-Based Learning (TBL) for speaking activities that simulate real-world economic tasks, such as mock interviews, while prioritizing the explicit teaching of high-frequency economic terminology over general word lists to support reading comprehension. For students, it is suggested that they actively bridge the gap between general proficiency and specific discipline demands by engaging with authentic economic resources outside the classroom and utilizing interactive class sessions to practice professional argumentation in a low-anxiety environment. Finally, for future researchers, it is recommended to expand the scope of this needs analysis by including the perspectives of subject-matter lecturers and potential employers to ensure industry relevance, and to proceed to a Research and Development (R&D) phase to design and empirically test the effectiveness of the proposed teaching materials

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