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Article

Conducting a Needs Analysis in Business English for Marketing Professionals

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Abstract: Effective communication in English is crucial for marketing professionals in the highly competitive global business landscape. This article emphasizes the importance of English language proficiency and the need for a tailored needs analysis for marketing professionals in the field of Business English. The comprehensive exploration of the needs analysis process outlines its methods and steps, highlighting its relevance in designing targeted language programs. By utilizing surveys, interviews, and observations, trainers and language instructors gain valuable insights into the specific challenges faced by marketing professionals, enabling them to develop customized skill-building approaches. The article also underscores the pedagogical implications of the needs analysis, stressing the significance of a personalized training program that addresses identified language gaps. Recognizing the collaborative nature of the process, the article concludes by discussing the implementation of the training program and the importance of tracking progress, ultimately displaying the tangible benefits of conducting a needs analysis in Business English for marketing professionals in terms of enhancing competitiveness and driving business growth.

Keywords: business English; marketing professionals; English language proficiency; needs analysis; pedagogical implications

1. Introduction

In the fast-paced and competitive world of business, the ability to communicate effectively in English is essential for marketing professionals. According to Liao (2009), to excel in the global market and effectively connect with diverse audiences, marketers must possess strong English language skills. However, it is important to recognize that not all marketing professionals have the same English language needs. This is where a needs analysis becomes invaluable (Johnson & Parrish, 2010). The needs analysis in business English for marketing professionals allows trainers and language instructors to customize their programs and materials based on the learners' specific needs and goals. Therefore, by understanding the challenges faced by marketers, the analysis helps identify areas for improvement and create targeted learning activities. As Brown (2016) states that through assessments, surveys, and interviews, the analysis provides valuable insights into the language skills required for success in marketing roles. It helps determine whether the focus should be on improving communication skills, writing engaging marketing content, or understanding industry-specific jargon. Thus, to develop the ESP course with its objectives and outcomes in Business English course, specifically the marketing group, it is crucial to conduct a needs analysis. The term "needs analysis" refers to methods for gathering and evaluating data pertinent to course design; it is a way of determining the "how" and "what" of a course (Flowerdew, 2012).

2. Materials and methods

2.1. Description of Learners

2.1.1. Participants

This ESP context is Business English for a marketing group whose stakeholders are the learners, employers, curriculum developers, course instructors, and administrators of an educational institute. Having a clear understanding of the learners and their learning context is vital before conducting a needs analysis (Li, 2014). This involves gathering information about their present language abilities, work responsibilities, and the language skills required to achieve their target situation.

2.1.2. Present situation

Within the class, there is a group of sixteen students aged between 22-26. Among them, four are female and twelve are male. The majority of these students, specifically eleven, are from Uzbekistan, while four are Russian and one is Korean. All of these students have completed their bachelor's degrees in various fields such as Business Administration, Business Management, and Finance Accounting from local universities in Uzbekistan. Currently, they are employed as lower-level employees in the marketing department of 'Yarokiro', an international Japanese food company located in Tashkent. Their roles within the department include digital marketing specialists, marketing coordinator assistants, and marketing analysts. The digital marketing specialists focus on social media campaigns, online advertising, and email marketing. On the other hand, the marketing coordinator assistants are responsible for organizing events, assisting with administrative tasks, and managing marketing data. Additionally, there are a few marketing analysts in the group who specialize in collecting and analyzing data related to trends and customers' performance to enhance the company's marketing strategies.

The students' English proficiency levels range from A2 to B2 according to CEFR. Some of them have also taken the IELTS exam and achieved band scores between 5.0 and 6.0. Prior to this, they were only taught General English, so they are now experiencing ESP classes for the first time.

2.1.3. Target situation

The education process spans over a period of three months, with classes being held twice a week. Each class extends for three hours per day and takes place in a designated room within the company. Hidayati and Haryati (2018) claim that this arrangement enables students to immerse themselves in authentic language and engage in practical role-plays within their own office environment.

The primary objective of this course is to equip learners with the necessary skills to effectively communicate with consumers, clients, and colleagues in their workplace. While all language skills are covered, the main emphasis is on productive skills such as speaking and writing. As per the job descriptions of marketing departments, students will utilize Business English in various activities including making phone calls, placing orders over the phone, seeking and offering assistance, interacting with customers, resolving issues, composing emails, describing data through graphs and trends, organizing schedules, negotiating, and making arrangements (Tuzlukova & Heckadon, 2020).

2.1.4. Description of learning context

The course follows the Content-based instruction (CBI) approach, focusing on Business English for the marketing group. According to Jackson (2004), CBI integrates content area information into language development, allowing students to learn a language within a specific subject. The instruction is learner-centered, promoting interaction between students and the instructor. The course resources include modified tasks and exercises from the textbook "Market Leader: Pre-intermediate" by Cotton (2014), as well as authentic materials like YouTube videos, interviews, Podcasts, handouts, and worksheets from reliable sources. The topics covered in the course include products, services,

companies, departments, market, customer, employment, networking, social media, and advertisement. The course content is tailored specifically for specialists in the Marketing Department, providing relevant and motivating content for learners.

2.2. Instruments and Procedure

2.2.1. Questionnaire

The crucial step in needs analysis is to gather relevant and suitable questionnaires from the target students in a Business English Marketing group. This survey-based approach allows trainers and language instructors to gather important information directly from the learners, such as their current language abilities, challenges, and goals (Generoso & Arbon, 2020). The questionnaire delves into language skills, areas of difficulty, and learning preferences to give a thorough understanding of the varied linguistic landscape within the marketing group. According to Chan (2018), this information serves as the foundation for creating a targeted curriculum that meets the specific needs of the learners, resulting in a personalized and effective language instruction. However, some learners may not be aware of their own needs, and this is where role-play can be beneficial. Lockwood (2012) remarks that role-playing allows learners to discover their strengths and weaknesses through active participation. The questions in the questionnaire can cover both professional and personal aspects, focusing on the learners' past experiences and future plans. Additionally, personal information about the learners, such as their cultural background, previous learning experiences, reasons for attending the course, expectations, and attitude towards English, should be taken into consideration (Mu & Yu, 2023). This process allows for the selection of appropriate course materials, learning styles, teaching methods, and approaches.

2.2.2. Placement test

Alongside the questionnaire, to gather information about the English proficiency level of potential learners, it is decided to conduct a placement test. A placement test is a useful tool for assessing the language proficiency of individual learners in a group (Serafini et al., 2015). Learners' language abilities are evaluated through a placement test that establishes a starting point for measuring progress and aids learners and language instructors in determining the suitable level of instruction. It also helps identify strengths and weaknesses, allowing instructors to create a curriculum that meets the needs of each learner. Hutchinson and Waters (1987) state that placement tests are helpful in identifying whether L2 learners require a course and what their specific learning needs are. In the field of marketing, where communication is crucial, a placement test helps trainers navigate the language proficiency of professionals with diverse backgrounds. Xie (2015) highlight that the main objective of a proficiency test is to assess the actual level of learners and determine their suitability for the course. In simpler terms, the English course for specialists is designed for candidates who have a minimum of B1 level of English proficiency. For instance, candidates with an A1 level will face challenges in successfully completing the course, which is why the proficiency test is proposed to determine whether potential learners will be able to complete the course or not.

2.2.3. Interview with potential employers

An interview with employers serves as a crucial step in the needs analysis process, enabling the identification of performance gaps among marketing employees and establishing a direct connection between the desired outcomes of employers and employee behaviour. This interview plays a significant role in ensuring the comprehensiveness and effectiveness of the analysis (Wu, 2012). Valuable insights into the practical applications of language skills in the marketing industry can be gained by speaking with employers, trainers, and language instructors. Employers provide first-hand perspectives on the communication challenges faced by marketing professionals, shedding light on areas that require attention and improvement. Moreover, this interview not only helps identify specific language skills

valued in the marketing industry but also aligns the training program with real-world scenarios (Ibrahim Holi Ali & Rahman Abdalla Salih, 2013). This collaborative approach strengthens the authenticity and industry relevance of the training, equipping aspiring marketing professionals with the necessary linguistic abilities for success in the competitive global market. As stated by Chan (2018), interviews play a significant role in gaining insights into the professional and discursive practices within a community of practice. Conducting face-to-face interviews with job applicants helps in comprehending the company's expectations outlined in the job description.

2.2.4. Observation

In the process of analyzing the needs of a Business English Marketing group, direct observation plays a vital role. According to Hajar and Triastuti (2021), by observing learners in their professional settings, trainers and language instructors gain a realistic understanding of how language is used in the marketing field. This approach allows for a comprehensive exploration of communication challenges faced by marketing professionals, both within their teams and with clients. Observing professionals in action provides valuable insights into their language interactions, industry-specific terms, and communication dynamics. It also helps identify specific language hurdles that marketing practitioners face in their daily tasks, giving a real-world context to the needs analysis (Nisa et al., 2023). Designed specifically for the target students' workplaces, this component serves as a vital part of a needs analysis. Anam and Rachmadian (2020) describe its primary function is to identify the learners' present situation analysis, making it an invaluable tool. Furthermore, non-participant observations enable us to assess potential outcomes and weaknesses in learner job performance. Through this quantitative data collection method, we gain a deeper understanding of how learners' comprehension of cultural values influences their interactions with clients from diverse backgrounds (Flowerdew, 2012). By immersing themselves in the work environment of the Business English Marketing group, trainers can tailor the language training program to directly address the observed challenges. This method adds authenticity to the needs analysis and helps bridge the gap between theory and practice.

2.2.5. Interview with experts

In the complex task of performing a needs analysis for a Business English Marketing group, incorporating interviews with experts emerges as a crucial and rewarding approach. The company has selected experienced workers who have been involved in marketing for at least five years as a valuable source of information. These experts possess insider knowledge about the language activities specific to their field. According to Long (2005), it is crucial to focus on these 'insiders' rather than 'outsiders' like applied linguists or inexperienced learners. Additionally, these medium-level employees are well-informed about the changes in job responsibilities and terms that occur when lower-level employees are promoted. This knowledge will be extremely useful for conducting a needs analysis of the target situation. By integrating their expertise, language-training courses can be adapted to meet the latest standards and best practices (Rahman, 2015). This will equip learners with the linguistic tools they need to thrive in today's business environment. The partnership between academia and industry promotes a mutually beneficial connection, guaranteeing that the language training offered is both based on solid theory and practically applicable in the competitive field of Business English Marketing.

3. Results

During the process of conducting a needs analysis, data is collected using a range of methods. Richards (2001) suggests that relying on a single source may result in inaccuracies, and therefore recommends employing a triangle strategy to obtain more accurate and comprehensive data for research purposes. After evaluating different data collection strategies, we have identified the following tools as valuable for our investigation:

3.1. Questionnaire and data analysis

The survey conducted by the researchers involved distributing questionnaires to sixteen ESP students working at the marketing department of the ‘Yarokiro’ company on June 20th, 2023. The main objective of collecting this data was to gather information on both target needs and learning needs. Target Situation Analysis (TSA) is a type of needs analysis that focuses on identifying the language requirements of learners in their occupational or academic setting (Rahman, 2015). Target needs encompass the needs, difficulties, and desires of potential learners. Learning needs, as defined by Liddicoat (2008), refer to the knowledge or skills that students require to excel in the target situation. To simplify the process, the participants were presented with questions in the Likert scale format (agree/disagree). This scale, developed by Rensis Likert in 1932, is a closed-ended scale designed to easily assess respondents’ opinions. In this type of question, learners are only required to indicate whether they agree or disagree with the provided statement. The statements were carefully designed to gather detailed information that will be utilized in the development of materials.

**Learners’ Target Situation Analysis
Needs**

Based on the data we have received, it is evident that learners perceive all language skills as essential for their job. Among these skills, speaking and listening are particularly in demand. The table provided clearly indicates that reading is the least important skill for L2 learners. To gain a deeper understanding of how learners plan to apply language aspects in different situations, we have formulated specific questions and respectfully gathered their responses (Table 1).

Table 1. Needs

Number of the question	Aim of the question	The language skills learners need to acquire	Agree	Disagree
1	Identify <i>the needs</i> of the L2 learner	Speaking	94 %	6 %
2	Identify <i>the needs</i> of the L2 learner	Writing	72%	28%
3	Identify <i>the needs</i> of the L2 learner	Reading	64%	36%
4	Identify <i>the needs</i> of the L2 learner	Listening	98%	2%

Wants

Q1. The initial question in the questionnaire is intended to determine the purpose of learning English. Based on the survey, all respondents answered that they learn the language for work-related reasons. This finding should be taken into account when creating learning materials, with a primary emphasis on marketing. Q2. The data shows that 64% of the respondents have expressed the importance of improving their oral communication skills in English. Hence, it is essential to place a strong emphasis on enhancing their speaking abilities. Q3. The responses collected for this question show that 89% of learners require English to effectively communicate with clients through emails and respond appropriately. Q4. The findings from this survey highlight the importance of English proficiency in effectively communicating with international customers and engaging in meaningful conversations. A significant majority of respondents (98%) expressed their desire to improve their listening skills. Q5. The last question highlights once more that learners do not prioritize reading skills. Merely 56% of learners have the intention to use English for reading marketing-related materials (Table 2).

Table 2. Wants

Number of the question	Aim of the question	Target Needs Statement	Agree	Disagree
1	Identify <i>the wants</i> of the L2 learner	I want to be proficient in English so that I can employ my knowledge in marketing activities at my workplace	100 %	0%
2	Identify <i>the wants</i> of the L2 learner	I want to learn English to enhance my speaking skills to communicate with potential clients	98 %	2%
3	Identify <i>the wants</i> of the L2 learner	I learn English to enhance my writing skills to communicate with potential clients via emails and respond to the emails proficiently	89%	11%
4	Identify <i>the wants</i> of the L2 learner	I learn English to increase my listening skills so that I could lead conversations on a professional level	98%	2%
5	Identify <i>the wants</i> of the L2 learner	I want to improve my reading skills to be able to read marketing-related materials, textbooks	56%	44%

Lacks

Q1. A majority of learners, 82% to be precise, faced challenges when initiating conversations with potential clients and customers. It is evident that they require improvement in their listening and communication abilities. Q2. Writing formal letters poses a challenge for most learners, adding to the list of issues found in email writing. Q3. One of the main difficulties faced by marketing specialists is the limited vocabulary they possess in their field. A staggering 97% of them expressed that their vocabulary is insufficient for their workplace requirements (Table 3).

Table 3. Lacks

Number of the question	Aim of the question	Target Needs Statement	Agree	Disagree
1	Identify <i>the lacks</i> of the L2 learner	I can't listen to and comprehend sentences or English conversations	82%	18%
2	Identify <i>the lacks</i> of the L2 learner	I have difficulties with correct writing emails	96%	4%
3	Identify <i>the lacks</i> of the L2 learner	I have a limited range of marketing vocabulary	97%	3%

Learning Needs

Questions:

- 1. Do you prefer working alone, with a partner, or in a team?
- 2. What methods have you experimented with to learn English for marketing?

Q1. After gathering responses through open-ended questions, specific information was revealed. The majority, 69%, claimed to excel in group learning, while 31% reported being more productive when working alone. Surprisingly, none of the participants favored working in pairs.

Q2. The next query aims to understand the measures taken to enhance the English abilities of potential learners. The results indicated that students had participated in language courses that lacked adequate materials, resulting in inefficiency.

3.2. Placement test

The mentioned learners are required to take this test before attending an English for Business Marketing course. They have already completed it at their workplace, enabling ESP practitioners to analyze the results and use them in designing the syllabus.

The marketing placement test is a concise and specific task that candidates must finish within 60 minutes. Their objective is to write a blog post advertising a sushi set available on their

restaurant's menu. It is worth mentioning that this test is designed based on Yundayani et al. (2017) recommendations for placement tests. According to their suggestions, higher-level students should write essays, while lower-level learners should write paragraphs based on their language proficiency. Considering that the target learners are focused on developing their marketing skills at a B2 level, the writing task has been tailored to include subject requirements (Do, 2023).

Furthermore, during the interview, potential employers emphasized the importance of using computers in their profession. They rely on technology for their daily tasks, making it their primary tool (Caena & Redecker, 2019). As a result, the writing task is conducted on computers. This is enable candidates to create their advertisement blog post using various animations, pictures, and other features. Once the writing is complete, candidates are required to present it orally to the teachers in the group. This allows assessment of their practical and technical capabilities, as well as their strategic and creative thinking and decision-making skills. However, their language abilities, including writing, speaking, vocabulary, and grammar, are not evaluated. Additionally, this placement test is used to compare students' work and determine how closely it aligns with the standards and objectives established by ESP educators.

In terms of assessment, students' performance is evaluated as a whole using a modified scale by Sullivan (2012). The aim is to place them in the course that suits their performance level the best. Usually, a single overall grade is given based on a holistic scale and a set of criteria. However, Brown and Abeywickrama (2010) pointed out that when using holistic scoring, raters may use a checklist to highlight specific strengths and weaknesses. Therefore, the comprehensive rubric scale will include seven dimensions: writing, speaking, grammar, vocabulary, creativity, design, and analytics. These dimensions represent the skills that are being assessed, and they have levels such as accomplished, developed, and novice. This way, scorers can group test takers appropriately by comparing their performances to the criteria and identifying their unique linguistic and subject skills. As a result, the ESP course is divided into relatively similar groups using this placement test which benefits both students and teachers in the learning and teaching process.

The holistic rubric results indicated that a significant number of learners, specifically 75% of them, encounter challenges in organizing their ideas coherently when writing their advertisement blog post. Moreover, 82% of test takers found it difficult to use relative clauses for sentence connections. In terms of vocabulary, 47% of learners have a satisfactory range of words, while 53% have a limited variety. It is crucial to note that only 25% of individuals were able to successfully complete their project with a well-structured piece of writing. However, their presentation was not as good as their writing because they lacked confidence and used too many words. In terms of content knowledge, all 16 learners received the highest score for their creative posts. To ensure fair evaluation, we also considered the opinions of brand manager experts. Additionally, we assessed the learners' analytical abilities, with 67% receiving the highest points, 20% receiving average points, and 13% receiving the lowest points.

3.3. Interview with potential employers

The interview with employers is a crucial part of needs analysis as it focuses on the learners' target situation and helps the practitioner design a practical curriculum for the course (Dewi et al., 2023). Specific questions are given to the employers to determine the linguistic content of the course. This process, known as "professional communication information," involves asking appropriate questions about the work process. Once the data is collected, the practitioner can analyze the relevant issues in the course. After gathering the data, the curriculum designer will understand the discursive and professional practices of the community of practice.

To conduct this research, the employer must allocate time for the interview. Before starting, a questionnaire is prepared, which includes the following:

1. "What the learner has to know in order to function effectively in the target situation?" (Hutchinson & Waters, 1987).
2. How can employers contribute to the growth of the company?

3. What are the main jobs of individuals working in marketing?
4. When should the practitioner teach the learners?
5. Where should lessons take place?
6. Is it necessary to separate the group into two parts?
7. What results do you anticipate from the group?
8. How much time do they need to study?

Having gathered the answers to the questions, an analysis was conducted to assess the potential for course development. It became apparent that effective communication and writing skills are essential for success. Upon completing the course, learners should be proficient in explaining the company's services, delivering presentations, making phone calls, socializing, discussing, and handling difficult situations. As stated by Gibson (2000), clear communication, expertise, valuable experiences, and leadership qualities are essential for learners to contribute to the office's growth by attracting more clients.

The upcoming course commences on July 2nd next month, with classes scheduled for odd days of the week at 10 am. To accommodate work commitments, the group has been divided into two, with a ratio of 16:8. This arrangement allows participants to pursue language acquisition alongside their professional responsibilities. The company has set high expectations, and learners are expected to maintain professionalism in their respective field. Each lesson lasts for one and a half hours, and the entire course spans over a period of two months. For more questions, employers suggested to meet experts.

3.4. Observation

The primary aim of observing the workplace of the target learners is to analyze the key job requirements and gain an understanding of the main principles of the tasks they are expected to perform. Sometimes, learners may find it challenging to comprehend the job description on their own. However, through non-participant observations, the observation method aims to identify these activities objectively. This type of observation considers the learner's negotiation with the target situation, which is influenced by the cultural dynamics that emerge during the process (Flowerdew, 2012).

Workplace observations aim to collect numerical data to identify the strengths and weaknesses of learners during their task performance. This information is gathered to gain a better understanding of their current situation and to tailor the module to their specific needs (Chan, 2018).

As previously stated, data collection in workplaces is conducted through non-participant observation. This means that learners did not take part in the process. The process is divided into three stages: organizational, operational, and individual. The observation is scheduled for a single day, but it could be extended if more time was needed. The organizational level observation aimed to identify skill and knowledge gaps, as well as training needs, within the work aspect that is relevant to each learner and participant. It involves testing meeting arrangements, handling customer inquiries, coordinating market information, collaborating with sales and marketing plans, problem solving, composing emails, and displaying graphs and trends. It is observed how the learners worked together with the customers to find the right place for the role-plays. They have to use marketing terms correctly when speaking and writing Crawford (2002). The operational observation looks at the urgent business needs of the learners, working with the food company's management, coworkers, and other employees. They want to improve the whole working process. The learners would give a report to the company's management after getting information from the lower-level staff. Lastly, the individual observation focuses on the different tasks of the learners, which are divided into three levels: digital marketing specialists, marketing coordinator assistants, and marketing analysts. During this particular process, workers who are learners often encounter challenges and difficulties with marketing and sales terminologies. Therefore, it is essential to assess the specific needs of these learners. Due to the limited

data available, it is difficult to provide extensive details for all stages involved in designing, executing, and evaluating methods and materials for each course topic that will be taught (Richards, 2001).

The findings from the observations show that the procedure is conducted in a single room with all 16 learners. However, due to time limitations, the task is finished the following day to collect data for analyzing the individual needs of specialists in the workplace. The workers encounters difficulties in using marketing terminologies to convince colleagues and consumers. Misunderstandings in spoken communication also resulted in errors. Working collaboratively in a group sometimes led to miscommunication and disrespect from management. Nonetheless, the learners' language proficiency and leadership skills benefited them in email exchanges.

3.5. Interview with experts

In the process of needs analysis, gathering data involves conducting interviews with experts using an open-ended humanistic approach. According to Li (2014), this approach allows for the collection of data on the needs and anxieties of workers in their own words. These interviews play a vital role in analyzing the target situation and identifying the specific aspects of the course. By interviewing these domain experts, valuable insights can be gained regarding the tasks they perform and which ones require the use of English.

To ensure minimal disruption to the productivity of the company, it is decided that one to two members from each section will be interviewed. After discussing with the director, it is determined that the workers with the most experience and knowledge in their respective sections will be selected. They are released from their work for one hour on the designated date for the interview. The questions for the interview are carefully designed to uncover the language needs of the target students based on the expertise of the experienced employees. Additionally, the questions are formulated in a way that allows the interviewees to express their ideas comfortably without directly asking about their linguistic abilities.

Experts are interviewed using an open-ended, structured format:

1. What is your role and responsibilities within the company?
2. How frequently do you use English in your work? In what scenarios do you find it necessary to use English?
3. Do you often interact with foreigners in your department? How did you feel when you first had to communicate with foreigners due to work requirements? Please share your experiences.
4. What language skills are essential for your department?
5. In what situations do you feel confident in your ability to communicate effectively? What situations do you find challenging when using English?
6. Have you undergone any specialized language training for your job? If yes, which language and topics did you find beneficial for your work?
7. If you were to design an English for Specific Purposes (ESP) course for new employees in your company, what topics would you include in the syllabus? Why?

The interview provided valuable information and qualitative data for the research. All the participants emphasized the importance of communication skills, which was not surprising considering the company's high reputation in the global market. They mentioned that right from the start of their employment, they frequently engage in phone conversations and meet with foreigners to establish marketing contracts. In addition to speaking, three employees highlighted the significance of writing in their department, as they regularly write blogs for their social media accounts and submit reports to the sales directors. They also mentioned that using the appropriate terminology in their reports was challenging and it took them two years to fully develop the required vocabulary. Four interviewees mentioned the cultural barrier they faced when interacting with Japanese individuals. For instance, one interviewee noticed that the speed of decision-making in negotiations was significantly slower compared to their previous experiences with Uzbek people. Interestingly, none of the participants had taken an ESP course before joining the company.

The participants highlighted that interacting with foreign business contacts, such as greetings, negotiations, and casual conversations, could be valuable topics to include in the course. They also mentioned that teaching marketing terminology would be beneficial for junior employees. The respondents emphasized the importance of authenticity in developing a syllabus for their specific field.

4. Discussion

The provided analyses have thoroughly collected and examined all the information presented. The data has been categorized into distinct groups based on language skills, content knowledge (specifically in marketing), communication skills, and job responsibilities. These categories have been evaluated to determine their significance and frequency in each analysis. The analyses have then compared and synthesized the similarities and differences found. Subsequently, the learners' needs, goals, and preferences have been identified through analysis. Based on this, the course development outcomes and objectives have been formulated. Jackson (2004) highlights the shift in needs analysis from focusing solely on "objective" needs to adopting a critical ethnographic approach, which considers the social contexts, expectations, and intentions of all stakeholders involved.

According to the questionnaire and placement test results, it was evident that the learners in the marketing group had a significant requirement to enhance their writing skills, particularly in composing and replying to emails, writing blog posts and advertisements, and creating effective marketing reports. The observations indicated that employees in the marketing department, who are the target learners, dedicated most of their time to making phone calls, seeking and offering assistance, negotiating, and receiving customer orders. This highlights the need for them to improve their speaking skills during the course. Additionally, it is crucial to focus on enriching vocabulary that is specifically related to marketing, rather than the broader business field. Lewis (1993) emphasized the significance of vocabulary instruction and acquisition, stating that "lexis is the core or heart of language."

The research findings indicated that learners recognized the importance of acquiring knowledge about content marketing. Specifically, they acknowledged the necessity of familiarizing themselves with commonly used marketing terms such as trademark, branding, market research, values, marketing cost, target group, advertising, and marketing mix (product, price, place, and promotion). Interestingly, the study revealed that learners lacked confidence in their ability to effectively and consistently utilize these marketing terms in their communication. Moreover, the observation results demonstrated that marketing employees faced challenges in applying these principles in real-world marketing scenarios. Nevertheless, they expressed a strong desire to enhance their comprehension of marketing concepts, terminology, and specialized knowledge (Liddicoat, 2008).

Research-based findings have underscored the importance of communication and presentation skills for learners in the marketing group. Employers and experts have emphasized the necessity for learners to enhance their ability to deliver compelling and captivating presentations to clients, colleagues, and potential funders. As stated by Gilabert (2023) creating well-structured marketing presentations or meetings that effectively convey marketing messages, sustain the audience's attention, and exude confidence is undeniably challenging. In a questionnaire, marketing group employees expressed their aspiration to improve their comprehension of client needs, extract vital information, and respond appropriately in marketing-related conversations. Proficiency in communication encompasses selecting the most suitable communication methods for specific situations, public speaking, presentation creation, writing letters and reports, chairing meetings and committees, and conducting negotiations. It is evident that communicative competence now serves as the foundation of an employee's education (Lockwood, 2012).

This qualitative study presents the job responsibilities and work environments that are commonly associated with managerial positions, which are often distinct from those of lower-level employees. For example, it may be more crucial for junior staff members to acquire skills in project and operations management rather than developing innovative operational models. Experts emphasize

the significance of learning how to strategize and execute marketing campaigns. The employer also highlights that their primary duties involve customer interaction, problem-solving, phone communication, placing orders, seeking and providing assistance, negotiation, composing emails, analyzing graphs and trends, and making arrangements. Furthermore, they discuss the importance of creating marketing plans, establishing campaign objectives, identifying target audiences, and selecting appropriate marketing channels.

Pedagogical implications

Tuzlukova and Heckadon (2020) state that to ensure effective learning, it is imperative to design lessons that concentrate on teaching and reviewing essential marketing terms. These lessons should provide learners with clear explanations, relevant examples, and practical tasks to instill confidence in their use of marketing vocabulary during communication. An ESP instructor can develop teaching materials that showcase vital marketing concepts such as the marketing mix, market research methodologies, and consumer behavior. Applying case studies and authentic examples is highly recommended to illustrate the practical application of these marketing ideas in real-world scenarios. According to Jackson (2004), case studies play a pivotal role in helping students acquire effective management and decision-making techniques, fostering teamwork, improving interpersonal and communication skills, and honing analytical abilities.

Course objectives

Considering all the synthesizing and analyzing conclusions of the research, the course objectives were established with the following aims in mind:

1. To effectively communicate in marketing situations and familiarize learners with key marketing terms, concepts, and techniques;
2. To enhance both oral and written fluency and accuracy in marketing-related communications;
3. To develop students' writing skills so they can produce persuasive, clear, and concise marketing reports and advertising blogs;
4. To improve learners' speaking and listening skills by exposing them to real marketing materials and providing practice in comprehending marketing-related conversations;
5. To enhance learners' language abilities to deliver excellent presentations and create compelling marketing content.

5. Conclusion

The needs analysis for a Business English Marketing group is a complex and ever-changing process. It involves utilizing a range of methods to fully comprehend and address the language requirements of marketing professionals. Trainers and language instructors can create a personalized and successful language training program by including employer interviews, placement tests, questionnaires, observations, and conversations with industry experts. Employer interviews offer valuable insights into workplace expectations, while placement tests evaluate individual proficiency levels.

Questionnaires and observations gather direct input from learners, promoting a learner-centric approach. Expert interviews validate findings, ensuring they align with industry standards. This collaborative and comprehensive needs analysis not only sharpens the focus of language training but also fosters a mutually beneficial relationship between academic institutions and the dynamic marketing industry. The resulting training program, based on the nuanced understanding gained through these diverse methods, equips marketing professionals with the language skills necessary for success in the competitive world of Business English Marketing. Ultimately, this approach guarantees that the language training provided is precise, relevant, and adaptable to the evolving demands of the marketing profession, facilitating the continuous growth and proficiency of professionals in this dynamic field.

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