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LEARNERS' NEEDS AND THE SYLLABUS IN USE AT THE TECHNICAL SCHOOLS: A CASE STUDY

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Abstract: This article examines the correlation between learners' needs and the syllabus used in technical schools with the focus on TG1 students at Collège William Ponty, Abidjan Côte d'Ivoire. Through a mixed-method, questionnaire and interview from students and teachers as well as document analysis were used for the data collection. The findings revealed a significant gap between learners' actual needs and the syllabus implementation. In fact, students express strong need of technical vocabulary as well as speaking skills suitable to their field. However, their syllabus content mainly focusses on general vocabulary items and grammar rules which reduces their motivation for leaning. Consequently, the syllabus need to be adapted. To cope this mismatch, this paper proposes a syllabus content that agrees with students' real needs.

Keywords: needs, syllabus, TG1, ESP, technical school

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LES BESOINS DES APPRENANTS ET LE PROGRAMME D'ÉTUDES UTILISÉ DANS LES ÉCOLES TECHNIQUES : UNE ÉTUDE DE CAS

Résumé : Cet article examine la corrélation entre les besoins des apprenants et le programme en vigueur dans les écoles techniques en côte d'Ivoire, spécifiquement les élèves de TG1 du Collège William Ponty d'Abidjan. A travers une méthode mixte, un questionnaire et une interview soumis aux élèves et enseignants ainsi qu'une analyse de programme officiel ont permis de recueillir les données. Les résultats révèlent un écart important entre le contenu du programme officiel et les besoins réels des apprenants. En effet, le contenu de leur programme officiel se focalise singulièrement sur l'enseignement de vocabulaire général et des règles de grammaire qui réduisent leur motivation d'apprentissage. Or, les élèves expriment un besoin énorme de vocabulaire techniques ainsi que des compétences d'expressions liés à leur domaine. Par conséquent, une adaptation du contenu du programme urge. En revanche, cet article propose un contenu de programme adapté aux besoins réels des apprenants.

Mots-clés : besoin, programme, TG1, ASP, école technique,

Introduction

The phenomenon of English language teaching became popular during the first decades of the year 1950s, a period marked by a remarkable expansion of technology and trade. Indeed, during the oil crisis of the early 1970s, which led to a massive influx of capital, English became the dominant vehicular language (*linga franca*) in the field of business, media, technology, medicine, education, and research in Western countries (A. Teodorescu, 2010). African countries, during the same period, were also gaining independence in order to embark on a path of development. It was within this context that the teaching of English was introduced in Cote d'Ivoire. The primary goal was to train Ivorians capable of operating effectively in an international environment and thereby promote job creation. Initially, English instruction was general in nature. However, with its growing popularity and expansion, it became evident that General English could not meet all the needs of a country striving for economic development. The Ivorian authorities therefore considered it necessary to adopt English for Specific Purposes (ESP), which was better suited to the country's professional and sector-specific requirements. Within the framework of technical education, the ultimate objective of learning English is to enable learners to function effectively in their specific fields, such as administration, business and office work. However, Terminal G1 students, who are directly concerned with the teaching of English for Specific Purposes (ESP), show a certain level of dissatisfaction and a lack of interest in the subject despite its social and professional importance. Indeed, after carefully examining the tasks and activities contained in their notebooks, as well as the complaints they regularly express, it is necessary to question whether the current curriculum is adequately aligned with their actual needs. The question behind this main interrogation is as follow: Does the curriculum take their specific needs into account? This study therefore aims to analyze the extent to which the ESP curriculum meets the actual needs of TG1 students, with a view to proposing possible improvements. The questions underlying this study as well as the set objective, lead us to state that the syllabus of TG1 students does not take into account their real needs.

This paper is structured into three main parts. The first part is devoted to the methodological framework of the study. The second part focuses on the presentation and analysis of the results obtained. Finally, the third and last is dedicated to the interpretation of the findings, the discussion of the results, as well as the suggestions and recommendations formulated at the end of the study.

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1. Literature Review

1.1. Origin of English for Specific Purposes (ESP)

Many scholars have emphasized the origin and development of ESP. Among the most influential researchers are Hutchinson and waters, as well as Dudley-Evans and St John. According to T. Hutchison & A. Waters (1987, p.5), the emergence of ESP was mainly driven by three factors: the demand of a changing world, the linguistic revolution, and the growing emphasis on learners. They argue that, following the second World War, the world entered "an age of enormous and unprecedented expansion in scientific, technical, and economic activities on a sale for several reasons, particularly the economic dominance of the United States in the post-war period and the emergence of English as the international language of communication (T. Hutchinson & A. Waters, 1987:6).

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1.2. Definition of English for Specific Purposes (ESP)

The acronym ESP stands for English for Specific Purposes. It refers to the teaching and learning English of English for a particular field of study or professional discipline. In other words, ESP is an approach to English language teaching designed for specialists or learners in specific academic or professional field. It enables learners to use English as an effective communication tool and prepares them to perform successfully in their future careers. J. McDonough (1998, p. 99) defines ESP as an approach that "describes language programs designed for groups or individuals who are learning with an identifiable purpose and clearly specified needs". According to J. McDonough, ESP should be regarded as a learner centered approach in which the learner' specific needs are carefully identified and addressed. This definition highlights the fundamental principle of ESP, namely that language instruction should be based on the learners' academic or professional objectives. Indeed, when individuals are trained for a particular field, the most effective way to develop their competence, efficiency, and professional skills is to design the learning program around the specific purposes for which they need the language.

1.3. types of needs

In the context of language teaching and learning, needs are generally classified into two categories: **target needs** and **learning needs**.

-***Target needs*** according to Hutchinson and Waters, (1987: 54) are understood as "what the learner needs to do in target situation" in other word, what are the linguistic elements that learners need to possess in a specific communicative situation. They went further to suggest a bundle of questions as the start-point for relevant information. Why is the language needed How will the language be used? What will the content areas be? Who will the learners use the language with? When /where will the language be used? (Hutchinson & Waters, 1987.pp 59). For them, in order to answer these questions ESP practitioners should gather information about students' necessities lacks and wants.

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-***Necessities*** refer to the language knowledge and communicative skills required by a particular profession, occupation, or academic discipline. In other words, they represent what learners must know in order to function effectively in their future professional environment.

-***Lacks*** refer to the learners' personal perceptions of what they consider important or useful in learning the language. They reflect their expectations, preferences, and the benefits they hope to gain from language learning. These questions clearly demonstrate that ESP instruction should be learner-centered and based on learners' specific needs. In the case of the Terminal G1 students at William Ponty School, this approach is particularly relevant, as they are preparing for careers as secretaries or office employees in the business sector.

-Learning Needs

Learning needs refer to what the learner needs to do in order to learn. As P. Robinson (1991, p. 7) states they are "what the learner needs to do actually to acquire the language". Unlike target needs, leaning needs are mainly concerned with the language learning process itself. D.K. Dickinson (1991, p. 7) defines needs as "those skills which a learner perceives as relevant to him". This definition highlights the fact that learners' needs are based on their own perceptions of what is important and useful for their learning. They include the activities

and tasks they need to perform in order to acquire the linguistic competence required to achieve effectively command of the target language. For the Terminal G1 students, these perceived needs require English instruction that is closely related to their future professional field. Jolly D. & R. Bolitho (1998) see learning needs from another perspective. For them, learning needs are related to learners' difficulties, learning objectives, and learning styles. They suggest that identifying these needs require answering the following questions:

- Why are the learners taking the courses?
- How do the learners learn?
- What resources are available?
- Who are the learners?
- When and where will the course take place?

Based on the above definitions, it is evident that learners' needs constitute a fundamental component of any ESP program. Taking learners' needs into account enables teachers to gain a better understanding of their learners and places them at the core of the learning process. T. Hutchinson & A. Waters regard this stage as one of the most important aspect of ESP teaching because, meeting learners' needs and interests has a significant important aspect on their motivation and academic achievement. This view is particularly relevant, since motivation is considered as the driving force behind learning. When learners' motivation is low, the learning process tends to slow down considerably. Conversely, a high level of motivation enhances learners' engagement and better contributes to better learning outcomes. P.M. Lightbown & N. Spada (2006) define motivation in terms of two main factors. The first concerns learners' communicative needs, while the second relates to their attitudes towards the second language community. In other words, motivation refers to the degree of interest, desire, and commitment that learners demonstrate towards the target language. R. C. Gardner's (1985) definition provides a comprehensive and explicit explanation of motivation. He describes it as a "goal-directed factor involving four essential components: a learning goal, sustained effort, a desire to achieve that goal, and positive attitudes towards the learning activity. In summary, motivation may be regarded as the driving force of learning. In any language-learning context, when learners are motivated, particular attention should be paid to the content of the training program.

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2. Theoretical Framework

This study aims to analyze the curriculum designed for Terminal G1 students in relation to their needs. The analysis considers learners as human beings, their learning environment, and the use of language within its context. This contextualized use of language is precisely the focus of discourse analysis as a theory of language. In this regard, Kenneth L. Pike (1982) states:

> "Language is not merely a collection of sound, propositions, rules, and meanings that exist independently of one another. Rather, it is a comprehensive and coherent system whose various components are integrated with one another, as well as with behavior, context, the universe of discourse, and different perspectives."

From this perspective, it is difficult to deny that language is dynamic rather that static. According to V. Dijk (1997), this dynamic nature of language in use cannot be reduced to isolated linguistic elements. He distinguishes between the structuralist approach to language

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and discourse analysis. He explains that grammarians may study texts in isolation by focusing on aspects such as the art of persuasion or word choice (diction), whereas discourse analysis takes into account the social and cultural context in which a text is produced. Scholars and practitioners working within the discourse analysis perspective primarily focus on the competencies develop not only their productive skills (speaking and writing) but also their receptive skills (listening and reading), thereby, enabling them to become more effective and competence in their future professional careers. In the context of this research, particular emphasis is placed on the functional dimension of discourse analysis. It is around this functional dimension that the present study is structured. If the education of Terminal G1 students is to oriented towards a specific type of discourse within a specific context, then it becomes evident that discourse analysis provides the theoretical foundation for this study.

3. Methodology

3.1. Learning environment

The learning environment for this study is William Ponty School. It is a private institution located in Yopougon, Abidjan, Cote d'Ivoire. The school offers both general and technical education. It is divided into three departments: General Education, Technical Education, Upper Secondary Education. The department that is of particular interest to study is the Technical Education Department. Its main objective is to prepare students for social integration and employment, particularly in the field of secretarial work and other business-related occupation such as administrative assistance. Furthermore, technical education aims to train competent and operational students who can effectively function in their training professional should be based on needs related to their future careers, particularly in the areas of office secretarial work, business administration, business management, and commerce.

3.2. Study population

The population of this study consists of Terminal G1 students at William Ponty School in Yopougon. The class is composed of eighteen (18) students, including seventeen (17) girls and one (1) boy. The girls wear white and blue uniforms, while the boys wear a khaki uniform. The students are trained to develop the skills and qualities required of secretaries who may work in both local and international companies? According, their training program emphasizes secretarial work, office administration, sales and marketing activities, advertising, business organization, and business administration.

3.3. Description of the English course

The Terminal G1 students receive instruction in a small classroom with desks and blackboard. The students are sat in pairs. Their English course follow a tutorial and teacher centered approach. During the lessons, the teacher explains the content, engages students in classroom activities, seeks to maintain their attention, reinforces their understanding, and gradually guides them from simple tasks to more complex ones. Classes are held on Wednesday from 7:00 am to 10:00 am for a total of three (3) hours. The first two hours are devoted to the lesson itself, which begins with a teacher-led warm up activity, brainstorming, and lesson presentation. The final hour is dedicated to the practice phase, during which exercises are assigned to students to assess their understand of the lesson. Students are assessed periodically, usually every two or three weeks. The academic year consists of two six-month semesters and concludes with a summative assessment, namely a national examination knows as the Technical Baccalaureate.

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3.4. Questionnaire for the students

The present study employed a structured questionnaire as the primary data collection instrument. The questionnaire was written in French because the participants learn English as a second language (L2), while French is their first language (L1) of communication. Since the students are proficient in French, it was assumed that they would understand the questions without difficulties. However, as a precautionary measure, a pilot study was conducted before the final administration of the questionnaire. The school comprises two Terminal G1 classes. Terminal G1A and Terminal G1B. The pilot questionnaire was administered to the students of Terminal G1B before the actual survey. A total of eighteen (18) students participated in the pilot study. It was conducted on Wednesday May 15, 2029, from 10:15 a.m. to 10:45 a.m. in Room B10 at Ecole William Ponty. The purpose of the pilot study was to ensure that the students clearly understand the questionnaire items, thereby preventing misunderstanding that could result in inaccurate responses or unanswered questions. It also provides an opportunity to revise the questionnaire by identifying inappropriate or ambiguous items before the final administration. The pilot study revealed that, despite the explanation provided, some students failed to answer certain questions appropriately, while others left several questions unanswered. Consequently, the data collected during the pilot phase was biased. Therefore, another data was scheduled for the administration the final questionnaire. Following the pilot study, the final questionnaire was administered to the students of Terminal G1A. The same questionnaire was distributed under identical conditions. The administration took place on Wednesday, May 22, 2019, from 10:30 a.m. to 11: 00 a.m. in Room B9 at Ecole William Ponty. The questionnaire consisted of three main questions. The first question sought to investigate the learners' opinions regarding the reason why they need to learn English. It consists of one introductory statement followed by six (06) sub-items labelled from (a) to (f).

3.5. Interview for the teacher

This study employs a semi-structured individual interview as a complementary data collection instrument. This type of interview was selected to allow Terminal G1 students' teacher to answer the questions freely and to provide detailed information about her teaching practices, instructional strategies, and the teaching materials she uses. Accordingly, only the teacher was to gain deeper understanding of how English is taught to Tle G1 students at Ecole William Ponty. To achieve this objective, an interview guide consisting of seven (7) semi-structured open-ended questions was assigned. The interview was conducted on Wednesday, May 22, 2019, from 11:30 a.m. to 12:00 p.m. in room B9, on the balcony adjacent to room B10, at Ecole William Ponty.

3.6. Data analysis

Marshall and Rossman (1999:150) describe data analysis as the process of bringing order, structure and meaning to the mass of collected data. Here, emphasis is put on the organization processes of data collected so that the information gathered could be turned into tangible facts. In research, several methods are used in to have real information: quantitative data analysis and qualitative data analysis and. The current study harried to adopt the mixture of both quantitative data analysis and qualitative data analysis. This choice of the method used for the analysis of the data lies on the set objectives stated by this study. If, this study is correlational, the analysis of quantitative data and qualitative data will provide

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rigorous analysis based on tangible and authentic data collected, in order to describe, compare and contrast them.

4. Results of the First Main Questionnaire

As mentioned above, a structured questionnaire was used to collect information from Terminal G1 students. The purpose of this questionnaire was to investigate students' perceptions of their needs English, as measured through their levels of agreement and disagreement. The structured questionnaire consisted of three main questions, each followed by six items.

4.1. Results of the first main question of the questionnaire

The first question sought to determine whether students needed to learn English in order to be recruited by a company where both French and English are used. The responses obtained indicate that 0% disagree with learning English for this purpose. Likewise, 0% disagree. This means that no students express disagreement or strong disagreement with this statement. However, 22% of the students agree that learning English was necessary for this purpose, while a higher proportion, namely 78%, strongly agree that English was needed to work in a bilingual company. The results are presented in table 1below.

Table 1: Learners' need of English for the purpose of working in bilingual company

Items	Strongly disagree (SD)	Disagree (D)	Agree (A)	Strongly agree (SA)	Total
Need of English for working in company	00%	00%	22%	78%	100%

The second question sought to determine whether students need to learn English in order to communicate and interact fluently with English speakers. The results show that 0% of the students strongly disagree with learning English for this purpose. Similarly, 0% disagree. However, 61% agree and 39% strongly agree that learning English was necessary for communication and interaction.

Table 2: Learners' Need for English for communication and Interaction with English Speakers.

Items	Strongly disagree (SD)	Disagree (D)	Agree (A)	Strongly agree (SA)	Total
Need for English for communication and interaction	0%	0%	61%	39%	100%

The third question aims to determine whether students need to learn English in order to make better use of the Internet and become more competent at the workplace. The students' responses are as follow: 0% strongly disagree, and only 6% disagree with the need to learn English for Internet use. In contrast, 44% agree and 50% strongly agree with this objective. The results are presented in table 3 below.

Table 3: Learners' Need for English for Internet Use

Item	Strongly disagree (SD)	Disagree (D)	Agree (A)	Strongly agree (SA)	Total
Need for English for Internet use	0%	06%	44%	50%	100%

The fourth question sought to determine whether students need English in order to read and understand documents written in English. The findings reveal that 0% of the students strongly agree with this need, while 6% disagree. However, 33% agree and 61% strongly agree that they need English for this purpose. The responses are summarized in table 4 below.

Table 4: Students' need for English for reading and understanding documents written in English.

Item	Strongly disagree (SD	Disagree (D)	Agree (A)	Strongly agree (SA)	Total
need for English for reading and understanding documents written in English.	0%	6%	33%	61%	100%

The fifth question aimed to determine whether students need English for travelling abroad. The results indicate that only 11% strongly disagree, while 17% disagree. In contrast, 44% agreed and 22% strongly agree that English was necessary for travel purposes. However, 6% of the students did not respond to this question.

Table 5: Learners' need for English for travel

Item	Strongly disagree (SD	Disagree (D)	Agree (A)	Strongly agree (SA)	No response	Total
Need for English for travel	11%	17%	44%	22%	6%	100%

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4.2. Results of the second main question of the questionnaire

The second main question aims at identifying the learning activities to which students are currently exposed in class. Their responses are analyzed according to the frequency of these activities in the classroom. The first question concerns the frequency of translation activities in class. The data obtained from the responses show that 0% of the students answered "never", meaning that none of them select this option. 33% state that they sometimes translate texts in class. 28% answer that they very often engage in this learning activity. The responses are presented in table 6 below.

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***Table** 6: Frequency of translation activities in class*

Items	Never	Sometimes	Often	Very Often	Total
Translation	0%	33%	28%	39%	100%

Regarding this second question, the aim was to determine whether students use dialogs or conversations between a secretary and his/her supervisor in a given company. For this question, 39% respond "never", 17% "sometimes", 22% "often", and 22% "very often". The percentage are clearly presented in table 7 below.

***Table** 7: Dialog as a learning activity*

Items	Never	Sometimes	Often	Very Often	Total
Dialog as a learning activity	39%	17%	22%	22%	100%

Regarding the third question, which aimed to determine whether debates or discussions are frequently used during English lessons, the results show that 50% of the students answer "never". Only 6% answer "sometimes" while 22% answer "often", and 22% answer "very often".

***Table** 8: Debates and discussion as a learning activity*

Items	Never	Sometimes	Often	Very often	Total
Debates and discussion as a learning activity	50%	6%	22%	22%	100%

The fourth question focuses on whether students engage in memorization of irregular verbs as a learning activity. The responses reveal that 0% answer "never", while 28% select "sometimes", 22% answer "often", and 50% answer "very often".

***Table** 9: Memorization of irregular verbs as a learning activity*

Items	Never	Sometimes	Often	Very Often	Total
Memorization of irregular verbs	0%	28%	22%	50%	100%

For the fifth question, the aim is to determine whether students are required to carry out presentations on financial management in a company. The results show that 56% of the students answer "never", 11% "sometimes", 22% "often", and 11% "very often".

***Table** 10: Use of presentation on financial management as a learning activity*

Items	Never	Sometimes	Often	Very Often	Total
Presentation as a learning activity	56%	11%	22%	11%	100%

4.3. Results of the third main question of the questionnaire

The third and final main question of the questionnaire aimed to collect students' perceptions regarding their learning activities. This main question was structured around five items, similar to the previous two main questions. The response mode measures students' levels of agreement or disagreement regarding their perception of classroom activities. The

first question sought to determines whether students wish to use English to practice oral dialogs with each other during lessons. The responses indicates that 61% disagree and 11% strongly disagree. Further details are provided in table 11 below.

***Table** 11: students' desire to practice oral dialogs in class.*

Items	Strongly disagree (SD	Disagree (D)	Agree (A)	Strongly agree (SA)	Total
Desire to practice dialogs in class	61%	22%	6%	11%	100%

The second question concerns students' desire to have presentations in classroom activities. The results reveal that 44% strongly agree, 28% agree, 17% disagree, and 11% strongly disagree.

***Table** 12: Desire to have presentation in class*

Items	Strongly disagree (SD	Disagree (D)	Agree (A)	Strongly agree (SA)	Total
Desire to have presentations in class	44%	28%	17%	11%	100%

The third question aims to determine if learners appreciate group work activities that allow them to express themselves freely in class. The responses are as follows. 61% strongly agree, 22% agree, while 6% disagree and 11% strongly disagree.

***Table** 13: Students' desire for group work activities*

Items	Strongly disagree (SD)	Disagree (D)	Agree (A)	Strongly agree (SA)	Total
Desire for group work activities in class	61%	22%	6%	11%	100%

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The fourth question concerns whether students appreciate activities such as listening to English audio podcasts related to business organization and management. 28% strongly agree, 33% agree, 22% disagree, and 17% strongly disagree. The details are shown in table 14 below.

***Table** 14: Desire to listen to audio podcasts on business organization and management.*

Items	Strongly disagree (SD)	Disagree (D)	Agree (A)	Strongly agree (SA)	Total
Listening to audio podcasts in class	28%	33%	22%	17%	100%

The fifth and final question sought to determine whether students wish to take school trips to visit companies where English is commonly used. The responses were as follow: 44%

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strongly agree, 22% agree, 6% disagree, 22% strongly disagree, and 6% did not respond. The results are presented in table 15 below.

Table 15: Students' desire to visit companies where English is commonly used

Items	Strongly agree (SA)	agree (A)	Disagree (D)	Strongly Disagree (SA)	No respond	Total
School trips to companies	44%	22%	6%	22%	6%	100%

4.4. Results of the interview with the teacher.

The aim of this interview is to provide concrete information about the English teaching delivered to Terminal G1 students at William Ponty School. For this purpose, only the teacher in charge of this class was interviewed. The underlying purpose was to encourage her to reveal the content of her pedagogical practices and, ultimately, to obtain a copy of the syllabus used. To begin with, a structured interview guide composed of seven (07) questions are administered. The first question was structured to know about the teaching materials she bases he teaching on. The answer provided from this question revealed that, she bases her teaching on textbooks, papers found from her own research. The second question put was to know how and where those teaching materials were selected. She frankly answered that, she is used to taking those teaching materials from her colleagues and from her own research on internet. The third question was related to how she proceeds to know her students' needs. She clearly indicates that she observes them through their classroom performance and, through this observation, she is able to identify their grammatical and linguistic weaknesses and deficiencies.

The fourth question addresses students' reactions to her lessons. She states that their reactions are mixed; sometimes they appear engaged in learning, but other times they show no interest and do not participate. According to her, the main reason is that they do not understand what is explained and said in class. In addition, they face real difficulties in using the language to participate and interact. As a result, they find the course boring and uninteresting. The fifth question focuses on her opinion regarding whether this type of training effectively enables students to use English correctly in their professional environment. Her answer is negative, as she explains that what is done in class is purely theoretical, and students do not benefit from excursions or practical exposure that would allow them to see, feel, touch and observe the realities of their future professional environment in order to better conceptualize them. The sixth question asks her is whether she feels comfortable while teaching. To this question, her answer is as follow: "no, I am alone, it is like a one-man show. I always ask questions, but no answers, I ask the same question again by rephrasing it even translate it into French, but still no answer". The seven and final question concerns her suggestions for the improvement English teaching and learning in technical schools in general, and specifically in Terminal G1. She suggests the use of appropriate teaching materials such as videos and listening rooms where students could practice listening for comprehension. She adds that, in her view, emphasis should be placed on oral practice so that students can use the English language day in day out so as to improve their speaking.

4.5. Results of the analysis of the syllabus used in Terminal G1

The analysis of the syllabus used by Terminal G1 students reveals that the training is centered on the teaching of language forms such as "negative and interrogative structures", "tenses" as well as grammar rules that will enable them to build correct sentences in English. The analysis also shows an emphasis on national-function aspects of the language, particularly the expression of duties and responsibilities, as well as the formulation of suggestions and advice. It therefore appears that the teaching mainly prepares students to master grammatical rules with the aim of internalizing them in order to produce correct sentences. The analysis of the data collected from the teacher's interview and the syllabus show that the main focus on Terminal G1 students' syllabus is on grammar teaching, that is, on isolated linguistic discrete elements of the English language. Moreover, she bases on her personal and independent judgment in selecting teaching materials. In this perspective, the results clearly show that she completely neglects the need analysis stage, which is nevertheless recommended by ESP course designers and requires the integration of learners' needs in order to design a needs-based syllabus.

5. Interpretations the Results and Discussions

5.1. Terminal G1 students' need for English for communication purposes

From the analysis of the questionnaire administered to the students, it appears that the majority express a significant need for English for communicative purposes. Indeed, for the questions related to the need for English to interact, with English speakers to work in companies where English is widely used, a higher-than-average proportion of students strongly agree. This shows that Terminal G1 students have a real need to learn English in order to use it in real-life situation, that is, for natural interaction and authentic communication. In In addition, the need for English for travel purposes is also strongly expressed. This indicates that a large proportion of students aspire to travel abroad, either to discover other cultures or to immerse themselves in English-speaking environment, which would allow them to experience different ways of life, work, behavior, and communication. Given that English is the most widely used language in the world, it is evident that they need it to interact with foreigners. Furthermore, learners strongly express their need to read and understand documents written in English. This need is justified insofar as, as employees or secretaries in companies where English is widely used, one of their main tasks will involve processing and producing reports intended for partner companies within a framework of cooperation and collaboration. Consequently, they have a strong need to use English in all its dimensions in order to solve communication problems in unpredictable real-life situations. In light of the above, Terminal G1 students' need for English for communication purposes in clearly evident.

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5.2. The gap between Terminal G1 students' needs and the program used at William ponty school.

In the second main question, students were asked to give their opinions on the classroom activities they are usually exposed to. The results revealed that, for activities such as debates, presentation, discussions, and dialogs, the majority state that they had never been involved in such activities. On the contrary, what they most frequently do is centered on the teaching of isolated grammatical elements such as irregular verbs, vocabulary lists, lexical notions, tenses rules. In summary, students do not appreciate these practices and even find them boring. Instead, they aspire to classroom activities that engage them in real

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communication. Indeed, they believe that speaking English should not be limited to the classroom, but should also occur everywhere in all situations. From the above, it is clear that there is a gap between learners' linguistic needs and the content of the instruction they receive.

5.3. Communicative activities: missing activities in Terminal G1 English training.

In the third main question of the questionnaire, students were asked to express their opinions on learning activities that could involve them more in English learning. The results show that a large number of them state that activities such as oral dialogs in class would help them develop their speaking skills in order to use English in real communication. Furthermore, students unanimously express interest in pair work and group work activities. The majority state that these activities would help develop cooperation and collaboration skills, enabling them to take initiatives and support one another while using English naturally for their overall development. Moreover, almost all students state that they would be more engaged in their learning if their teacher involves them in activities such as audio conversations on business organization and management in English. Their interest in this type of activity can be explain by the fact that it would give them the impression of operating in their real field of study. It would allow them to develop listening skills and project their thinking toward their desired career. Similarly, students would also be enthusiastic about participating in school visit to companies where English is actually used. This activity attracts particular attention because it would allow them to gain concrete real-life experiences related to their field of study, leading them to abstract conceptualization, that is, transforming experience into idea after seeing, feeling and touching what they discover, then reflect on it before moving to active experimentation. This learning approach is what David Kolb (1984) describes as a model of experiential learning. From the above, it is clear that the activities mentioned would likely be appreciated by Terminal G1 students if included in their learning program, but unfortunately, these are precisely the missing activities in their syllabus.

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6. Suggestions

6.1 Training Terminal G1 students at William Ponty school with a communicative approach.

The content of the Terminal G1 curriculum used at William Ponty School includes grammatical tenses and forms, as well as vocabulary and notional elements on which the teacher bases instruction. This way of teaching is far from communicative approach. Communicative Language Teaching (CLT) involves training learners in a way that enable them to use language in real-life interactions and to solve language-related problems in authentic communication contexts. Given that the real need of Terminal G1 students at William Ponty School is to be able to use English in their professional field, the teacher should not follow the prescribed syllabus blindly, but rather adapt it by integrating activities that promote interaction and require genuine communication.

Instead, learners should be engaged in activities like project-based learning. Project-based learning refers to a task given to students in the form of classroom activity aimed at solving a real-life problem. For instant, the teacher could ask them to carry out a project on the profile and qualities of a good secretary required by renown company. By carrying out such an integrated project, students would learn all aspects of the language. In other words, they would use English to interact and communicate orally and aurally in a natural way.

Indeed, they would be led to lean grammar points, sentence construction, linguistic forms, and notions related to their fields. In other words, they would use English in its entirety. From this perspective, not only they would learn the language naturally, but they would also solve concrete problems related to their professional fields. Tis type of activity is more dynamic, as it gives learners the opportunity to be at the center of their learning process to construct their own knowledge, and to face real-life problem-solving situations. The teacher, on the other hand, should play the role of facilitator by guiding, assisting, and supporting them discretely during the tasks, while implicitly explaining the grammatical rules to be learnt.

6.2 Designing the Terminal G1 curriculum based on learners' needs

Terminal G1 students at William Ponty School are learners whose training is focused on a type of English specific to their professional field. In this regard, their curriculum should integrate tasks or activities tailored to their needs in order to develop specific skills that will enable them to become operational in their future careers. Terminal G1 students are specialized in executive secretarial studies. In this context, they need to be able to write reports, develop persuasive skills, take initiatives, and develop organizational skills. Therefore, the teacher must first carry out a need analysis in accordance with the procedures recommended by ESP specialists. Another activity such as text exploitation based on secretarial reports should be integrated. In doing so, learners will develop their writing skills in order to produce well-structured reports. Furthermore, a good secretary must be well organized. In this sense, the curriculum should include group work activities in which each member is assigned a role. These, activities will not only develop skills related to personal development, but also strengthen listening and speaking skills, as students will be required to listen to each other and express their viewpoints.

A well-prepared secretary must also actively participate in meetings. This implies that he/she should be able to present ideas in front of staff during meetings. To this end, the teacher should train learners through activities such as open-ended questions and information-gap activities related to the secretarial profession. Indeed, such questions will allow learners to express their opinions about what they are expected to become and do in their future careers. A curriculum integrating the above activities is likely to meet the needs of Terminal G1 students. The final part of this research was devoted to discussion, interpretation of the results, and suggestions. It is reasonable to state that the analysis and interpretation of the collected data revealed that Terminal G1 students need English for communicative purposes. However, the results also show a gap between the content of their curriculum and their needs. Consequently, the suggestions of this study serve as proposed solutions to bridge this gap in the interest of the learners.

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Conclusion

The main question that motivates this research is whether the English program of Terminal G1 students reflects their needs. This question therefore requires investigation in order to find appropriate solutions to a concerning situation. To achieve this objective, specific goals are set. The main objective is to evaluate the Terminal G1 curriculum in relation to learners' needs. To this end, a field investigation is conducted within the learning environment of these students. A research methodology is adopted, involving the administration of a questionnaire to students, an interview with their teacher, and an analysis of the teaching syllabus in order to collect relevant data for analysis and interpretation. The

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analysis and interpretation of the results reveal that there is no congruence between the content of the Terminal G1 curriculum and the learners' actual needs. Indeed, students express a need to use English for communication purposes, that is, to use the language to interact in class, communicate in real-life situations, participate in debates, and solve language-related problems.

However, the training they receive is mainly centered on the memorization of vocabulary lists, the rote learning of isolated grammatical items such as verb tenses and irregular verbs, as well as translation exercises from English into French when they appear not to understand the meaning of what is being said. From a theoretical perspective, this study is based on genre theory. Based on this theory and the results obtained, suggestions are formulated in the form of a proposed curriculum adapted to the needs of Terminal G1 students. These suggestions are considered from two perspectives. The first concerns training students for communicative purposes, while the second focuses on designing a curriculum that takes needs into account. The relevance of these proposals lies in the fact that they emphasize on activities that enable students not only to develop communicative competence in the language, but also to acquire cognitive skills that contribute to their overall development and social integration. Consequently, this research may serve as a basis for further investigations.

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