ARTIFICIAL INTELLIGENCE INTEGRATION IN ENGLISH LANGUAGE TEACHING: PERSPECTIVES OF SPORT SCIENCE EDUCATION STUDENTS

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Abstract

Artificial intelligence education in the era of society 5.0 becomes widely used for in English language learning for many purposes. This study is aimed at finding the students' perspectives on their needs of English language learning for a specific purpose in the field of sport science educations with the use of artificial intelligence as the teaching and learning media. The importance of needs analysis in the initial process of teaching and learning is conducted to gather information that will justify the learning goals, process including the methods, learning media, and the learning activities, and the evaluation of their learning to the betterment of the students' learning achievement. The needs analysis was conducted through a qualitative design study with the use of questionnaires to gather the data from the subject of the study. This study is a qualitative study focusing on the needs analysis of the artificial intelligence use in English language learning for sport education study program. The subject of the study is university students of Sport Science Education, Faculty of Social Science Education and Sport Science Education in a private university in Indonesia. The data were gathered through questionnaire and observation on the subject. The questionnaire was administered following the criteria of needs analysis including the needs, necessities, wants, and lacks. The observation was conducted during the teaching and learning process of English in sport science study program.The data were analyzed qualitatively.The results of the study present that the students' needs on the learning English is high that is aimed at enabling the students' access any scientific articles to complete their tasks during the study program. The use of artificial intelligence during the teaching and learning is strongly suggested to support the students in developing not only the target language but also their technological skills. However, the application of the artificial intelligence during the English class is still limited due to several challenges discussed in this article.

Keywords: learning needs, artificial intelligence, English for Specific Purposes

INTRODUCTION

Artificial intelligence education has been widely used in education as a means of learning media. The needs of implementing the artificial intelligence as learning media is also expected by Indonesian learners including students in the study program of Sport Science Education. In English for specific purposes learning as lingua franca, the use of artificial intelligence supports the inputs of the learning materials. The cultural and linguistic structural differences as well as the characteristics of English with the mother tongue with the limited opportunities of learners to use the language became one of the triggers for students to master English to have an affinity at the national and international levels both in the academic and professional spheres. Based on the observations carried out on the learning of English in Sport Science Education students, there are still weaknesses in the learning process that is still not maximized and improves the ability of students to master English.

Artificial intelligence is viewed as an enhanced technology that can be useful in all aspects of life. The use of ChatGPT for example, stimulate the direct and fast discussion tools between human and the robot. It helps learners learn faster and clearer. Then, the use of Digital Assistants will complete the tasks on human behalf. Whenever people are full of works and many things should be done, Digital Assistants will do the rest. Again, the use of autonomous vehicles is also awaited due to the massive movement, the revolutionary transportation should be provided with safety and efficiency. Those examples of AI are helpful for people to make their better life.

Not only for commerce purposes, the use of AI is also crucial in education. AI is defined as computer systems or intelligent agents to collect, represent, and analyze data and information through intelligent ways to achieve a certain goal (Lameras, 2022). The use of AI in education represents the roles of the teacher by augmenting technological innovation through activity-based, adaptive, and more on student-oriented teaching. Students experience more learning to have qualitative deeper understanding on how the learning is conducted, the influence and the relationship of the students' prior knowledge, ways of learning, assessment, and feedback. Students gather more independent and autonomous learning through the help of AI.

Thus, the existence of AI challenges the teaching and learning due to the benefits that the students will have. The students start to be able make choices on where, what, how, and when to learn. The students are getting more self-directed and empowered with their learning. however, in Indonesian context, the needs of learning as reflected from the students' learning motivation is still questioned. Many of the students learn due to their extrinsic motivation from their parents or their surroundings. The nature of learning to be equal to others is the key of their learning. They have consciousness in learning especially English because they do not have more opportunities to use the language in real life. Therefore, the self-reflection that should be done by the students cannot run based on the nature of reflection. The autonomous learning is, then, less conducted by the students. Moreover, the use of AI seems to be commonly done by the students to fulfill their works. The simplicity and the rapid works of AI influences the students to access the AI in injury time of their work completion. The use of Chat GPT for example, enables the students to ask whatever the questions and have the direct answer to the project. This challenge is difficult for the teacher to realize since many of the works are similar to human work.

Needs analysis is conducted through needs assessment process that consists of five main set activities (Stufflebeam et al., 1985). First, preparing to do needs assessment includes the activity to collect and use information. The second is gathering the desired needs assessment information which is done by developing general and detailed plans of the information through its specification of procedures. The third step is analyzing the needs assessment information. It is the process by which the researcher sort count, and describe information, interpret findings and result identification of the needs. The next step is needs assessment process in which reporting the needs assessment information and result. Finally, using and applying needs assessment information is done to present and identify the new needs in the same area. Those steps are done cyclic in nature.

The use of needs analysis in the context of English for Specific Purposes is crucial. Needs analysis seems to tend on the analysis of the language used in the target situation. This makes English for specific purposes more relevant for independent learning (Hutchinson & Waters, 1987). The main purpose of conducting needs analysis in ESP is to be able to develop appropriate course design that meet the communicative situation. The communicative situation can be conceptualized as a network with each part that impact on the needs (Woodrow, 2018).

To meet with the target situation of the language use, Long (2005)suggest to have triangulation of data sources. The triangulation of data sources can be gathered from a range of sources including questionnaires and surveys, text analysis, previous research filed, discussion with stakeholders, interviews, target situation observation, learning-situation observations, and ethnography. Those various types of data can present situation, reflect on what the students' have already understood, and the preferred ones. The needs analysis is the basis of the courses in the ESP. it is translated in the course objectives and learning aims. The aspects considered in the course design include the learning activities, the learning tasks, the media used, the learning materials, and the assessments. The details of the needs analysis are required to develop more applicable course design. Moving to the target subject of the study, the through the discussion, we would like to conduct a need analysis on the students' needs of their English learning of the sport science education. There is a need to initially gathered needs analysis on the English class for sport science education and the use of artificial intelligence in the class. The needs analysis covers the needs, necessities, lacks, and wants of the students to deal with the technology during their English learning.

However, the teaching of English in Indonesia especially for sport science education is conducted through English for specific purposes (ESP). ESP focuses the teaching of English based on certain purposes. The purposes depend on the field of the target users. This is a baseline to conduct the teaching and learning process in relation to the actual use of the target language. The possible communication happens becomes the needs analysis of the learning materials.

The development of ESP in Indonesia has influenced the teaching of English. More and more academic parties start to apply the concept of ESP to achieve the goals of language mastery. The use of artificial intelligence in the teaching of ESP shares positive impact. As mentioned by Ningsih(2023) the teaching and learning process that apply artificial intelligence can support the students' learning achievement and improve the teaching practices. The use of technology enables the teacher to provide games through multimodal media which has been noted that games can increase the students' involvement and motivation to learn. Games are completed with animation, music, movement, and story line that make the learning more engaging than learning through reading and writing only.

Teaching English for Specific Purposes (ESP) requires six principles. Mentioned by Blok, Lockwood, & Frendo (2020) there are sux principles of ESP teaching. First, teachers should know the learners. Understanding the students is the basic information before conducting the teaching that can be done through needs analysis. Then, the teacher should

create conditions for language learning that include culture become more positive environment for the students to learn supported by the learning materials integrated with the social values. Next, the teachers design the lesson into high-quality program that stimulate the students' language development. Meaningful learning can foster the students' participation and promote language learning. this is in accordance with the learning strategies and critical thinking skills. From this principle, teachers are expected to apply the technology such as AI during the teaching. This will be more meaningful for the students who are digital natives. Then, the teachers are expected to adapt the lesson delivery as needed. Once again, the use of technology promotes the higher technological skills that the students and teacher should have. The next principle is monitoring and assessing learners' language development. Students develop their own language mastery to advance their learning efficiently. Finally, the students engage and collaborate within a community of practice focusing on the English for Specific Purposes. This is the consideration of other professions that collaborate with the teacher to support the learning program. By experiencing the program, instruction, and advocacy, the students can access professional learning. the professional learning can highly be accessed by the students as they collaborate the learning with the technology.

The stand of ESP includes the teaching of English for Sport Science Education. The students of sport science education. The teaching of ESP with the use of technology can support the classes to improve their language skills especially in their vocabulary and reading but less on the grammar and speaking (Ropa & Malahova, 2023). A case study was conducted, and it finds that the students' vocabulary mastery is under the expected ones since the process of the teaching does not consider the principles of English For Specific Purposes. The use of general English in teaching English for sport science education cannot successfully improve the students' vocabulary mastery (Septiawan, 2024; Hidayah et al 2024). The teaching of English for Specific Purposes facilitates the students to have more goal oriented and contextual through desired learning environment and materials.

This research sets out principles on Technological, Pedagogy, and Content Knowledge (TPACK). The analysis process is done by observing the sport science class for the English subject with the administration of teaching and needs analysis through questionnaires for students and lecturers. The aspects of needs analysis involves the needs, wants, lacks, and necessities (Hutchinson & Waters, 1987). Needs is defined based on the target situation needs that includes broadened scopes to meet the practicalities and constraints, teaching methods, and learning strategies (Rachmawati, 2020). Needs analysis is closely related to the theory of the nature language from which categories of the language employed (West, 1994). The necessities belong to the need determined based on the demands of the target situation that the learners need to know in order to function effectively tin the target language (Hutchinson & Waters, 1987; Putri et al, 2024). To function well, the needs analysis should be administered covering the four aspects (needs, lacks, wants, and necessities).

METHOD

This study is a qualitative study that follows the design of qualitative approach. The focus of the study is to gather information on the students' needs analysis on their learning English. The subject of the study involves the students of sport science education in Faculty of Social Science and Sport Science education in a private university. The needs analysis includes the needs, necessities, lacks, and wants. Those are related to the use of artificial intelligence during the teaching and learning of English for specific purposes that becomes the focus of the discussion on this study.

The data collection method used were observation, interview, and questionnaire. Therefore the instruments used were observation checklist, questionnaire, and interview guidelines. The observation was conducted using observation guidelines which was aimed at gathering information on the implementation of artificial intelligence during the ESP class. The observation includes the teaching administration such as lesson plan, learning materials, learning media, and teaching and learning model. Since the focus of the study is on the students, the observation was sharpened on that topic. The use of questionnaire for the students was to gather the students' perspectives on their English learning and the use of AI during their learning. The students filled the questionnaire dealing with the learning needs, necessities, wants, and lacks. The interview was conducted to the English lecturer. The interview was aimed at finding data as the triangulation of the data. The data were analyzed and validated through the triangulation.

The data were analyzed qualitatively through a series of process namely data condensation, data display, and data conclusion drawing (Miles et al., 2014). Coding, data reduction, data analysis, and data presentation were done aimed at describing the focus of this study. The data about the needs analysis are also in the form of numbers that are presented in the form of percentage. Both the data support the general findings of the study.The validity of the data was competed by triangulation. The triangulation was done by comparing the data gathered from various sources to draw conclusion on the topic discussed in this study.

FINDINGS

This section is the findings and discussion parts of the study. The findings are elaborated based on the data while the discussion is the analysis compared to the previous research findings. This section is classified into. As data gathered from the questionnaires, more than 89% of the respondents are male. It means that only around 10% are female. The characteristics of male students and female students are different. This will influence the learning activities, learning materials, learning assessment, and learning assessment. Supported by the data of the students' age, most of the students are at the age of 20-22 years old. Meaning that the students are at the of nearly maturity. Ages are related to the satisfaction level of life (Almaas & Diab, n.d.). Older students are less satisfied with their life while younger students' express worries so that they want changes and plans for their future.

In relation to the use of mother tongue, the students of sport science education mostly use Indonesian and Javanese. This finding is due to most of the respondents are from central Java, Indonesia. It can be inferred that the use of the Javanese is still high since it reaches 84.8% of the respondents. The use of *Bahasa Indonesia* as the mother tongue is 15.2% of the respondents. It means that the students are familiar with the use of Javanese. This language is

then can be one of the language uses during the English class to make the students easily get the point of the discussion.

The data about the students' current English mastery is also considered to get the stand of the students' reflection. More that 56% of the respondents stated that their overall English language proficiency is average. This means that the students do not master the language well. They realized that the English proficiency is still low. They know that they still must keep up with the English proficiency. However, there are around 21% of the respondents argue that they have good English mastery.
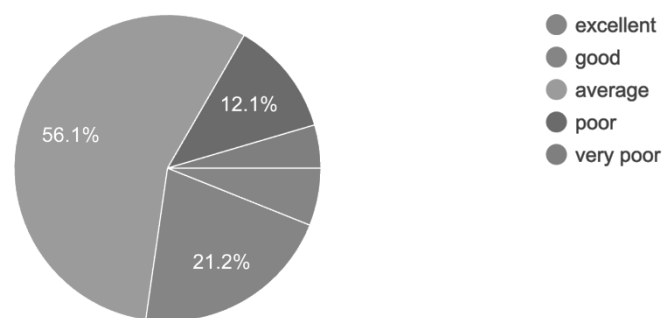

Figure1. Students' EnglishProficiency

Other aspects of learning such as motivation, learning material, the length of the texts are also considered in this study. The length of the text influences the students' learning motivation. Based on the data, the student believe that the language will be beneficial to communicate with their colleagues (19.7%) and to have internship supervisor around 15.2%. in relation to the mode of the language use is commonly for written text. The respondents use the English during their messages communication that practice the use of reading and writing skills. This is also supported by Avello et al (2019) that the students of undergraduate exposure the use of English for reading books. The different learning motivation that stimulate the students' self-confidence is influenced by the use of technology as their motivational factors (Z. An et al., 2023).

Moreover, the use of technology during the teaching and learning of English for specific purposes are varied. The data presents that the use of soft books such as flipbook is more preferable to the use of printed book. The use of digital media was chosen by more than 80% of the respondents to be implemented during the lesson. However around 34% of the respondents prefer to have printed books to support the students learn. The respondents argue that the use of digital media through mobile phone and the application in the smart phone support the students' language mastery. Those results declare that the use of digital media is expected.

DISCUSSION

General Characteristics of the Learner

The characteristics of male students are different in nature from female students. The data presents that the number of male students is greater than the female ones. Males tend to have more physical activities to have the writing activities in the classroom. However, the background of the students' study program, physical education students are more comfortable to have outdoor activities than to have the indoor activities. Moreover, the age range of the students lays at the age of 20 to 22 years old. At this age, the students enter their maturity level of life. This age relates to the students' satisfaction level of life (Almaas & Diab, n.d.) Older students are less satisfied with their life while younger students express worries so that they want changes and plans for their future. This condition influences the selection of the learning activities, learning materials, learning assessment, and learning assessment.

Since English is as a foreign language in Indonesian context, the use of mother tongue during the ESP class in sport science education is still high. Many students speak in Bahasa Indonesia and Javanese. The use of Javanese is due to most of the students are from Javanese, especially Central Java. However, the use of *Bahasa Indonesia* for the first language is getting rid now since many parents speak *Bahasa Indonesia* the use of *Bahasa Indonesia* as the mother tongue is 15.2% of the respondents. It means that the students are familiar with the use of Javanese. This language is then can be one of the language uses during the English class to make the students easily get the point of the discussion. This findings meet with the research finding on the use of first language in language learning as the spontaneous language to illustrate the teaching (Sadiq, 2022).

Then, despite the use of mother tongue, a number of students also learn other languages and they claimed that they can use the language. The use of mother tongue can anchor the new learning, provide clearer explanation on grammar and task instructions, decrease the students' anxiety and support motivation for students to learn (Neokleous et al., 2022). The practices of English language teaching using mother tongue can support the achievement of the students to have better experience on learning. however, another study suggests that the use of mother tongue during the teaching of English both on the use of local language such as Javanese and the use of *Bahasa Indonesia* contributes equal results (Siahaan et al., 2022). Those findings, then, can support the use of both *Bahasa Indonesia* and Javanese during the teaching of English in Indonesian context,

English Proficiency of the Sport Science Education

The data about the students' current English mastery is also considered to get the stand of the students' reflection. The data presents the students' self-confidence with their achievement 56%. The high self-confidence of the students stimulates their readiness to learn the language. The students are eager to make regular plans, participate actively during the English learning. and motivated to task completion (Saidah, 2024). In other case, self-confidence also help the students to decrease their anxiety during their learning and developing more interesting and comfortable learning (Salainti, 2024). These are in line with

the findings of this study that the students are becoming more comfortable and enjoyable in learning the language and ready to plan, conduct, and reflect the learning.

The high motivation that the students have is supported by their expected use of the target language. Based on the data, the student believe that the language will be beneficial to communicate with their colleagues (19.7%) and to have internship supervisor around 15.2%. in relation to the mode of the language use is commonly for written text. the respondents use the English during their messages communication that practice the use of reading and writing skills. This is also supported by Avello et al (2019) that the students of undergraduate exposure the use of English for reading books. The different learning motivation that stimulate the students' self-confidence is influenced by the use of technology as their motivational factors (Z. An et al., 2023).

Whether the students argue that the use of English is for conducting more on written text such as reading or writing messages, the students agree that the key point of their learning covers all the language skills (listening, speaking, reading, and writing). The importance of vocabulary mastery and the grammar knowledge are crucial to enable the students communicate fluently and accurately. In fact, grammar belongs to the most expected topic to be mastered by the students (see table …). It represents that the students consider grammar as an important aspect of language mastery. This finding is also in accordance to the research finding conducted by Alzahrani (2024).

The discussion about the students' interest on the EFL learning comes to the high motivation of the student to deal with the extra course. The students want to enroll additional English courses to support their English language mastery. More than 69% of the respondents prefer to have English for Specific Purposes that support their study program, sport science education. The motivation of the EFL learners is a new dynamic of education to commit to improve their employability and competitiveness in their learning (Bobkina et al., 2021). As found by Penjak (2024) Esp course enhances the teaching and learning process and enriches the general knowledge of the target language. This becomes strong reason on the implementation of ESP in EFL learning for Sport Science Education study program.

In addition, the formulated ESP course is conducted no more than once a week. Based on the data gathered during the study, the students prefer to have a single ESP course in a week. This is due to their readiness to learn and their body preparation as they have more physical activities than non-sport-science education study program. Similar result is also noted for the time allowance in ESP course that students expect to have main course schedule as usual through outside class activities (Markovina et al., 2020). With different endurance, around 25.8% of the respondents may have three or four times a week and 19.7% of the respondents want to have the ESP course every two days. The data proof that the students are willing and keen on improving their English mastery by enrolling themselves on the ESP course.

Moreover, to achieve the learning goals, learning activities becomes crucial during the teaching of ESP course. Based on the data, the teaching and learning activities should be conducted individually. 37.9% of the respondents prefer to have individual learning activity.

As mentioned by Kaweera et al (Kaweera, Chittima; Yawiloeng, Rattana; Tachom, 2019), high proficiency students are confidence to have more independent learning activities than the lower proficiency students who prefer to have more collaborative works. However, this satisfaction level of the students learning activities clearly share the students' anxiety and self-confidence during their task completion.

Students' Perspectives on the use of AI in ESP

Another factor supporting the mastery of language skills is the use of teaching and learning media. Supported by the data, the use more contextualized teaching and learning media is preferable than the use of more traditional media such as books and papers. The use of digital media enables the students to access the teaching and learning materials anywhere and anytime. It is also a familiar media for the current learners who are digital natives. More than 80% of the respondents prefer to have digital media to support their EFL learning. the use of digital media may also provide multimodality in their learning that can provide clearer pictures of the learning materials (Rachmawati, 2019). The use of digital media assignments can also foster the content elaboration and the vocabulary that can be used interactively (Hafour, 2024).
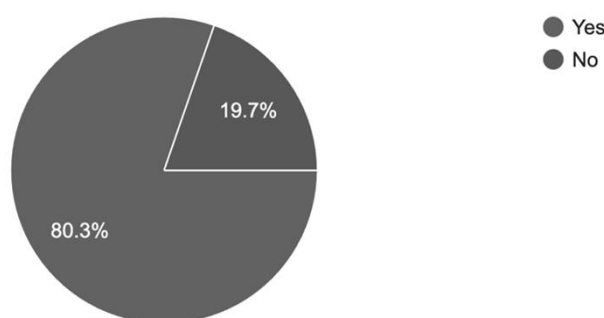

Figure2. Students' Preferenceson Digital Media Use

The use of AI is also influential on the students' grammar learning. A total of 24 students were interviewed and they recognized that grammar in EFL is important. Two third of the respondents prefer to have explicit grammar learning and the rest prefer to have implicit ones though they might have different learning approaches. To deal with the students' development in learning grammar, the implementation of artificial intelligence during the teaching and learning can be a new paradigm to solve the problems. ChatGPT for example, can provide a program for the users to learn grammar according to the current learners' achievements. CHatGPT is effective for effective language learning especially in learning grammar (Songsiengchai et al., 2023). The use of ChatGPT facilitates more personal and engaging learning through feedback and interactive exercises.

The use of digital media during the teaching and learning of English for the students of Sport Science Education is considered. More than 50% of the respondents agree to implement digital media during the teaching of English to support the students in learning the target language such as the vocabulary and the listening skills. The students may use artificial

intelligence to improve their language mastery. The use of Grammarly, for example, enables the students to check their grammar mastery through their writing. The application checks the grammar errors and provide betterment of the writing to avoid grammar mistakes and plagiarism. Another artificial intelligence that the students can use in their language learning is the use of ChatGPT. ChatGPT is a platform that can be used to respond to orders of the users. The use may ask for learning plan based on the current achievement, and it will also provide the learning materials. Many possible links for mobile learning exist to provide more engaging and effective. ChatGPT is viewed as powerful language learning tool that can stimulate EFL learners to participate in ecological CALL creatively and productively (Liu & Ma, 2024).

The use of artificial intelligence as neural machine translation tools becomes an approach to automated translation as supported by Jiang (Jiang, 2022). The data represents that the use of digital dictionary or online translator such as google trans tool is common for the students. They prefer to have it to makethem easier to complete the English tasks. In fact, the switch of the paper dictionary to the online ones has been recognized and influences reputable dictionaries such as Cambridge dictionary, webster Dictionary, and Oxford Learners' Dictionary enables the students to refer to more trusted results of translation. The challenges lays on the skills of using correct online dictionary to support the students in learning English. The same result is also considered by Demyanova(2022) that students need to access the manual or guidance to use the online dictionary. Further, the online dictionary is multifunctioning that provide not only the translated words but also activities on improving the students' vocabulary, spelling, and grammar features. It also offers links to different resources that the students can access. Those features are helpful though confusing for the students if they do not know how to deal with them.

In addition, the multimodality of the artificial intelligence enables the students to not only learn from texts but also from visualization that may improve the students' comprehension. Multimodal texts, audio, facial, and body action stimulate the effective learning(Jiang, 2022). The use of digital media as motivating and effective learning media is proven by Amalia et al. (2024). Texts are commonly tiring for the students to read and comprehend. Thus, the use of visualization in several modality facilitate the students to have better learning achievement.

Based on various theoretical perspectives, the use of technology in the language learning increases the students' learning motivation, learning participation, and the students' achievement. Different learning process is influenced by different learning motivation of the learners. Each student will have different learning achievement and progress that should be considered by the teachers especially in preparing the students to have different learning approaches. Self-directed technology is used to facilitate different learning motivation and proficiency level (X. An et al., 2023). Different motivation to use technology encourages and supports the self-learning among different language proficiencies of the learners.

The teacher's roles in digital learning environment

The teacher's roles during the teaching and learning processes with the help of artificial intelligence is also considered by the students. based on the data, the students prefer to have teacher as resource development. This is due to the enormous number of reference that the students may have with the big data. Big data offers rich information for the students to share the inputs of both the content and technological knowledge. With the integration of the knowledge gathered from the big data, the students have millions of opportunities to access the data though it is harmful for them. Thus, the students need to have resource developer to guide them in validating the information.

It is also clear that the students expect to have the teacher as information provider. Information provider refers to the ability to respond to the students' questions with satisfying answers. This is influenced by the habits of using technology to get information the students want to know. Google shares information for students that can be accessed and beneficial for the self-development. Teachers, then, are supposed to be information provider that can help the students find the solution for their problems. Responding to the students' preference about the use of artificial intelligence during the lesson, there is a need for the teachers to develop more sophisticated learning activities that implement artificial intelligence. The use of ChatGPT for example, can share new understanding for the students to wisely use the technology in supporting their learning not only their task completion. The teacher can be the model of the students to beneficially use the AI.

However, the existence of artificial intelligence seems to be problematic for conservative teachers. Many teachers struggle to execute the technology during the teaching (Jiang, 2022). It should be noted that there is a need to extend the teachers' knowledge to foreground the process of teaching as expected by the students. Teachers should be stimulated to implement multiple models of teaching that counteract the interdisciplinary of using AI during the lesson.

The implementation of artificial intelligence in education context shares new paradigm for the teachers to play proper roles during the teaching and learning with technology. Several roles are suitable for the teachers to face the rapid changes with the technology. The teacher's roles are varied, for examples, partners, learners, assistance, assessor, reviewer, and organizer(Hwang et al., 2020). Teachers are expected to be best partner for the students to learn. They accompany the students by providing hints, guidance, and support on the students' learning. For those actions, the teachers are the students' assistance in learning. They need to assist the students to achieve the learning goals. Then, the teachers are also required to be reviewer to check whether the students have done correct learning paths.

The implementation of artificial intelligence in educational context is one innovative media that teachers can use to achieve the learning goals. Teachers are not familiar with the new media, so they need to learn the use of AI in teaching. Thus, the teachers are supposed to be learners to be able to apply the media in the class. The selection of the learning activities and learning materials are aimed at preparing the learners for works and life for the future. Teachers should prepare the students to be ready with the use of AI that will automate many

jobs. They need to search and research the implementation of AI and find the best formula for the learning as a researcher.

CONCLUSION

The implementation of artificial intelligence in educational context becomes an innovation which covers more interactive learning materials, activities, and media to support the teachers in preparing the students for future jobs. The use of AI in teaching and learning English is also considered to be a medium for the EFL students to communicate both orally and written. The limited learning environment that stimulates the students' use of English demands the students' more opportunities to use the target language in digital era. There are several teacher's roles that should be considered to address more sophisticated and effective learning activities with the implementation of AI. More specifically, the teacher should be able to conduct English for specific purposes to set the class based on the needs analysis.

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