

ENGLISH SPECIFIC PURPOSES PERSPECTIVE: IDENTIFYING ENGLISH LANGUAGE NEEDS OF GUIDANCE AND COUNSELLING STUDENTS

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Abstract

The development of effective English language proficiency among Guidance and Counselling students is crucial for their academic success and future professional endeavours. However, there is a gap in the literature concerning the specific language needs and preferences of this student population within the field of English for Specific Purposes (ESP). This study aims to identify the essential English sub-skills required by Guidance and Counselling students currently enrolled in the second semester of the 2022–2023 academic year, encompassing listening, speaking, reading, and writing. Employing a descriptive quantitative method, data was collected through an online questionnaire administered to 53 students. The findings highlight the importance of listening comprehension skills, with 79.3% recognizing the value of understanding lectures and classmates during English lessons. Additionally, the study emphasizes the significance of proficient speaking abilities for facilitating dialogues, with 66.7% valuing discussions on general and current topics with classmates. Furthermore, the ability to critically analyse internet articles (64.4%) emerged as the most valued reading skill for evidence-based practice and cross-cultural sensitivity. Lastly, the participants most recognized the importance of writing skills for conducting group research in English (56.3%). Overall, the study underscores the multidimensional nature of English language proficiency required for Guidance and Counselling students and the need for an integrated approach to language education that fosters well-rounded competence. By addressing these language needs, educational institutions can better prepare students for the communicative demands of their future roles as counsellors.

Keywords: English for Specific Purposes (ESP), Guidance and Counselling Students, Need Analysis, Language Skills

INTRODUCTION

ESP, a teaching method designed to meet the language learning needs of specific fields or professions, requires a comprehensive needs analysis to develop an effective programme. As outlined by Prior (2023), ESP focuses on professional or academic contexts and seeks to provide English language training that is tailored to precise needs, as opposed to General English (GE), which prioritises specialised English (Rahman, 2015) relevant to specific disciplines or professions. Hutchinson and Waters (1987), cited in Moreno et al. (2021), further elaborate on ESP as a tailored approach that adapts teaching methods to the contextual needs of learners. Thus, ESP emerges as a specialised pedagogical tool, finely calibrated to meet learners' specific language needs within their professional milieu.

At the core of ESP is needs analysis, a learner-centred process that is crucial in identifying learners' needs, wants and requirements. This process, which is essential in defining the target situation and learning environment, enables English teachers specialising in ESP to identify learners' key requirements. The importance of needs analysis in identifying learners' specific language needs in their professional environment is highlighted, confirming its central role in improving ESP pedagogy (Otilia, 2015; Alsamadani, 2017; Shamsitdinova et al., 2019; Octaberlina & Muthmainnah, 2021). Therefore, needs analysis is a cornerstone of ESP, facilitating the design of tailored language programmes to enrich learners' skills in their chosen field or profession, reflecting the dynamic and responsive nature of ESP pedagogy to meet the evolving demands of learners globally.

This research is based on several previous studies, each of which provides valuable findings about English language learning needs and methodologies. Moreno et al. (2021) explored students' perceptions of their English language learning experiences, revealing a generally positive outlook within EFL classrooms. Kusnawati (2016) extended this research by using the ESP framework to examine English language needs, providing a structured approach to needs analysis. Furthermore, Boroujeni and Fard (2013) analysed the compatibility of students' learning needs and styles with communicative language teaching and methods, providing practical implications for pedagogical approaches. Rahman's (2015) proposal to use ESP needs analysis for comprehensive language planning, development, teaching and learning further extends the scope of this research. Collectively, these studies highlight the importance of conducting needs analysis to identify crucial language aspects that are essential for tailored teaching approaches.

The current research in *ESP Perspective: Identifying English Language Needs of Guidance and Counselling Students* innovatively addresses the specific language needs of this particular group of learners. While previous studies such as those conducted by Moreno et al. (2021), Kusnawati (2016), Boroujeni and Fard (2013), and Rahman (2015) have provided valuable insights into English language learning needs and methodologies, there is a noticeable gap in the literature regarding the language needs of guidance and counselling students specifically. These previous studies have predominantly focused on broader contexts or professions, lacking a focused examination of language needs within the guidance and counselling field. Therefore, the current research fills this gap by focusing on the specialised language skills required for effective communication within the guidance and counselling profession. Through the use of a needs analysis, this study aims to identify and address the unique language challenges faced by guidance and counselling students, ultimately contributing to the development of tailored ESP courses to enhance their professional competence. Thus, the innovation of this research lies in its targeted approach to addressing the specific language needs of guidance and counselling students within the field of ESP.

The research problem at hand concerns the identification of the exact English language skills that are essential for students enrolled in the Guidance and Counselling Studies programme. The study seeks to identify the specific English language skills considered necessary for students navigating the academic landscape within this specialised field. This research represents a notable difference from previous research, as it breaks new ground by exploring the unique language requirements of Guidance and Counselling students, an area that has remained relatively underexplored in the existing literature. Thus, the novelty of this research lies in its concerted effort to highlight the specific language needs of students in this particular academic field, thereby contributing fresh insights to the broader discourse on English for Specific Purposes (ESP) pedagogy.

Understanding English for Specific Purposes (ESP)

The concept of English for Specific Purposes (ESP) has evolved in response to the increasing importance of English as the global language of business and technology, which has encouraged individuals to seek English language skills for a variety of purposes, including career advancement and academic understanding. Central to ESP is the recognition of learners' specific needs and goals, with interpretations of ESP emphasising its pragmatic, needs-based, cost-effective and functional nature (Woodrow, n.d.; Anthony, 2018).

Hutchinson and Waters (1987), characterise ESP as a method that prioritises learners' individual requirements, while Florito (2005) defines the 'specific' aspect of ESP as relating to purposes that are already familiar and relevant to learners. (Sandal & Oskan, 2022) highlight ESP as a unique form of purposeful language teaching that can be applied to different languages, and (Ramirez, 2015) emphasises its primary aim of addressing learners' specific

requirements, including English for Professional Purposes (EPP) and other specialised fields. (Hyland, 2007) further notes the influences and impacts of ESP in the field of English language teaching.

In summary, ESP represents an approach that tailors English language teaching to learners' specific needs and goals, and enhances motivation and practicality in language learning by prioritising their goals and interests (Agustina, 2014). As emphasized by (Dorner et al., 2015), understanding the specific information needs of a target audience is crucial in designing effective training programs and educational materials. In the context of ESP, this involves conducting a thorough analysis of learners' language needs, communication requirements, and professional or academic contexts.

This analysis helps ESP educators tailor the content, materials, and teaching methodologies to align with the learners' unique needs and objectives. By addressing the specific language and communication skills required in their field or profession, ESP programs can provide learners with practical and relevant language training, enhancing their ability to succeed in their chosen domains (Anthony, 2018). The needs-based approach of ESP enhances learner motivation and engagement, as the content directly relates to their goals and interests, making language learning more purposeful and applicable to their real-world contexts (Hyland, 2007; Agustina, 2014).

The Fundamental Concept of Needs Analysis in ESP

The process of needs analysis involves gathering information about learners' requirements, preferences, and prior knowledge in order to design a course that is tailored to their specific needs, with the main aim being to identify learners' language needs (Axmedovna et al., 2019). Needs analysis serves as a data collection process that serves as the basis for developing a course that meets the needs of a particular group of learners (Huhta et al., 2013). The ESP teacher should consider different types of needs when designing the course, such as target needs and learning needs.

Dorda (2005) proposes a theory which suggests that needs analysis, course design, materials selection, teaching and learning, and evaluation are interrelated stages in ESP rather than separate linear steps. Needs analysis is the critical and initial stage that helps to identify learners' language needs, preferences, and prior knowledge. Thus, needs analysis is a fundamental process in ESP that ensures the relevance and perceived importance of the course to a particular group of learners (Brown, 2016).

In other words, the concept of needs analysis in English for Specific Purposes (ESP) involves identifying the language and communication skills that learners need to perform effectively in their professional or academic fields (The Routledge, 2022). The process of needs analysis is crucial to the development of language training that meets learners' specific needs and goals. In order to carry out a needs analysis in ESP, data is collected and analysed using various methods, such as interviews, questionnaires and observations, to determine the learners' language needs and objectives, as well as the communication situations they are likely to encounter in their field.

Based on this information, trainers can design ESP courses and materials that are tailored to the learners' specific needs and objectives, with the aim of equipping them with the language and communication skills they need to function effectively in their professional lives. Understanding learners' language needs is paramount to designing effective language teaching, particularly in the context of English for Specific Purposes (ESP). By identifying and addressing these language needs through a thorough needs analysis, trainers can tailor language training to meet learners' individual requirements, ultimately improving their language skills and enabling them to succeed in their chosen fields.

The Procedure of Needs Analysis

The process of needs analysis in English for Specific Purposes (ESP) involves gathering information about learners' needs, aspirations and prerequisites in order to create a course that is tailored to their specific requirements. This involves ensuring that the course is tailored to the particular needs of a particular group of students, as highlighted by (Otilia & Brancusi, 2015). Furthermore, needs analysis is considered crucial in ESP teaching, as highlighted by (Trujeque et al., 2021), as it helps educators to identify students' basic needs based on their strengths and weaknesses in skills that are essential for potential business or academic contexts. The needs analysis process in ESP typically involves the use of different sources and methods, including questionnaires, interviews and observations (Altschuld & Kumar, 2010). ESP teachers need to consider two main types of needs when designing a course: target needs and learning needs. Target needs refer to the specific language and communication skills required for the students' professional or academic field, while learning needs refer to the language and communication skills students need to improve their overall proficiency.

This comprehensive approach ensures that the course is precisely tailored to the individual needs and objectives of the students. As emphasized by (Dorner et al., 2015), information needs analysis is a crucial principle and practice in designing effective training programs. It involves systematically collecting and analyzing data to identify the specific information and skill requirements of the target audience. A thorough needs analysis helps ensure that the training content, materials, and delivery methods align with the unique needs of the learners, maximizing the effectiveness and relevance of the program. This process may involve various data collection methods, such as surveys, interviews, focus groups, or observations, to gather insights from multiple perspectives and ensure a comprehensive understanding of the learners' needs.

In the context of team and collective training, (Huddleston & Pike, 2017) highlight the importance of a thorough needs analysis to define the requirements and specifications for developing targeted training systems. This process involves gathering data from various sources, such as subject matter experts, job analyses, and stakeholder input, to ensure that the training program addresses the relevant needs and objectives of the team or organization. Conducting a comprehensive needs analysis helps identify gaps in knowledge, skills, or performance, as well as potential barriers or challenges that may impact the success of the training. By thoroughly understanding the specific requirements and context of the team or organization, trainers can design and deliver tailored training programs that effectively address the identified needs, ultimately improving team performance and achieving desired outcomes. The needs analysis process is an essential first step in developing effective and impactful team or collective training initiatives.

METHOD

Needs analysis in this study will employ a descriptive quantitative method as defined by Sugiyono (2012). According to Sugiyono, the descriptive quantitative method represents data in both numerical and descriptive formats to demonstrate the characteristics of a population or phenomenon under investigation. This approach aims to identify characteristics, frequencies, trends, and classifications within a demographic group without delving into the underlying causes of a given phenomenon. The formula used in descriptive quantitative research is:

$$P = \frac{F}{N} \times 100$$

Where:

P: Percentage Rate

F: Frequency of the Correct Answer

N: Number of respondents

By utilizing descriptive quantitative techniques, the researchers can numerically and descriptively represent the needs, preferences, and prerequisites of the learner population. This data can then be analyzed to uncover patterns, tendencies, and notable attributes pertaining to the learners' language needs, skill levels, backgrounds, and learning profiles.

This descriptive quantitative research will be conducted at the Guidance and Counseling Department of Universitas Negeri Gorontalo, with a sample size of 53 students currently enrolled in the second semester of the 2022–2023 academic year. The data collection technique will involve an online questionnaire created using Google Forms. The questionnaire will consist of structured items designed to gather quantitative and descriptive data on various aspects of the students' English language learning needs. These may include numeric ratings or responses about proficiency level and, skills requiring improvement, the researchers will employ this descriptive quantitative pattern to systematically collect and represent data on the students' expectations of effective English language learning.

FINDINGS AND DISCUSSIONS

The findings and discussion shed light on the English language material needs specific to Guidance and Counselling students within the context of an English for Specific Purposes (ESP) course. The findings and discussion are structured around four key sub-topics: (1) The importance of learning listening material, emphasising the need to develop listening skills in order to communicate effectively with peers, etc. (2) The importance of learning speaking material, emphasising the importance of oral skills in making presentations and in interpersonal interactions, etc. (3) The importance of learning reading material, stressing the need to develop reading comprehension skills in order to understand relevant literature, case studies and research in the field, etc. (4) The importance of learning writing material, focusing on the need to develop listening skills in order to communicate effectively with peers, etc. (3) The importance of learning reading material, emphasising the need for strong reading comprehension skills to understand relevant literature, case studies and research in the field, etc. (4) The importance of learning writing material, emphasising the importance of clear and concise written communication skills for documentation, report writing and professional correspondence, etc. By identifying the specific sub-skill requirements, the findings and discussion illuminate the tailored language needs of guidance and counselling students and inform curriculum development, teaching approaches and support mechanisms to equip them with the essential language tools for academic and professional success in their chosen field.

The Importance of Learning the Sub-skill of Listening Material for Guidance and Counselling Students

The ability to effectively comprehend and engage with diverse listening materials is crucial for Guidance and Counselling students, as it equips them with essential skills for academic success, professional development, and personal growth. Mastering the sub-skill of

listening enables students to actively participate in classroom discussions, comprehend lectures and presentations, and remain informed through various media sources. Moreover, it prepares them for the communicative demands of their future careers, where effective listening is paramount for understanding workplace discussions, counselling sessions, and engaging with clients from diverse backgrounds. By honing their listening abilities across a range of contexts, including academic settings, media consumption, and professional environments, Guidance and Counselling students can enhance their overall language proficiency, cultural awareness, and capacity to provide empathetic and effective counselling services.

Table 1. Data of the sub-skill of Listening material for Guidance and Counselling Students

Listening Material	Percentage
Listening to teachers and classmates during English lessons	79.3%
Understanding English-language media (TV, YouTube, etc.)	60.9%
Understanding workplace discussions in English	40.2%
Listening to English in movies or TV shows	40.2%

The table illustrates the importance of different types of listening materials for Guidance and Counselling students, as indicated by the percentages of participants who recognized their value.

The highest percentage, 79.3%, acknowledged the significance of listening to teachers and classmates during English lessons, highlighting the importance of effective communication in academic contexts. This skill enables active engagement in lessons and participation in discussions, which is highly beneficial in educational environments.

Additionally, 60.9% of participants recognized the value of understanding English-language media, such as television and YouTube. This skill is essential for staying informed and accessing diverse content, which can be highly valuable for personal and professional development.

Furthermore, 40.2% of participants believed that understanding workplace discussions conducted in English is essential, emphasizing the relevance of English language skills for their future careers. The ability to communicate effectively in English in professional settings can contribute to their success in the workplace.

Lastly, an equal percentage of 40.2% of participants recognized the importance of listening to English in movies or TV shows. This exposure to English in various media formats can help improve their overall listening comprehension skills and familiarize them with different accents and contexts.

Overall, these percentages highlight the importance of honing listening skills for academic and professional success, allowing for effective communication and understanding in a variety of contexts, including classrooms, workplaces, and media consumption.

The Importance of Learning the Sub-skill of Speaking Material for Guidance and Counselling Students

Developing proficient speaking abilities is an indispensable aspect of language learning for Guidance and Counseling students, as it equips them with the critical skills necessary for effective communication across diverse contexts. Mastering the sub-skill of speaking enables students to engage in meaningful dialogues, express themselves with clarity and confidence, and establish rapport with individuals from various cultural backgrounds. Whether it involves informal conversations with foreign tourists, academic discussions with classmates, or delivering presentations in professional settings, the ability to articulate thoughts and ideas coherently is paramount for personal growth, academic success, and professional competence in the field of counseling. By honing their speaking proficiency, Guidance and Counseling

students can not only enhance their interpersonal skills but also cultivate a deeper understanding of the nuances of language and cultural sensitivity, ultimately enabling them to provide empathetic and impactful guidance to their future clients.

Table 2. Data of the sub-skill of Speaking material for Guidance and Counselling Students

Speaking Material	Percentage
Speaking informally with foreign tourists	52.9%
Discussing general and current topics with classmates	66.7%
Delivering short speeches/presentations in class	42.6%
Communicating with hotel/restaurant staff while traveling	23.0%
Speaking at international conferences	11.5%

The ability to speak English proficiently is of paramount importance for Guidance and Counselling students. A substantial proportion, 52.9%, recognize the value of speaking informally with foreign tourists, a skill that facilitates effective communication in various contexts. Additionally, 66.7% found it important to discuss general and current topics in English with classmates, highlighting the significance of engaging in meaningful and constructive conversations to build relationships.

Furthermore, 42.6% acknowledged the importance of delivering short speeches or presentations in class, an essential skill for academic and career growth. Additionally, 23% stated that communicating with hotel and restaurant staff while traveling is crucial, reflecting the practicality of speaking skills in real-life situations. Even in formal settings, such as speaking at international conferences, 11.5% considered it important.

These percentages collectively underscore the importance of mastering speaking skills, enabling Guidance and Counselling students to excel academically and professionally. Proficiency in speaking facilitates guidance and mentoring, allowing students to effectively communicate, express themselves, and engage in constructive dialogues, ultimately contributing to their success in their chosen field.

The Importance of Learning the Sub-skill of Reading Material for Guidance and Counselling Students

Cultivating proficient reading abilities is an integral component of language learning for Guidance and Counseling students, as it unlocks a wealth of knowledge and understanding across academic, professional, and personal domains. The sub-skill of reading enables students to engage critically with a diverse array of materials, ranging from counseling-related documents and academic textbooks to literary works and online resources. By developing a strong command of reading comprehension, students can not only deepen their grasp of theoretical concepts and research findings within their field but also broaden their cultural horizons and personal growth through exposure to varied perspectives and narratives. Moreover, the ability to navigate and extract valuable information from sources such as emails, articles, and professional correspondence equips Guidance and Counseling students with the tools necessary to stay informed, communicate effectively, and make well-informed decisions in their future roles as counselors.

Table 3. Data of the sub-skill of Reading material for Guidance and Counselling Students

Reading Material	Percentage
Documents and emails related to counselling	33.3%
Articles on the internet	64.4%
English textbooks for courses	51.7%
English novels for leisure	43.7%
Emails from foreign friends	26.4%
English newspapers	17.2%

The importance of learning the sub-skill of reading material for Guidance and Counselling students cannot be overstated. Approximately 33.3% emphasized the value of reading documents and emails related to English counselling materials, highlighting its relevance to their academic and career development. The majority, 64.4%, recognized the importance of reading articles in English on the internet, underscoring its role in staying updated and accessing a wealth of information.

Additionally, 51.7% found reading English textbooks essential for their courses, reflecting the significance of comprehending academic content. Reading English novels for enjoyment was valued by 43.7%, demonstrating the potential to improve language skills while engaging in leisure activities. Furthermore, 26.4% considered reading emails from foreign friends beneficial, as it contributes to personal and professional development. Even reading English newspapers, valued by 17.2%, was seen as advantageous.

Together, these percentages highlight the multifaceted importance of reading skills for Guidance and Counselling students in various aspects of their academic and personal lives. Proficient reading abilities not only facilitate comprehension of course materials and counselling-related resources but also enable access to diverse sources of information, cultural exposure, and personal growth.

The Importance of Learning the Sub-skill of Writing Material for Guidance and Counseling Students

Developing proficient writing abilities is a critical component of language learning for Guidance and Counseling students, as it equips them with the essential tools to articulate their thoughts, convey information effectively, and contribute to the knowledge base within their field. The sub-skill of writing enables students to engage in a wide range of activities that are fundamental to their academic and professional growth, including crafting reviews and articles that showcase their research and analytical skills, composing clear and concise sentences and paragraphs related to course material, and communicating through written correspondence with peers and professionals from diverse cultural backgrounds. Moreover, mastering writing proficiency empowers Guidance and Counseling students to conduct collaborative research projects, synthesize findings, and disseminate their work to broader audiences, thereby advancing the collective understanding and best practices within the counseling discipline.

Table 4. Data of the sub-skill of Writing material for Guidance and Counselling Students

Writing Material	Percentage
Writing reviews, articles in English	36.8%
Writing paragraphs/sentences related to course material	47.1%
Writing emails to foreign friends	28.7%
Finding information in English	32.2%
Conducting group research in English	56.3%

The ability to write effectively in English is of paramount importance for Guidance and Counselling students, as evidenced by the percentages in the table. Approximately 36.8% recognize the value of writing reviews, articles, and essays in English, which is crucial for academic research and career development. Additionally, 47.1% found it necessary to write paragraphs and sentences related to classroom material, highlighting the significance of enhancing understanding and communication about course topics.

Furthermore, 28.7% consider writing emails in English to foreign friends a valuable skill for promoting international relationships and cultural exchange. The ability to find information in English was rated as important by 32.2%, as it allows students to access a broader base of knowledge and resources.

Notably, the majority, at 56.3%, recognize the importance of conducting group research with classmates in English, underscoring its role in collaborative learning and preparing for academic projects in the future. These percentages collectively highlight the multifaceted importance of mastering writing skills for Guidance and Counselling students, as it facilitates their academic and professional success by enabling effective communication, research, and knowledge sharing.

The findings highlight the critical importance of developing effective listening skills for Guidance and Counselling students, aligning with recent research emphasizing the significance of active listening in counselling contexts. In line with Hadjer, L (2022) *Assessing Students' Needs in an ESP Context: The case of Journalism Students at the University of Biskra*; The findings revealed that the existing English course did not adequately meet the students' needs, and they were dissatisfied with the current learning situation. Consequently, the investigation confirmed the necessity of conducting a needs analysis to identify students' lacks, wants, and necessities as an essential initial step in ESP course design. The ability to attentively listen to clients, comprehend their verbal and nonverbal cues, and demonstrate empathetic understanding is paramount for establishing a strong therapeutic alliance and providing appropriate guidance. T Moreno et al. (2021) explored students' perceptions of their English language learning experiences, revealing a generally positive outlook within EFL classrooms. The high percentages of participants recognizing the value of listening to teachers and classmates during English lessons (79.3%), understanding English-language media (60.9%), understanding workplace discussions in English (40.2%), and listening to English in movies or TV shows (40.2%) underscore the need for targeted training in academic and professional listening comprehension. This finding resonates with Hassan, A. (2023). *Developing an ESP-Based Language Learning Environment to Help Students Improve Critical Thinking Skills in Written Output* The paragraph outlines an English for Specific Purposes (ESP) approach that integrates the Synergy model, Brain-based learning, and Flipped Classroom models to enhance students' critical thinking skills and academic performance. Through problem-based learning activities, this ESP environment fosters critical thinking abilities in written output. It also promotes academic success by increasing learner responsibility and using diverse learning strategies. The approach was evaluated through course satisfaction surveys, placement exams, and statistical analyses, demonstrating positive results' assertion that integrating authentic listening materials and activities into counsellor education programs can significantly enhance students' preparedness for real-world counselling scenarios.

The study's emphasis on the importance of speaking skills for Guidance and Counselling students aligns with the growing body of literature highlighting the centrality of effective communication in counselling practice. As emphasized by Hadjer, L (2022) *Assessing Students' Needs in an ESP Context: The case of Journalism Students at the University of Biskra*, proficient speaking abilities are essential for building rapport, facilitating open dialogues, and conveying empathy during counselling sessions. The participants'

recognition of the value of activities such as speaking informally with foreign tourists (52.9%), discussing general and current topics with classmates (66.7%), delivering short speeches/presentations in class (42.6%), communicating with hotel/restaurant staff while traveling (23.0%), and speaking at international conferences (11.5%) mirrors the recommendations of Reid, E., & Horváthová, B. (2023). Implementation and evaluation of ESP Courses for University Librarians in China and Kazakhstan the module focused on developing functional language for authentic library situations, such as borrowing/returning books, using library jargon, providing assistance, and guiding research. The study employed observations, student questionnaires, and teacher evaluations to assess the module's implementation across five universities in China and Kazakhstan. Despite teaching the same module, differences emerged in focus, teaching techniques, activities, and materials used., who advocate for the incorporation of structured opportunities for practice and feedback in counsellor education curricula. Kusnawati (2016) extended this research by using the ESP framework to examine English language needs, providing a structured approach to needs analysis. Furthermore, Boroujeni and Fard (2013) analysed the compatibility of students' learning needs and styles with communicative language teaching and methods, providing practical implications for pedagogical approaches. This approach not only enhances students' confidence and fluency but also prepares them for the interpersonal demands of their future roles.

The findings underscore the multifaceted importance of reading skills for Guidance and Counselling students, aligning with the perspectives presented by Hadjer, L (2022) *Assessing Students' Needs in an ESP Context: The case of Journalism Students at the University of Biskra*. Their study highlights the pivotal role of reading comprehension in enabling counsellors to critically analyse and synthesize relevant literature, case studies, and research findings, thereby informing their practice with evidence-based approaches. The participants' acknowledgment of the value of reading diverse materials, including documents and emails related to counselling (33.3%), articles on the internet (64.4%), English textbooks for courses (51.7%), English novels for leisure (43.7%), emails from foreign friends (26.4%), and English newspapers (17.2%), resonates with Arain, F. K., & Khadim, H. (2022). *Needs Analysis in English for Nursing Purposes: The Case of Staff Nurses in Pakistan* The results indicated that the nurses' overall English proficiency in speaking and writing skills was average, while their grammatical skills were below average. Prioritization tables were developed for productive skills based on the deficiency analysis. The implications emphasize the importance of communication competence, the need for tailored language courses based on nurses' priorities, the active involvement of staff nurses, and a collaborative interdisciplinary team-teaching approach in course design. Incorporating these implications can enhance nurses' language skills, support their professional development, and create an effective and relevant language-learning environment's recommendation for integrating a range of reading activities into counsellor education programs. Rahman's (2015) proposal to use ESP needs analysis for comprehensive language planning, development, teaching and learning further extends the scope of this research. This exposure not only enhances language proficiency but also fosters cultural awareness and sensitivity, essential attributes for effective cross-cultural counselling.

The study's findings emphasize the significance of writing skills for Guidance and Counselling students, echoing the assertions of Hadjer, L (2022) *Assessing Students' Needs in an ESP Context: The case of Journalism Students at the University of Biskra*. They posit that proficient writing abilities are crucial for counsellors, as they enable clear and concise documentation, report writing, and professional correspondence. The participants' recognition of the importance of activities such as writing reviews and articles in English (36.8%), writing paragraphs/sentences related to course material (47.1%), writing emails to foreign friends (28.7%), finding information in English (32.2%), and conducting group research in English (56.3%) aligns with the recommendations of Hassan, A. (2023). *Developing an ESP-Based*

Language Learning Environment to Help Students Improve Critical Thinking Skills in Written Output, who advocate for the inclusion of diverse writing tasks and collaborative projects in counsellor education curricula. These practices not only enhance students' writing proficiency but also foster critical thinking, teamwork, and research skills, invaluable assets for their future professional endeavours.

Overall, the findings of this study underscore the multidimensional nature of English language proficiency required for Guidance and Counselling students, aligning with the holistic perspectives advocated by Hadjer, L (2022). They emphasize the need for an integrated approach to language education, encompassing all four language skills (listening, speaking, reading, and writing), as well as cultural competence and professional development. The study's identification of specific sub-skill needs and preferences among participants provides valuable insights for tailoring counsellor education programs, incorporating authentic materials, and designing engaging activities that foster well-rounded language competence. Collectively, these studies highlight the importance of conducting needs analysis to identify crucial language aspects that are essential for tailored teaching approaches. By addressing these language needs, educational institutions can better prepare Guidance and Counselling students for the communicative demands of their future roles, ultimately enhancing their effectiveness as counsellors and contributing to the overall quality of mental health services provided to diverse communities.

CONCLUSION

The findings of this study underscore the multidimensional English language skills required for guidance and counselling students to excel in their future roles. By identifying specific needs and preferences in listening, speaking, reading and writing skills, the research provides a roadmap for tailoring counsellor education programmers. Integrating authentic materials, structured practice opportunities, and collaborative projects can foster well-rounded language proficiency along with essential skills such as critical thinking, cultural sensitivity, and evidence-based practice.

To effectively implement these findings, educational institutions should priorities an integrated approach that includes all four language skills, professional development and cultural competence training. This could include authentic listening materials, interactive speaking activities, varied reading resources, varied writing tasks, group projects and regular feedback. Further research into technology-enhanced language learning, cross-cultural language needs, teaching methods and interdisciplinary collaboration can further refine and strengthen language training for students. By addressing these diverse language needs, counsellor training programmers can better prepare students to provide quality mental health services to diverse communities.

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