NEEDS ANALYSIS AND CONTEXTUAL SURVEY IN ISLAMIC STUDIES

تحليل الاحتياجات والمسح السياقي في الدراسات الإسلامية

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Abstract

The scope of study of the present research is the design of English language courses for academic purposes in the faculty of Islamic studies at Batna1 University, in Algeria. As a matter of fact, needs analysis in the faculty of Islamic Studies is one of its substantial requirements, since no empirical research has previously been provided to determine the thematic of ELT/EFL material at this faculty. Materials offered in English teaching is thought to be insufficient, for it did not adequately prepare the students to virtually make use of their language capabilities to succeed in their academic or professional milieu. Moreover, neither their learning needs, wants and interests are taken into account nor they are aware of the genuine objectives of the course. Subsequently, the analysis of the learners' language needs would be created with a consequent information and guidelines for the planning of ELT courses for teachers and language course designers; and would help them to make the right decisions with respect to teaching English to learners

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majoring in Islamic Studies.Therefore, to achieve this objective certain issues need to be investigated. The current research attempts to shed light on the concepts of needs analysis and many other relevant issues. It will consider how to discover the particular needs of learners requiring English for Academic purposes. What are needs and how can they be analyzed? What kind of theories; or what approaches have been used to handle this issue ?

Keywords: needs analysis; English course; Islamic studies students; syllabus design.

ملخص:

تهدف هذه الدراسة الى كيفية تصميم دورات اللغة الإنجليزية للأغراض الأكاديمية في كلية العلوم الإسلامية بجامعة باتنة 1 – الجزائر. في الواقع، إن تحليل احتياجات الطلبة في كلية العلوم الإسلامية هو واحد من متطلباتها الجوهرية، لأنه لم يتم تقديم أي أبحاث تجريبية في السابق لتحديد مواضيع مواد اللغة الانجليزية كلغة اجنبية في هذه الكلية. ويفترض أن النشاطات المقدمة لتدريس اللغة الإنجليزية غير كافية، لأنها لم تعد الطلاب بشكل كاف للاستفادة من قدراتهم لتحقيق النجاح في وسطهم الأكاديمي أو المهني. من ناحية أخرى فان احتياجات الطلبة التعليمية وتطلعاتهم لم تؤخذ بعين الاعتبار كما انهم لا يدركون الأهداف الحقيقية للدورة المقدمة لهم. و بالتالي تحليل الاحتياجات اللغوية للطلبة مع ما يترتب على ذلك من معلومات ومبادئ توجيهية لتخطيط دورات تدريس اللغة الانجليزية سيساعد اساتدة اللغة على اتخاذ القرارات الصحيحة فيما يتعلق بتدريس اللغة الإنجليزية للمتعلمين الذين يتخصصون في الدراسات الإسلامية.ولتحقيق هذا الهدف، فان هدا البحث يحاول تسليط الضوء على مفاهيم تحليل الاحتياجات والعديد من القضايا الأخرى ذات الصلة ككيفية اكتشاف الاحتياجات الخاصة للطلبة. و يحاول الاجابة على اسئلة مثل ما هي الاحتياجات وكيف يمكن تحليلها ؟ أي نوع من النظريات و ما هي المناهج التي تستخدم لمعالجة هذه المسألة؟

1. Introduction

Needs analysis come into prominence in the literature of language teaching in 1970's. In that epoch, needs for English courses were stimulated with clear utilitarian objectives in English language. Munby's model of the "Communication Needs Processor" set out in (1978) is considered as a landmark

and a base for a systematic analysis of needs in FL learning, whilst Needs analysis procedure in the field of language teaching was first used by Michael West who basically introduced needs analysis in a survey report published in 1926 (cited in Yassin, 2004). In the subsequent decades, however, little if any attention was given to needs analysis. The term "needs analysis" re-emerged during the 1970s and since then, it has evolved significantly changing the focus of attention from register analysis by learning sentence patterns, grammar and vocabulary to a growing concern with the teaching framework and communicative purposes. In this conduct, Basturkmen (2013) states that :

"The practice of needs analysis has changed over time, the scope of investigation has widened, the data collection methods have become more varied, and the focus of investigation has been expanded from a relatively narrow investigation of the linguistic requirements of the target situation to a wider investigation that also includes investigation of needs related to learner factors and teaching context" (p. 4215).

Many outstanding feagures in the field of linguistics like Munby (1978), Mackay and Widdowson (1983), assessed needs analysis as a key parameter to the specification of the students' needs. They consider it a pivotal concept and indispensable to be conducted before designing any successful ESP course.

2. Needs Analysis

Broadly speaking, the literature written on ESP/EAP concludes that Language needs analysis is the heart and the cornerstone in ESP syllabus design and language teaching since subsequent decisions such as learning objectives and content selection are based on it (Robinson, 1991).The vast majority of the linguists and ESP practitioners perceived the significance level of needs analysis for the operational efficiency of the

second/foreign language syllabus. The standpoint about the prerequisite of needs analysis is that, it is the starting point in the stages of any ESP material. It precedes the stages of designing ESP courses to visualize the concepts to be taught in the syllabus. Thus, it was deemed the infrastructure of any determined, practical and successful ESP syllabus.

Thoroughly investigated through ESP/EAP literature, one can find an insignificant diversity in defining the concept of NA with varying degrees of overlap among ESP practitioners but eventually agree on that Needs analysis is a process which is conducted by trainers, teachers and course designers aimed at collecting all the information which are necessary to achieve the essential requirements and objectives. According to Brown the term NA means,

"the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation".(1995, p. 36)

Accordingly, the content of the language course or program of instruction and its objectives are determined by the specific needs of a particular group of learners and their instructor(s) or other stakeholders. Being in the awareness stage, it is substantial for the learners to provide their perceptions with respect to their needs in order to collocate with the ESP practitioners' perception to equip them with the necessary material.

For Iwai et al. (1999) needs analysis generally denotes the activities involved in collecting information that will serve as the basis to elaborate a curriculum consistent with the needs of a particular group of students.

Nevertheless, McDonough mentioned that needs analysis may not only be influenced by the learners' needs but other factors may influence as well.

"... needs analysis is likely to be influenced not only by the demands of the learners themselves, but by their sponsors, the learning institution, or even by political and governmental considerations" (1984: 37).

According to McDonough, for the identification of the course objectives, the ESP practitioner needs to include factors such as teachers, students and sponsor which he refers to 'triangular interrelations' that contribute to each other but do not conflict with each other (1984: 38). When dealing with the concept of needs analysis, McDonough suggests that a compromise is needed to satisfy all concerned parties: students, teachers and sponsor, therefore, needs can be identified as perceived by all these parties.

In the same line of thought, Nunan states that the learners are not the conclusive source of information. He defines `needs analysis' as the:

"techniques and procedures for obtaining information from and about learners to be used in curriculum development" (1988: 158).

Hutchinson and Waters'(1987) definition is not less important than the previous ones in that it defines needs analysis as a cyclic process that can be proceeded before the planning of the course takes place as well as during the course and may be carried on till the end of the designed course if the objectives are not met. In particular, Hutchinson's definition gives prominence to the continuity of assessment and evaluation of the learners' needs.

In a nutshell, achieving a thorough definition of needs analysis from an ESP viewpoint seems to be far reaching. It is

worth mentioning that the diverse standpoints towards needs analysis are due to the changeability of learners' needs. Each ESP/EAP situation depends on the nature of needs and even needs are not usually static (Robinson 1989: 401-7). Nonetheless, in overall, they come to an agreement that needs analysis can be considered as a starting point in designing ESP courses. It can determine the kind of English required to be taught based on the needs of the field of the learners' specialization. Moreover, it is a continuous process i.e we can add items, adjust and adapt to the syllabus. When conducting needs analysis, learners are the crucial elements, therefore, thoroughness, precision and attention are highly required to determine the specificity of the course objectives and to make the syllabus items meet students' requirements and thus, achieve fruitful results.

3. Needs

Basically the word 'need' can be defined as a circumstance, condition or situation where something is necessary, similar to the basic human need for food or a need for affection. It can also refer to a require, lack, want, desire or wish. Nevertheless, it is distinctly possible that definition to needs in ESP is not easy to produce. It is often controversial and has always been a crucial and central issue (Robinson 1989: 395).The very concept of language needs differs according to the objective of analysis but all focus on the learner as a key component of analysis. However, as stated by Richterich, (1983:2) the notion of language needs has never been clearly defined and remain at least ambiguous. The difficulty in defining needs is clearly mentioned by Brindley:

"A good deal of disagreement in ELT has been over the meaning of 'needs' "(1989: 63).

McDonough (1984) points out that the language needs of the learner should be the bases for course development. He says,

"information on his or her language needs will help in drawing up a profile to establish coherent objectives, and take subsequent decisions on course content " (p.29).

It seems that the concept of needs is so fluid that many ESP practitioners have found difficulty in defining this concept. However, Nagarajan (1988) defines a learner's needs in terms of the reasons for which the learner wishes to learn English and the kind of English he will have to use in future. In the same line of thought Mackay and Mountford (1978: 6) denote that:
"... we cannot decide what we are going to teach until we know to whom and why teaching is required".

Correspondingly, the identification of needs depends on the learners' experience, level, and many other factors (Robinson 1980: 27). However, for Hyland, the term "needs" covers,
"learners' goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in (...), what learners know, don't know or want to know" (Hyland, 2006, p. 73).

If we Flash a glance at literature on Needs Analysis, we may disclose that the concept of "need" has been identified through different perspectives. In this vein, Robinson pinpoints that :
"Needs analysis should be an on-going process carried out during the life of each course since the learners' needs may be changing too" (Robinson 1991 : P. 91) .

In a linguistic context, there is no inclusive and universal definition of needs; this is due to the changeability of needs and the set of ESP/EAP situations. However, different connotations are identified to the term "needs" since it is diversely defined by

scholars. This is fairly obvious that the practical definition of the term 'need' in ESP vary depending on the approaches. Nevertheless, what is essential, is that needs are determining factors in the learning process and thus, ESP courses cannot properly be taught unless they fully comprehend the learner's requirements. In whatever study related to needs analysis, needs should be processed as an important matter. Consequently, there is no absolute definition of needs that can be generalized to define needs in all situations and circumstances; this is due to the nature of the concept of needs which may instruct us to better consider the various types of needs.

4. Types of Needs

Hutchinson & Waters (1987) have classified the term Needs in target needs and learning needs (see figure III.1 below).
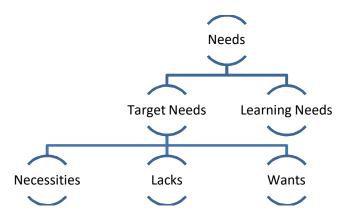

Figure.1. Hutchinson & Waters' Dimensions of Needs.

4.1. Target needs

It is what learners need to do in a target situation. It involves the identification of the linguistic component of the target situation. Stated by Hutchinson and Waters (1987), target needs is an umbrella term that hides a number of important distinctions that were defined as Necessities, Wants and Lacks.

a)- Necessities

They are concerned with the demands of the target situation, i.e what learners should know in order to function well and communicate efficiently in the target situation (ibid. p.53). These are linguistic features – lexical, discoursal, functional and structural that are used in the situation identified. Nevertheless, in an EAP situation like that of Islamic faculty, learners will need to understand theological English, which helps to create interest in them to learn English. Issuing the contents from authentic Islamic teaching materials will bridge the incompatiblity that might occur between the English values and the students' Islamic values and ethics; and to better communicate in the area of study. Besides, the learner needs to know functional, structural, and situational implementation of the language in real communication (Widdowson, 1978) which are commonly used in the target situation.

b)- Lacks

They refer to the gap between the learners' existing knowledge and the part they are lacking and which needs more focus i.e the needed target situation language needs requires to be matched with the learner's existing language proficiency. Therefore the discovered gap can be the basis of the language syllabus and is referred by Jordan (2011) as deficiency analysis.

c)- wants

It pertains to learners' views on what their needs are and the reasons why they need the language. They are considered as the most important input in the Needs Analysis and cannot be ignored in the development of any ESP course and teaching material. Taking into consideration learners' wants might determine the learners' objective and their efficient participation throughout the learning process, whereas their underestimation might hinder them from learning and might give rise to demotivation among students.

4.2. Learning Needs

It is what learners need to do in order to learn i.e how learners will be able to proceed from the starting point (lacks) to the destination (necessities). Xiao, further added that learning needs are:

"factors that affect the learning like attitude, motivation, awareness, personality, learning styles and strategies, together with the social background" (2007:2).

Correspondingly, Kandil (2002:5) mentions that the learning needs denote the means through which learners set about to acquire their target needs starting with the perception of their lacks. Therefore, for designing a course, Hutchinson and Waters (1987) suggest that besides the target needs, learners' knowledge, skills, strategies, and motivation must also be taken into account.

Subsequently, for investigating learners' needs, there are three prerequisite sources of information: The students themselves, the language-teaching establishment, and the user institutions. The methods, which are frequently used for data collection are: questionnaires, interviews, observation.

Furthermore, in conducting a needs analysis, the co-authors have shaped a model for the data obtained on target situation analysis which comprises significant inquiries such as: why is the language needed? How will the language be used? What will the content areas be? Who will the learner use the language with? Where will the language be used? When will the language be used ?

For a thourough analysis of learning needs as well, questions in a parallel designed framework should be addressed: why are the learners taking the course? How do the learners learn? What resources are available? Who are the learners? Where will the course take place? When will the course take place?

Nevertheless, Brindley (1989) discusses a cyclic process of survey that divides needs into two forms; objective needs and subjective needs which canbe centred at any point and can continue during or after the course. Brindley's learner-centered system is composed of negotiation, information, exchange, awareness activities, evaluation and feedback, learning activities, and objective setting in consultation, can be shown in the diagram below.

Figure.2.

Brindley's Objective and Subjective Needs Learner-Centered Model.

4.3. Objective Needs

They are investigated prior to a course; and can be indicated by parties other than the learners themselves. It may be derived from an analysis of the cognitive and effective needs of the learners in the learning situation, such as learners' personal characteristics, attitudes, learners' language choice behaviour, wants and expectation, and learning strategies with regard to the learning of English. Brindley (1989) mentioned that objective

needs should be used as a starting point in course design. He says,

"If instruction is to be centered on the learners and relevant to their purposes, then information about their current and desired interaction patterns and their perceived difficulties is clearly helpful in establishing program goals which in turn can be translated into learning objectives" (p.64)

4.4. Subjective Needs

They are explored while the course is processed and based on different kinds of information concerning the learners'own statements, language hindrance and difficulties; their current level of language proficiency besides to their use of language in real life communication situations. Yet, subjective needs do not necessarily coincide with objective needs. In this regard, Brindley (1989) suggests that:

"If subjective psychological needs felt by the learner are to be taken into account as well as objective communication needs, then some kinds of mechanisms have to be built into the learning process which allow for systematic consultation and negotiation between the two parties. Information has to be exchanged about roles and expectations (ibid: 72-73)

Yet, Widdowson stated that the term 'needs' is too flexible and can have indications:

4.5. Goal-Oriented

It has to do with the results of learning i.e. 'what the learner needs to do with the language once he/she has learned it' (Widdowson 1984:178) or;

4.6. Process-Oriented

It refers to 'what the learner needs to do to actually acquire the language.

This definition puts forward the importance of the learner's language learning i.e the present condition of the learner and the target situation where the learner will be required to use the language. The "goal-oriented" definition has to do with program aims while the "process-oriented" definition relates to pedagogic objectives (Widdowson. 1983:20).

Nevertheless, Alderson (1980) gives rise to four types of needs. First, formal needs which are attributed to the need to meet the institution requirements such as to pass an exam. The second type of need is the actual or obligation needs that refer to what a student has to do with the language once he has learned it. The third type refer to the hypothetical future need and indicates the need to become a better professional in the future. Therefore, the forth type is the want ; yet it hints at what a student feels want to do or to learn. The first and the forth are types of needs during the process of learning or "process-oriented" type, while the second and third are types of needs that are "future oriented".

Consequently, there is an extent of dissimilarity between the types of needs ensuing from the purpose of learning the language, individual variations or the social roles of language in a broader context. Needs require modification in accordance with the learners' situation and development. Hence, Robinson (1980:27) explains that the identification of needs depends on the learners' experience, level, and many other factors. Nevertheless, (Richards et al.1992) assesses the process of determining the needs for which a learner or a group of learners require a language and arranging the needs according to their priorities plays crucial role in syllabus designing. To design an efficient curriculum, it is substantial to include both subjective and objective information i.e to take into consideration the learner's wants, interests, purposes, his attitude towards the language, learning habits as well as his expectation from the course. Needs should be viewed in terms of target needs and learning needs. Target needs should be derived from the learner's

target situation and they may enclose necessities and lacks. Whereas Learning needs should be based on the learners' wants, viewpoints, expectations and interests in order to determine learners' preferences and goals they aspire to have in their ESP classrooms. Consequently, the learner is the decision maker and the key parameter in the learning situation.The syllabus designers cannot design convenient and successful ESP courses unless such courses are based on a complete view and a thorough analyzis of the learners' 'needs' and hence make it more responsive to the requirements of the learners.

5. Approaches to Needs Analysis

In English for Specific Purposes field of study, the most crucial stage is needs analysis. Several approaches are used to cope with the best needs analysis form: target-situation, present-situation, deficiency analysis, strategy analysis, means analysis, and pedagogic needs analysis.

5.1. Target-situation Analysis

It attempts to establish the set of situations where learners will have to use the English language. It collects data about the learners and not from the learners. However, its main focus was on students' needs at the target-standard performance and at the end of the language course and defines students' goals (Munby, 1978).

5.2. Present-Situation Analysis

It came up as a complementary to target situation analysis (Robinson, 1991), and mostly defined as learner-centered approach. To determine the learning process, the learners in this approach are the main source of information by using methods such as surveys, questionnaires and interviews. Prior to ESP instruction (Richterich & Chancerel 1980), data is collected from the learners to estimate the strength and weaknesses of learners in all aspects, including language, skills as well as learning experiences.The focus here, is on the knowledge that learners need in order to perform in a target professional situation. In

PSA, a learner is connected or is interrelated with society and culture.

5.3. Deficiency analysis

This approach to needs analysis has been developed to to fill the gap between learners' present abilities/ needs/wants and the needs of the target situation (Allwright 1982). It sets up the basis of the language syllabus (Jordon, 1997) thereby it is thought to provide information about both the present situation and target situation and thus, the gap between them for the course designer to explore.

5.4. Strategy Analysis

Strategy Analysis or learning needs analysis is another important kind that the course designer should take into considerations when he/she is designing an ESP course. The main concern is to help students determine skill areas, preferred strategies and language acquisition (Allwright 1982). It involves the styles, methods and situation that affect the learning procedure It focusses on how learners wish to learn rather than what they need to learn and consequently help course designer to find ways of motivating learners to reach the desired goals of the course.

5.5. Means analysis

This approach aims to adjust the ESP course to the setting of the learning institution. It provides the course designer with information about the environment in which the course will be carried out (Dudley Evans & St. John, 1998). Means analysis starts with a positive premise which determines what might be achieved with certain given factors (Jordan, 2011).

5.6. Pedagogic Needs Analysis

This approach proposed by West in 1998 is considered to be a combination of all above-mentioned approaches and others with the prospect to make up for all shortcomings; they can be complementary to each other. Although in some situations it does not function efficiently.

As aforesaid, the history of ESP development is bellyful with other needs analysis approaches. However, due to the limit of this study, only the above approaches are marked out and briefly described.

Consequently, needs analysis is a co-occurrence of different approaches in needs analysis. It entails a process that would be able to determine students' proficiencies in the target language and study skills to identify their needs, wants and lacks for the lay out of the best language for specific purposes' methodology, teaching materials, courses and syllabi. Therefore, with the prospect to achieve the objectives of the current study, the researcher adapted an eclectical incorporation similar theoretical base to the Target-Situation.

6. Procedures for Conducting Needs Analysis

In conducting needs analysis survey, a variety of instruments and data collection tools can be used to collect different types of information such that is questionnaires, structured interviews, language audits, participant observations, or diaries, journals, and logs (Long, 2005). Henceforth, the kind of information obtained is often dependent on the type of procedure selected (Richards, 2002:58). For designing an ESP course, Hyland (2003) referenced to a list of some frequent methods and procedures employed to compile varied typed of data in undertaking needs analysis :

Type of needs	method
Personal goals and priorities	Brainstorming, group discussion, individual interview, student diaries.
Learning preferences.	Interviews, group discussion, questionnaire,

	observation, diaries.
Background information (age, gender, prior, learning, immigration status, L1, L1 literacy occupation, years in country)	Enrollment documents, individual interviews, classroom observation.
Current L2 proficiency (English literacy and writing experiences)	Placement of diagnostic tests, individual interviews, classroom observation.
Target behavior	Interview with learners, interview with "experts", literature reviewer, genre analysis, examination of tasks, observation of target sites, questionnaire, case, studies.

1. Some Common Needs Data Collection Method.

Using two or more methods of data collection in an investigation of a particular issue in order to obtain certain validity and reliability of the data is highly appreciated, yet it is not necessary to use them all. It is worth mentioning that use of several methods and techniques can address different areas and simultaneously, compiling information from several sources is indispensable for researchers to obtain a more reliable and comprehensive data (Richards, 2002:58). According to Hyland (2003:63) questionnaires, interviews, observation, and focus group discussion are essential methods of collecting needs analysis data.

7. Needs Analysis and Studies related to the Islamic Studies Context

Language needs analysis is the cornerstone in ESP syllabus design and ELT therefore, a plethora of research work

has been conducted in recent years to determine the language needs of learners and participants in different ESP contexts such as business, commerce, Science and technology, engineering, tourism computing and medecine. However, there is a scarcity of the previous studies regarding the needs analysis in the Islamic studies context, specifically, in the situation of English as a Foreign Language. Yet, in English for Islamic studies scope of study, under certain institutions in some parts of the world, some ESP educators have put Islamic studies learners' needs under the spotlight but still they did not adequately enrich this area of research.

Since the First World Conference of Moslem Education held in Mecca in 1977 that focussed on the Islamization of Knowledge (Ahamad Shah, & al. 2012), integrating Islamic principles into ELT for learners in Islamic countries has become a challenge for ELT practitioners. The earliest investigation, entitled "ESP for Islamic School-Leavers for students in Nigeria", was carried out in 1978 by K. R. Narayanaswamy. Narayanaswamy drew up a needs profile of students from certain Arab schools in Nigeria for entering pre-degree classes at Bayero University, Kano, Nigeria. The ESP course has been offered to these students for a period of two years (from April 1976 to June 1978) whereas the study was exclusively published in 1982. In his survey, the researcher explores the English language proficiency and students level. Unfortunately, the ESP course was lacking Needs Analysis which is the starting point and the key parameter in any Language for Specific Purposes course (LSP) with the consent of the vast majority of the educationists (Munby, 1978; Allwright, 1982; Hutchinson & Waters, 1987; Brindley, 1989; Robinson, 1991; Richards et al., 1992; Jordan, 2011). Therefore, Needs Analysis which facilitates the predetermination of the course objectives and helps teachers to design appropriate tasks and teaching activities, was not done on these students. Subsequently, K. R. Narayanaswamy didn't

investigate his learners' real needs and expectations to know what do they really want to learn but rather, this course concentrated more on grammar teachings and reading skill which looks like General English (GE) instead of ESP.

Thein (2006) conducted a survey exploring whether the textbooks were satisfactory in terms of efficiency and appropriateness with English to religious studies students at Myanmar Institute of Technology by analyzing the particular needs of this special group of learners. Both qualitative and quantitative data was used to collect information from both teachers and learners including Questionnaires, interviews, and classroom observations. The research analysed the the extent to which teachers and learners' expectations match the objectives of the program in developing students' communicative skills and critical thinking. The findings implied that the objectives of the textbooks are not appropriate to the goals because they did not contribute to achieve the needs and wants of both teachers and learners. He further added that they were not effective in improving the students' communicative skills for everyday life situations'.Thein (2006) recommended that textbooks must be the focal point to meet teachers and learners' requirements. He also made a suggestion of giving more prominence to adapting activities that stimulate collaborative learning, natural and experiential interactions to induce the target group think critically.

Islam and Language Planning in the Arab World is a research conducted in 2009 by Al-Haq & Al-Masaeid in Yarmuk University in Jordan; explores the use of Arabic and English in Jordan. The conclusions drawn from the survey suggest that English is highly required for preaching Islamic values through tailored materials on the one hand, and for the development of individuals, religion, and nation on the other. However, some participants share the view that the use of English in some life

affairs is considered as a threat to the Jordanian culture in particular and to the Islamic religion in genenal.

From an Islamic perspective, another survey entitled "Design, Formulation, and Implementation of an English language curriculum" was carried out in the International Islamic University of Malaysia (IIUM) in 2012 by three co-writers Ahamad Shah, Muhamad, and Ismail. The research findings reveal that the design, performance and achievement of an English language curriculum from an Islamic perspective is highly probable and viable. They made reference to an adaptation of Kerr's developed western curriculum model which consists of four domains: objectives, knowledge, evaluation, and school learning experience to the contribution of a convenient Islamic English language curriculum without teaching the cultural items of the western language.

Accordingly, Ahamad Shah & al (2012) adopted Objectives to (Tawhidic foundation of the vision, mission, and the values of the university). Knowledge (The English language as a means for the dissemination of knowledge grounded in tawhid). Purpose (The use of the English language as a medium of instruction and interface for an interdisciplinary approach based on tawhid). Measurement (Feedback and measuring effectiveness of educator and curriculum in enhancing life skills, emotional and spiritual aptitude apart from intellectual and academic ability). School Learning Experiences (The earlier formative influences of the students and identification of the gaps in the student's Islamic understanding and practices).

Based on the English language needs, Shah et al. (2012) made a critique on the course contents of a popular Pakistanese ELT textbook used at high school. Shah et al evaluate its pertinence to learners' culture in an Islamic context and hence, analyze some components such as the themes, the pictorial material, the setting, and the expressions used. Therefore, the conclusions drawn from the study revealed that the content

didn't satisfy the learners' needs. Furthermore it is western oriented and distinctly detrimental to the Islamic values. Accordingly, this can create a gap between the ELT practitioners and the learners because the textbook was tailored without taking the learners requirements, targets, standpoints and attitudes into consideration.

Notwithstanding the previous studies did not notify adequate outcomes in view of the identification of Islamic studies language needs, it supplied the researcher with advantageous insights in the situation of Islamic studies.

8. CONCLUSION

In order to reach a clearer perception and understanding of the concept of 'need', the previous sections are devoted to provide some insights and standpoints of different linguists and educationists regarding the concept of 'need' and Needs Analysis. The researcher investigated a thorough discussion of the notion of needs analysis and needs by exploring its nature in terms of definition, types and importance of a needs analysis view with respect to English language teaching and ESP/EAP course design.

Furthermore, with the aim of getting usefulness of the previous studies, a contextual research in theology in general and in the English for Islamic studies scope in particular needs to be carried out to sift through the previous surveys closely associated to the subject of the present investigation and which attempted to investigate the needs analysis in the Islamic studies context.

Accordingly, literature reveals that Needs analysis is a key parameter that played a pivotal role in making the perspective of language teachers and course designers different towards several features of language teaching such as material production, teacher training, language methods and classroom activities.The determination of an ESP program requires four main stages including needs analysis, syllabus, curriculum design and assessment or evaluation. Setting up an ESP syllabus

based on needs analysis will provide further visibility in language teaching of the precedence of the learners's needs.

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