Libyan Teachers' Perceptions of Needs Analysis Use in English Language Programmes

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Article information	Abstract
	This papers aims to explore Libyan teachers' opinions towards the use of needs analysis in an English language programme which is introduced at the Faculty of Arts in Misurata University, Libya. The participants in this study are 25 Libyan teachers who work at the Department of English at the Faculty of Arts, in Misurata. Their teaching experience of English range from three to more than ten years. The data for this study were collected by means of questionnaires which were distributed to the teachers and analyzed. The statistical data were analyzed by using Google Forms Application. The findings of the study revealed that Libyan teachers consider needs analysis as an important means in designing language programme course and learning materials. What is more, they reported that needs analysis can be conducted any time and it can provide Libyan teachers with a basis for the evaluation of an existing course.

I.   INTRODUCTION

Needs analysis (NA) has been considered to be an essential in English Language Teaching (ELT) and English as a Second Language (ESL) [Ref.5] because it assists language teachers in selecting the right tasks, content of learning material and set appropriate goal statements. Also, it provides language learners with a better understanding of the aim of instruction [Kaur cited in Ref.5, p.95].

Nunan (1999) described needs analysis as information gathering procedure [cited in Ref. 2, p.37; Ref. 11, p. 2] whose emergence in language planning field can be dated back to the 1970s. Nunnan (1999) added that it has become of extensive popularity in this field when it was adapted by The Council of Europe's Modern Language Project [cited in Ref. 2, p. 37]. Subsequently, the term has been widely utilized in English for Specific Purposes (ESP) teaching and learning, and gradually it has been implemented in the other fields of language teaching and learning [Ref. 6] According to Tudor (1996) the growth of a need perception within communicative language teaching (CLT) in the 1970s had a significant impact on needs analysis work [cited in Ref.2, p.37].

In regard to this issue, some researchers; for example, Berwick(1989); Brindley (1989); Brown (1995) demonstrated that needs assessment has been a significant characteristic of ESP, English for Academic Purposes (EAP) and adult education [cited in Ref.4, p.99]. What is more, Burnaby (1989) and Savage (1993) added that adult education has played a leading role in incorporating needs assessment as a component of teaching, rather than a separate activity which precedes the teaching process [cited in Ref.4, p.99]

According to [Ref.2, p.37], needs analysis can be a fruitful aid that can provide language teachers with an adequate knowledge of determining whether a particular language program can be implemented by identifying if it

meets the learners' goals and objectives of the learners for learning a language. Furthermore, the information which is provided by needs analysis can help in improving any of the language programme components to become learners' needs oriented. They also assure that needs analysis can aid assessing an existing program and if found insufficient in determining the needs for change and determining what kind of change will be best meet the learners' needs and at the same time be acceptable to the teachers [Ref.2]

Ref.11 maintains, 'A learning programme which is not relevant to the needs of the learners cannot result in productive learning experience because need is also linked to motivation and motivation has an effect on learning' (p. 4). Therefore, learners can become demotivated if their learning experiences do not meet their needs [Fre.11]

A. Research Questions

This study is conducted to answer these questions:

1. Can needs analysis be an essential part in designing language programmes and learning materials?
2. When is the most suitable time to conduct a needs analysis?
3. How do Libyan teachers perceive the use of needs analysis?

B. Significance of the Study

This study is seemingly significant as:

1. it raises Libyan teachers' awareness about the importance of needs analysis in getting knowledge of their learners' needs.

2. it assists decision makers: teachers, programme designers, learning materials designers, people in authority to make decisions about the value of

the presented curriculum and its contribution in improving the learning outcomes.

3. it helps teachers to know about their learners' needs, desires and expectations so that they will be able to design learning materials which suit these learners.

II. Literature Review

A. Needs Analysis

NA is also known as needs assessment [Ref.5; Ref. 4; Ref.15]. Jordan described needs analysis as 'the preliminary stage of designing courses, syllabuses, materials and the sort of educational activities that take place' [cited in Ref.18, p16]. According to Juan (2014), different researchers have addressed the various definitions of the word needs. For instance, Nunan (1999) defines NA as being a data collection method [cited in Ref.2, p.37] and it involves some actions employed to gather information that serves as a foundation for curriculum development and fulfill the learning needs of a certain group of students [Ref.5]

[Ref.3] describes NA as ' a device to know the learners' necessities, needs, and lacks in order to develop courses that have a reasonable content for exploitation in the classroom' (p.39). Based on this, NA is seen as a procedure for pinpointing and defining appropriate curriculum and instructional management objectives so as to assist learning in an environment which is nearly connected to the real life situations of the learner. It brings into major focus the circumstances and roles that a student is likely to encounter after completing formal education (Ref.3).

However, NA is sometimes defined in terms of a learner's linguistic lack. To illustrate, it can be used as a means to describe the difference between what learners can do now and what they should be able to do. The linguistic demands stated here by NA are related to the language abilities required to live in an English-dominant culture

[Ref. 17]. Ref. 1 in this sense report that informally, the term need refers to a situation that must be addressed or handled. It refers to something which is missing, incorrect, or not working as intended, and action must be taken to remedy the problem while formally, need is defined as the measurable difference between two conditions: what the current state is and what should be the intended state.

Ref. [4] speculates that needs analysis is a structured and continuing method for obtaining data about learners' requirements and preferences and the data provided through this method are interpreted and decisions are made based upon the reached information to select courses which suit the learners' needs. She maintains that NA is based on the concept that 'learning is not simply a matter of learners absorbing pre-selected knowledge the teacher gives them, but it is a process in which learners-and others- can and should participate' (p.98). She demonstrates that learning is a kind of a dialogue between not only the learners and the teacher but also among the learners themselves.

B. Purpose of needs analysis

NA can be a useful tool to serve a wide variety of purposes. For instance, Ref. [14] state, 'Needs analysis is a part of the process by which aims and objectives are determined' (p.374). They illustrate that NA for example can be a preliminary stage for development of a task-based language teaching curriculum. Another use of needs analysis is presented by [Ref.8] when he determined that NA can play a major role in making decisions about implementation of a particular program. Furthermore, he adds that NA can be an effective means in improving program components when they are used as a part of that program so that these components fit the enrolled learners' needs. What is more, Khan proposed that NA can help teachers find about deficient parts/items of an existing program. In this case NA is used as an evaluation means which eventually determines the need

for change and what kind of change would best meet the needs of the learners and be   also acceptable to teachers.

Ref. 13 in this sense reports that needs analysis can serve a wide variety of purposes in language teaching, for example: to determine what language skills a learner should have to execute a specific task,   to provide teachers with information about what difficulties their learners are coming across, to determine whether there is a gap between what learners can do and what they need to be able and capable to do. Moreover, needs analysis ascertains whether   a provided course sufficiently deals with the learners needs and to decide whether some learners of a group require training on a particular language skill [Ref. 13, p. 52]. Ref. [10] speculates that needs analysis is the principle upon which curriculum content, teaching materials and approaches can be constructed that in turn lead to an increase in the learners' motivation and result in their success.

Needs analysis can be conducted at any time of the language program [Ref. 7, p.13]. It can be carried out before, during, and after a language programme/course [Ref. 13; Ref.4]. Furthermore, most literature on needs analysis assumes that needs analysis can be one of the components of the planning stage which occurs as a part of course development [Ref. 13,p54]. Ref. [7] illustrates that needs analysis can be conducted at the beginning of the course so it gives the teacher details on what the student brings to the course; if the needs analysis is conducted during the course, the teacher may have an overall perspective of what has been fulfilled through this course and what the student requires to know later.

C. Classification of Needs Analysis

Ref. [18] reports that needs analysis is divided into branches based on the purpose and function it serves. Ref. [7] states that   many scholars have had varied opinions in regard to needs analysis classification. For example, Hutchinson and Waters (1987) state that there

are two types of needs analysis: target needs and learners' needs [cited in Ref. 9, P.239]. While the former is described as the initial stage in needs analysis and applied to define something that learners will require in the future when using language. Target needs, according to Hutchinson and Waters are divided into three categories: needs, deficits and desires, the latter is defined by them as the path to accomplish the aims and objectives set by the developer from the starting point. In addition, Nunnan, (2004) suggests that learning needs denotes what language learners should fulfill in order to reach the desired outcome. [cited in Ref.9, P.239].

Another classification is presented by Berwick (1989) who differentiates two types of needs: perceived and felt. He demonstrates that perceived needs reflect the goals established on the basis of the learning experience of others and felt needs as the learners' own needs [cited Ref. 7, p.13]. In this sense perceived needs appear to reflect concepts of experts concerning the educational disparities in other people's experiences. They are deemed as ethical, actual and impartial, in the sense that they describe teachers' or educational contexts outside views of the learners' language needs. On contrary, felt needs are related to the learners' feelings, thoughts, and assumptions. They can be defined as the learners' wishes and desires Ref.[7].

Two more classifications of needs analysis are presented by Jordan (1997): means analysis and language audit [cited in Ref. 11, p.5]. According to Jordan means analysis takes into consideration data which are related to the environment where a language course is run. Language audit, on the other hand, attempts to outline language needs for institutions, areas, or nation [cited in Ref.11, p.5].
In addition to the above mentioned classification, Jordan (1997) postulates another type that is present or deficiency situation analysis. This type of needs analysis seeks to find out what knowledge students have at the

beginning of a language course (cited in Ref. 11, p.4). Dudley-Evans and St. John (1998) in regard to this issue indicate, " Present Situation Analysis estimates strengths and weaknesses in language, skills, learning experiences" [cited in Ref. 15, p.10].

D.   Ways of Conducting Needs Analysis

Ref [4] states that the process of needs analysis entails a series of decisions, actions, and thoughts that someone should consider when implementing needs analysis. These decisions include determining what data to collect and why , making decision on the appropriate way to collect information: time, way and people, collecting information and interpreting them. Furthermore, acting on the data, assessing the effect and effectiveness of the action and finally, deciding on further or new information to gather Ref. [4]. She proposes, "this process is cyclical in its nature" (p.100).

When doing a needs analysis, a variety of processes can be employed, and the type of information obtained typically depends on the procedure chosen [Ref. 13] Because any single source of information is likely to be incomplete or partial, it's best to take a triangle strategy which is gathering information from two or more sources Ref. [13].

Making decision on which means to employ in order to collect information for needs analysis, it is better to think about what is possible to adapt in the studied learning context [Ref. 4, p. 113]. Some examples of the ways that can be used to collect data for needs analysis are: questionnaires, interviews, grids, charts, or lists, writing activities, ranking activities, group discussion [Ref.4] observation, self-rating, meetings, learner language samples, tasks, case studies (Richards, 2001).

E.   Related Studies

Literature on needs analysis is rich with studies which were conducted by researchers to highlight a variety of issues, such as their importance, their role and their effectiveness in language teaching/learning.

One of these studies is entitled "Theory and Practice of Language Teaching: Significance of Needs Analysis in ESP" which was conducted by Ref. [12]. The purpose of this study was to explore what role needs analysis plays in English language learning and to know about the needs of the learners. The target population in the study were employees of an international airline company who work at check-in counter. These employees were experiencing miscommunication problems with foreign passengers at the airport. Needs analysis was used in this study to collect data about the learners and their language skills needs. The findings of the study revealed that needs analysis is a useful means to know about learners' anticipated future requirements and to path the way to course syllabus design, learning materials selection, teaching/learning a course and course evaluation as a successful language learning procedure for future implication.

Another study which investigated the importance and effectiveness of needs analysis was conducted by Ref. [9] :"Needs analysis: A case Study for Listening Skill at Tenth-grade Students on English Learning". The researcher here aims to analyze students' needs for learning listening skill for their future carrier. The participants in this study were students who enrolled at tenth-grade of Computer and Networking Engineering Department at SMK Cendekia Boliyohuto during the academic year 2017/2018. Observation and questionnaire were employed here to collect data. While the former is used to gather information about the teaching process of English subject before, the latter was conducted to obtain data of the students' needs in learning English,

particularly in listening skill. The results of the study showed that the students do need to learn listening skill because it plays a vital role in their future career. What is more, the obtained data showed that the students want to study authentic material which can be learnt outside the classroom and is interesting and can be performed in pairs or small groups.

Ref. [2] also carried out a study entitled "A Needs Analysis of English for Specific Purposes (ESP) Course for Adoption of Communicative Language Teaching: (A Case of Iranian First- Year Students of Educational Administration) in which they attempted to explore university Iranian students learning needs to evaluate the use of communicative language teaching (CLT) in English for specific purposes (ESP) class. To accomplish this aim, the researchers used two data collection tools: students' questionnaire and teachers' questionnaire. 90 first year students and 30 university teachers were the participants in this study. They were from different universities in Iran. The findings of the study revealed that the adoption of CLT in English classes was favoured by the needs and styles of the students. Moreover, the university teachers have a positive attitude to use of CLT and some factors which hinder use of CLT were pinpointed.

Ref. [18] is another researcher who investigated needs analysis use in language teaching/learning in his paper "A Needs Analysis Study for Preparatory Class ELT Students". He conducted his study to discover the needs of English Language Teaching (ELT) students in regard to speaking skills development in preparatory classes. The participants in this study were 120 of the 2nd, 3rd, and 4th class ELT students besides 30 ELT graduates. They were both studying in Cukurova University. In order to analyse the participants needs in relation to their speaking skill improvement, an adapted open-

ended questionnaire was used. The results of the study found that more supporting materials for speaking courses are needed as well as more realistic and engaging activities should be implemented.

Another related study is conducted by Ref. [16] who used needs analysis to explore the context and program of an English preparatory school in Istanbul and to propose new ways and rational for making curricular decisions. The study entitled "The Role of Needs Analysis in Language Program Renewal Process" and the population were EFL school learners. To collect data, the researcher used needs assessment survey and interviews. The results of the study revealed that needs analysis plays an important role in making curricular decisions or renewing language programmes.

III. Methodology

A. Research Design

The method used in the current study is quantitative. The study used a questionnaire which consist of both closed-ended items and open ended questions to collected data.

B. The Participants

This study was conducted at the Department of English in the Faculty of Arts, Misurata during the academic year 2021. The participants in this study were 25 teachers who were males and females.

#### C. The Instrument and Data Collection Tool

As this study is quantitative, a questionnaire is used to collect data from the participants. The questionnaire consists of three main parts. The first part is closed ended questions. It consists of seven items and each item has five responses on a continuum from

strongly agree to *strongly disagree*. The second part encompasses two open-ended questions. The last part of the questionnaire is devoted to allow the participants the opportunity to provide any comments about the topic.

IV. Data Analysis and Study Findings

The questionnaire was distributed by means of Google Forms application which collects responses automatically and provides analysis of the collected data.

To begin with the first part of the questionnaire was intended to discover the Libyan teachers' perception of needs analysis use in designing English language programmes and courses. The first item here investigates the teachers' perception of the importance of needs analysis use.
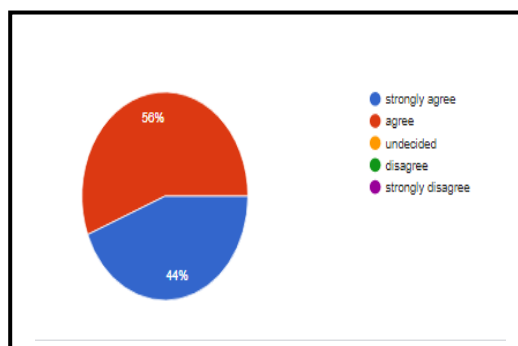
The above chart shows that more than half of the teachers, which is 56% agree that needs analysis is an essential part of designing a language programme and learning materials . This is also confirmed by the rest of the teachers who reported a strong consensus with this item. 60% of the teachers felt that needs analysis is very applicable in situations where learners learn a foreign language. Furthermore, 28% of them strongly agree with this statement. However, 8% were undecided about item 2 and negligible percentage expressed disagreement with this statement.
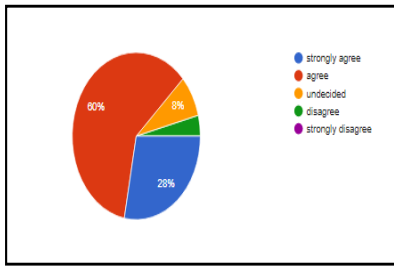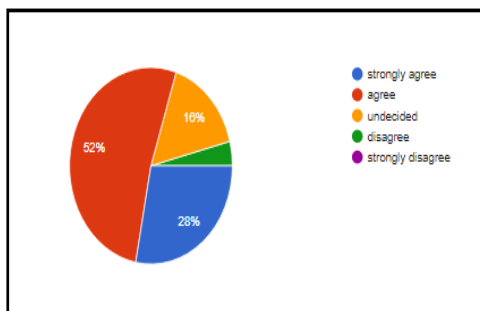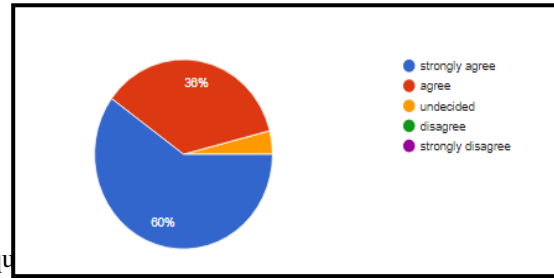
Fig. 1.2: Needs analysis applicability in EFL classes

The responses to item 3 indicated that more than half of the teachers, i.e. 52% agree that it is best to use a triangular approach when collecting data for needs analysis. Also, about two quarters of the participants demonstrated a strong agreement with this item. 16% were undecided while 4% of them disagreed.

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Item 4 was included in the questionnaire to find out the teachers' view about the first step in conducting needs analysis. Over half of those surveyed reported that the first step in conducting a needs analysis is to decide what purpose/s it serve/s

What is more, over third agreed with this statement. Nevertheless, hardly any, i.e. 4% were undecided (see figure 1.4 for illustration).

the the statement that it is always possible to address all language needs identified from a needs analysis in a language program (see figure 1.5). Yet 32% agreed with item 5. 12% of the participants were undecided and 8% strongly disagreed. only 1 out of 25 reported a strong support to this statement.
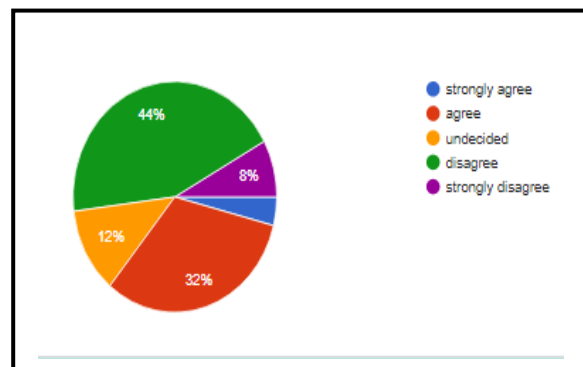

Fig.1. 5: Possibility of addressing all language needs identified from a needs analysis in a language program

When analyzing the data which are provided for the item 6, they suggested that over two thirds, i.e. 68% felt that information produced by needs analysis could be used to provide a basis for the evaluation of an existing course while 32% strongly agreed.
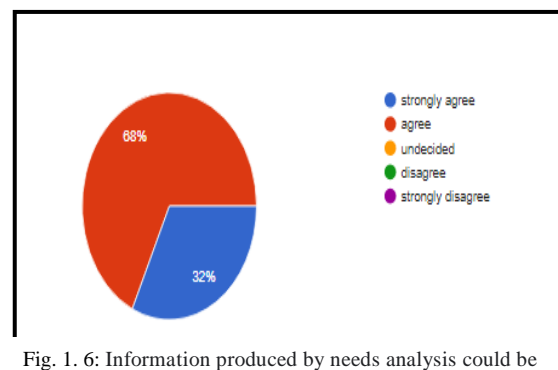

Fig. 1. 6: Information produced by needs analysis could be used to provide a basis for the evaluation of an existing course

The last item in this part of the questionnaire is devoted to investigate the participants' view on whether

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Fig.1. 4: First step in conduction a needs analysis

the type of needs analysis to be implemented vary according to the purpose(s) they were used for. Approximately two-thirds, i.e. 64% indicated agreement. In addition, 28% strongly agreed. However, a small minority commented that they were undecided (see fig. 1.7).
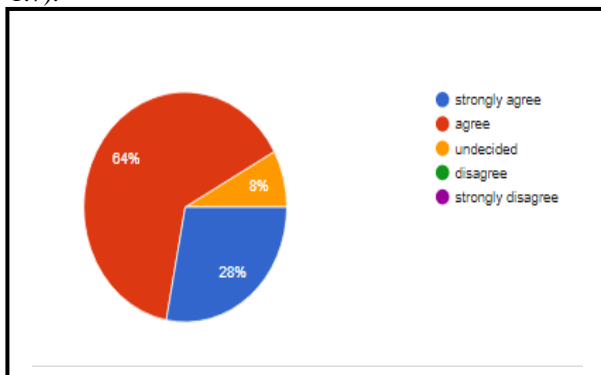

Fig.1. 7:The type of needs analysis to be implemented vary according to the purpose (s) they used for

The second part of the questionnaire is two open-ended questions. The participants' responses here were analysed manually by dividing them into categories. The first one explores the Libyan teachers' views about the appropriate time to conduct a needs analysis. Three alternatives were provided here as follows: (at the beginning – during – at the end of the course). When revising the participants' responses it was found that 6 out of 25 participants reported that it is better to conducted needs analysis at the beginning of the program. 3 out of 25 commented, 'It is better carried out at the end of the course'. 4 out of the 25 said it is better implemented during the course. One participant mentioned, 'It can be conducted at the beginning of the course to have a good idea of the students' knowledge and at the end of the course to find out about the difference in the learners' level'. Two participants stated that it can be a continuous process while one participant reported,' It should be conducted before designing a course or program'.

The second open question here investigates the teachers' view about the implementation of needs analysis at the Department of English. Majority of the teachers expressed agreement in this sense. They confirmed their attitude by using expressions such as 'absolutely,

definitely, of course'. Some of them supported their responses by saying,' it would be very useful in order to improve the syllabuses of the programmes taught in the department', 'It would assist a lot to sort out many problems that teachers face when teaching English at the department. Furthermore, it would provide teachers with an overall evaluation of teaching/learning process in the department', 'the department can benefit greatly from any efforts to assess the needs of students/ labor market'.

The last but not least part of the questionnaire was designed to allow the participants more space to write more comments and add any suggestions related to the topic of the research study. 9 out of 25 participants provided some comments in this part. Two participants noted that having such kind of investigation could be useful in developing English program at the department. One participant suggested conducting a training course about needs analysis for teachers who work at the Department of English and are not majored in English language teaching. Three participants recommended implementation of needs analysis not only at the Department of English but also at other scientific departments at the Faculty of Arts. 'Needs analysis is really a very important step that will have to be considered when designing English Language programmes in Libya', a participant said. This is also asserted by another participant when s/he stated,' I think that needs analysis should be addressed more thoroughly in Libya'. A participant commented, 'we should conduct needs analysis for labour market and practical life's needs. 'Conducting a needs analysis for specific course draws the map of yielding effective results and evaluation for language learners', reported one participant.

V. Discussion of Results

The findings of   the study in relation to the Libyan teachers' view on use of needs analysis indicated

that Libyan teacher at the Department of English in the Faculty of Arts, Misurata, see needs analysis as a vital means in designing language programmes and learning materials which agrees with Ref. [5] who stated that needs analysis has been an essential in ELT and ESL. This also concurs with Jordan's (1997) finding that needs analysis is set to be "the preliminary stage of designing courses, syllabuses, materials and the sort of educational activities that take place" [cited in Ref. 18, p.16].

Another finding in this study is that needs analysis is very applicable in situations where learners learn a foreign language. This finding is supported by Ref. [2]'s study in which they discovered that use of needs analysis was effective to know about the learning needs of Iranian university students of CLT implementation in ESP context. The finding is also supported by Ref. [16] study in which he used a needs assessment survey as a means to collect data from preparatory school EFL students in Istanbul. He demonstrated that needs analysis played an effective role in making curricula decisions and renewing language programmes. This finding is confirmed by Ref. [6]'s statement that the term needs analysis has been widely used in ESP teaching and learning, and gradually it has been implemented in other fields of language teaching and learning.

Furthermore, Libyan teachers in this study believe that it is best to use a triangular approach when collecting data for needs analysis. This is in line with Ref. [13]'s finding that any single source of information is likely to be incomplete or partial and that it is best to take a triangle strategy which is gathering information from two or more sources. The results of the study also revealed that Libyan teachers believe that the first step in conducting needs analysis is to decide what purpose/s it serve/sis. This result is consistent with previous Ref. [4]'s statement that determining the type of collected information and the reasons they are conducted for

should be initially considered when conducting needs assessment.

That it is not always possible to address all language needs identified from a needs analysis is another finding which the current study reported. This finding does not agree with what previous studies found, for instance Ref. [13] reported that needs analysis can serve a wide variety of purposes in language teaching. What is more, Ref. [10] demonstrates that needs analysis is the principle upon which curriculum content, teaching materials and approaches can be constructed.

The other finding in this study is that Libyan teachers reckon that needs analysis could be used to provide a basis for the evaluation of an existing course. This is in complete agreement with Ref. [2]'s finding that information provided in needs analysis can help improving any of the language program components to become learners' needs oriented. Ref. [2] also assured that needs analysis can aid assessing an existing program. Also, this is in line with Ref. [5]'s findings that information gathered by needs analysis can serve as a foundation for curriculum development and fulfill the learning needs of a certain group of students.

That the type of needs analysis to be implemented vary according to the purpose(s) they are used for is another finding of the current study. This finding matches well with Ref. [18]'s results that needs analysis are divided into branches based on the purpose and function it serves. Furthermore, it is in good agreement with the findings of some previous studies, such as Hutchinsopn and waters' [cited in Ref. 9], Jordan [cited in Ref. 11], Dudley-Evans and St. John [cited in Ref. 15] and Berwick [cited in Ref. 7] which indicated that there are different types of needs analysis and that each type of these can be utilized for a particular purpose.

When it is the appropriate time to conduct a needs analysis is another issue which is investigated in this study. Libyan teachers believe that needs analysis can be implemented at the beginning or during or at the end of a language program. This finding corroborates with

previous results of Ref. [7] that needs analysis can be conducted any time of the language program. What is more, it concurred with initial findings by Ref. [4] and Ref. [13] that needs analysis can be carried out before, during, and after a language program/ course. In this regard also Libyan teachers demonstrate that needs analysis can be a useful means to assist teachers notice the difference in the students language proficiency level which goes in line with Ref. [7]'s result that needs analysis can be conducted at the beginning of the course so it gives the teacher details on what the students bring to the course if the needs analysis is conducted during the course, the teacher may have an overall perspective of what has been fulfilled through the course and what they require to know later.

Libyan teachers think that it is crucial to implement needs analysis at the Department of English as it would be useful in order to improve the syllabuses of the program taught. They also affirm that it would sort out many problems and end up with an overall evaluation of the teaching and learning process in the department. This finding is supported in Ref. [12]' study results when states that needs analysis is a useful means to know about the learners' anticipated future requirements and provide guidelines to course syllabus design, learning materials selection, teaching /learning a course and course evaluation as a successful learning procedure for the future implication. Also, it agrees with Ref. [9]'s findings that needs analysis enable them to know about the students needs in learning English and to gather data about the teaching process of English subject. Another study which affirms this finding is Ref. [18]'s results that needs analysis was a useful means to know about the needs of ELT students in regard to speaking skills development in preparatory classes. The Libyan teachers in the current study expressed approval of utilizing needs analysis to collect data to know about their students' learning needs. This result is assured by Ref. [2]'s findings when stating that use of needs analysis as a data

collection means in their study assist them to explore university students learning needs and to evaluate the use of CLT in ESP class.

The last finding in this study is that Libyan teachers at the Department of English in the faculty of Arts, Misurata support use of needs analysis and they believe that needs analysis should be used not only at the department of English but also at the other departments at the Faculty due to its significant role in providing Libyan teachers with a clear view of the students' level and needs, assisting teachers to design learning materials and courses which serves the needs of both language learners and labour market, providing teachers with an overall view of effectiveness of the language program and courses. They also suggested that there should be a training program for teachers cover this type of assessment.

VI. Conclusion

The main question this study is conducted to provide an answer for is 'what is the Libyan teachers view about use of needs analysis at the Department of English in the Faculty of Arts , Misurata?'. Based on the study findings, the following conclusions were summarized:

A. *Libyan Teachers' Views about Use of Needs Analysis*

Libyan teachers at the Department of English in the Faculty of Arts, Misurata, consider:

- Needs analysis as a vital means in designing language programmes and learning materials.

-Needs analysis is very applicable in situations where learners learn a foreign

language.

- Utilization of a triangular approach to collect data for needs analysis is the best

way.

- The first step in conducting needs analysis is to identify the purpose/s it will be used for.

- It is not always possible to address all language needs identified from a needs
analysis

-Needs analysis could be used to provide a basis for the evaluation of an existing
course.

-The type of needs analysis to be implemented vary according to the purpose(s) they will be used for.

B. Libyan Teachers' Views of the Appropriate Time to Conduct Needs Analysis

-Libyan teachers at the Department of English believe that needs analysis can be implemented at the beginning or during or at the end of a language program.

- Needs analysis can be a useful means to assist Libyan teachers notice the difference in the students language proficiency level.

C. Possibility of Conducting Needs Analysis at the Department of English

- Libyan teachers at the Department of English assert that it is crucial to implement needs analysis at the Department of English as it would be useful in order to improve the syllabuses of the program taught.

- Needs analysis would facilitate sorting out many problems and end up with an overall evaluation of the teaching and learning process in the department.

D. Further Findings

- Needs assessment should be used not only at the department of English but also at the other departments at the university, Misurata or any institution of education.

- Needs assessment plays a significant role in providing Libyan teachers with a clear view of the students' level and needs, assisting teachers to design learning materials and courses which serve the needs of the language learners.

- Training courses should be run for teachers in regard to this type of assessment.

The study which is presented in this paper has stressed the importance of needs analysis as an essential component when designing a language program, course or learning materials. Furthermore, it has provided an additional proof that it is possible to conduct needs analysis in any teaching/learning context. It has demonstrated that needs analysis is a constant process which can be conducted any time during the course.

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