

English language teachers' perceptions on the use of Needs Analysis in English for Specific Purposes material development at the University of Algiers 3

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ABSTRACT:

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Needs Analysis is believed to be a focal element in ESP context since ESP courses need to be tailored to the specific needs of the learners. Therefore, this study is set out to investigate ESP teachers' views and perceptions about needs analysis use and practice at the ESP tertiary context, specifically at 3 faculties at the University of Algiers 3. A group of 25 ESP teachers (both English language and content teachers) with different degrees and years of experience participated in the study by responding to a questionnaire that was designed to explore their beliefs and views. The findings revealed that the vast majority of ESP teachers are not aware of the importance of needs analysis in the process of material design and they believe that teacher's knowledge is the only factor that significantly contributes in ESP materials design. Thus, the study concluded that Needs Analysis has to be encouraged and learners' needs have to be given an utmost importance in order to achieve a successful ESP teaching.

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Introduction

Over the past two decades, English Language Teaching (ELT) has continuously witnessed a variety of innovations in response to the changing of geopolitical and economic conditions resulting from the globalization of trade and business. These significant changes along with the massive migrations and tourism have called for adopting new ways of effective teaching which would correspond to the new demands of English language learners. This effective teaching requires teachers who have high quality combination of knowledge and skills; and can make a fruitful connection between real life situations and teaching.

Emphasizing learner-centeredness, a great number of researchers (Dudley-Evans, 1997; Basturkmen, 2010, 2013; and Hutchinson and Waters, 1993) called attention to the primordial significance of students' needs, beliefs and attitudes and stressed out that the different purposes for teaching and learning in special contexts ought to be explored.

Thus, English for Specific Purposes (ESP) programs have been implemented in order to meet the students' specific needs and prepare them for academic and vocational contexts (Gupta, 2013). As a matter of fact, many ESP specialists, teachers and material designers have acknowledged the crucial role Needs Analysis plays in identifying learners' needs and designing effective courses and materials (Hutchinson & Waters, 1997; Robinson, 1991; Harding, 2007). pointed out that designing an ESP course is fundamentally about asking questions to the learners in order to provide basis for a subsequent process of syllabus design, material production, classroom teaching and evaluation (1993, p.107).

However, as stated by Kandil (2009) "Needs Analysis has not received sufficient attention from researchers in the Arab world" (As cited in Holi Ibrahim & Abdel Rahman, 2013, p. 12). The absence of a clear and well-established link between Needs Analysis and teaching English for Specific Purposes (ESP) in the three faculties at the University of Algiers 3 brought about the necessity to carry out the present study with the aim of exploring the place of Needs Analysis in the process of material development according to ESP teachers in these faculties.

1.Literature Review

1.1 Definition of Needs Analysis (NA)

In assessing the learners' specific needs, we come across the term "needs analysis" which has been different along the decades. Defining Needs Analysis (NA) is something that has generated controversy because linguists in the ESP field have not agreed yet on the definition of the term 'need' itself. As far as language needs are concerned, Richterich (1983, p.02) referred to the difficulty of

reaching an agreed upon definition: "The very concept of language needs has never been clearly defined and remains at best ambiguous". For West (1994), this difficulty arises from the way in which the concept and focus have evolved since early 1970's (As cited in Howard & Brown, 1997, p.70). Ellis and Johnson (1994) defined NA as a task which takes into account the specific purposes for which the learner will use the language, the kind of language to be used, the starting level, and the target level to be achieved. On the other hand, Iwai et al (1999, p. 06), pointed out that "Needs Analysis refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students". Thus, NA is a prerequisite for any ESP/ EAP course design to achieve effective and instructional outcomes and to deliver appropriate input.

According to Nunan (1988), NA refers to the procedures for collecting data about learners and about communication tasks to be used in syllabus design. Richards et al. (1992, pp. 242-243) defined NA in language teaching as:

...the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. It makes use of both subjective and objective information. The analysis seeks to obtain information on the situation in which a language will be used including whom it will be used with, the objectives and purposes for which the language is needed, the type of communication that will be used, and the level of proficiency that will be required...

1.2 The significance of Needs Analysis

NA is a crucial step in the process of materials development, whether in ESP or General English (GE), which aims to gain information regarding the learners' necessities, preferences and problems. These types of information constitute a key component for designing a course material. The centrality of NA has been acknowledged by a number of scholars and authors in pedagogical practice since it provides a basis for setting goals and objectives. (Nunan & Lamb, 1996, p. 27). NA is directly related to the design of ESP courses. Indeed, Riddell (1991, p. 75) emphasized the crucial role that NA plays in syllabus and course design by arguing: "... through it [NA] the course designer becomes equipped to match up the content of the program with the requirements of the student body [what learners need]".

NA plays a vital role in designing and carrying out courses taking into consideration the awareness of the learners' needs. "If learners, sponsors and teachers know why learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and on

the positive side, what potential can be exploited” (Hutchinson & Waters, 1993, p. 53).

Furthermore, NA helps professionals to learn about important issues and problems facing learners so that they can design effective educational programs.

In the same vein, Brown (1995, p. 36) considered NA as an activity carried out to gather information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students within the context of particular institutions that influence the learning and teaching situation. For Paltridge (2012, p. 182) the materials selected for an ESP course need to be “usable in the particular situation, able to be adapted to suit the learners’ needs and flexible enough so that this can take place”. In other words, NA is a means for obtaining the necessary input about learners’ needs, lacks, expectations, deficiencies and wants in order to design and implement an appropriate and effective course and help to determine whether an existing course adequately addresses the needs of potential students.

1.3 Steps in conducting Needs Analysis (Assessment)

In order to get a clear view on the process of NA and achieve the desired objectives, scholars have suggested different steps aiming at gathering, interpreting and using appropriate information for a particular NA. Schutz and Derwing (1981, p.35) advocated using eight steps in NA, “which could seem to constitute an absolute minimum for any needs assessment effort worthy of the name”; Jordan (1997) argued for ten steps, while Graves (2000) listed seven steps, (As cited in Long & Doughty, 2011, p. 271). Long and Doughty have combined the three sets of steps into what they considered as general stages of NA, as it is illustrated in table 1.

Table 1: Steps in the NA process (Long & Doughty, 2011, p. 270)

Schutz & Derwing (1981, p. 35)	Jordan (1997, p. 23)	Graves (2000, p. 100)	Stages (steps combined)
1. Define the purpose	1. Define the purpose of analysis	1. Decide what information to gather and why	A. get ready to do NA 1. Define the purpose of NA
2. Delimit the target population	2. Delimit student population	2. Decide the best way to gather it: when,	2. Delimit the student population

English language teachers' perceptions on the use of Needs Analysis in English for Specific Purposes material development at the University of Algiers 3

		how and from whom.	3. Decide upon approach(es) and syllabus(es)
3.Delimit the parameters of the investigation	3. Decide upon approach (es)	3.Gather information	4.Recognize constraints
4.Select the information gathering instrument	4. Acknowledge constraints/ limitations	4. Interpret the information	5.Select data collection procedures
5.Collect the data	5.Select methods of collecting data	5. Act on the information	B. Do the NA research
6.Analyze the results	6. Collect data	6. Evaluate the effects and effectiveness of the action.	6. Collect data 7. Analyze data 8. Interpret results C. Use the NA results
7.Interpret the results	7. Analyze and interpret results	7. Decide on further or new information to gather.	9.Determine objectives [Implement decisions
8.Critique the project	8. Determine objectives		10. Evaluate and report on the NA project. [Decide on further information to gather (for ongoing curriculum evaluation)]
	9. Implement decisions (i.e., decide upon syllabus, content, materials, methods, etc.)		
	10. Evaluate procedures and results.		

1.4 Needs Analysis and teaching materials for Specific Purposes

ESP teaching is a complex and arduous task as the educational process includes teacher training with a particular focus on the development of multidisciplinary knowledge, a wide range of content materials related to the professional areas of learners as well as strict methods of evaluating materials and assessing learners' performance.

Therefore, it is important for ESP teachers to bear in mind that the selection of the content and teaching approaches according to the perceived needs of the learners is a distinguishing and common feature of all types of ESP courses. (Bernard & Zemach as cited in Tomlinson, 2014, p. 316). For the sake of well preparing materials, a recommended sequence suggested by Bernard and Zemach ESP teachers need to go through:

1. Identify the needs and preferences of learners.
2. Select the type of language contexts which the course will focus on.
3. Decide on language presentation categories in the course.
4. Select the language skills and sub-skills that the course will focus on taking into account the learners' objectives.
5. Select the types of activities that will be used in the course.
6. Prepare the materials.
7. Pilot the materials, rely on the feedback collected.
8. Revise the materials then use them.
9. Get feedback from students and teachers.

Due to the continually changing environment of learning ESP, materials need to be evaluated in order to adopt appropriate materials tailoring students' needs and wishes. Richards (2001) pointed out that NA represents a vital part of the evaluation procedure. Graves (1996) also described NA as a specific process designed for a particular situation in order to meet the objectives of the evaluation program.

According to Rubdy (As cited in Tomlinson, 2014, p. 45), an important stage of material analysis involves assessing the effectiveness of material in terms of the specific needs and context as well as how well they serve the teaching- learning process.

1.5 ESP practitioner as a course designer and material provider

Due to the specificity of materials for ESP courses, the ESP teacher is expected to plan and design his lessons taking into account the specific needs of his learners and, thus, accordingly provide them with effective materials. Furthermore, the teacher's task may also include adapting materials when

published materials are unsuitable, or his/her own materials lack the proper authenticity.

The ESP teacher is fundamentally a language teacher, and both general English and ESP teachers are required to design lessons and provide materials. However, the difference between general English and ESP approaches as stated by Hutchinson et al. (1993, p. 53) "in theory nothing, but in practice a great deal" emphasized how specific the materials in the field of ESP should be. Due to their training, general English teachers rarely performed NA to find out what students expected from the course. However, nowadays, teachers have become much more aware of the importance of needs identification and the critical role NA plays in meeting these specific needs. Additionally, the dramatic improvement in published textbooks have allowed teachers to adopt and employ a variety of materials that best match the needs of their learners.

The ESP practitioner is supposed to perform different roles regarding course design and materials development. However, she/ he may encounter three types of problems as pointed out by Abbot (1978): material development, student motivation and responsibility of content, (As cited in Astika, 1999, p. 33). The fact that the existing materials do not meet the students' needs and expectations makes it necessary for the ESP teachers to design and produce materials. Furthermore, students' motivation has to be focused on when providing materials in order to ensure that students do not find the materials boring or feel that studying the material is a waste of time. Therefore, the ESP teacher will have to conform his knowledge of the subject to the level of knowledge expected from the materials, and the academic level of student (1999:34).

ESP teachers as course designers also have to take into account the need for including the learners' factors particularly those related to their study habits and learning strategies. In this regard, Swales (1980) recommends that ESP designers should know about their students' will to learn. He pointed out that:

It is very important for a course designer to know not only what his students can do and need to do but also to know what they would be willing to do or could be persuaded to do within the confines of their particular education environment (As cited in Stika, 1999, p. 68)

1.6 Needs Analysis a challenge for ESP teachers in the Arab world

Exploring the needs of learners constitutes the basis of any ESP course design and material development. In the Arab world, where English is taught as either a foreign or second language, conducting NA still represents a challenge for ESP teachers. Several studies have investigated the application of NA in ESP

material development. For instance, Zoghoul & Hussein (1985) carried out a study in Jordan on the language needs of undergraduate students from different disciplines; Remache (1992) conducted a study entitled; 'A Needs Analysis to ESP Syllabus Design with Special Reference to English for Sciences and Technology in Algerian ESP Context' and in the same context, Al-Busaidi (2003) conducted a needs analysis study under the title; 'Academic Needs of EFL Learners in the Intensive English Language Program at Sultan Qaboos University in the Sultanate of Oman'. All these studies emphasized the importance of implementing needs analysis in the process of syllabus design in order to improve and develop ESP course, materials and methodology.

Though NA is perceived as a “starting point for devising syllabuses, courses, materials and the kind of teaching and learning that take place” (Jordan, 1997, p. 22), few courses are designed to meet the specific needs of learners. In Algeria, this fact can be justified by the adoption of ready-made ESP materials by ESP teachers who lack appropriate training.

According to Daoud (1996, p. 604), “The educational system must develop sound ELT/ESP programs that are driven by clear goals and objectives delivered by competent reflective teachers, and sustained by systematic formative evaluation”. In fact, offering a real effective ESP course for a specific group of learners is truly hindered by the lack of proper NA and teacher training. These two factors can be seen as serious problems and big challenges that should be addressed and solved.

2. Research Method and Procedure

This study is exploratory in nature as it aims to explore and investigate the perceptions of ESP teachers on the importance and the use of NA in teaching materials development in higher education. The qualitative approach is selected as a method to collect data due to the nature of the study focusing on the views and attitudes rather than production, with the reliance on minimal statistical analysis. To achieve such a goal, a three-point Likert scale questionnaire (see Appendix A) was designed and distributed to a total of twenty-five English teachers with diverse teaching experiences in three Faculties at the University of Algiers 3. The participants were chosen randomly on the basis of practical reasons and their convenience.

Table 2: ESP teachers' teaching experience

Teaching Experience	Number of teachers	Percentage
Less than 5 years	6	24

English language teachers' perceptions on the use of Needs Analysis in English for Specific Purposes material development at the University of Algiers 3

Between 5 and 10 years	12	48
More than 10 years	7	28
Total	25	100

2.1 Method

This study is quantitative in nature. A survey design has been used to find out about teachers' perceptions about the significance of using NA in developing ESP teaching materials.

2.2 Procedure

The main instrument employed for this study was a questionnaire which was designed to investigate the respondents' perceptions and views about the significance and use of NA in ESP in Algerian higher education in general and in their teaching context in particular. The questionnaire was constructed in such a manner to provide reliable answers to the questions of the study. It was administered to examine the ESP practitioners' views on the value of involving learners' needs in the material design and production. The participants were: 08 males and 16 females, with different academic degrees and years of experience.

This small-scale study attempts to answer the following research questions:

1. Are ESP teachers familiar with the concept of NA and aware of its centrality in the process of ESP course design?
2. What are ESP teachers' views and perceptions of the use of NA in developing teaching materials in ESP context?
3. To what extent do ESP teachers in the three faculties at the University of Algiers 3 consider the ESP teaching materials appropriate for meeting their students' needs?
4. Do the existing ESP course materials need to be improved to meet the ESP needs of the students in Algiers 3 University context?

3. Results and Discussion

The questionnaire was administered to elicit information about the way teachers perceive the importance of NA in an ESP learner-centered instruction as a basic step in the development of effective ESP teaching materials. The three-point Likert scale questionnaire included 14 questions. The informants' answers were analyzed and categorized under three parts: 'Teachers' perceptions on learner-centeredness in ESP teaching' (Fig1), 'Needs Analysis in Teaching context' (Fig 2), and 'The significance of Needs Analysis' (Fig 3).

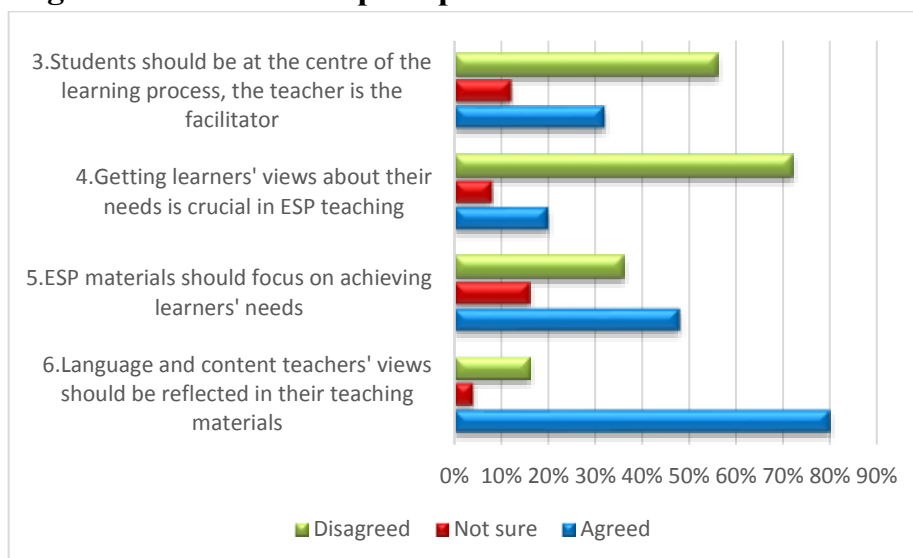
The first question that is crucial aims to explore whether teachers clearly understand the difference between teaching General English and ESP, and whether they are aware of the nature of ESP being based on the specific needs of

learners. Informants' responses to item 1 revealed that 68% of the teachers agreed that approaches to teaching general English and ESP are the same, 8% reported that they are not sure whereas 24% disagreed with the statement. On the other hand, the respondents' responses to item 2 showed that 28% agreed, and 20% are not sure that ESP approaches should be based on learners' specific needs contrarily to GE. For the same statement, 52% 'disagreed' with the statement. This result is interesting because it raises a number of issues pertaining to teacher awareness of the fact that learners' specific needs is what characterizes ESP and an ESP learner-centered instruction starts with analyzing needs of students.

3.1 Teachers' perceptions on learner-centeredness in ESP teaching

In order to explore teachers' perceptions about the centrality of learners and their attitudes and views in the process of teaching ESP in general and developing teaching materials in particular, the respondents' responses are presented in Figure 1 below:

Figure n° 1: Teachers' perceptions on learner-centeredness in ESP teaching



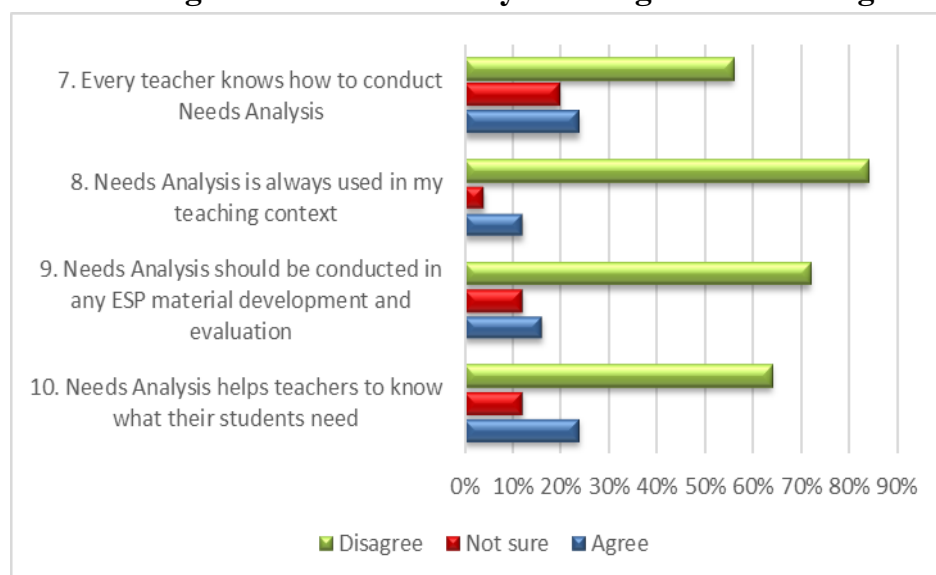
With regard to statement 3, the analysis of respondents' answers revealed mixed views as 56% 'agreed' and 32% disagreed that students should be at the center of the learning process; whereas 12% are not sure. On the other hand, the respondents' answer to statement 4 revealed that the majority of teachers disagreed with the importance of learners' views about their needs in ESP teaching. For the same statement, 8% of the respondents are not sure and 20% agreed with the statement. As far as statement 5 is concerned, the responses showed that 48% agreed and 16% are not sure that ESP materials should focus on achieving learners' needs. While 36% disagreed with the statement. These findings raise another important issue concerning teachers' awareness of the centrality of learners' and their needs in the ESP practice. It could be argued that

teachers' understanding about learners' needs in an ESP context should be encouraged and motivated to ensure that the adopted approaches and the used materials match with the learners' requirements and expectations. Adding to that, the respondents' answers to item 6 explained that ESP teachers are not fully aware of the shift from teacher-centeredness towards learner-centeredness in teaching and learning ESP. Indeed, 80% agreed and only 4% are not sure that teachers' views should be reflected in their teaching materials. Whereas, 16% disagreed with the statement. The findings of this section revealed that ESP teachers in the Algerian context, particularly in the University of Algiers 3 believe that the teacher is very much the focal point of the class work, exercising considerable control over the teaching activity. However, an ESP learner-centered teaching starts with needs analysis of the students, which is followed by the formulation of aims and objectives, content, selection of teaching materials, assessment and evaluation. This process has an on-going nature where the teacher makes necessary changes to meet students' interests and needs.

3.2 Needs Analysis in Teaching Context

In an attempt to explore teachers' perceptions about the use and realization of Needs Analysis in the Algerian context, the responses are presented in Figure 2 below:

Figure n°2: Needs Analysis in Algerian Teaching Context



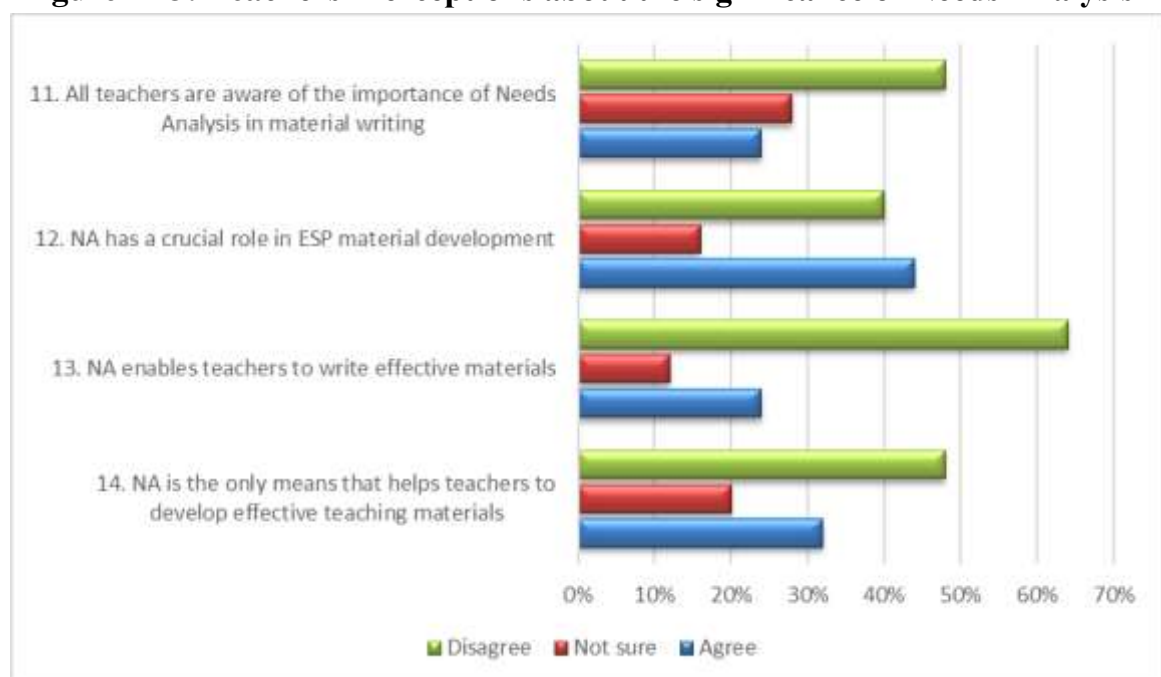
Statement 7 in the questionnaire survey was about exploring teachers' views about the way NA is carried out. In this context, the analysis revealed that 24% agreed and 20% are not sure that ESP teachers know how to conduct an NA. On the other hand, 56% disagreed with the statement. This result shows that teachers' unawareness of the appropriate way to carry out an NA can influence the quality

of the courses designed and thus the materials developed. The process of Needs Analysis is a complex task which aims at collecting specific information about the learners to be used for specific objectives. Item 8 was designed to investigate the use of NA by ESP teachers. Surprisingly, the majority of teachers 84% disagreed on the fact that NA is always used in ESP teaching context. whereas, 4% are not sure and 12% agreed with statement. With regard to item 9, the findings show that only 16% agreed and 12% are not sure that NA should be used in any ESP material development and evaluation. For the same item, 72% disagreed with the statement. This result reveals that teachers are not well informed about the primordial role NA plays in the process of course design and in ESP teaching in general. This result is consistent with respondents' responses to statement 10 which seeks to explore teachers' views about the importance of NA in realizing their learners' needs. Indeed, 24% agreed and 12% were not sure that NA helps them to know what their students need; whereas 64% disagreed with the statement. This result shows that the concept and the use of NA is still ambiguous for many ESP teachers; and therefore, they are not fully supportive for undertaking it as a crucial step in their material writing.

3.3 Teachers' perceptions about the significance of Needs Analysis

With the aim to explore teachers' views about the significance of Needs Analysis for effective material development, the participants' answers are presented in Figure 3 below:

Figure n° 3: Teachers' Perceptions about the significance of Needs Analysis



The analysis of statement 11 in the questionnaire revealed that 24% of the respondents agreed that all teachers are aware of the importance of NA in material development, while 28% were not sure of their stand. However, a large number (48%) disagreed with the statement. The analysis of item 12 revealed that 44% agreed, 40% disagreed and 16% are not sure that NA plays a crucial role in ESP material development. This interesting result revealed the fact that the ESP teachers are unaware of the necessity of NA in ESP material development which may explain the difficulties ESP teachers face with their students' lack of motivation. It is worthy to note that respondents showed mixed views about the idea that ESP materials require NA as a pivotal condition for their effectiveness. This might be interpreted by their lack of understanding of the concept of NA and its significance. Statement 14 was designed to find out whether teachers only rely on NA for effective materials development. The analysis of this item revealed that 32% 'agreed', and 20% were 'not sure' that NA is the only means that could help in producing effective ESP materials. On the other hand, 48% 'disagreed' with the statement. This result contradicts with the respondents' responses about the importance of NA (items 11,12, and 13). The process of NA seems to be ambiguous for ESP teachers. This can explain their confusion pertaining to the vital role NA plays in the ESP practice.

On the basis of the inventory results, a list of findings can be summarized:

- The ESP teachers participating in the study are not clearly aware of the fact that learners' needs are what characterize ESP teaching as they neglect the importance of learners' views about their needs. In fact, most of the teachers focus on teaching general English and believe that approaches to teaching ESP and General English are the same.
- When dealing with ESP teaching in general, and material development in particular, teachers involved in the study maintained that the teacher is the focal point of the class work and not the learner. They believed that they know better than their students which syllabus would provide students with the skills they require for their academic and future setting.
- The findings also indicate that ESP teachers' unawareness of the appropriate way to carry out NA can influence the quality of the course designed. Thus, the fact that teachers are not well-informed about the primordial role needs analysis plays in the process of course design may explain the difficulties they face with their students. The process of NA seems to be ambiguous for many teachers, and this may represent a real challenge in ESP practice.

The findings of this study have some implications. In the context of ESP, course design is a well-established process of data collection through a number of stages which aim at preparing effective tasks, activities, and creating the most suitable setting for ESP learners to achieve their goals (Richards, 2001). Thus, ESP learners' needs and expectations should be given more attention. Learners' needs, undoubtedly, play an essential role. This means that course design for an ESP setting is not a teacher-centered approach. Therefore, this is one of the soundest reasons for providing teachers with adequate training on understanding the nature and significance of NA in the ESP context and how to carry out NA for an effective course design process.

Moreover, it is crucial for ESP teachers to get a clear understanding of the objectives, nature, content and scope of the ESP courses they design and deliver. Munby (1981) defined ESP courses as: "those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner" (p. 2). Thus, the focus is on the purpose of learning the language. It should also be noted that teachers need to be aware that the types of tasks employed and the teaching methodology in ESP classes differ from that used in English for General Purposes (EGP), especially when it is used to teach language skills related to a specific profession or discipline.

Furthermore, raising teachers' awareness to the centrality of students' needs in designing ESP courses allows them to conduct more in-depth research for the selection of the appropriate activities so as to produce the right syllabus. So many efforts have been made by specialists to emphasize the effectiveness of Learner-centered Approaches in foreign languages teaching/ learning. Hutchinson and Waters (1987) in their part, stressed the significance and role of learners in designing and implementing the ESP course. Accordingly, we believe that revealing students' beliefs and attitudes towards learning is of a great importance to the whole teaching/ learning both in cognitive and social process.

However, a fundamental issue in designing an ESP syllabus which cannot be ignored, is that some teachers as syllabus designers are not specialists in the specific area (Gupta, 2013). Thus, this may be a real challenge as they may find themselves incapable of deciding which topics to include in the syllabus to provide the required terminology. The struggle to master language and subject matter leads Teachers to teach with texts whose content they know little or nothing about. Adding to that, Materials have also become a challenging aspect. In fact, materials, whether they are selected from commercial books or self-developed by teachers represent a tough task. As in some cases picking certain resources cannot

comply with learners' ability, developing materials is also challenging in a way that it requires the teacher adequate knowledge of learners' discipline.

4. Conclusion

Based on the findings, it was revealed that needs analysis – a major step in any language course design (Richards, 2001)- is neglected by most of the teachers in the three faculties at the University of Algiers 3. This would have an impact on planning the program objectives as well as on developing teaching materials.

Performing NA has been proved to be a basis for designing and developing ESP teaching materials. Indeed, it is helpful to find out about students' motivation, wants, issues they face when they use English, their prior learning experiences, and the skills and items of language they are likely to practice more. Relying on these types of information, ESP teachers would be able to select and create the most appropriate and useful learning materials.

NA, then, can be identified as one of the professional development topics. As a matter of fact, teachers' awareness about its importance needs to be built. ESP teachers in the three faculties at the University of Algiers 3 in particular and in the Algerian Universities in general have to be encouraged to start thinking about their professional development and take responsibility to better meet the expectations of their students.

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Appendix 'A'

Dear Sir/ Madame,

I am presently conducting research to try to shed light on your perceptions and views regarding the importance of Needs Analysis in the process of teaching materials development in an attempt to overcome some of the difficulties encountered by the ESP teachers and improve ESP teaching/ learning situation in the Algerian universities.

I would be very grateful if you answer these questions. Your responses will be used for research only and will remain confidential.

Please mention the faculty:

I. Background and profile

1. Qualification

Licence (BA) Magister PhD

2. How long have you been a General English teacher?

Less than 5 Years Between 5 and 10Years More than 10 years

3. How long have you been teaching ESP?

Years

4. Have you attended an ESP training course before?

Yes No

II. Teachers' perceptions and views about the importance and use of NA

Please rate the degree of your agreement with the following statements

English language teachers' perceptions on the use of Needs Analysis in English for Specific Purposes material development at the University of Algiers 3

N°	Statements	Agree	Not sure	Disagree
1	Teaching approaches to General English and ESP are the same.			
2	Unlike General English, ESP teaching approaches emphasizes learners' specific needs.			
3	Students should be at the center of the learning process; the teacher is the facilitator.			
4	Getting learners' views about their needs is crucial in ESP teaching.			
5	ESP materials should focus on achieving learners' needs.			
6	Language and content teachers' views should be reflected in their teaching materials.			
7	Every teacher knows how to conduct Needs Analysis.			
8	Needs Analysis is always used in my teaching context.			
9	Needs Analysis should be conducted in any ESP material development and evaluation.			
10	Needs Analysis helps teachers to know what their students need.			
11	All teachers are aware of the importance of Needs Analysis in material writing.			
12	Needs Analysis has a crucial role in ESP material development			
13	Needs Analysis enables teachers to write effective materials			

English language teachers' perceptions on the use of Needs Analysis in English for Specific Purposes material development at the University of Algiers 3

14	Needs Analysis is the only means that helps teachers to develop effective teaching materials			
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