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**Investigating the Difficulties in Writing and  
Enhancing Them Via Dictation**

**Case study: 2<sup>nd</sup>.year LMD Students of English at ChadliBendjedid  
University El-Tarf**

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Didactics of English

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## **Dedication**

This dissertation is dedicated to our beloved family, our dear parents who have stood by our sides and were a source of spiritual support. Without you, we could never have reached this current level of success.

## **Acknowledgement**

We would like to express our gratitude to our supervisor, Ms. ASSIA BERZANE whose valuable feedback helped us to continue our work.

Special thanks to computing science students for their genuine participation, without their help, our research would not have been possible.

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## **List of acronyms**

ESP: English for Specific Purposes.

GE: General English.

ELT: English Language Teaching.

EAP: English for Academic Purposes.

EOP: English for Occupational Purposes.

EST: English for Science and Technology.

EBE: English for Business and Economy.

ESS: English for social studies.

NA: needs analysis.

GA: Genre Analysis.

EFL: English as a Foreign Language

TEFL: Teaching as a Foreign Language.

## **Abstract**

The present research investigates the language needs of computing students at Chadli Ben Djedid University in El-Tarf. Questionnaires were the major data collection tools of investigation. More precisely, the questionnaires were distributed to 20 students of the faculty of Computing. The main purpose behind the questionnaires is to define students' language needs and their perceptions towards English language as well as current language teaching materials. The results of questionnaires on one hand revealed that students are enthusiastic towards learning English. On the other hand, it has been revealed that Needs Analysis was not conducted in order to relate the teaching materials to the needs of students. It is hoped that the findings of the current work would provide more attention to the situation of ESP in the faculty of Computing and serve as a platform for future studies and contributions to more suitable ESP programs that would meet the needs of students.

Keywords : ESP, Needs , Needs Analysis.

## المخلص

الدراسة الحالية عبارة عن تحقيق حول احتياجات الطلبة بكلية الإعلام الآلي بجامعة الشاذلي بن جديد الطارف. الاستبيان داخل القسم وسيلة أساسية لجمع البيانات. تم توزيع الاستبيان على 20 طالب من الكلية حيث كان الهدف الأساسي من الاستبيان هو الكشف على دراسة اللغة من جهة أخرى فقد تم التحقق من أن تحليل الاحتياجات للطلبة لم يتم إجراؤه و ذلك لخلق همزة وصل بين الدروس و تلك الاحتياجات. المأمول من هذه الدراسة هو توفير الانتباه اللازم لحالة اللغة الانجليزية بكلية الإعلام الآلي و أن يكون هذا البحث عبارة عن منصة أعمال وتحقيقات مستقبلية من اجل توفير برامج أفضل للغة الانجليزية الاحتياجات اللغوية للطلبة. نظرتهم للغة الانجليزية وطريقة تدريسها الحالية. من جهة كشفت نتائج الاستبيان أن الطلبة متحمسون في المجالات الخاصة والتي تلاؤم احتياجات الطلبة.

الكلمات المفتاحية : المجالات الخاصة , تحليل الاحتياجات , دراسة اللغة , الاحتياجات اللغوية , احتياجات.

## **Introduction**

ESP has become one of the most active branches of applied linguistics since 1960. The prevalent use of the English language as an international means of communication is in constant expansion. This fact is reflected in different fields and in various domains where English is considered as a working tool. In order to meet specific goals, countries around the world including Algeria, introduced the English courses as the popular and well developed teaching methodology which languages teachers actually employ to fulfill and meet the social requirements of specific learners at all levels of the educational system, and particularly at the university.

## **Chapter one**

### **Introduction to the study**

## **Introduction**

This chapter includes the statement of the problem, the aim behind conducting this research, the objective of the study, the research questions and the formulated hypotheses, the methodology used, the tools for gathering data, the chosen participants and finally the limitation of the study

### **1.1. The statement of the problem**

The fact that the students of computing science in Chadli Bendjedid faculty are taught English for specific purposes (ESP) not as it should be. They are taught General English (GE) instead of English for Specific Purposes (ESP). This is due to the lack of awareness among teachers when developing the curriculum and not taking into account the needs of their students.

### **1.2. Aim of the study**

The aim behind this study is to investigate student needs of computing science at Chadli Bendjedid University.

### **1.3. Objective of the study**

The main objective of conducting this study is to contribute in enhancing ESP courses for computer science.

### **1.4. Significance of the work**

This study is conducted to help the students and enable them to:  
To be aware of the great importance of learning English for several reasons.

To understand the subject matter effectively and recognize the relationship between the needs of the students and the main aim of studying ESP.

To build and awareness about the importance of taking an ESP course.

### **1.5. Research questions**

To Attain the above stated objectives, the researcher formulated the following basic questions:

**Q1.** Does the English they are taught improve their ESP skills?

**Q2.** Do teachers of English language take needs analysis into account in designing courses?

### **1.6. Research hypotheses**

The research questions generate the following hypotheses which the study will seek the answer to:

**H1.** The English that computing students are taught does not improve their ESP skills.

**H2.** Teachers of English language are not taking needs analysis into consideration in designing their courses.

### **1.7. Methodology**

There is no perfectly agreed scheme for classifying methods in the field of educational research. However, the nature of the problem, the type of the needs data, the objective of the research work, and the population are factors that impose the appropriate method.

The descriptive approach is certainly the most appropriate choice that fits our objective.

### **1.8. Data gathering tools**

In order to get a data for the research, we selected Needs Analysis questionnaire as the only data gathering tool, which serves best to achieve our aim behind this study.

### **1.9. Participants**

We have chosen twenty (20) third year students.

### **1.10. Limitation of the study**

The current research encountered some limitations. Firstly, the sampling only consisted of twenty of third year students from the department of computing science; thus, the study should not be generalized to all the ESP students of the faculty of computing in Chadli Bendjedid University in El Tarf. Secondly, the effect of corona virus and the lockdown on the whole country has also affected the progress of our research, which was challenging for us to get access to the participants for answering the questionnaire. In addition to that, several students have either answered the questions partially or left the questions unanswered, which made it hard for us as researchers to analyze the findings or imposed us to go find other students from the same class to answer the questionnaire more appropriately.

## **Conclusion**

This chapter focused on introducing the whole study, we have presented the main problem that made us conducting this study, also we mentioned the participants and the methodology we have relied on during the conduction of this research and the challenges we faced. In the presenting chapter we will present the related review of literature to the topic under investigation.

## **Chapter Two**

### **Review of Literature**

## **Introduction**

This chapter presents a review of literature on ESP; it addresses the scope of ESP by giving the general overview about it and its historical development as well as the main definitions of key concepts.

### **2.1. English for Specific Purposes (ESP)**

#### **2.1.1. General overview of (ESP)**

Language study and concepts of education fundamentally changed, the English language teaching changed with it, and knew the birth of teaching English for specific purposes which is considered as the direct result of the world revolution.

#### **2.1.2. The origins of ESP**

English for specific purposes had functioned and operated in different ways around the world “but we can identify three main reasons common to the emergence of all ESP”. (Ibid, 1987:6): The demands of the new world, a revolution in linguistics and a new focusing on the learner.

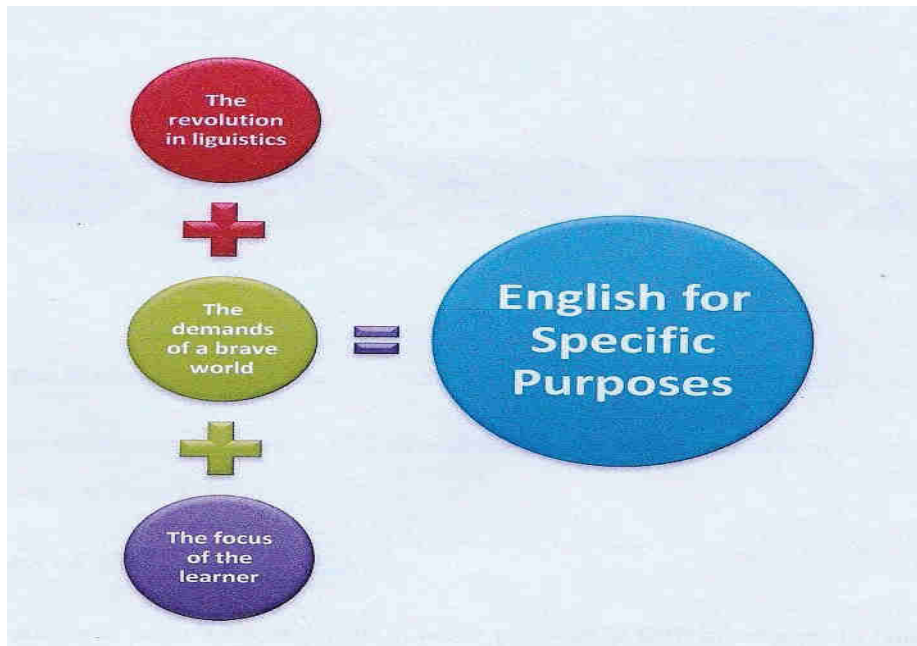


Figure 01: The main reasons behind the emergence of ESP by Hutchinson and Waters (1987).

### 2.1.3. The historical development of ESP

“ESP is not a monolithic universal phenomenon” (Hutchinson and waters, 1987:9); it has developed at different speeds in different countries. The approaches that we shall describe can be found operating somewhere in the world at the present time.

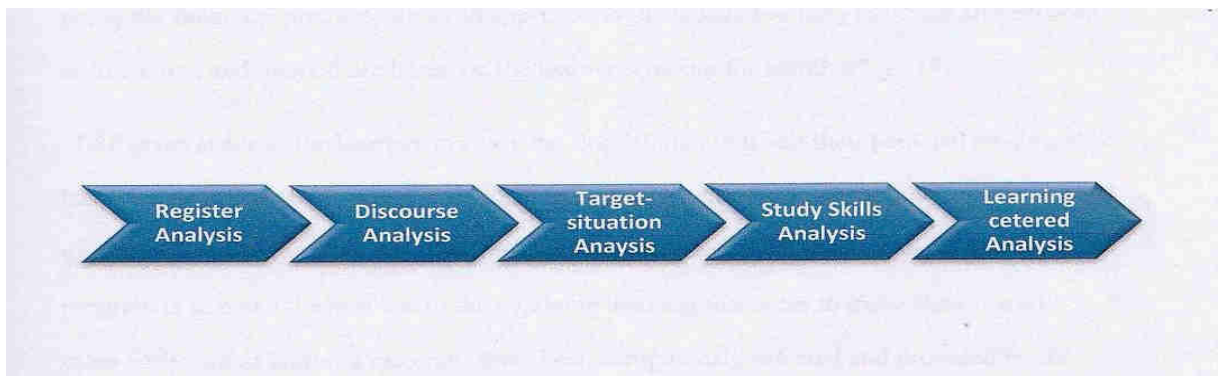


Figure02: The historical developments of ESP suggested by Hutchinson and Waters.

#### **2.1.4. ESP definitions**

Several attempts have been put forth in order to define ESP “producing a simple definition of ESP is not an easy task” (Strevens , 1987:109). Through time researchers provided different definitions of ESP.

According to Mackay and Mountford (1978:2) “ESP is generally used to refer to the teaching of English for clearly utilitarian purpose.” I.e. that English should be taught to achieve specific language skills using real situation, in a manner that allows them to use the English in their future profession, or to comprehend English discourse related to their area of speciality.

In the same vein Robinson (1991:2) states that generally the students study English

“Not because they are interested in the English language or English culture as such, but because they need English for study or work purposes”. Anthony (1997: 9-10) argued that “some people describe ESP as simply being the teaching of English for any purpose that could be specified. Other, however, were more precise describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes”.

This denotes that, the role of ESP is to help language learners to build up the needed abilities in order to use them in specific field of inquiry, occupation, or work place.

In 2001 Richards states that ESP teaching aims are preparing non-native speaking students for study in the English-medium academic contexts: preparing those already fluent or who have mastered general English, but now English for specific usage in employment, such as engineers, scientists, or nurses: responding to the needs of the materials of English for business purposes; and teaching immigrants the English needed to deal with their job situations, Hence in ESP; “language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments” Basturkmen (2006: 18).

Finally we can conclude that all the above definitions can be considered as common core, because they described ESP as teaching specific content and skills of English specific group of learners aiming at communicating effectively in academic or vocational situations.

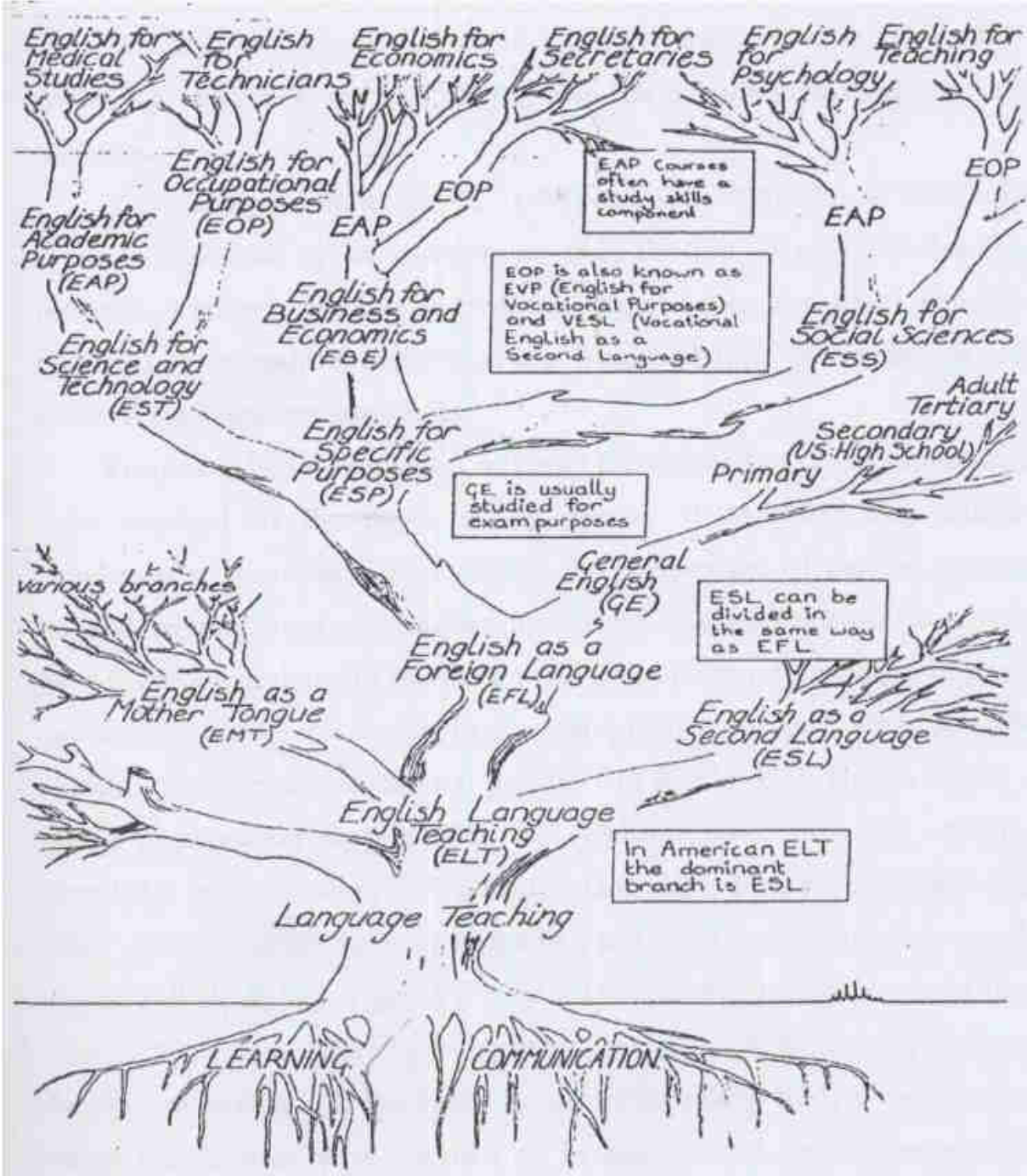


Figure 03: ELT tree by Hutchinson and Waters (1987).

## **2.2. The difference between General English (GE) and English for Specific Purposes (ESP)**

### **2.2.1. General English**

English for General Purposes refers to context such as the school where needs can not readily be specified. It is more usefully considered as providing a broad foundation rather than a detailed and selective specification of goals like ESP. As it covers the teaching of the fundamentals of grammar, as well as of phonetics and provides a possible new language studies.

### **2.2.2. English for Specific Purposes**

On the other hand, “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning”.

(Hutchinson and Waters 1987, p.19).

## **2.3. Characteristics of ESP**

1. ESP is defined to meet specific needs of the learners.
2. ESP makes the use of the underlying method and activities of the disciplines it serves.
3. ESP is centered on the language, skills and the discourse appropriate to these activities.
4. ESP courses assume that learners have some basic knowledge of the language system, but it can be used for the beginners. (Dudley, Enns & John 1988, pp.4 – 5).

## **2.4. Types of ESP**

David Carter (1983) identifies three types of ESP

-English as restricted language

-English for academic purposes

-English with specific topics.

The language used by air traffic controllers or waiters are examples of English as restricted language. MacKay and Mountford (1978) clearly illustrate the difference between restricted language and language with this statement:

The language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hosters. However, such restricted repertoires are not languages, just as tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation or in contexts outside the vocational environment (p, 4-5).

The second type of ESP identified by carter (1983) is English for Academic and Occupational Purposes. In the tree of ELT (Hutchinson & Waters, 1987), ESP is divided into three branches: English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches; English for Academic purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Medical Studies'.

Hutchinson and Waters (1987) do note that there is not a clear-cut distinction between EAP and EOP: "people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in study environment will be used later when the students takes up, or returns to, a job" (p. 16). Perhaps this explains Carter's rationale for categorizing EAP and EOP under the same type of ESP. It appears that carter is implying that

the end purpose of both EAP and EOP are one the same: employment. However, despite the end purpose being identical, the means taken to achieve the end is very different indeed.

The third and final type of ESP identified by Carter (1983) is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned anticipated future English needs have, for example scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. It is an integral component of ESP courses for programs which focus on situational language. This situational language has been determined based on interpretation or results from needs analysis of the language used in target work place settings.

## Types of ESP

- English as a restricted language: English for waiters, English for air controller, etc.
  - English for Academic and Occupational Purposes (EAP, EOP)
  - English with specific topics
- David Carter(1983)

Figure 04: David Carter subdivision of ESP.

## 2.5. Current challenges in teaching ESP

### 2.5.1. Course design

One of the greatest challenges of teaching any subject is the course design. Due to the fact that the ESP students have their objectives well-defined from the very beginning. This being directly - related to their practical job - related as professionally oriented needs. Theoretically,

designing a course should not be either too simple, none too complicated. This is, in fact, not the case in reality. according to David Carver, an ESP course should be on three elements; first, it has to offer authentic materials, then it requires a purpose related orientation, which means that reasonable simulacrum of reality in which practitioners have the possibility to get involved into communicative tasks that replicate real situation in mandatory, and last but not least, it should be defined by self-direction, i.e. Learners are to become active users. For further development, the ESP practitioner, which is by his role of course designer, should pose some questions that are related to the field in order to have sufficient database. These inquires are

- Why do students need to learn English?
- Who is going to take a part in the process (teachers, students, or expert in the field)?
- Where the learning process is going to take place?
- When the learning process is meant to take place? Is there a time limit to be taken into account?
- What do the students need to learn? What aspect of language would be more appropriate under the given circumstances?
- How will the learning be achieved, i.e. what theoretical background will be chosen the fuel methodology that meant to be used?

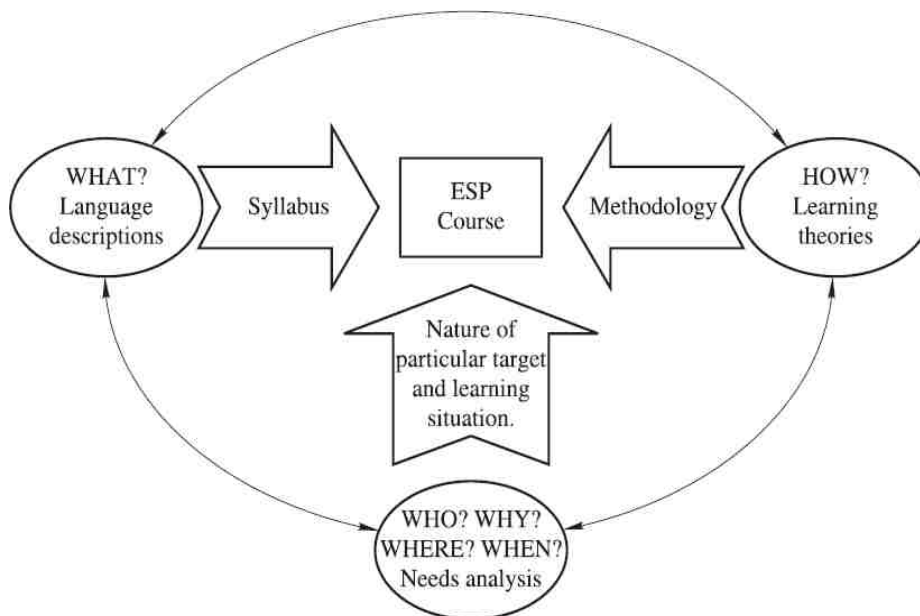


Figure 05: The historical developments of ESP suggested by Hutchinson and Waters.

### 2.5.2. The role of the teacher

The ESP teachers play an essential part in this complex equation due to the fact that the scope of ESP goes beyond the limits of teaching. As far as Tony Dudley Evans and Maggie St Johnare concerned. The term “practitioner” is referred to the term “teacher” due to the complexity of the work one is involved in. They also believe that the ESP practitioner has to play five roles effectively, namely, respectively teacher, course designer and material provider, collaborator, researcher, and evaluator.

## 2.6. English for Academic Purposes (EAP)

### 2.6.1. Definition of EAP

English for Academic Purposes is an approach to language education based on a close identification of the specific language features, discourse practices, and communication skills of target academic groups, and which recognizes the particular subject-matter needs and expertise of learners (Hyland, 2006).

In fact, we need to keep in mind that EAP has emerged out of the broader field of ESP. However, EAP refers to language research and instruction that highlights academic contexts; this is what differentiates it from ESP or other related fields. It has been always considered as a sub-disciplinary within ESP since ESP and EAP are claimed to be “sister fields”. It is rare to find articles that focus on EAP in ESP journal pages, but it is very possible to find EAP works also in ELT journals.

Hyland and Hamp-Lyons determine the range of EAP as “The linguistic, sociolinguistic, and psycholinguistic description of English as it occurs in the contexts of academic study and scholar exchange itself”. It is very reasonable to regard EAP as a field of education and language education.

### **2.6.2. EAP and disciplinary variation**

The idea of disciplinary variation assumes that academic discourse is embedded in the particular processes of argument, affiliation and consensus-making of disciplines as each discipline develops its own way of formulating and negotiating knowledge that is reflected in distinctive rhetorical preferences. Hyland and Hump-Lyons (2002, p.vii), following Dudley Evans and ST.johns (1998), claimed that EAP is the space where “the fundamental concern is the acquisition of knowledge by individuals”. This enables the learner as an individual to concentrate more on the text or the activity in new field.

Therefore, we can assume that a common core of essential skills can be established; this does not enforce students to take wrong lead beyond the first year and university. The proposed solution to the contextual problems faced by the students in the early stages is the “academic literacy’s position (Lea and Street 1999 and Ivaniç 1998). However, Johns (1995, p.55) argue that “students must...adjust somewhat to each academic discipline they encounter”.

### **2.6.3. Genre analyses (GA) in EAP**

Genre Analysis studies have dominated the field of ESP. Along with the development of both ESP and EAP, the emphasis has steadily shifted away from its usual practical problem-solving and implementations research. This gives EAP teachers a fertile foundation.

In EAP genres are usually defined as staged, structured events using language designed to perform various communicative purposes by specific discourse communities (Swales, 2004). Therefore, the use of genre analysis has provided a useful tool for understanding community situated language use and describing the specific target texts expected of learners.

### **2.6.4. EAP assessment**

Testing and assessment in English for Academic Purposes (EAP) contexts has traditionally been carried out on the basis of a needs analysis of learners or a content analysis of courses. This is not surprising, given the dominance of needs analysis models in EAP, and a focus in test design that values adequacy of sampling as a major criterion in assessing the validity of an assessment procedure.

## **2.7. Needs Analysis (NA)**

### **2.7.1. The eminence of NA**

During a language course, it is possible to find out what is needed by learners of different level with the help of Needs Analysis. As well-established NA aids in providing the policy-makers with references and curriculum designs for foreign language teaching (FLT). Nunan (1988) considered NA as the key for starting a curriculum or syllabus design.

Needs Analysis help teachers to identify the students' perspective professional needs that guarantee an efficient teaching process.

### **2.7.2. Needs analysis Origins**

The term Needs Analysis re-emerged during the 1970's and considered as research. Needs Analysis procedures in the field of language teaching was first used by Michael West in survey report published in 1926 (White, 1988). NA is important to investigate students' needs in order to make an effective ESP course syllabus, these idea is resulting from the interest in the design of language courses that could satisfy individual and social needs (Palacios Martinez 1992. 135).

Needs Analysis viewed as unveiling the needs of learners of general English (GE), as well as those needs are restricted to use the language in daily life conversation (communication). During the 1970's and the early 1980's, and the early 1980's, major publications in the field of ELT such as Munby's (1978) facilitate the way for needs Analysis towards popularity is one of the fundamental stages of the course design of ELT.

### **2.7.3. Definition of needs analysis**

Needs Analysis is a significant step in the process of designing an ESP course or General English course. It is a set of activities involved in collecting the necessary information for developing an effective curriculum that meets students' particular needs (Lwai et al., 1999). In order for this to take a place, the teacher need to take into consideration the learner's needs, and make a distinction between "target" and "learning" needs. Richterich (1983) states that Needs Analysis is a process which includes accumulating information on individuals or groups of individuals who are supposedly expected to learn a language.

Richards and Rogers (1986) acknowledged that NA is the process of identifying the general and specific language syllabus. Thus, the emphasis may either be put on the general parameters of the syllabus or on the special needs of the learners.

In order to differentiate between what learners are required to know and what learners think they need to know, Hutchinson and Waters (1987) define Needs Analysis from the level of necessities, lacks, and wants. They believe that basing a course on the target objectives without considering the constraints and the lacks is inadequate. The concept of “learning needs” provided and analyzed by Hutchinson and Waters (1987) have been proved and to be reasonably useful in the field of teaching. Consequently, course designers analyze the learning needs of the learners according to the existing knowledge, the condition of learning situation, and other learning-related factors.

#### **2.7.4. NA current position**

The current state of NA is becoming much easier with the aid of the advanced technologies mainly the internet and social media, information communication technology (ICT) generally enables students to rely on relevant materials to access different academic resources. This could be helpful for both teachers and students, since it could also give them more than adequate knowledge to fill the gaps within the institution’s ESP syllabus. The advanced technologies that are provided for the teachers as well as the learners will obviously continue to affect the teaching and learning process as they will remain progressing over time.

#### **2.7.5. The analysis of localized components**

The overarching goal of English language education is to cherish multidisciplinary skills. Researchers continue to recognize that different talents development is determined of their regional-economic status as there are more likely to be various aspects emphasized in different provinces, districts or schools.

It is argued that NA should not be controlled by learning and target needs. For instance, students of port and shipping management need to study at universities that take advantage of

their location plays a vital role in various ESP fields of study regardless of the language skills of maritime universities.

### **2.7.6. Approaches to needs analysis**

There are a number of established approaches to needs analysis that have been suggested by several scholars for ESP curriculum development.

#### **2.7.6.1. Target-Situation Analysis (TSA)**

An aspect that tries to collect information from the students, what they will have to do in English, and what skills do they need. This term target-situation analysis (TSA) was used by Chambers (1980) who tries to clarify the confusion of terminology. For Chambers TSA is “communication in the target situation”. In this work Munby (1978) introduced communicative needs in which he focused on students’ needs and what they are hoping to be able to do with the language by the end of the course. He is interested with communicative syllabus design.

Hutchinson and Waters (1987:59) saw that target situation analysis deals with questions about the target language in the learning process in which attitudes and participant’s level are included. They claim that “The analysis of target situation needs is in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process.”

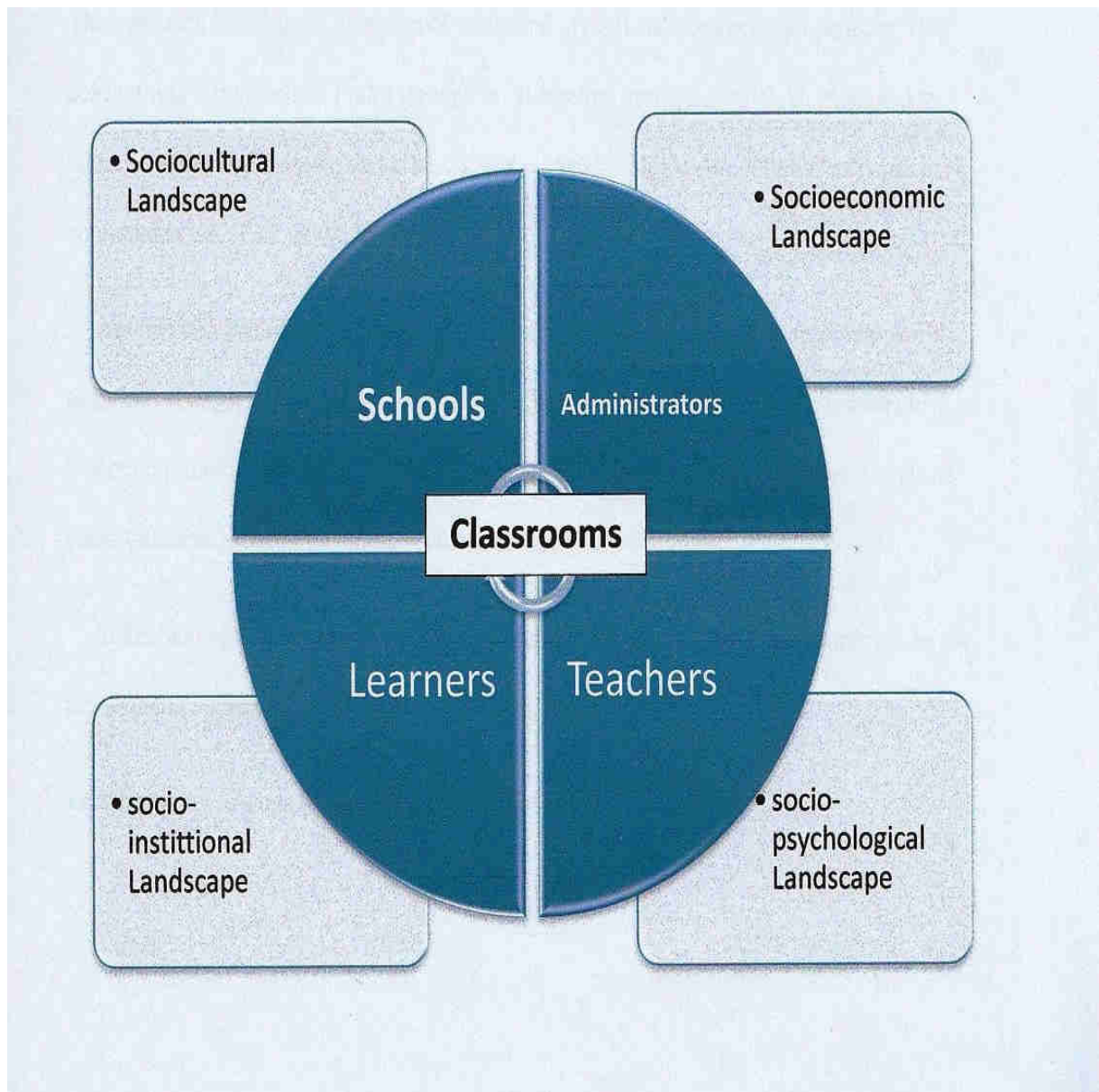


Figure 06: situational or environment analyses on needs.

### 2.7.6.2. Task based approach

Long defines task as "...by task is meant the hundred and one things can people do in everyday life at work, at play, and in between. Tasks are the things people will tell you to do if you ask them and they are not applied linguistics (1985, P.89).

Task based approach is a learning program in which the learner making different tasks until the reaches the specified level of competence, and create a progress to a higher level.

The task of ESP teachers is to enable the student to perform the task assigned to them. To ensure that students perform the tasks successfully, teachers adopt a communicative task based approach which starts with evident questions such as: can the student do the test or not? And when we receive intake of students we ask? Which task can they do and can they not do? The other is how well can the student perform each required task? Or how far does the fall short of it? Wright (1987) states that "...instructional questions which ask, demand or even invite learners (or teachers) to perform operations on input data".

This approach provides opportunities for both English teachers and students which vocabulary and grammar they want to learn. It also helps students in interpreting discourse in a controlled manner.

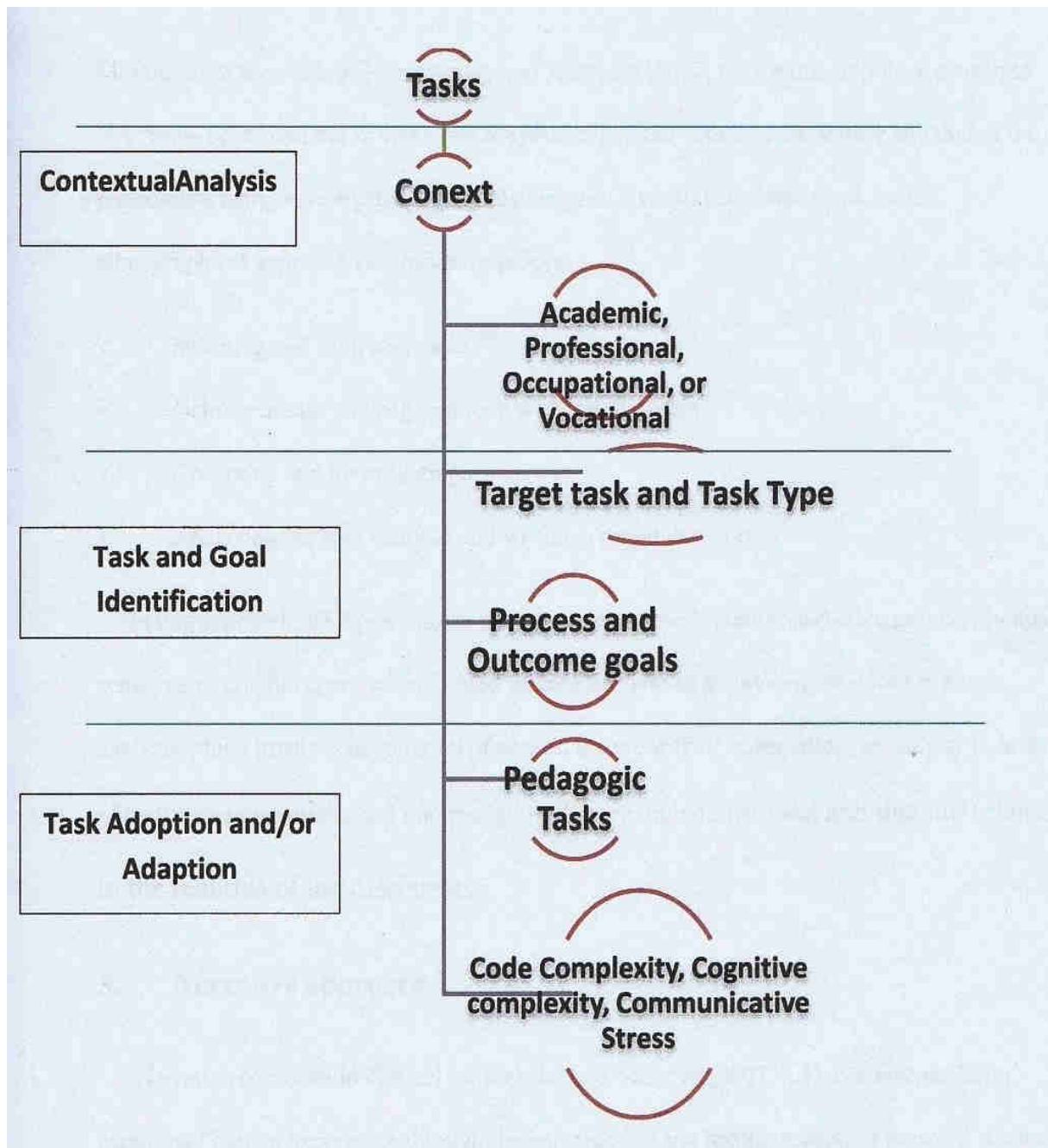


Figure 07: Task based analysis on needs.

### 2.7.6.3. Critical approach

Critical theory is a normative approach, which attempt to “historicizing, Critiquing, and exposing human relationships domination and subordination” (Mc Laren & Ryoo, 2012, p.495). Mc Laren and Ryoo added that this approach “involves deconstructing the ways

knowledge is produced, valued, and used to control people in our sociopolitical and economically stratified societies” (p. 495).

This approach shows how education affords students similar chances through schooling and assessment in order to take part in humanistic pedagogy that informed by the existing curriculum. In critical theory, teachers need to put in mind how practice and assessment benefit students. They also try to figure out what does learning means to their students, and if their teaching affect on student learning.

The critical approach is related to needs analysis in which teachers thinking of, what are needs analysis for? How does the analysis involve pedagogic practice? And which one of the practices is supposed to accomplish? Critical needs analysis help students to develop personally and academically, and allow them to participate in the design of micro-level materials as a part of a language curriculum development.

#### **2.7.6.4. Ethnographic approach**

According to Watson-George (1997), Ethnography is the study of people’s behavior in ongoing settings; its central is to understand the social organization and culturally-based perspectives and interpretations that guide behavior in a given social group.

Ethnography is considered as an investigative tool and a reflexive process. Hammersley and Atkinson (2007, p.7) propose five (5) common steps which are, selecting and sampling cases, gaining access and negotiating it with gatekeepers, observing and investigating, recording and managing data, and analyzing the data analysis and writing a research report.

Ethnographic needs involve four (4) main steps:

1. Observe the students and their natural academic environment.

2. Ask the students about their communication practices, needs, and problems.
3. Ask the subject specialists.
4. Ask the language specialists.

Ethnographic needs analysis leads to thick descriptions of the communicative practices and needs of scientific “communities”. It also seeks to develop total communicative competence that allows learners to become a member of an international discourse community and adopt a socio-cultural perspective. Hyland (2006, p.66) sees that ethnographic needs analysis aimed to offer a comprehensive, detailed, and thick description (Geertz, 1973); portray an insider’s perspective, which gives precedence to the meaning of the event or situation to participants; and provide an account grounded in data collected from multiple sources that develops a conceptual framework.

ESP practitioners play not only the role as needs analysis but also as ethnographers. There is a clear need for ethnographic approach in ESP field which is relevant to needs analysis as an investigative tool that involves negotiation of access, the security of observation, and sensitivity to layers of realities or discourse and multidimensional interpretations of the realities or the discourses.

#### **2.7.6.5. Narrative approach**

Narrative is seen as stories of experience\life that includes different events linked to the past, present and future at a certain place and a passing moment in time. Clandinin and Connelly (2000, p.50) visualize narratives as personal and social (interaction); Past, present and future (continuity); Combined with the notion of place (situation). This set of terms creates metaphorical three dimensional narrative inquiry spaces or sequences.

Webster and Mertova (2007, p.1) defined this approach in a way for capturing “human experience through the construction and reconstruction of personal stories.”

In the educational domain, the use of narrative leads to enhance the awareness about language use in English language instructional contexts among others (Razfar, 2012).

This approach is about exploring one’s teaching contexts which lead to a good understanding, narrative approach should be taken in the form of constructing, interpreting and reflecting on one’s personal teaching story.

#### **2.7.6.6. Discourse approach**

Discourse analysis is considered as one of the important area of language study. It relates not only to the field of education, but also to society and culture. Its significance restricted to linguistic and sociolinguistic areas. Cele- Murcia and Olshtain point out that “the field of discourse analysis plays a key role in the definition of goals by placing emphasis on the learner’s communicative needs which entails social and cultural perspectives in addition to linguistic elements of the curriculum”(2000, 186). It also had a very significant effect on syllabus design in which it places social contexts of learning and language use at the center.

Discourse analysis is needed in each ESP course, so that students will be able to handle language for communication and improve both their productive and receptive skills. When applying this approach to an ESP course design, students will improve metalinguistic awareness that is helpful for critically analyzing both, their own speech and writing as well as of others.

### 2.7.6.7. Corpus approach

A corpus, a large collection of texts that is stored and analyzed electronically. It has been discussed and announced in the area of corpus linguistics and the complication analysis of corpus (Cheng, 2012).

It is remarkable to set apart between a text and a corpus. Adapted from the work of Tongnini-Bonelli (2001), Cheng (2012, p.13) makes a considerable distinction between the two as follow:

A Text	A Corpus
Read whole.	Read fragment
Read horizontally.	Read vertically
Read for content.	Read for formal patterning
Read as unique event.	Read for repeated of social practice
Instance of our individual performance.	Gives insights into the language system
Coherent communicative event.	Not a coherent communication event

Figure 08: The difference between a text and a corpus.

Corpus approach helps to covert language data from relevant texts into usable information about recurrent meaning and use in context (Hanks, 2013).

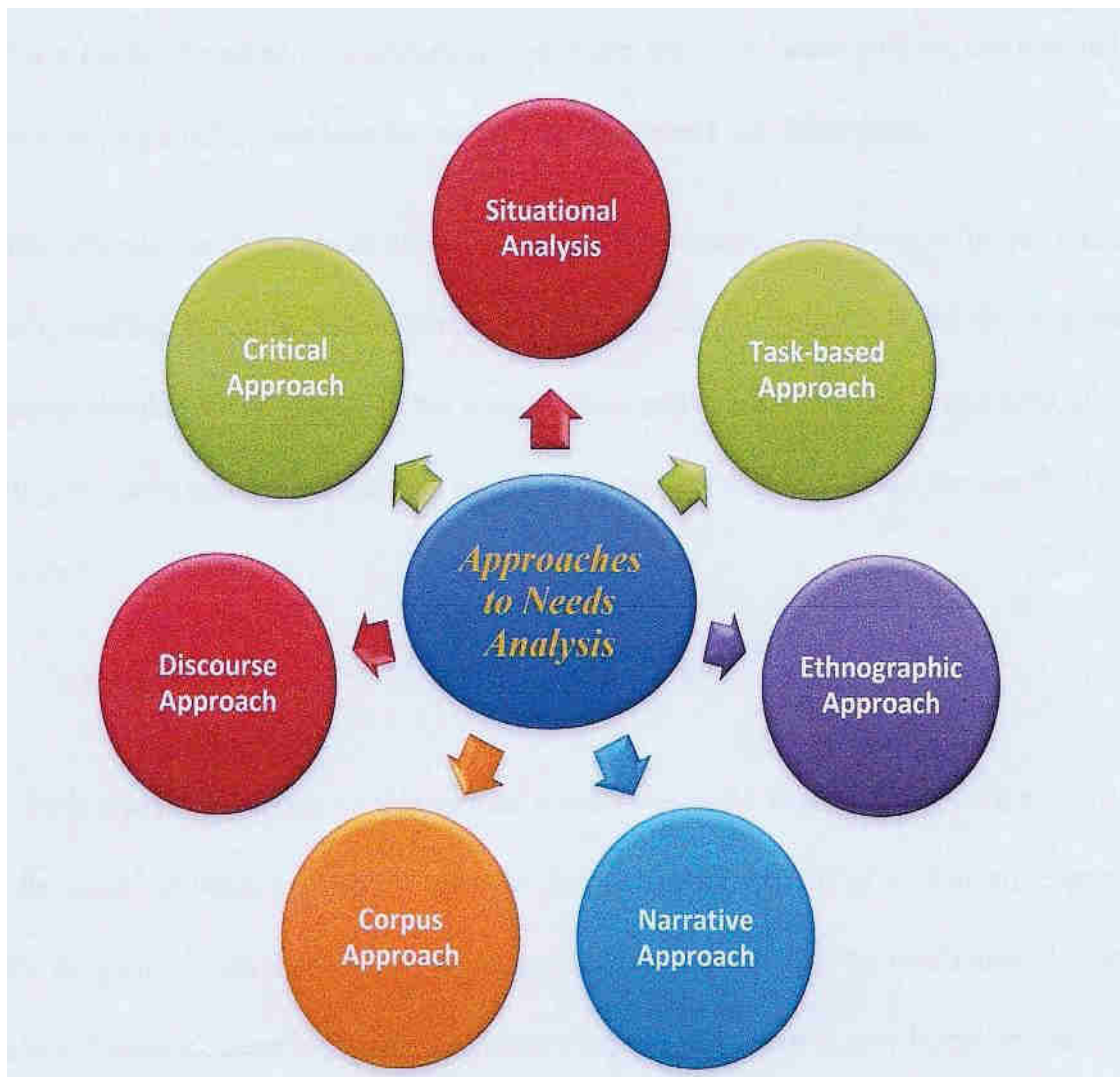


Figure 09: Approaches to Needs Analysis.

## 2.8. Methods for conducting NA

NA is an activity involved in gathering information that serves for developing the curriculum to meet learning needs of a particular group of students.

There is an agreement on the variety of the methods used to collect data in NA which are surveys, observations, interviews, customer feedback.

### **2.8.1. Surveys**

Surveys can be carried out with a sample of learners that helps to identify performance lacks in a specific field in the review of needs. The needs analysis can be conducted by designing and distributing a questionnaire among participants.

Various types of questions can be used for instance open-ended, closed-ended, projective, and priority ranking questions. The survey demands that all questions should be well connected with the particular tasks and needs of the concerned field of research. In addition, questions should be piloted before the final distribution to participants to overcome misinterpretation.

### **2.8.2. Observation**

Observation can be employed as a method of needs analysis procedure since it brings reliability and accuracy of the gathered information. While observing, the needs analytic should take into account technical, functional and behavioral aspects. Furthermore, it is helpful for the investigator to collect data of spoken and written interactions of different participants such as teachers, learners, and even administrators.

### **2.8.3. Interviews**

While interviewing each participant, the need analytic is tolerated to gather data on performance gaps. An interview can be structured or unstructured as it can be formal or informal depending on the intentions of the examiner. The benefit about conducting NA is that interviews can be made directly or remotely via phone calls or video calls for advanced social media users, or even at work locations etc.

#### 2.8.4. Customer feedback

While customers indicate more clearly the areas of improvement, needs analysis is required to formulate each question in a feedback form since it is directed at particular results.

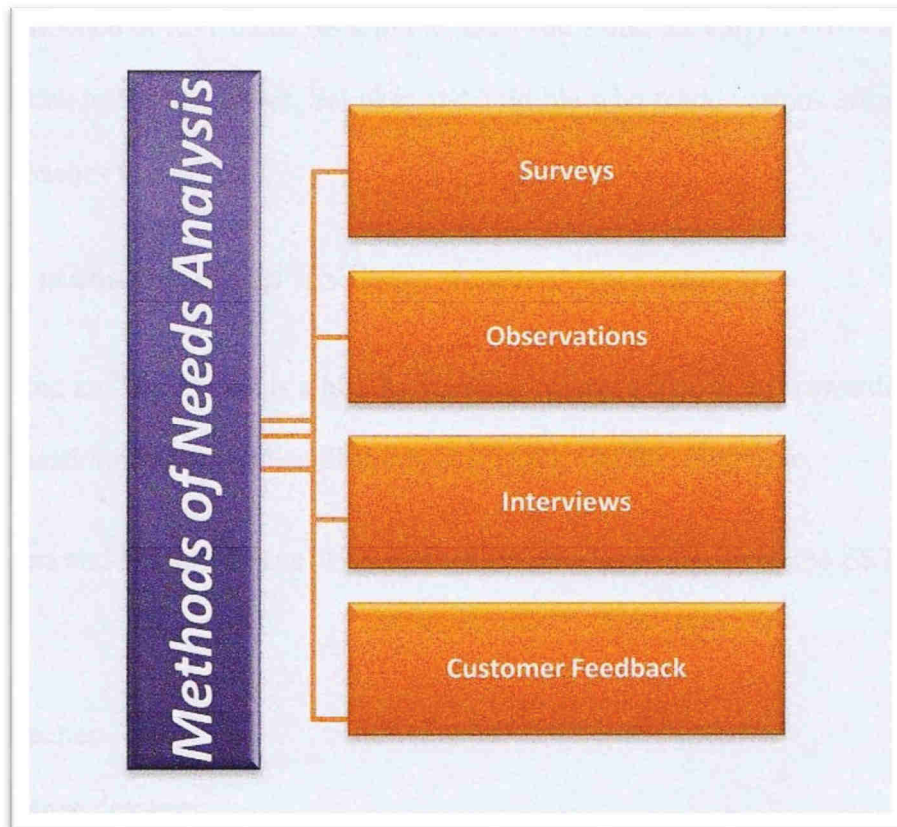


Figure 10: Methods to Needs Analysis.

### 2.9. ESP course design

#### 2.9.1. Definitions

Course design refers to the planning and structuring of a course to achieve the needed goals. It is the outcome of number of elements: the result of the needs analysis, the course designer's approach to syllabus and methodology, and exiting materials (Robinson, 1991).

According to Hutchinson and Waters course design is the process by which the raw data about learning need is interpreted in order to produce an integrated series of teaching-learning experience, whose ultimate aim is to lead the learners to a particular state of knowledge.

### **2.9.2. Integrated approach in course design**

Integrated Approach is an approach that integrate teacher centered learning, learner centered learning and learning centered approach. It is based on the principle that learner on process must be guided by the teachers to learn optimally not all the processes. Not all the learning source comes from the learner, but the learning process can be processed optimally if the all components of the learning process function well.

## **2.10. Evaluation in ESP**

### **2.10.1. Definitions**

Pauline Robinson, in his books, defines evaluation as the discovery of the value for some purposes. Other clearer definition is proposed by Alderson and Murphy who writes that evaluation is concerned with describing what is there and placing some value on what is found.

Nunan and Lumb (1996) argue that “monitoring and evaluation are essential parts of everyday life. We monitor ourselves and others as we carry out the many tasks of everyday-life shopping, riding the subway to work, and looking after our kids in the park, watching television and so on.”

### **2.10.2. Levels of evaluation in ESP**

ESP is restricted only to two levels of evaluation learner assessment and course evaluation

#### **2.10.2.1. Learner assessment**

In any language course there is a need to assess students’ performance at any strategic point either at the beginning or at the end of the course. It has great importance in ESP because it deals with the ability to perform particular communicative tasks.

This level includes three types of assessment which are placement, proficiency, and achievement assessment. Those tests should be linked to the previous lectures and the assessor has to avoid bias while designing the tests in order to have measured language skills. The results of this kind of evaluation enable sponsors, teacher, and learners whether and how much language tuition is required.

#### **2.10.2.2. Course evaluation**

Evaluation helps to show how well the course fulfills the needs Thus, evaluating an ESP course helps to establish whether it is meeting its aims. It also plays a useful social role through showing the various parties involved (teachers, learners etc) that their views are important.

Course evaluation contains four aspects that shed the light on such as, what should be evaluated? How can ESP courses be evaluated? Who should be involved in the evaluation? When and how often should evaluation take a place?

#### **Conclusion**

In his chapter we presented a review of the literature needs analysis for computing students. We discussed ESP as the main concept in our study, and then we discovered works that covered NA as a vital element in our research. After that, we explained EAP with its various components and variations. At least, we have tackled the course design and evaluation in ESP. The next chapter will include the methodology we have depended on to carry out this research.

## **Chapter Three**

### **Method**

## **Introduction**

The last chapter dedicated itself entirely to literature review in connection with the research in question. The third chapter describes the procedure by which the practical hand, that is to say the research methodology of the dissertation was performed as it is laid down in the heading.

### **3.1. Description of the exploratory study:**

The research design is based on one method this study seeks to analyze ICT needs for third grade students of computing. It is exploratory in nature as the intention of the research is to obtain deeper understanding for their needs to study the English language. This study is interested with the perception and the views of the students who participated in the study by analyzing their English needs.

### **3.2. Research design**

The description design is conducted in present research. The research intends to analyze ICT student's needs and how far the analysis of their needs is taken into consideration by their teachers. The present research is divided into five (5) chapters. The first chapter is an introductory chapter to the study, while second discusses the review of literature related to the topic of the study under investigation. The third chapter is the method chapter. The fourth one is devoted to the results and analysis. The last chapter includes the discussion of the detailed results in addition to some recommendation for further studies.

### **3.3. Ethical consideration**

There were never ethical issues in the current research. The research was carried out in highly ethical and sincere manner. The state of this study was based on the most suitable and related genuine data course of science. The research was based on height (8) needs analysis

questionnaire which distributed among third grade students science and technology department of Chadli Bendjedid in EL-Taref Participants were not obliged to answer the questionnaire, but the study had kindly requested them to answer and had explained any questions inquiries by their hands. The survey was also anonymous, allowing the participants more relaxed and frank way of answering the questions.

### **Conclusion**

This chapter was fully devoted for the methodology related to the present research in which we have described the process through which the practical side of the search was conducted. The coming chapter will tackle the results we have obtained and their analysis.

## **Chapter four**

### **Results and Analysis**

## Introduction

The present chapter is devoted to the results and analysis of data collection in order to prove or disapprove the already established hypotheses in order to achieve our behind this study which is to analyze ICT students needs.

### 4.1. Student's needs analysis questionnaire

The needs Analysis questionnaire was distributed among twenty (20) of third year students from the department of Computing science at Chadli Bendjedid El-Taref in order to analyze their learning needs to be able to achieve our aim of study.

### 4.2. Results of students' questionnaire:

Question 01: Do you consider English important to your studies?

- Yes
- No

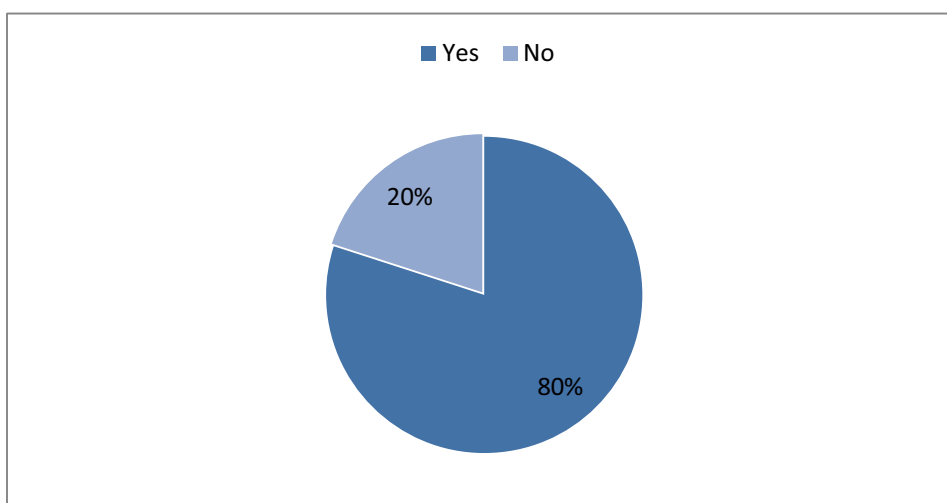


Figure 11 Importance of English language.

The graph indicates that 16 students that represent 80 % of the respondents have answered “Yes” and 20% of the respondents have answered “20”. One can conclude that English is very important for their studies and therefore they are extremely motivated to study the English course.

Question 02: Do you find the number of hours provided for English learning?

- Too much.
- Sufficient.
- Reasonable.
- Not sufficient.

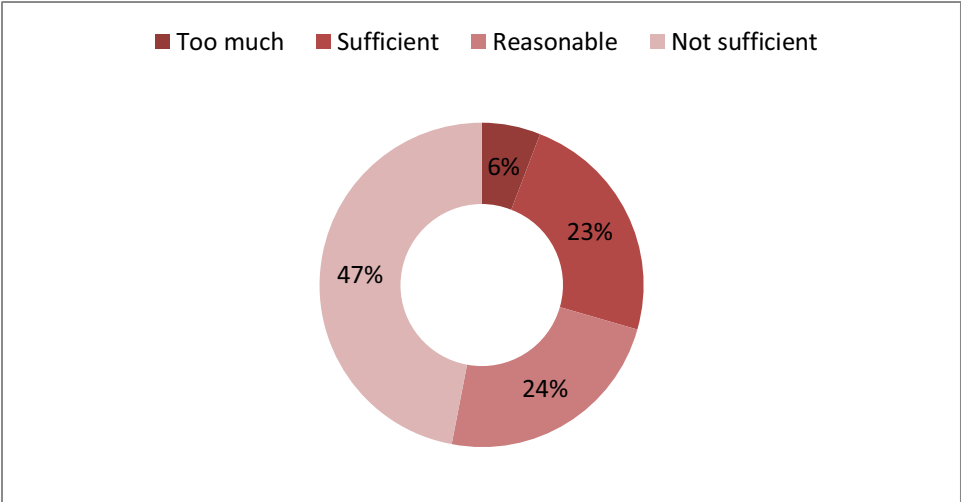


Figure 12 Students’ opinion about English course timing.

The figure concluded that 40% of the participants think that the number of hours provided for the English courses is not sufficient, while 20% of them behind that the period provided for English Courses are sufficient, and 15% states that the hours are reasonable, unlike 5% of the participants argued that the number of hours devoted to English language courses is too much.

The researchers infer that students are sufficient with the period of time devoted to English language course.

Question 04: How could you describe your English level?

- Beginner.
- Intermediate.
- Advanced.

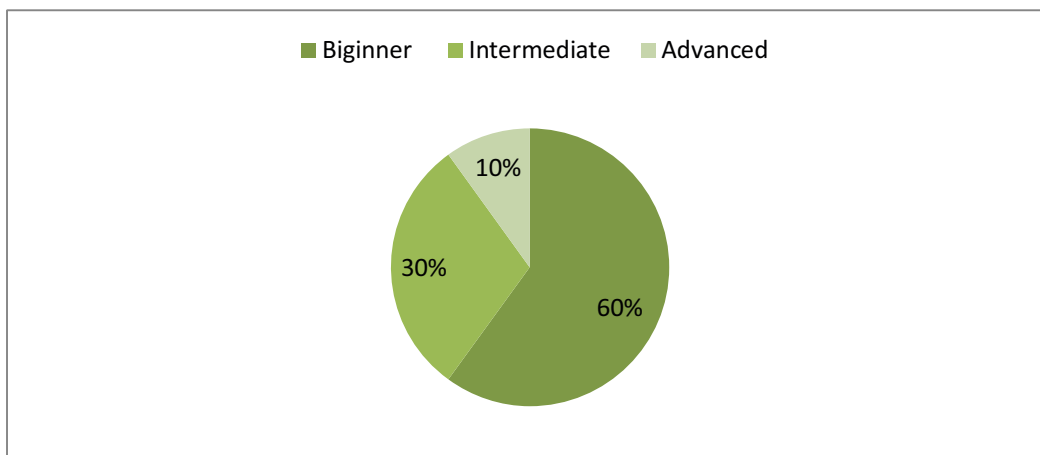


Figure 13 students' evaluation of their level.

From the figure above shows that the majority of the students who represent 60% of the whole population believe that their level in English language is as a beginner, but 30% of the seeing their level as intermediate, while the minority that ranges 10% assume that they have an advanced level in English language.

The researchers come to the conclusion that students are not really satisfied with their level in English language.

Question 05: What is the most important reason you need to study English for?

- To understand wide range of technical vocabulary.

- To read books, articles related to science and technology.
- For job application / letter.

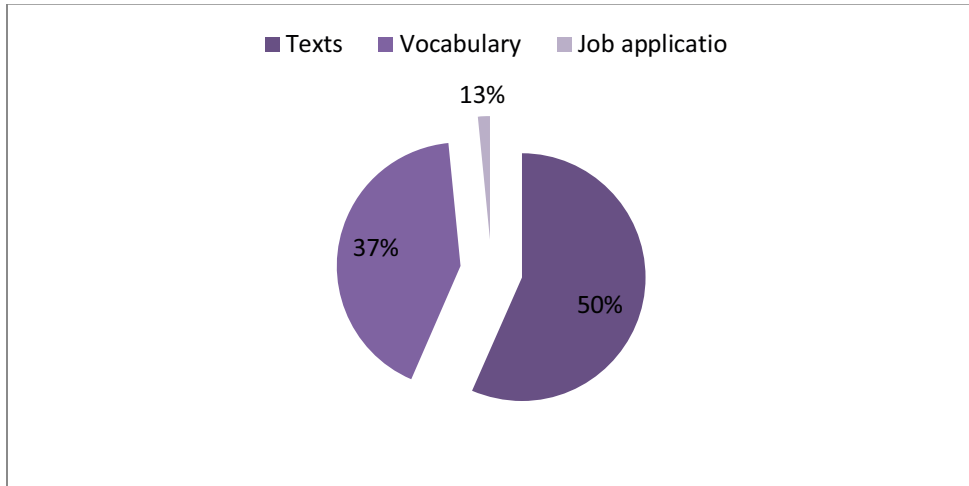


Figure 14: The main reasons behind learning English.

The figure above shows that 50% of the students need is to be asking to read texts, books, articles...related to their field of study written in English. While 37% of them need is to understand some technical needs and vocabulary in English, and only 12% claimed that they need the English language in their occupational life for a job application or letters.

We can then claim that what ICT students relay need to learn the most is being able to read and understand reports, texts, and books in English language.

Question 05: Which skills need to be covered in the course?

- Listening.
- Speaking.
- Writing.
- Reading.

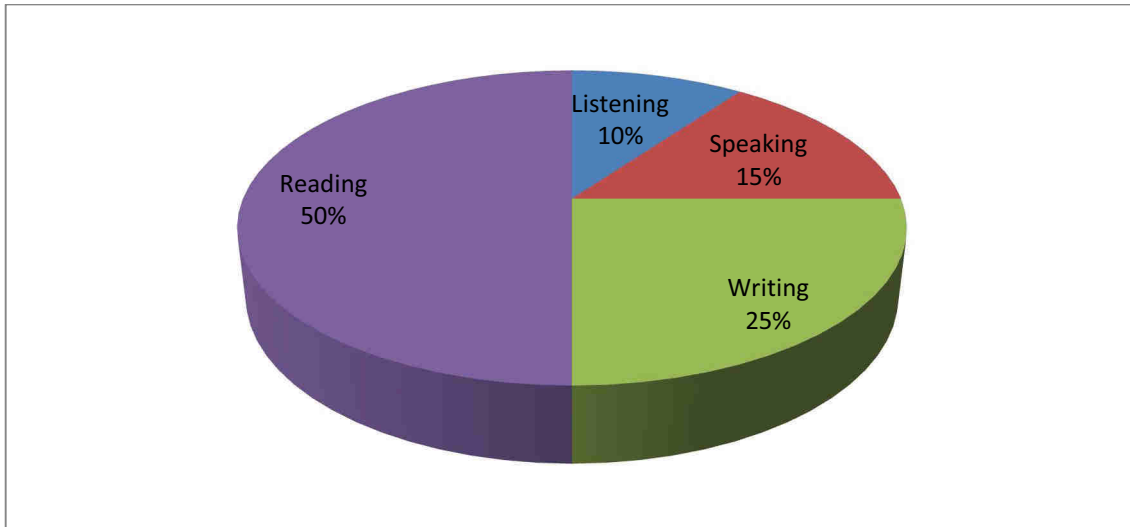


Figure 15 Language skills need to be covered in the course.

From the figure shown above, we can notice that most of students or 50% of them believe that they need to improve their reading skill. 25% of them argue that they need to improve their writing skill. About 15% of students claim that they need to ameliorate speaking skill, which only 10% of them needed to improve their listening skills.

The researchers come to infer that students need to improve the reading skill in the first place before other language skills.

Question 06: Does your ESP teacher take into account your needs for learning the English language.

- Yes.
- No.

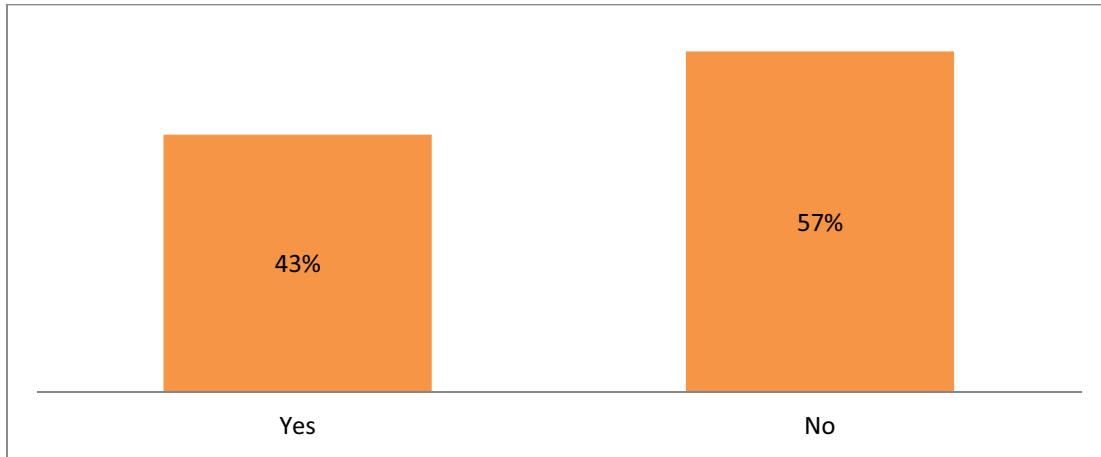


Figure 16 Teachers account for students needs while learning English.

The figure shows that 57% of the students argue that their ESP teacher does not account their needs for studying English while presenting or designing courses, while only 43% of them state that their ESP teacher does account their need in learning the English language.

Therefore, we can conclude that ESP teachers do not take into account his students' needs while presenting or designing their courses.

Question 07: Are you satisfied with the way you study English?

- Yes.
- No.

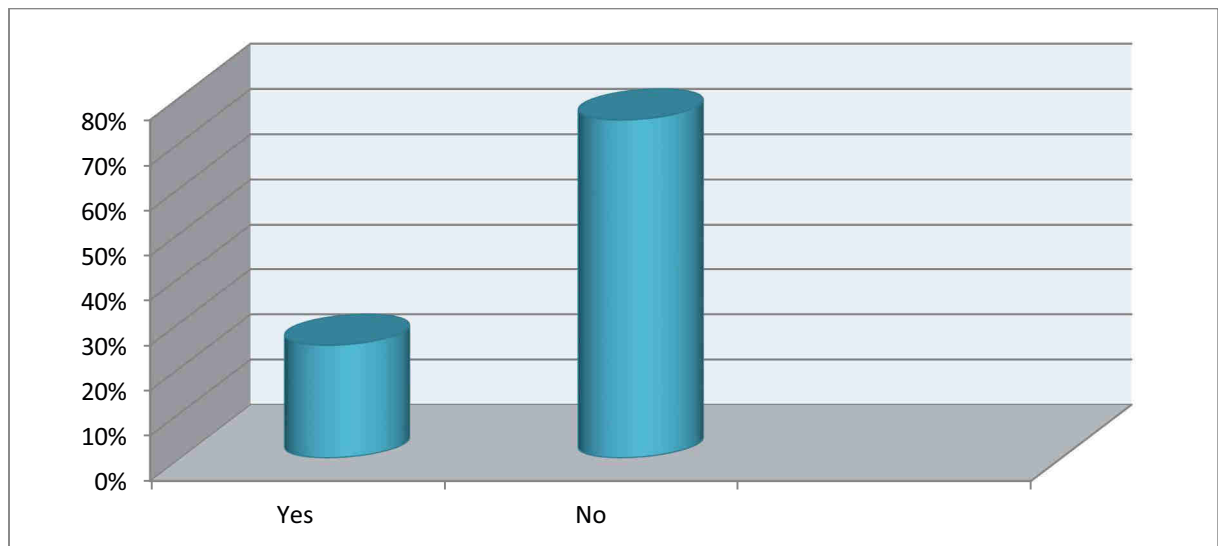


Figure 17 Satisfaction on the way they are studying English.

The figure that 75% of the students are not satisfied with the way they are studying English, unlike 25% of them who are really satisfied with how they are learning English.

We can conclude that students are not satisfied with the way they are studying English and they have many areas of dissatisfaction including as the most important one for the researchers, the lectures they are being given are not really related to their field of study.

Question 08: As students of science computer, do you find the English you are learning is related to your field of study?

- Yes.
- No.
- Somehow.

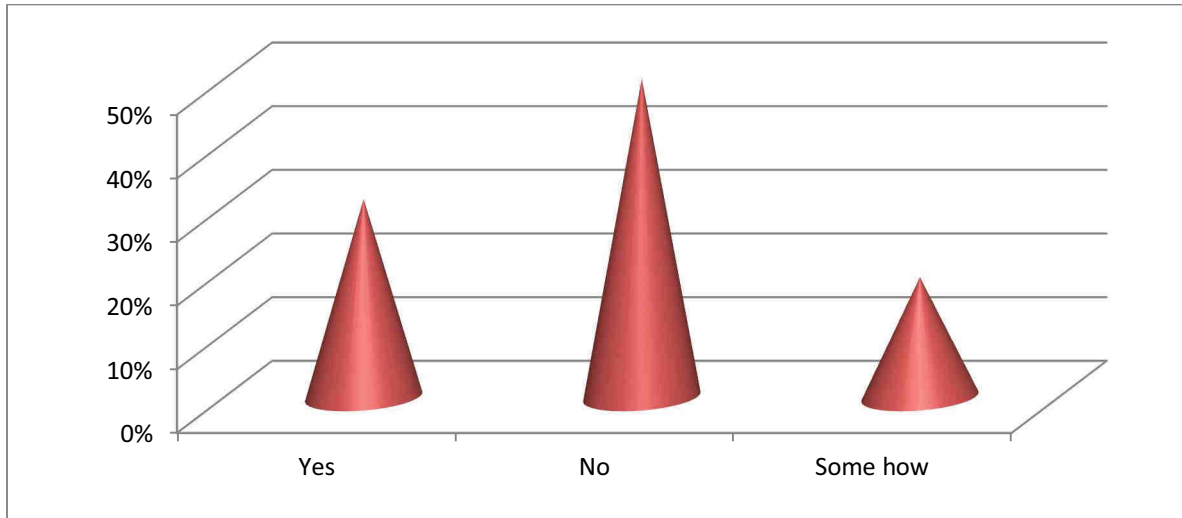


Figure 18 The agreement about the relation of the English they are learning with their field of study.

The figure presents a majority of 50% of the students who do not find the English they are being taught not really related to their field of study. 19% of them believe that the English they are studying is somehow related to their field of study. The figure also shows a percentage of 31% of the whole population who agree on the statement that the English they are studying is related to their domain of study.

The researchers come to the conclusion that students find the English they are being taught far away to be related to their domain

**Conclusion**

This chapter was devoted to the data collection analysis for the aim of proving or disproving the hypothesis stated, by the main aim of the study which is to analyze ICT students' needs. The next chapter will cover the discussion of the results.

**Chapter Five**

**Discussions and**

**Recommendations**

## **Introduction**

The present chapter includes interpreting the results we have found. We will give a deep discussion of the research findings in order to find out whether our hypothesis is provided on disapproved. It is also implicates some recommendations and suggestions for further researchers.

### **5.1. Discussion of the students' questionnaire**

The results achieved from the survey analysis have shown that computing students need to learn English for academic purposes. They agree that English is important for their studies and that their four skills need to be improved in order to achieve the necessary level which matches their academic requirements.

We have also concluded that students are not really pleased with the way they are being taught the English language, and it does not help in enhancing their ESP skills and scientific vocabulary.

The most important gap that we have found depending on the results is that students have claimed that they need to enhance their four skills. However, ICT students are more concerned with learning how to write and send articles, journals, books, and reports in English language.

In addition to that, we have come up with the results that the language skills students think they need were derived from their desire, it was what they want and not actually what they need.

Students claim that their ESP teachers do not take into account their language needs while preparing the English course and devote more time to communicate while the teacher improve

their speaking fluency. So the researcher has inferred that ESP teachers do not consider needs analysis to design their courses.

Students were very excited to answer the questionnaire because they were given the space and chance to mention their lacks and express what they actually need to learn in English language which is not the case for their ESP teachers.

Therefore, we come to prove that Needs Analysis is required in making ESP learning and teaching more efficient.

## **5.2. Recommendations and suggestions for further researchers**

The findings of the current investigation may contribute to further improvements to ESP programmers in the faculty of Chadli Bendjedid El-Taref. In this matter, it is recommended that:

- The current English program is required to be adjusted to more ESP program for the sake of meeting the needs of students.
- Students' needs should be revealed and determined before establishing an ESP program in order to have a more effective ESP course.
- ESP teachers should be selected carefully with regard to their qualification and experience in the field of teaching.
- The number of the sessions ought to increase so that the current view of English as an additional module would be erased.

## **Conclusion**

This chapter main aim was to interpret the results. It also implicates scrutinizing those findings and proving the hypothesis that entails "Computing students do need to the study

English for Academic Purposes” and that the English being taught does not improve their ESP skills, and also ESP teacher do not consider Needs Analysis to design their courses. In addition to that, this chapter has included some recommendations and suggestions for further studies wishing to be taken into consideration by other students.

## **Conclusion**

The current situation of ESP in the faculty of science and technology at the University of Chadli Bendjedid requires a massive attention to be given to different angles, most importantly the language needs of students. Thus the present study investigates the language needs of students of ICT, their attitudes to the methodology of teaching, and their perception towards the language curriculum. In addition, the present work investigates weakness in the nature of ESP in the department of science and technology. Thus, this investigation is undertaken into in order to confirm or reject the research hypothesis stating that teachers of ESP in the faculty of science and technology of Chadli Bendjedid should take into consideration students' needs in the development of the ESP course to boost students' interest and enthusiasm towards the course. Students of ICT were chosen as a case of study that presents the Faculty of science and technology students.

In order to achieve the research objectives and offer significant recommendations for further reference, the current research made use of questionnaire as data collection instruments. The Needs Analysis questionnaire has been distributed to students of ICT which made use of different approaches for the sake of having a well established NA that meets students present and target needs as well as surpassing the current deficiencies. As far as the current findings are concerned it is revealed that the current English course is inadequate to students which led to confirming the research hypothesis which means that teachers ought to consider students' needs during the development of an ESP program.

Furthermore, the current study could not be generalized to all students of the faculty due to the fact that the current case of study encompasses of students of the department of Mathematics and informatics. Therefore, the current limitation may call for a further investigation(s) in the field of ESP, more importantly NA that validates the end outcomes of

the present research and surpasses the current situation of ESP by providing attention to the importance of English in the faculty of science and technology at the University of Chadli Bendjedid, El Tarf.

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## **Appendix**

## Students' Needs Analysis Questionnaire

Please read the question carefully, and then answer the question by putting a tick "✓" in front of the most suitable answer for you. State the appropriate clarification if asked:

Q1. Do you consider English important for your studies?

a) Yes.

b) No.

Q2. Do you find the number of hours provided for English learning?

a) Too much.

b) Sufficient.

c) Reasonable.

d) Not sufficient.

Q3. How could describe your English level?

a) Beginner.

b) Intermediate.

c) Advanced.

Q4. What is the most important reason you need to study English for?

a) To understand wide range of technical/academic vocabulary.

c) To read books, articles, related to science and technology.

d) For job letter /application.

Q5. Which skills need to be covered in the course?

a) Listening.

b) Speaking.

c) Writing.

d) Reading.

Q6 Does your ESP teacher take into account your needs for learning the English language?

a). Yes.

b). No.

Q7. Are you satisfied with the way you study English?

a) Yes.

b). No.

Q8. As students of science computer, do you find the English you are learning is related to your field of study?

a) Yes.

b) No.

c) Somehow.