



THE IMPACT OF NEEDS-BASED ESP COURSE DESIGN FOR FINANCIAL PROFESSIONALS: A CASE STUDY OF THE MINISTRY OF FINANCE

Marjanoy Mamatova Jumayevna

The teacher of the department "Foreign languages and Humanities" "Cyber University" state university

Gmail: marjonamamatova487@gmail.com

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ABSTRACT

This article explores the development of an English for Specific Purposes (ESP) course tailored for employees at the Ministry of Finance. Utilizing a systematic needs analysis, the course integrates "Market Leader" curriculum with modern digital tools to bridge the gap between intermediate general English and the specialized requirements of business communication. The study highlights how integrating authentic materials and technology enhances vocabulary acquisition and professional confidence.

1. Introduction

1.1 Background

Nowadays English plays a vital role in our society as it is used as a means of communication between native and non-native speakers. For professionals in the Ministry of Finance, the target learners are adults at an intermediate language proficiency level who require specific linguistic tools to function effectively in an international financial landscape.

1.2 Theoretical Framework

The course is designed according to the needs analysis conducted among these learners. As cited Hyland (2006), "Needs analysis means of establishing the how and what of a course." Furthermore, according to Richterich (1983), broadly speaking, Needs Analysis

can identify what learners will be required to do with the language in the target situation.

1.3 Problem Statement

Students want to develop speaking skills while expanding vocabulary and phrases associated with business communication. However, as noted in the curriculum development theories of Basturkmen (2010), the challenge lies in moving beyond general English to master the technical registers required by the Ministry of Finance, such as negotiating and responding to business letters.

2. Methods (Course Design & Methodology)

2.1 Target Situation Analysis



The course centers on the characteristics of ESP as defined by Dudley-Evans and St. John (1998): it is designed to meet the specific needs of the learner and makes use of the methodology of the discipline it serves.

2.2 Material Selection and Syllabus

The lessons are based on the "Market Leader" Business English course book. The syllabus focuses on "Organisation," "Money," and "Human Resources" to reflect the daily professional reality of the learners.

3. Results

3.1 Detailed Lesson Procedure

The procedure follows a task-based approach. Following the "Human Resources" unit, students engage in matching vocabulary related to recruitment and training before moving into simulated job interviews.

3.2 Authentic Material Analysis

The use of "Exemplar Materials" such as Article A (Women at Work) and Article B (Nissan's approach) allows students to engage with real-world scenarios. This aligns with Belcher's (2006) view that ESP should teach to "imagined futures" in the world of work.

4. Discussion

4.1 The Role of Technology in the ESP Classroom

As technology continues to apply to all aspects of human life, it has had a significant impact on teaching languages for specific purposes (Vukicevic-Dordevic, 2015). Technology has enabled new possibilities to understand how language is learned and used. This process was inevitable due to the advancements in technology and language teachers' wish to fully integrate computer and mobile phone technology

in language learning process (Warschauer & Healey, 1998).

In this course, the usage of technology is inevitable as there is access to internet and to computers. In each lesson, a short video is used for discussion, and learners use their own smartphones to be active in doing tasks online. However, we should think of how the chosen technology is accessible and the challenges teachers can encounter during implementation.

4.2 Meeting Professional Demands through Needs Analysis

Needs analysis refers to learners' needs, lacks, and wants from the course (Flowerdew, 2013). To read and understand the projects which offer foreign countries and to be aware of news and business letters, learners need to enhance Reading skills and to be able to respond to business letters or e-mails appropriately using proper style and terms. As Hutchinson and Waters (1984) argue, if we know why learners need English, the content of the language can be adjusted accordingly.

4.3 Evaluation of the Assessment Framework

The assessment is designed to check learners' oral comprehension after the end of the unit so that almost all learners who are improving language skills for business meetings or presentations can see their progress. As stated by Woodrow (2018), the assessment task is given to the students and their performance is measured based on a framework. This summative assessment aims to ensure the course objectives are being met while maintaining high learner involvement.

5. Conclusion



The development of a tailored ESP course for the Ministry of Finance demonstrates that successful language acquisition in a professional context is fundamentally dependent on a precise and systematic needs analysis. By identifying the specific "lacks, wants, and needs" of the employees, this course moves beyond the limitations of general English instruction to provide a curriculum that is both functional and motivating. As this study has shown, when learners perceive the direct relevance of classroom materials—such as the "Market Leader" modules on money and human resources—to their daily tasks in the financial sector, their engagement and confidence levels significantly increase.

Furthermore, the integration of digital technology, specifically through mobile learning and dedicated Telegram channels, has proven to be an essential bridge between the classroom and the workplace. This approach acknowledges that modern professionals require flexible, accessible learning tools that align with the advancements in global communication. However, the success of such a course also places a unique demand on the educator. In an ESP

context, the teacher must act not only as a language instructor but as a facilitator and researcher who continuously adapts the syllabus to meet the evolving demands of the target situation.

In conclusion, an effective ESP course must be viewed as a dynamic framework rather than a static document. By facilitating speaking skills through the integration of reading and writing tasks, and by measuring progress through structured, rubric-based assessments, we ensure that learners are not just memorizing vocabulary but are developing true professional competence. As Woodrow (2018) emphasizes, the ultimate goal of course design is to guide learners toward clearly articulated goals. For the employees of the Ministry of Finance, this course provides a vital foundation for participating in international conferences, negotiating projects with foreign partners, and communicating with clarity and authority in the global financial arena. Future iterations of this course should continue to monitor the changing linguistic landscape of the finance industry to ensure that the instruction remains as impactful and relevant as possible.

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