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The case of Second year BMD at Tizi-Ouzou University

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Dedication

- *To the memory of my beloved father “**Arezki**”.*
- *To my life star: the unique mother “**Tassadite**”.*
- To the Sweetest sisters: Nacira, Naima, Nassima, Sabrina and Meryem.
- To my beloved brothers: Farid, Hakim, Sofiane and Rafik.
- To my sweeties nieces: Malak and Serine.
- To my brothers in law: Samir and Brahim.
- To my sister in law: Houria.
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- To all other friends those helped us.

Dehbia Beghdadi

Dedication

*“This dissertation is dedicated to my wonderful parents: “my mother **MALIKA** and my father **HOUICINE**”, who have raised me to be the person I am today. You have been with me every step of the way, Thank you for all the unconditional love, guidance, and support that you have always given me.”*

- To my dear brother: *Akli*
- To my lovely sisters: *Dehbia, Hakima&Fadila and their husbands.*
- To my sweet nephews and nieces :*Badis, Idir,Dihya and Marya .*
- To my grandfather and grandmother and to my uncles, aunts and cousins.
- To my dear cousins: *Lylia, Alilou and Mehdi*
- To my lovely friends: *Katia,kahina,linda ,Lila, Sadjia, Karima , Sabrina , Noura , Kahina ,Dolly,Lamia,Sonia,Samia,Noureddine, Mounir,Nabil.*
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List of Abbreviations

CDCM: Curriculum Development Centre of Malaysia.

CNP: Communication Needs Processor.

EAP: English for Academic Purposes.

EEP: English for Educational Purposes.

EFL: English as a Foreign Language.

EGP: English for General Purposes.

ELP: English for Law and Purposes.

EOP: English for Occupational Purposes.

ESP: English for Specific Purposes.

EST: English for Science and Technology.

EVP: English Vocational Purposes.

GE: General English.

i.e: that is to say.

NA: Needs Analysis.

QCA: Qualitative Content Analysis.

TEFL: Teaching English as Foreign Language.

TESL: Teaching English as Second Language.

TSA: Target Situation Analysis.

Abstract

This study is concerned with investigating the students' needs of English language of the second year BMD of civil engineering at MouloudMammeri University of TiziOuzou. It aims at identifying the learners' needs for civil engineering as it consists in investigating whether or not the program fits the needs of learners of civil engineering. This study is conducted under the theoretical framework of Hutchinson and Waters(1987) for needs analysis. The investigation is based on the mixed methods research where open and close-ended questions are asked for both students and teachers. The main instruments that are used for collecting data are the questionnaire for the second year BMD students of civil engineering and an interview with their teachers of English language. In fact, the study combines both the quantitative and the qualitative methods. It uses the statistical method to elicit statistical data, then, adopts Qualitative Content Analysis for the interpretation and the explanation of the results. The research demonstrates that civil engineering learners have a lack in speaking skill for that reason they want to improve their speaking ability through teacher help. The results reveal that the program does not fit the learners needs according to the view of the learners; whereas, the teachers argue that the program fits the learners' needs.

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General Introduction

Learning English is a useful tool among ordinary people, scientists, institutions, and governments due to the widespread of English over the world, as the most dominant and powerful language for both growth and international communication in many countries. While searching for the reasons behind such development of interests toward learning English, as the researcher may find different answers. In this sense, Kennedy (1984) argues that a need for English as a medium of communication is related to the development of business and the progress of the institutions led to have an access to many scientific and technical literatures. That is to say, being aware of the fact that English language has become a dominant language on the world.

The studying of English language is not only limited to human sciences, but it is now taught in business, economics, science, and engineering...etc. The language courses that are suggested at those departments serve to achieve the specific learners' needs, which means English for Specific Purposes (ESP) courses.

ESP is an approach to English teaching as a second or foreign language. Its aim is to determine specific needs of group of people, whether for academic, professional or personal issues, where the focus of the teaching content and method differs according to each field of interest.

The ESP movement introduced needs analysis into language teaching. Since the 1960's, the request for specialized language programs raised and applied linguists started to use needs analysis procedures in language teaching and designing materials (Richards, 2002). Thus, to prepare ESP materials especially when speaking about ESP in general, needs analysis seems obligatory to exist. In other words, needs analysis is a process for gathering

and analyzing objective and subjective data. The information gathered will be the base for designing syllabus.

There are many studies that have investigated the needs analysis of the students either in the national or the international context. In the national context, for instance; a study was conducted to investigate an English course for Algerian law and administrative science students at Tlemcen University by Hafida Hamzaoui-Elachachi & Chams-Eddine Lamri(2011). The results revealed that the students were in favor of introducing ELP course in law and administration, as they had shown their interest for developing the four language skills with more focus on receptive skills and the need of learning general English vocabulary as well as vocabulary used in law and administration. As the study of Ounis(2005) investigated the needs of Agronomy students in the use of English for Specific Purposes at Batna University. The results showed that both ESP teachers and students have positive views on the needs of using the specific English courses addressed for Agronomy students. The four major skills were greatly required. Reading skills were considered as the most important one. An empirical study of needs analysis on Business English in Yemen was investigated by (Abdulhameed Abdulwahed M.Shujaa ; 2004) at the Deemed University-Pune. The findings revealed that the oral and written skills were important since they were highly demanded for successful professional career in Yemen. As the investigation of needs analysis was also conducted in MMUTO and dealt with Master 1 Network and Telecommunication learners at the Electronic department in MMUTO (2015).

1. Statement of the Problem :

The main purpose of studying English language for civil engineering students is to fit their needs.

The main problem that students of civil engineering can face is that the program of English language cannot meet their needs as civil engineers since they want to learn English in order to use it in their future careers rather than to be limited to their field of study as technical English.

2. Aims and Significance of the Study

Any ESP course should follow a strategy of predetermined objectives based on a needs analysis which aims to identify what students need the foreign language for; which in turn aids to precise as closely as possible what exactly they have to learn in that language.

The present work aims at showing the needs of the students of second year BMD of civil engineering at MMUTO. Moreover, it aims at studying whether or not the program fits the needs of students of civil engineering according to perceptions of both teachers and students.

1. Research Questions

In order to conduct our investigation we ask the following questions:

- 1) What are the needs of civil engineering students at MMUTO?
- 2) According to civil engineering students, does the program of English language fit their needs?
- 3) According to teachers, does the program of English language fit the needs of the learners of civil engineering?

2. Hypotheses

In an attempt to answer these questions, we have advanced the following hypotheses:

H1: - Civil engineering students need to improve their speaking skill in order to communicate.

H2:a) the program of English fits their needs as civil engineering students.

- b) The program of English do not fit their needs as civil engineering students.

H3: -a) the program fits the needs of the learners of civil engineering.

-b) the program do not fit the needs of the learners of civil engineering.

1. Research Tools and Methodology

To conduct our investigation, we have adopted the mixed method. We have combined both quantitative and qualitative methods for data collection and data analysis. Our procedures for collecting data are: a questionnaire for the students and an interview for the teachers. The participants are the second year BMD students and their teachers of English language in the department of civil engineering at Mouloud Mammeri University of Tizi-Ouzou.

2. Structure of the Dissertation

The overall structure of this dissertation follows the IMMRAD structure. It consists of a General Introduction, four chapters and a General Conclusion. The first chapter deals with the Review of the Literature related to the major theoretical concepts as well as definition of terms. The second chapter Presents the Research Design in addition to the procedures of data collection and data analysis. The third chapter Presents the Findings of the questionnaire and the interview in the form of diagrams. The last chapter is devoted to the Discussion of the Findings on the basis of the theoretical framework in order to answer the research questions as well as to confirm or refute the hypotheses. Finally, the General Conclusion presents the summary of our work.

Chapter One

The Review of the Literature

Introduction

This chapter examines the literature review concerning the different features of ESP and needs analysis. First, we suggest a definition of ESP considering ESP and EGP in practice, the required vocabulary in ESP teaching and the role of ESP teachers, and then we present needs analysis, explaining the reasons and steps for conducting needs analysis.

I. ESP

a. Definition of ESP

ESP (English for Specific Purposes) is one crucial branch of the EFL/ESL (English as a Foreign/Second Language) system that performs as the principal branch of English language teaching (ELT). Therefore, Hutchinson and Waters state that “ESP is not a particular kind of language or methodology, but rather an approach to language learning whereby the content and method are based on the learner’s particular needs to learn the language”(1987:18).

Firstly, ESP with its various constituents is quite difficult to make a suitable definition. As Johns and Dudley-Evans (1993: 116), seem to agree on the definition provided by Strevens in 1988. First of all, and according to this definition, ESP can be viewed as the basis for broad divisions of various EAP (English for Academic Purposes), EOP (English for Occupational Purposes "e.g. English for Business"), and EVP (English for Vocational Purposes). EAP includes also EST (English for Science and Technology) as an important part of ESP due to the demand of science and technology for the purposes of transmitting scientific knowledge and of mastering technology.

Secondly, the description of ESP is given by the trial of Strevens (1988) with its possible characteristics. He distinguishes “four absolute characteristics” from "two variable characteristics". In other words, he states that ESP composes of English language teaching. The absolute characteristics are the identification of the learning needs, the topics related to the field of study and the content to be taught, focused on the suitable language of activities in syntax, lexis, discourse...ect and contrasting with “general English”. On the one hand, the variable characteristics are based on the condition of the learning setting. Briefly saying, these characteristics can be viewed as important parameters for the success of ESP teaching, which is based on the learner's needs.

According to Johns and Dudley-Evans (1993: 117), above the characteristics stated by Strevens (1988), two crucial aspects (absolute features), especially needs assessment and discourse analysis have the particularity in attracting the attention of the researchers because of their primary importance and to which they have given precedence. For instance, Johns (1991), Robinson (1989, 1991), Jacobson (1986) have used needs assessments for the purpose of defining and understanding the complexity of how learners acquire and use language for specific tasks. In discourse analysis, researchers have developed various approaches to know how syntax, semantics, lexis,...etc are established and used in scientific subjects (EST), in authentic texts either for academic or occupational purposes.

Among the first works that were performed in the early sixties and regarding these absolute characteristics, in discourse analysis, there is a main contribution of Barber published for the first time in 1962. As Johns and Dudley-Evans (1993: 117) state, Barber's work is focused on an analysis of main features of language met in authentic texts and that he calls “word or item counts”. As Widdowson (1983) and Swales (1990) have also elaborated

the same view in mind to comprehend how learners use these features of English language in different context.

As Swale's approach (1990) which is called "genre-analysis" is particularly related to reading texts in science and technology, which gives useful information of great notion in an original contribution. The previous mentioned approaches deal with written discourse, but there are few researchers who have thought about exploring both spoken and written discourse in one particular field, for instance Dubois (1987, 1988) in biomedicine, Bazerman (1989) in physics, and Dudley-Evans (1998) in economics. The learner who is now the main centre of interest of this ESP trend, since whatever the type of analysis which is used, it is based on the learner. Besides, wider viewpoints are to be opened to the learner and new objectives are to be pursued.

1. General English (GE) and English for specific purposes (ESP) in theory and practice.

According to Orr (1998) in differentiating between EGP and ESP states that English for general purposes is essentially the English language education in junior and senior high schools where needs can not readily be specified.

The definition of EGP is unhelpful, because its meaning is typically left vague "general purposes". But Strevens has proposed a more helpful view by using the term "English for Educational Purposes" (EEP) to account for a school –based learning of a language as a subject element within the overall school curriculum.

However, according to Orr (1998) English for Specific Purposes (ESP) is research and instruction that constructs on EGP and is planned to prepare students or working adults for the English used in specific disciplines, vocations, or professions to fulfill specific purposes. Widdowson (1983) accounts for distinctive features of ESP and EGP; among them these are the most important:

<i>EGP</i>	<i>ESP</i>
<p>*The focus is on education.</p> <p>* As the future needs of the student's are impossible to predict, course content is more difficult to select.</p>	<p>*The focus is on training.</p> <p>*As the English is intended to be used in specific vocational contexts, selection of appropriate content is easier (but not 'easy' in itself).</p>

2. ESP and EGP (GE) in practice

Some crucial points about ESP classes and their comparison with EGP ones according to Mohammed Mohseni (2008) :

1. Learners and objectives of learning; ESP learners are mostly adults, their aim is learning the language in order to communicate a set of professional skill.

The age of learners differs from children to adults in EGP classes where the learning English language is the subject of classes.

2. In an EGP class, the four skills are stressed equally (learning, reading, speaking and writing). But in ESP, it is needs analysis that identifies which language skills are most needed by the students, and the syllabus is designed accordingly. For example, one who intends to work in a marketing should be trained in development of spoken skills.

3. In ESP class, the focus is on context, to ESP, English is not taught as a subject which neglects the student's real world/wishes. But in EGP class, there is a focus on teaching grammar and language Structures (mostly in isolation).

4. Combination of subject-matter (which learners are familiar with) with English language establishes a meaningful context which rises motivation, that is a positive indication of an effective learning.

5. Regarding the term 'specific' in ESP, it is not only restricted to the meaning of English for specific purposes, that is to say English language at service of specific purposes, but also includes specific purposes for learning English. Thus, learners are able to use what they learn in ESP classes directly in their work and studies. This means that ESP enables them to use the English they know to learn even more English.

The different views about the relation between EGP and ESP: first, Hutchinson and Waters (1987) maintain that what distinguishes ESP from general English (GE) is an awareness of the need, second, Robinson (1991) proposes that in an ESP class, language is a 'service' rather than a 'subject' in its own sake. Finally, Anthony (1997) notes that it is not clear where ESP courses finish and general English (GE) courses start.

In sum, ESP evaluates and analyzes needs and merges motivation, subject-matter and content with the help of relevant language skills.

For all of ESP curriculum design, it can be concluded that (GE) language content, grammatical functions and acquisition skills are crucial and dominant in curriculum development and course design. The separation of these two fields of study may be related to ill-defined descriptions leading to emphatic separation.

3. The required vocabulary in ESP teaching

Although the demands that teaching technical vocabulary is not the task of ESP teachers, there may be different conditions in which ESP teachers should provide a help at the right time. Firstly, ESP teachers may help their learners when they read specialized texts with a large number of unknown technical words, that the learners cannot neglect

because of their connection with the topic being discussed. Therefore, ESP teachers will decide which words are worth emphasizing.

Secondly, when doing ESP activities exploiting a particular case with some technical vocabulary, Dudley-Evans and St John state that *“it is important that both the teacher and the learners appreciate that the vocabulary is acting as carrier content for an exercise and it is not the real content of the exercise.”* (1998:81).

Thirdly, when learners find it a bit difficult to deal with the general words used as technical words ESP teachers may help them. For instance, ‘slack’ in business. Fourthly, if a technical word is not associated with the equal term in the student’s native language, the teacher must provide some clarifications and introductions to the vocabulary to be learned. Fifthly, the learner’s L1 and the terms in English are usually linked to one another, but sometimes when there is no explanation, the teacher should check whether learners have really understood the term and show to them the way to use technical dictionaries or other similar sources. Lastly, the difficulty of pronunciation of some technical words could lead to poor memorizing of the words. ESP teachers can be of a great help in this respect.

4. The role of the ESP teacher

The role and the responsibility of the ESP teacher is more complex and greater than one of the GE. In other words, the ESP teacher is more than a teacher, he/she is rather a “practitioner”, which means in addition to teaching, he/she should prepare materials, plan a syllabus, associate with subject matters, investigate research, assess the course and the students. The teachers should be aware about the class objectives, in order to have a good comprehension of the course content, as well as to be ready to cooperate with learners. (Dudly Evans and St Johns,1998).

II. Need and Needs Analysis

- a. **Need:** Need is the difference between what a learner can presently do in a language and what he/she should be able to do. In ESP learners' needs "*are often described in terms of performance, that is, in terms of what the learner will be able to do with the language at the end of a course of study*" (Richards, 2001:33).
- b. **Needs analysis:** it is "(In language teaching and language program design) the process of defining the needs for which a learner or group of learners require a language and arranging the needs according to precedence. Needs assessment makes use of both subjective and objective information (e.g. data from questionnaires, tests, interviews, observation)" (Richard et al, 2002:353).

There are various definitions of needs and needs analysis, which are mentioned in the literature. According to Hutchinson and Waters (1987) the history of ESP shows that Munby (1978) is the first specialist who says "a highly detailed set of procedures for discovering target situation needs...", in his noteworthy contribution entitled "Communicative Syllabus Design". "Communication Needs Processor" or "CNP is first most thorough and widely known model on needs analysis. For Hutchinson and Waters claim "*The CNP consists of a range of questions about key communication variables (topic, participants, medium, etc.) Which can be used to identify the target language needs of any group of learners*" (1987:54).

Initially, Hutchinson and Waters divided the needs in terms of "target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn) (1987:54). First, target needs composed of necessities, lacks and wants. Second, the learning needs are used as general term consisting of all aspects that influenced language learning such as attitude and motivation. Hutchinson and Waters claim

that “the needs, potential and constraints of the learning situation must be taken into account” if the process of needs analysis was going to be useful.(ibid:61).

In fact, the needs analysis was introduced into the language teaching due to ESP movement ; it is and always will be a crucial and an interesting part of ESP (Gatehouse, 2001); and it is “the corner stone of ESP and leads to a much focused course” (Dudley-Evan &St. John, 1998:122).

Generally the term needs analysis refers to the activities that are investigated and involved in gathering information that will serve as the basis for designing a curriculum that fits a specific group of students’ needs (Iwai et al., 1999). There is a large amount of research that has been performed internationally and nationally in NA.

1)Necessity for Needs Analysis

According to Soriano (1995, as cited in Channa, 2013) the most recurrent purposes for needs analysis to be conducted are “*justification for funding, regulations or laws that mandate needs analysis, resource allocation and decision-making determining the best use of the limited resources and as part of program evaluations*” (15). In other words, needs analysis describes what the learner really needs to learn; it demonstrates their needs and what they should master in a language. The main purpose is to learn what they are in need for rather than to learn the whole rules of language.

Richards affirms that needs analysis in language teaching can be used for a number of various purposes. For instance : to start with NA in teaching, language can be used for determining what language skills a learner needs in order to carry out a particular role, such as sales manager, tour guide or university student, helping to show if an existing course is appropriately addresses the needs of students’ prospects. Moreover, it depicts which students from a group are most in need of training in particular language skills. Finally, needs analysis

aids to identify a gap between what students are able to do and what they need to be able to do and to collect data about a specific problem that learners are facing. (2001:52).

A needs analysis gives information to the instructor and learner about what the learner gives to the course (if done at the beginning), what has been achieved (if done during the course), and what the learner wants and needs to know later. (Richards, *ibid*).

2) Steps in Needs Analysis

There are some types of models with different steps suggested for needs analysis. To begin with, models in NA are stated as follows.

Richards suggests that “decisions on the practical procedures involved in gathering, organizing, analyzing and reporting the information collected should be made. He claims that there are needs to be a clear reason for gathering various types of information and so as to ensure that only information that will actually be used is collected” (2001:64).

The Steps in needs analysis are stated by McKillip (1987, as cited in Ekici, 2003:26): “Identify users and the uses of the needs assessment; depict the target population and the service environment; determine needs (- Describe problems - Describe solutions); Assess the necessity of the needs; and Communicate results”.

1) Target Situation Analysis (TSA)

Target Needs: Target needs refers to “what the learner needs to do in the target situation” (work domain) (Hutchinson and Waters, 1987:54).

Many ESP researchers suggest TSA, as the principal approach for analyzing language needs of learners. In fact, all the different components to language needs analysis try to fit the needs of the learners in the process of learning a second language and are used to investigate

different researches and questions in language planning, development, teaching and learning. It is possible to state that the theoretical aspect of the needs analysis is focused on TSA component. Therefore, it is essential to review the literature concerning the TSA.

Munby's model of needs analysis (1978, as cited in Hutchinson and Waters, 1987) clearly established the place of needs as central to ESP. As Hutchinson and Waters say: *“With the development of the CNP it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been Provided: all the course designers had to do was to operate It”* (1987:54).

In fact, Chambers in his article first used the term TSA in which he tried to explain the confusion of terminology. For Chambers TSA is “communication in the target situation” (1980:29). TSA is a component of needs analysis, which focuses on identifying the learners language needs in the occupational or academic situation they are being prepared for (West, 1994). In the same vein, Hutchinson and Waters define target needs as “what the learner needs to do in the target situation”. These were made up of necessities, lacks, and wants and what the learner needs to do in order to learn” are his learning needs (1987:54).

2) English for Science and Technology (EST): The Students' Needs

Kennedy and Bolitho (1990) claim that EST as subject in school allows to express notion and concepts in English, by providing students with the language skills to gain and comprehend materials in science, technology and engineering. This acceptance of EST as an essential aspect of ESP programs, since the much of the require for ESP come from scientists, technologists and engineers who need to learn English for a number of purposes concerning their specialism.

In the resource book of EST, Curriculum Development Centre of Malaysia (CDCM) writes that EST aims to “teach the different ways of accessing and using information to advance knowledge in various fields, and it enables students to present information on science and technology at an appropriate level in both written and spoken forms, to think critically, and give points of view on issues pertaining to science and technology” (2006:3).

Briefly, the whole process of EST and ESP content selection has been noticeably defined by Kennedy and Bolitho claim: *“It is based on a functional analysis of the language a learner needs and the development of related communicative abilities (reading, writing, listening, and speaking in an appropriate balance and in suitable contexts)”* (1990:10)

This quotation of Kennedy and Bolitho shows the link between the functional analysis and the communicative competence. That is to say, the use of a given language in a specific contexts such as: asking for permission, giving advice or warning...ect and the ESP content that is to say the use of language that is related just to one field of study, for example English for engineering.

Theoretical framework

According to Hutchinson and Waters (1992) “if learners, sponsors, and teachers know why learners need English, that awareness will have an influence on what will be accepted as reasonable content in the language course and what potential can be exploited...”. The study is based on the theoretical framework of Hutchinson and Waters (1987) which is “A Learning Centered Approach” which focuses on the learners needs. The latter, is divided into two parts i.e. target needs and learning needs. Target needs are made up of necessities, wants and lacks. Whereas, learning needs is about social and educational background preferred teaching and learning style, attitude towards leaning.

Hutchinson and Waters (1987) claim that other approaches give much interest to language needs. As language-centered approach fails to recognize the learners as being people. That is to say, the learner plays no further part in the process. In other words, learning is not straightforward and logical process. As for the skill-centered approach claims to take into consideration the learner, as it attempts to rest on the positive factors that the learners to lead to the course but it sees the learner as the user of language rather than as the learner of language i.e. it is concerned with the processes of language use not of language learning. Whereas more attention should be given to how learners learn. They recommend that a learning needs approach is the finest means to pass on learners from the starting point to the target situation. It gives a comprehensive approach to the learners needs as it offers two focus areas: target needs and learning needs.

1. Target Needs

It is defined as what the learner needs to do in order to be able to communicate successfully in the target situation, which involves a number of important distinctions. It is more practical to look at the target situation in terms of necessities, lacks, and wants.

a) Necessities

It may be called the demands of the target situation, that is, “what the learner has to know in order to function effectively in the target situation”. For example, a businessman-woman might need to understand business letters, to communicate effectively at sales conferences, to get the necessary information from sales catalogues and so on. He or she will presumably also need to know the linguistic features-discoursal, functional, structural, and lexical which are commonly used in the situation identified. In the sense that to observe what situation the learner will need to function in.

b) Lacks

It is defined as the gaps between what the learner knows and the necessities, in other words, to identify what the learner knows already, then to deduce what the necessities the learner lacks. The target proficiency needs to be opposed to the present proficiency of the learners. The gap between the two can be referred to as the learner's lacks (Hutchinson, Water and Breen,1979).

c) Wants

It is the fact that to take into account the view of the learners because in an objective sense the learners have not an active role .i.e. “what the learners think they need”. As Richterich (1977:29) comments ‘...a need does not exist independent of a person. It is people who build their images of their needs on the basis of the data relating to themselves and to their environment. For example, Karl Jensen a German engineer working in a multi-national company needs to improve his reading skills in engineering, which he considers as a necessity as well as a lack. On the other hand, he desperately wants to improve his oral skills (Hutchinson &Waters, 1987). Thus, “wants” are decided by a learner in the way in which he/she identifies him/herself with the target language (ibid:55).

1.2 Gathering information about Target Needs

There are different ways for collecting information about needs. The most often used are: questionnaire, interviews and observation...etc. It is advantageous to use more than one of these methods since the needs are complex. As the selection of method is dependent on the time and resources. The analysis of target situation needs is in core an issue of asking question about the target situation and the attitudes towards that situation of the different participants in the learning process.(Hutchinson and Waters,1987:58).

2. Learning Needs

The main interest of the learning needs is 'what the learner needs in order to learn' in the sense that to take into account the learners' motivation and attitude, where it is crucial that to not neglect the subject perception of the learner and to base only on the target objectives. As with making reference to numerous items. Including who the learners are, their socio-cultural background, learning background, age, gender, background of specialized contents, background knowledge of English attitudes towards English, attitudes towards cultures of the English speaking world and studying English. Learner needs also to involve teaching and learning styles with which the learners are familiar. (Hutchinson and Waters,1987:60)

The target situation alone is not reliable in what is needed in the ESP course. It can determine the destination but the route must be taken into consideration that are : the condition of the learning situation, the learners' knowledge; skill; strategies and the learners' motivation. The major contribution of this model is that, it provides approach to the learners' needs more specifically to target and learning needs.

Conclusion

This chapter deals with the review of literature in which we have shed light on ESP and needs analysis. Many educators and researchers should emphasize on these two principles for teaching and learning a foreign language .If the learners' needs are taken into consideration, this may help the students to become more familiar with the English language. It is important to notice that ESP is a strong movement which has imposed its influence all over the world. This chapter has also dealt with Hutchinson and Waters(1987)approach to needs analysis that is used as the theoretical framework. In the next chapter, we are going to deal with the research design and methodology where we will explain the procedures of data collection and data analysis.

Chapter two

Research Design and Methodology

Introduction

This chapter deals with the methodology and research design of the present study. It is designed to describe the research methods and the context of investigation. It also gives information about the population sample used in the study. Moreover, it explains the procedures followed for data collection which are a questionnaire for the learners and an interview for the teachers. Lastly, it explains the data analysis methods conducted in the present study. The mixed method is used. The quantitative data are analyzed by using statistical method. While the qualitative content analysis (QCA) is used to analyze and interpret the open-ended questions of the questionnaire and the interview. The information was collected through a questionnaire which contains both close and open-ended questions because it seems to be the most appropriate tool for gathering the views of the learners. A close and open-ended questions in the interview also conducted with teachers in order to determine their opinion toward the English used in civil engineering. As Hutchinson and Water view, “The choice of method will depend on time and resources available and the procedures of each will depend on accessibility” (1987:5).

I. The context of the investigation

This research is a case study. It is concerned with the study of a particular learner over a given period, where our investigation takes place in real context in the department of Civil Engineering at MMUTO with student of second year BMD, where the English language is studied in this department as secondary module. It is taught during one semester in the second year and one semester during Master 1 course except for the specialty of “Construction Méthallique”.

1. The participants

Two groups were involved in this study. That is to say, it deals with students' perceptions regarding their own English language needs and the views of their English teachers.

1.1 The students

The target students population in this study are forty (40) students of second year BMD who studied in the academic year (2015-2016) in the Department of Civil Engineering at MMUTO. They have already studied English at college for four years and the secondary school for three years.

1.2 The teachers

The teachers of English of civil engineering of the second year BMD students at the department of civil engineering of Mouloud Mammeri of Tizi-Ouzou are the total population. A sample consists of two teachers. One of the teachers has a PHD from England in the domain of technical English he has much experience in teaching (27 years). While the other one has a license which he got from the Algerian University, has also a PHD in France and he is a beginner.

II. Instruments of needs analysis :

Questionnaires and interviews are two commonly used instruments for needs analysis. Kumar (1996) discusses the advantages and drawbacks of questionnaires and interviews. Questionnaires do not take long to administer and it is often possible to get information from a large number of respondents. The responses are anonymous and thus respondents will hopefully offer their opinions and ideas frankly. Interviews are time consuming and because of this, the investigator can often only interview a few people.

However, in an interview the investigator can examine responses and thus gain an in-depth understanding of the opinions and information offered. Additionally, unclear questions or answers can be clarified during an interview.

III. The procedures of data collection:

3.1 The questionnaire:

A questionnaire is a means of collecting data. In Walber's words (1995) a questionnaire can be self administered and can be used to survey a large group of people at one time and can be distributed by mail or hand.

The questionnaire items should be clearly stated and the questions can be open-ended where the respondents feel free to answer the way they want; or closed-ended questions that require from the respondents to choose one or more choices that are provided in the questionnaire.

According to Dudley Evans and St. John , "TSA generally uses questionnaire as an instrument"(1998:125). The most common instruments used are questionnaires because they are relatively easy to prepare and obtain information that is relatively easy to tabulate and analyze. They also can be used to elicit many kinds of data such as language use, attitudes and beliefs (Richard, 2001:60).

In conducting this study, a triangular approach is used to obtain information. According to Richard "since any one source of information likely to be incomplete a partial, a triangular approach i.e. collecting information from two or more sources is advised" (2001:59).

In other word, the study is based on the collection of quantitative data by asking closed-ended questions, as it is based too on the qualitative data by asking open-ended questions where the comments and views have been collected from the respondents.

3.1.1 The students' questionnaire

The students' questionnaire aims at findings out whether the learners give importance to English language and help them to meet their needs.

In this study, the questionnaire contains open-ended, closed-ended questions, mixed questions and multiple choices where the participants have to tick on the appropriate box answer. The students' questionnaire is composed of twenty nine (29) questions and consists of three (3) sections. The first section is about the background information of the students (students 'profile).The second section deals with students' necessities, wants and lacks; the last one is about learning needs, which is about the students' motivation and their views.

3.2 Interview

Generally speaking, an interview is a direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents prepared to extract extended responses. It is a conversation in which the role of the interviewer and the respondent change continually. As it is asserted by Richards "Interviews allow for a more in-depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups" (2001 :61)

3.2.1 The teachers' interview

The interview is the best research technique to gather information, where the teachers deal with different questions. We have conducted an interview with English teachers of civil engineering. The interview consists of (10) closed-ended and open-ended questions. It is important to know that before starting the interview the informants are kindly asked to answer the questions and to make them into account about the objectives of the interview. As Nunan claims that before starting an interview the researcher has to make aware his participants about the nature of the research, the objective of the interview as well as how the data are going to be used.(1992 :74).

The interview shows if the learners are involved during the English courses then asks the teacher if the English courses taught to the second year BMD students meet their needs. Moreover, the interview aims at pointing whether students are satisfied with English language programs. The interview is conducted with the teachers of English at the civil engineering department at MMUTO in 2016.

IV. Procedures of data analysis

1. Statistical Method

For the analysis of quantifiable data collected from the questionnaire and interview by following statistical method, where the results are highlighted by means of histograms which make visible both the number of answers and then related percentage .We proceeded in the calculation of the percentage using the rule of three is applied as follows :

$$X = \frac{Z \times 100}{Y}$$

X is the calculated percentage, z it is the value of the similar answer, and y is the total number

of the participants.

2. Qualitative Content Analysis

The data that are collected from the interview and questionnaire were analyzed by adopting a Qualitative Content Analysis (QCA). As Zoltan (2007) argues that: “qualitative research involves data collection procedures that are results primarily in open-ended non numerical data which is then analyzed primarily by non-statistical methods”. (Zoltan, 2007:24). The analysis of the open-ended questions is based on the conventional approach to content analysis. This method involves the identification and interpretation of data that reflect the participants ‘perception.

Conclusion

In this chapter the research design and the research methods of this study which are based on the theoretical framework of Hutchinson and Waters which is “A learning-centered approach”. It is based on the data collection procedures that are the questionnaire for the learners and an interview for the teachers. It also describes the data analysis procedures. The closed-ended questions are analyzed by using a statistical method. Furthermore, the open-ended questions are interpreted with the Qualitative Content Analysis. The results that are obtained from these data procedures will help to investigate the students ‘needs of civil engineering. In the next section we will try to discuss and analyze the collection data.

Chapter three

Presentation of the Findings

Introduction

This chapter is about the findings of our study. It presents the results obtained from the questionnaire we have administered to the students and the interview that we have conducted with the teachers. The aim of this chapter is to highlight the needs analysis of civil engineering students at MMUTO. The findings are presented in percentage and displayed diagrams. This part is divided into two sections. The first section is devoted to the presentation of the findings of the questionnaire. And the second section of this chapter is devoted to the results obtained from the teachers' interview.

Presentation of the Findings

1. The Students' questionnaire

Section One: Information on the Students' Profile

Question one: How old are you?

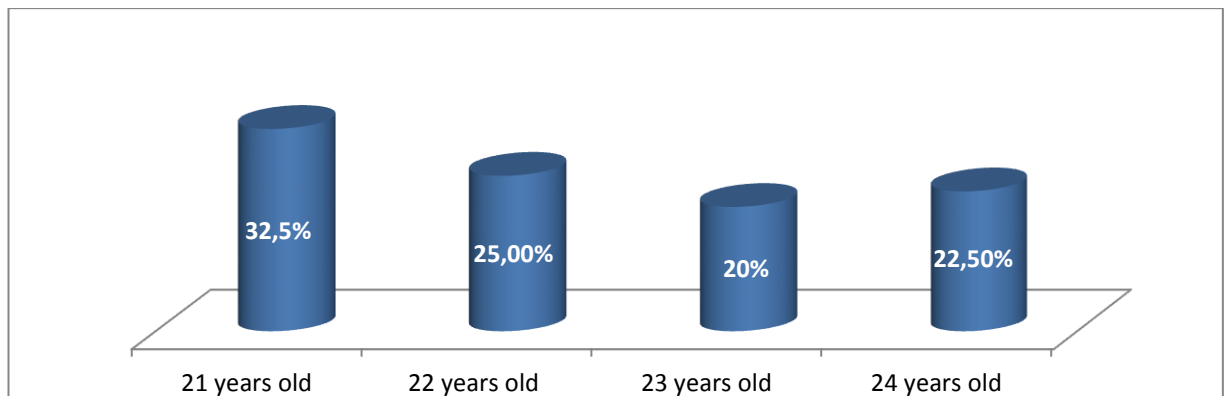


Diagram (01): students' age

The first question is about the participants' ages. The students' ages vary between 21 years old and 24 years old. We have (32.5%) of the participants who are 21 years old. Ten representing (25%) who are 22 years old, eight students (20%) are 23 years old, and nine others (22.5%) are 24 years old.

Question two: What is your gender?

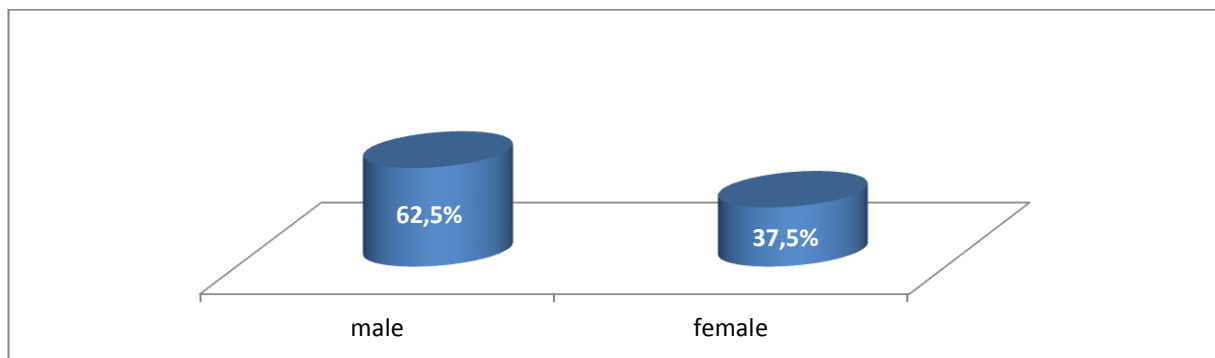


Diagram (02): Students' Gender.

The majority of the students (62.5%) are male and only fifteen students representing (37.5%) are female.

Section Two: The Target Needs:

a) Learners' Necessities:

Question One: what are your reasons behind studying English?

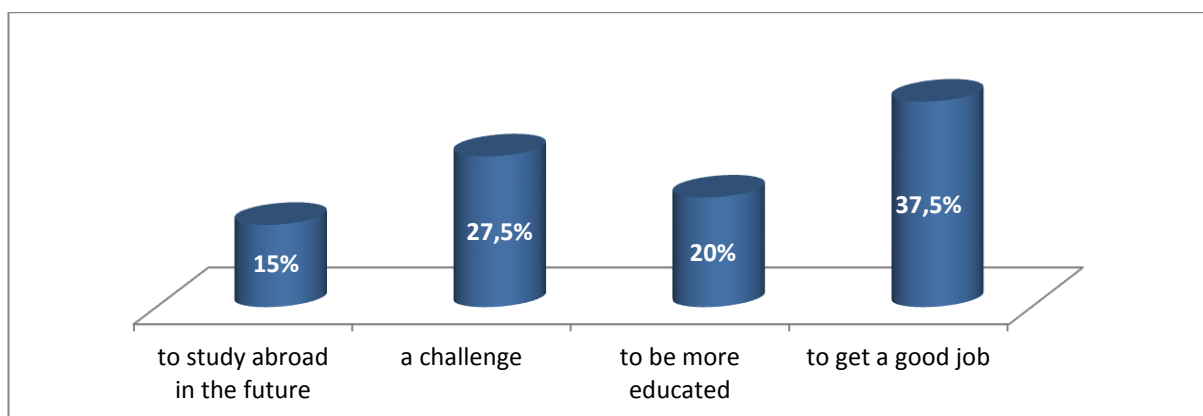


Diagram (03): The purposes of studying English.

Through this question, we intended to know the reasons that make the students learn English language. Fifty participants representing (37.5%) have said that they study English in order to get a good job in the future. Eleven students (27.5%) have said that they study it because it is a challenge for them and they enjoy it. Whereas (20%) have said that they study English in order to be more educated and only (15%) have said that they learn English in order to study abroad.

Question Two : Which skill is useful in the future ?

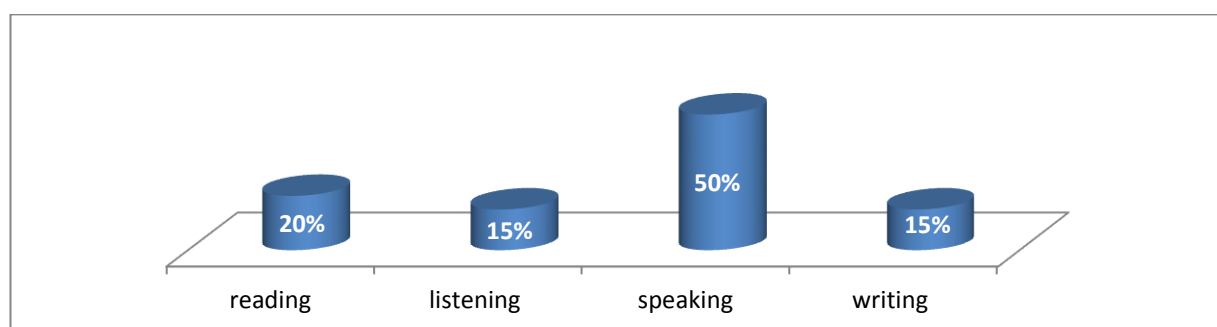


Diagram (04): The use of English to promote the Four Skills.

As it is illustrated, the majority of the participants 20 representing (50%) indicate that learning English helps them to promote their speaking skills, while (20%) say that, it helps them to promote their reading skills. Six participants (15%) say that English helps them in writing while the rest affirm that it helps them in listening (15%).

Question Three: do you consider English important for your studies?

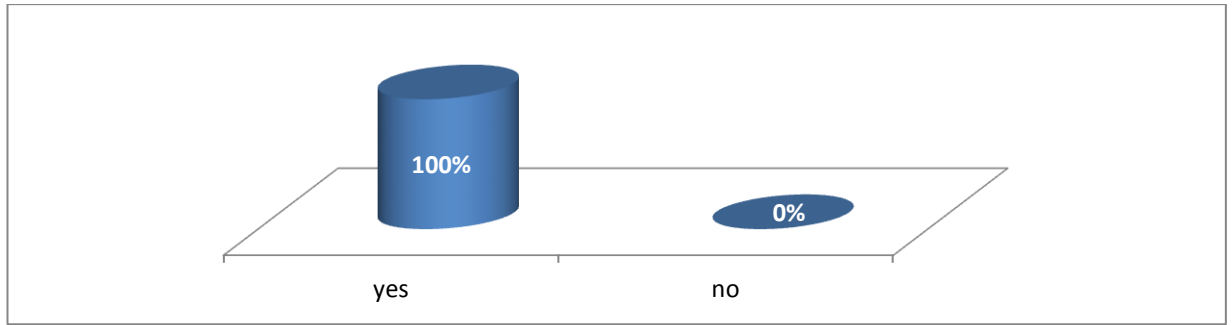


Diagram (05): the importance of learning English language.

The aim of this question is to know the importance of English language according to the perspective of the students. The whole sample (100%) has positive beliefs about the fact that English is important in their studies.

Question Four: Do you consider the period of English in the whole curriculum is sufficient?

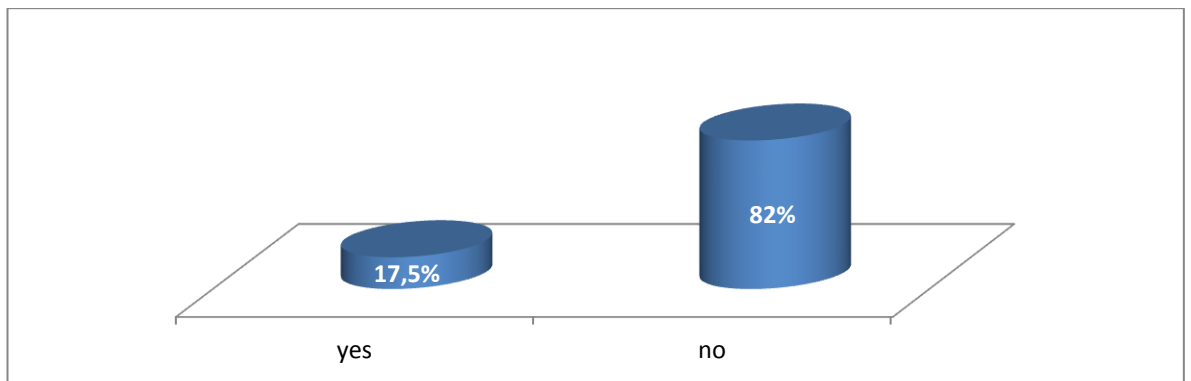


Diagram (06): the sufficiency of time for the English course.

The diagram above demonstrates that the majority of the participants (82.5%) find that the period of English is insufficient while (17.5%) find it sufficient.

Question Five: After your studies are achieved, do you think that you need the use of English in your domain?

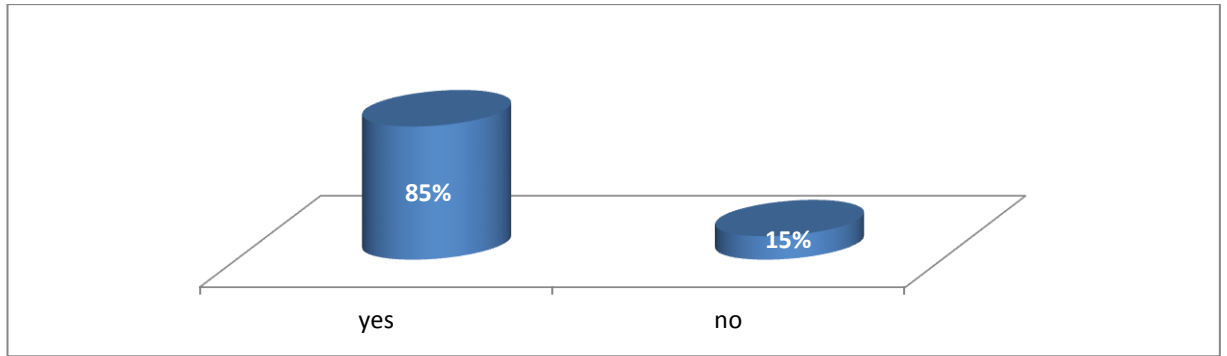


Diagram (07): the use of English in the future.

The results obtained denote that thirty four students (85%) state that they need the English language in their domains after finishing their studies, while six participants (15%) say that they will not need English in their domains.

Question Six: Are the tasks, activities and examples related to your field of studies?

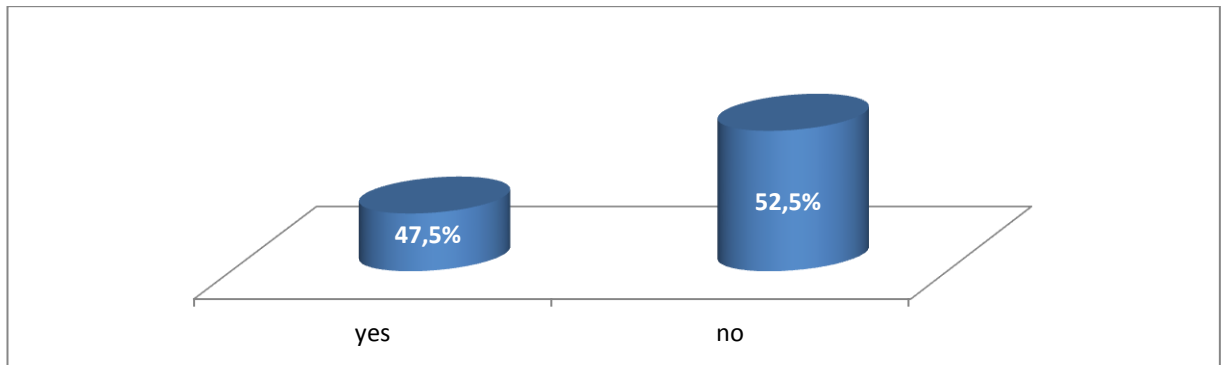


Diagram (08): Students' view about the relevance of the activities.

The majority of the participants (52.5%) affirm that the tasks and activities are not related to their field of studies, while (47.5%) of the participants say that the tasks and activities are related to their field of study.

a. Learners' Wants

Question One: What are the skills that you want to develop through the course

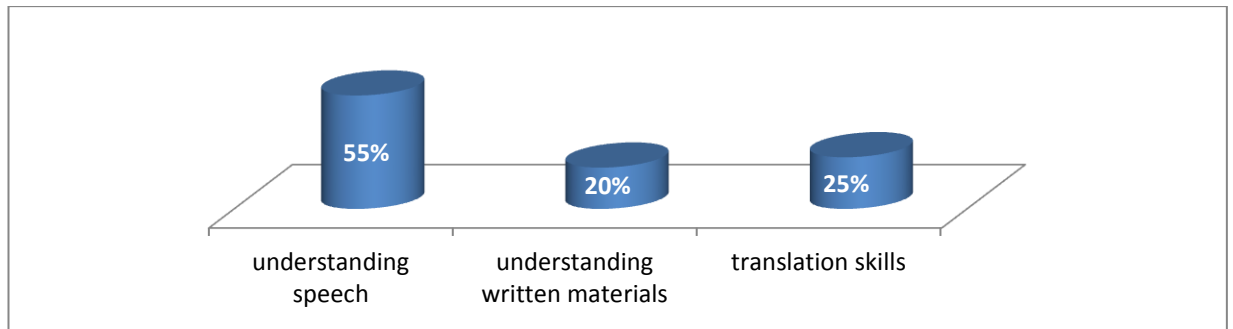


Diagram (09): The skills to develop through the course.

As it is shown in the displayed diagram, (55%) of the participants want to develop their understanding of speech through the English course, while (25%) want to develop their translation skills and only (20%) want to develop their understanding of written materials.

Question Two: When do you want the course classes to be located?

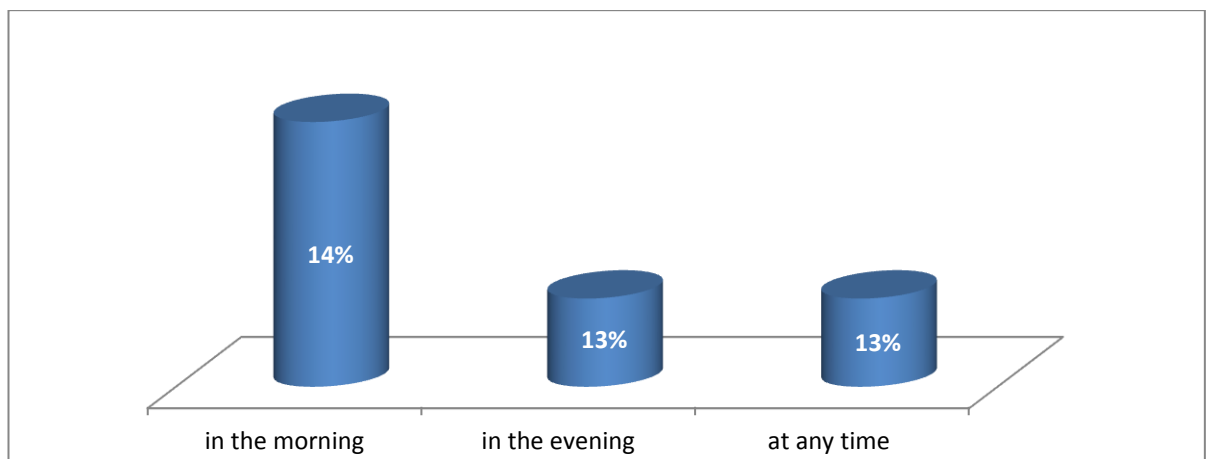


Diagram (10): the suitable time for the English course.

In this question, we wanted to know at what time the students want to have the English course. As it shows the majority of the students prefer to have the course in the morning while the others prefer it in the evening or at any time.

Question Three: Are you motivated to have trainings in order to develop your English language as civil engineering learners?

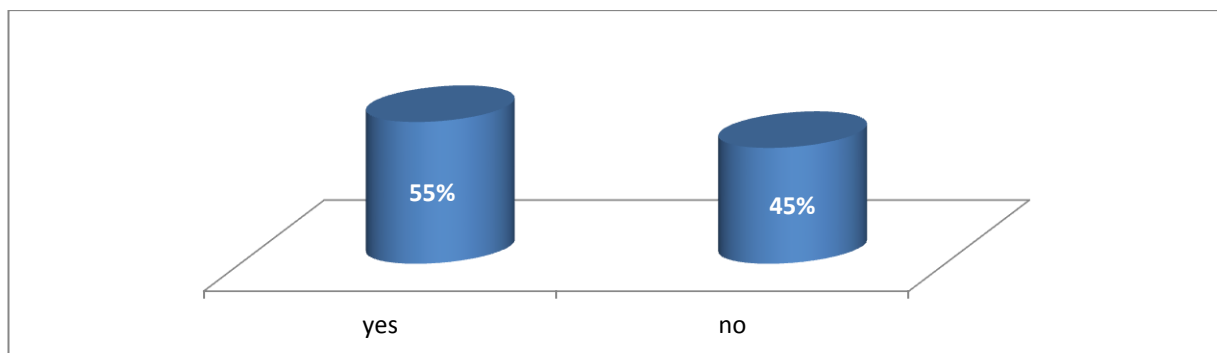


Diagram (11): The students' motivation towards English Language.

The majority of the participants (55%) affirm that they make trainings in order to develop their English language, while the rest of the participants making up (45%) say that they don't make training to develop their English language.

b. Learners' Lacks:

Question One: Whenever I use English, I have difficulties in :

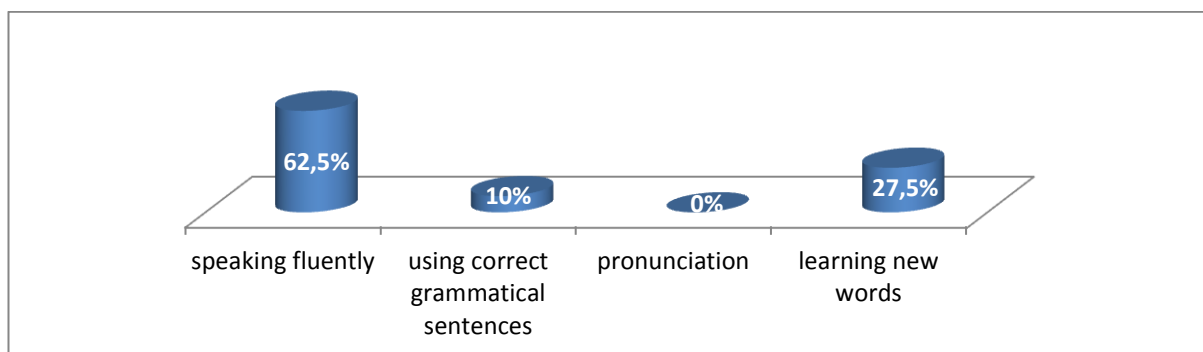


Diagram (12): the students' difficulty while using English.

From the above diagram, we see that the majority of the participants (62.5%) have the difficulty in learning new words. While (27.5%) of the participants have difficulty in speaking fluently and only four participants (10%) have difficulty in using correct grammatical sentences when they use English language.

Question Two: What do you lack in terms of skills?

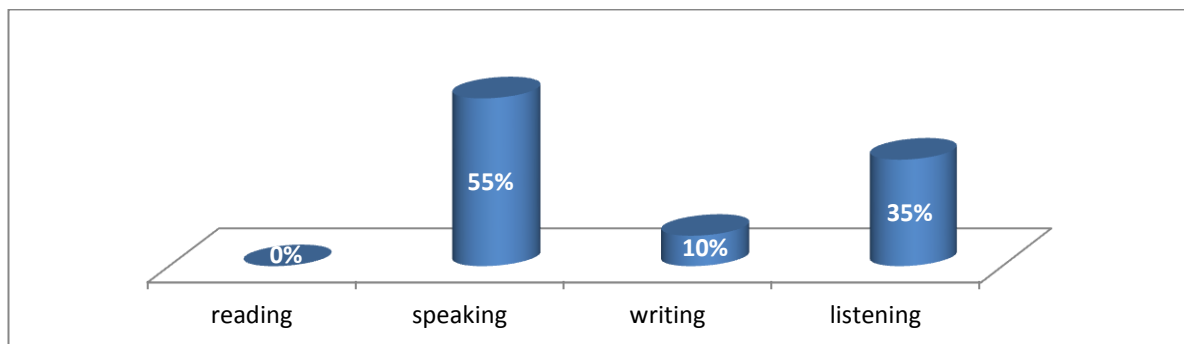


Diagram (13): the students' lacks.

From diagram (13) it appears that the majority (55%) of the students don't know how to use the English language in the speaking situation while (35%) find difficulties concerning listening to someone speaking in English (lack of understanding) and only (10%) of the participants have difficulties with writings and no one has a difficulty with reading in English.

Question Three: Would you say that at the present time, your proficiency in English language is?

a. Writing:

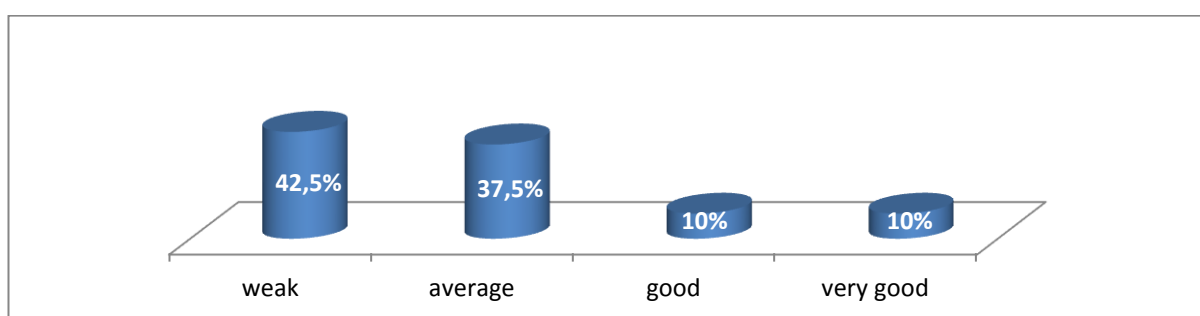


Diagram (14): students' proficiency in writing.

Through this question, we wanted to know the students' proficiency in writing. Seventeen participants making up (42.5%) say that their level in writing in English is weak.

Fifteen participants representing (37.5%) say that their level is average while four participants making up (10%) say that they find it good and four other participants (10%) find it very good.

b. Speaking

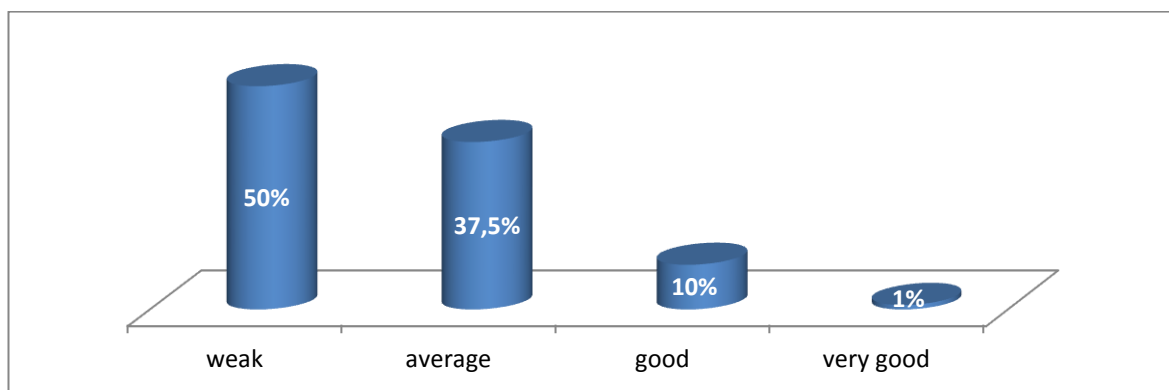


Diagram (15): Students' proficiency in speaking.

The majority of the participants (50%) say that their speaking proficiency is weak, (37.5%) say that it is average. While (10%) find it good and one participant also find it very good.

c. Listening

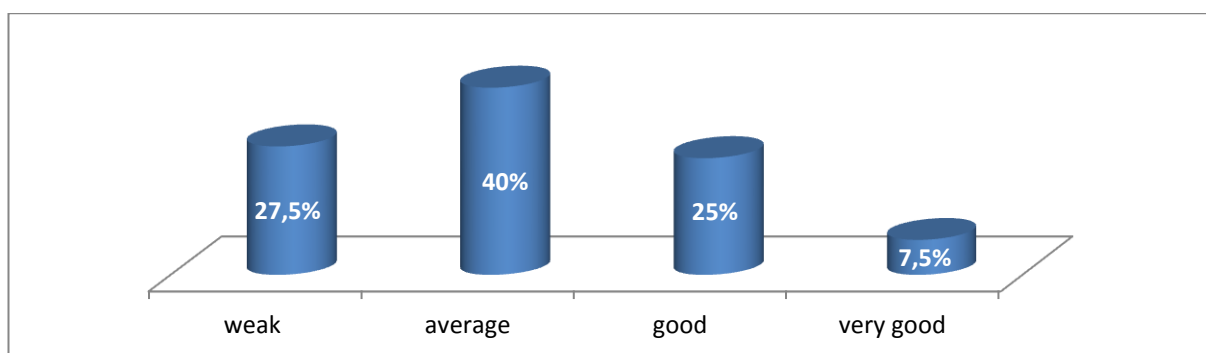


Diagram (16): Students' proficiency in listening

The aim of this question is to know the proficiency of the students in listening. (40%) of the participants find their level average. (27.5%) find it weak and (25%) of the participants find it good and only three participants (7.5%) find it very good.

d. Reading:

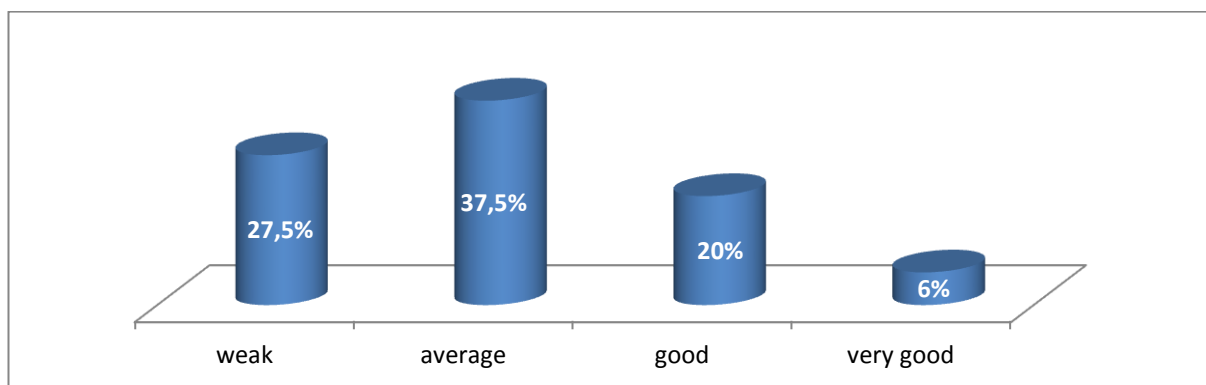


Diagram (17): students' proficiency in reading.

Through this question we want to know the students' proficiency in reading. (37.5%) find their reading in English average (27.5%) find it weak. While (20%) find it very good and six students find it good.

e. Grammar

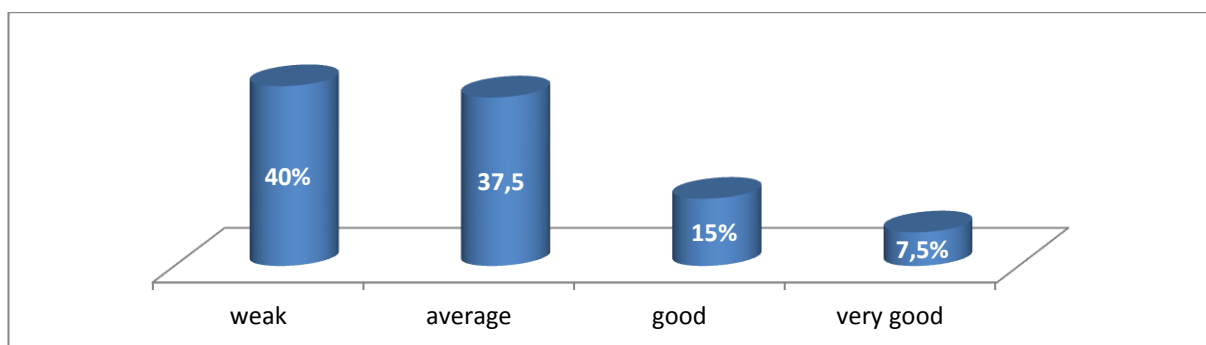


Diagram (18): students' proficiency in grammar.

The above diagram shows the students' proficiency in grammar. The majority of the students (40%) say that their grammar is weak. (37.5%) say that it is average. While (15%) find it good. The remaining (7.5%) find it very good.

f. Vocabulary

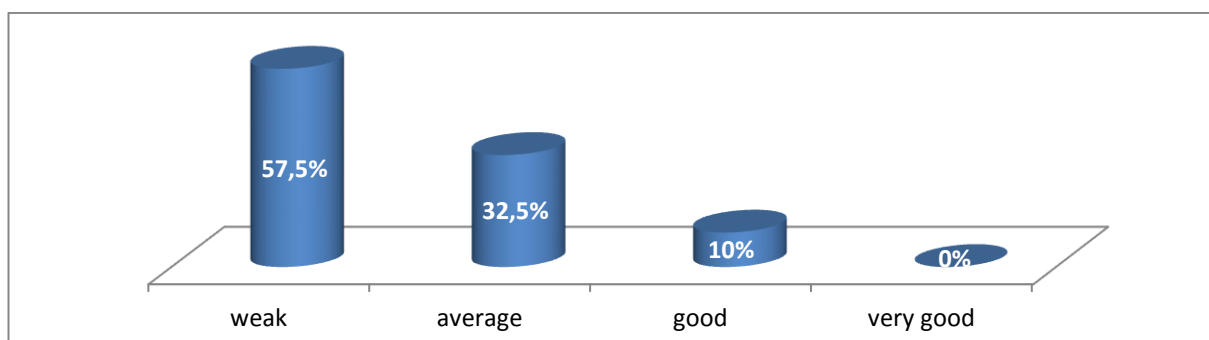


Diagram (19): Students' proficiency in vocabulary.

As it is shown in the above diagram, the majority of the participants (57.5%) find that their vocabulary in English is weak, while (32.5%) find it average. And four participants (10%) find it good and no one find it very good.

g. Pronunciation

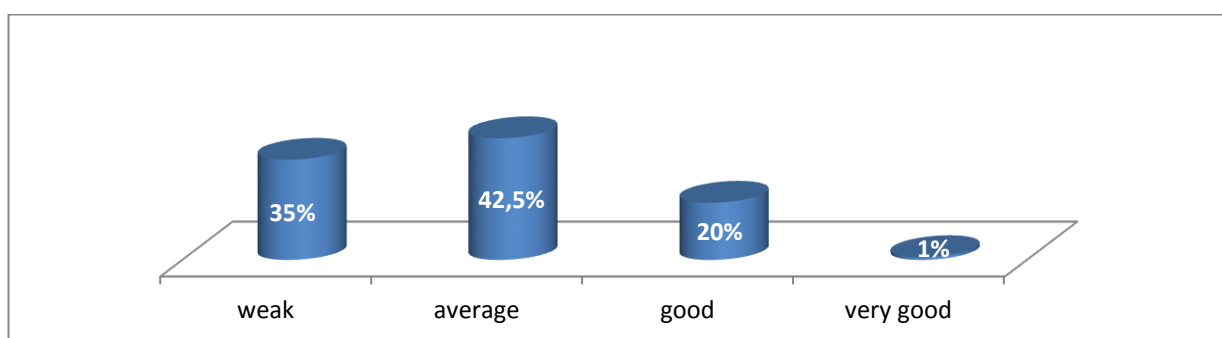


Diagram (20): Students' proficiency in pronunciation.

These results clearly show that (42.5%) of the participants say that their pronunciation is average, (35%) of the students say that their pronunciation is weak. While (20%) of the participants say that they find it good and only one participant find their pronunciation very good.

a. Communication

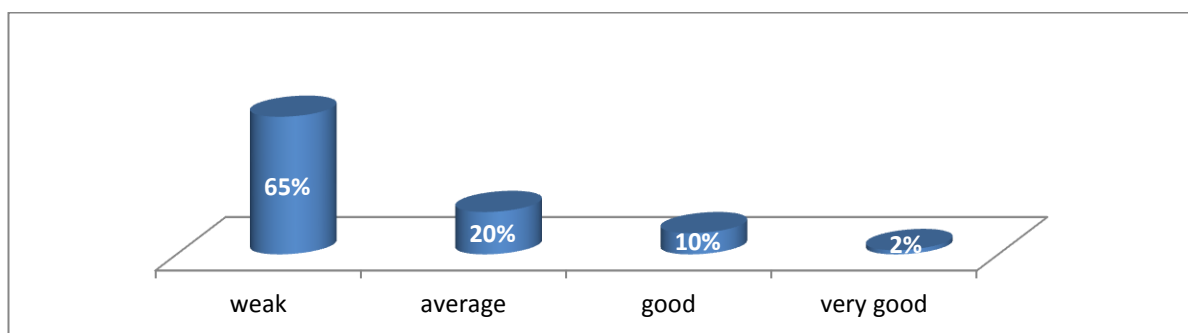


Diagram (21): students' proficiency in communication.

The results displayed in this diagram show that the majority of the participants (65%) affirm that their communication in English is weak. (20%) say that they find it average. In contrast, four participants making up (10%) find their communication good and two participants find it very good.

Question Three: What are the main problems that you face in the English language?

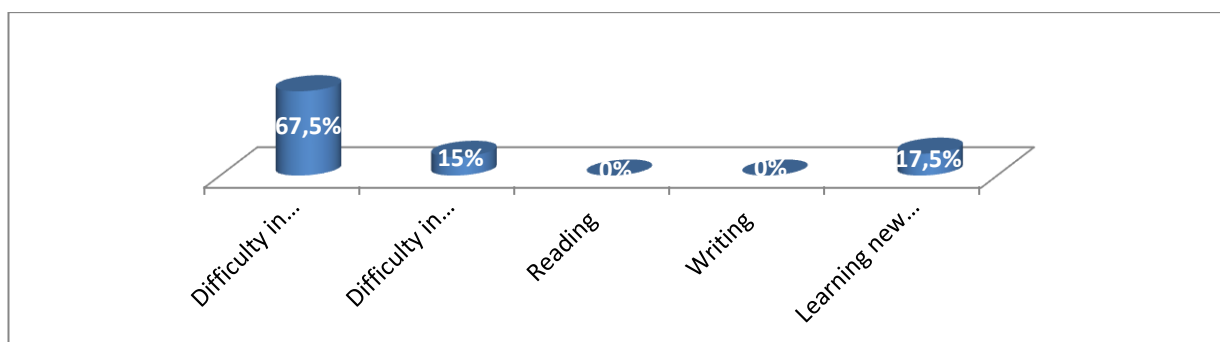


Diagram (22): The student’s main problem in English language.

From the diagram (22) it is clear that the main problems that students face in English language is related to difficulty in speaking fluently (67.5%) while seven students (17.5%) face problem in learning new terminology related to civil engineering and only six students (15%) have the difficulty in understanding technical English. However, for reading scientific document and writing do not represent problem for the students.

Question Four: What sub skills do you need more to develop in your field of study as student of civil engineering?

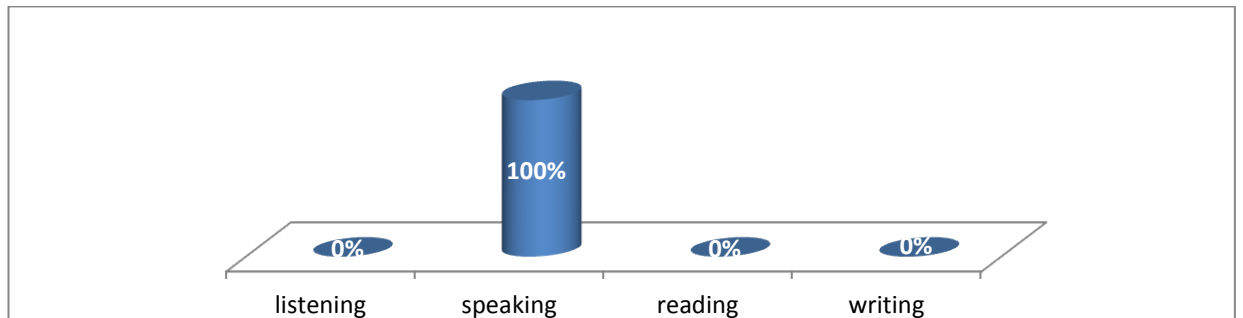


Diagram (23): students’ favorite skill to develop.

As it shown in this diagram, the whole population sample (100%) want to develop their speaking skill.

Question Five: Which listening abilities do you want to improve?

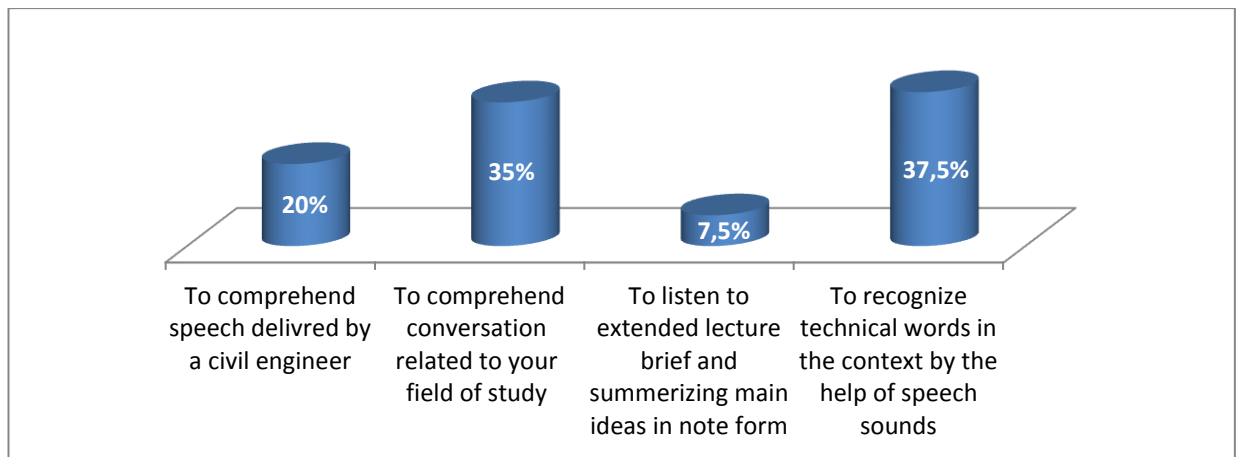


Diagram (24): listening skill to be improved.

Diagram (24) shows the listening skill to be improved by the students. There are fifteen participants (37.5%) who want to recognize technical words in the context by the help of speech sounds. Fourteen participants (35%) prefer to comprehend conversation related to their field of study while (20%) wish to comprehend speech delivered by a civil engineer and only (7.5%) who want to listen to extended lectures brief and summarizing main ideas in note form.

Question Six: Which of the speaking skill do you want to improve?

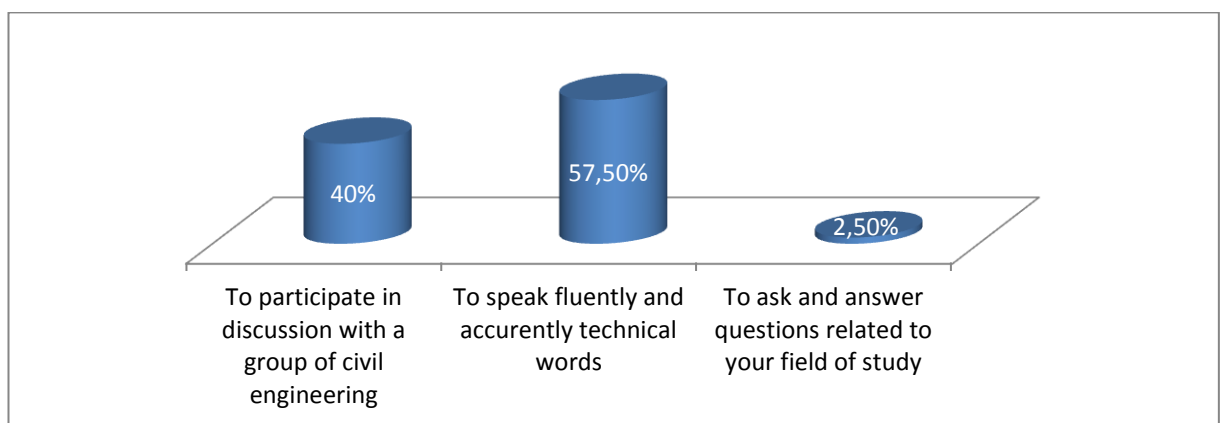


Diagram (25): speaking skill to be improved.

The diagram above demonstrates the speaking skill to be improved by the students. Twenty three students (57.5%) want to speak fluently and accurately using technical words whereas (40%) want to participate in discussion with a group of civil engineering and only one participant who want to ask and answer questions related to their field of study.

Question Seven : Which reading abilities do you want to improve?

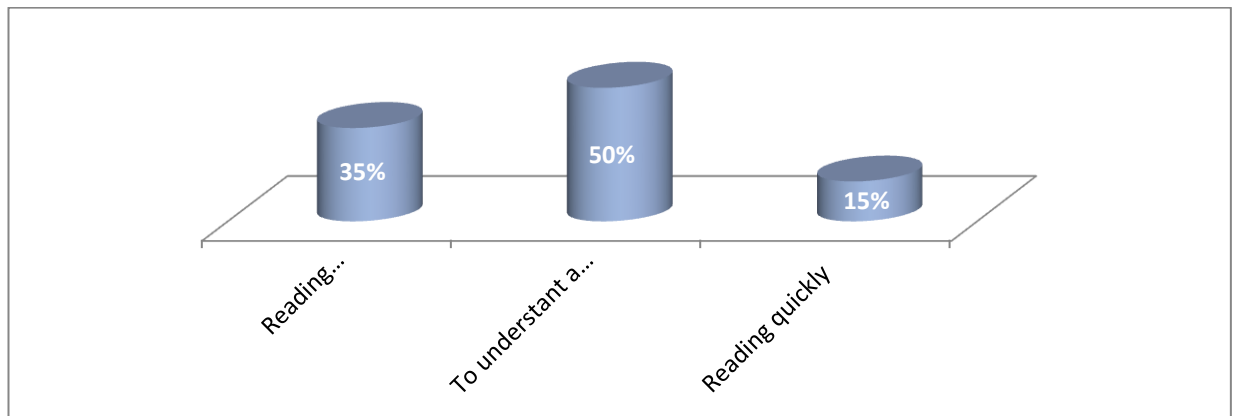


Diagram (26): reading skill to be improved.

Diagram (26) presents the reading skill to be improved by the students. The main ability they want to understand a wide range of technical/ academic vocabulary (50%) while (35%) desire to read documents and articles related to civil engineering and only (15%) wish to read quickly.

Question Eight: Which writing abilities do you want to improve?

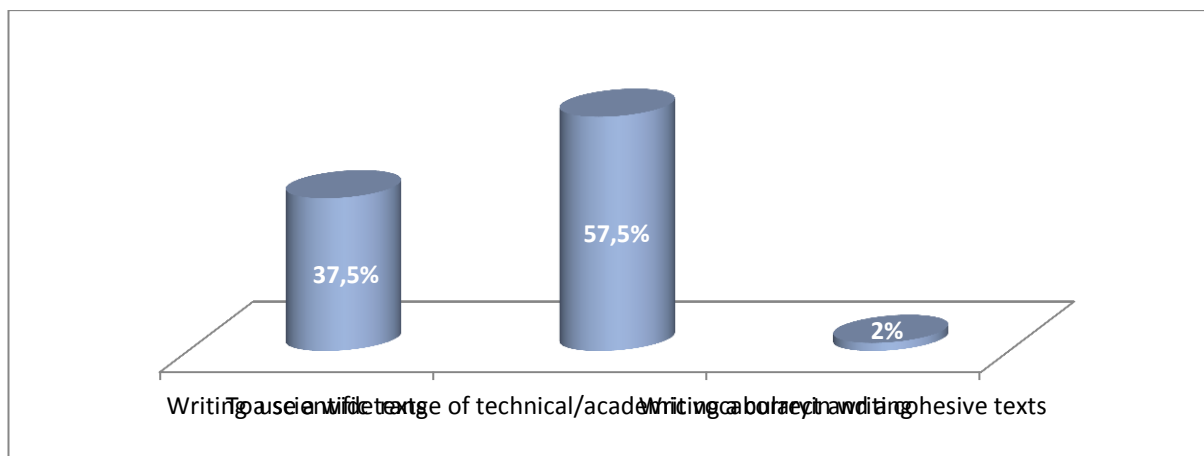


Diagram (27): writing skill to be improved

As it is shown in diagram (27), writing skill is to be improved where the majority of student (57.5%) want to use a wide range of technical/academic vocabulary whereas (37.5%) want to write a scientific texts and only two participants who want to write a correct and cohesive texts.

Section Three : The Learning Needs:

Question One: What do you feel would be the best to learn the GE or SE (Technical English) that is more likely to benefit you in your future job as civil engineers?

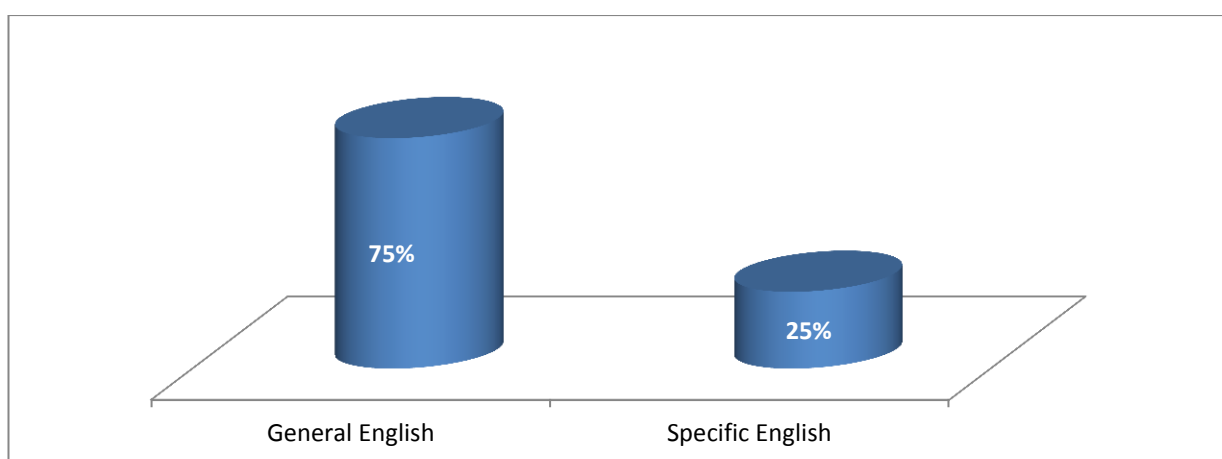


Diagram (28): students' preferences.

The aim of this question is to know whether the students prefer to learn general English or specific English that is related to their field of study. Thirty participants representing (75%) prefer general English and ten students representing (25%) prefer specific English.

Question Two: Is the time allocated to the English course enough to you to use the English language effectively?

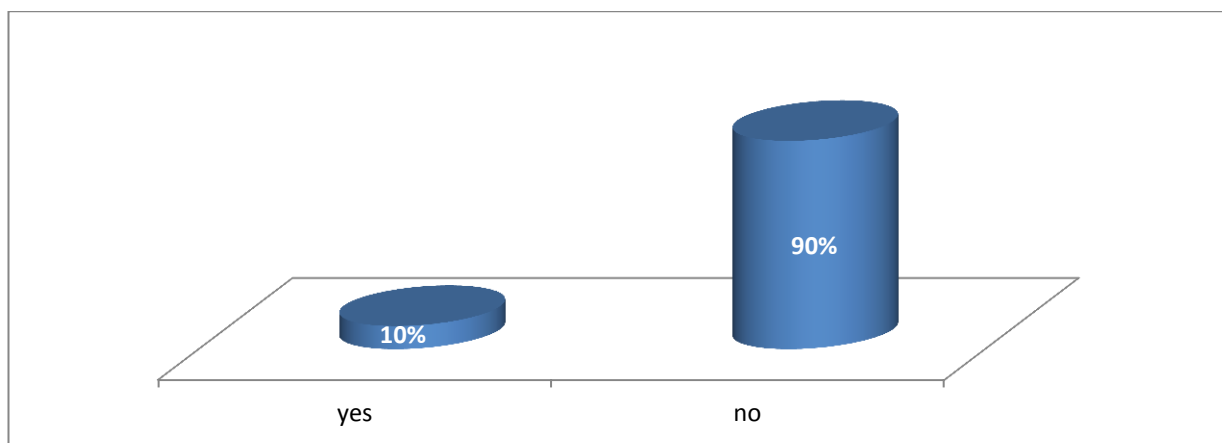


Diagram (29) : students' opinion about the time allocated to the English course.

The aim of this question is to know if the time allowed for the English course is sufficient to practice the language. The majority of the participants (90%) say that the period is not sufficient while two participants representing (10%) say that period is sufficient and they can practice the language during this period.

Question Three : What are your favorite classroom activities ?

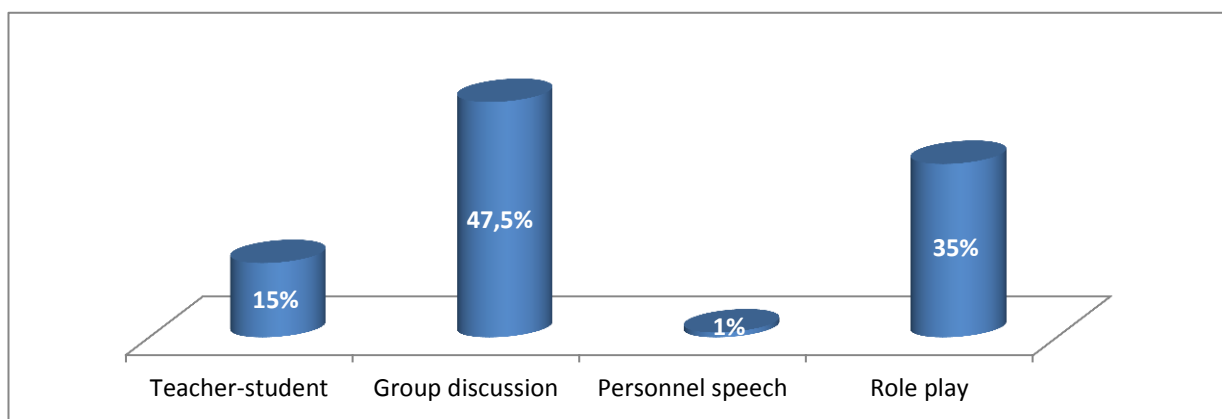


Diagram (30): Students ‘favorite classroom activities.

Diagram (30) demonstrates that the favorite students ‘classroom activities are varied, where (47.5%) of participants prefer group discussion while (35%) prefer role play and six students (15%) are in favor of teacher-student activity and only one participant prefers personal speech.

Question Four: do you think that the content of the course are relevant to your level?

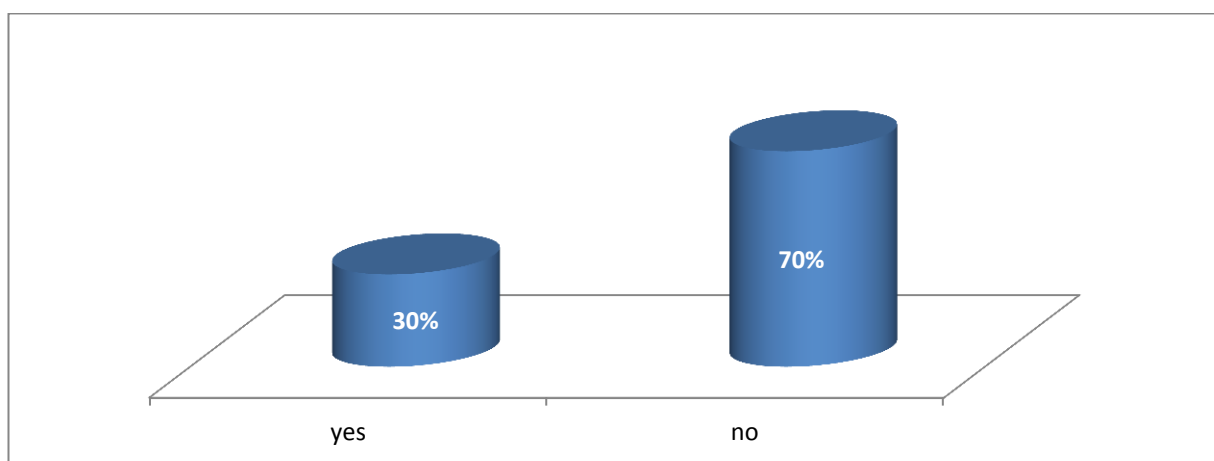


Diagram (31): The relevance of the content of the English course.

As it is highlighted in the above diagram the majority of the participants (70%) find that the content of the English course is not relevant to their level in contrast (30%) with the participants who find that the content of the course of English is relevant to their level.

Question Five: Does your teacher of English encourage you to use specific documents written in English?

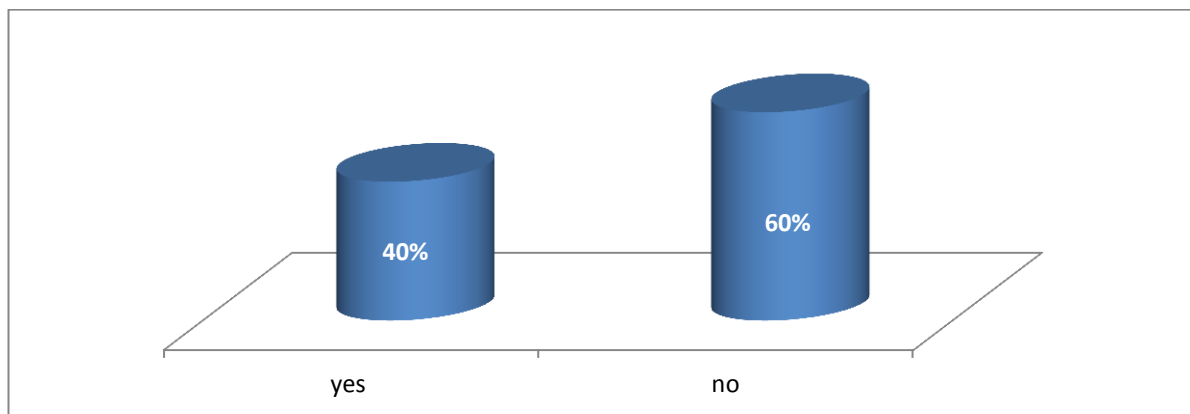


Diagram (32): The use of specific documentation written in English.

As the participants are asked if their teachers encourage them to use specific documents written in English, diagram (32) shows that the majority of the participants making up (60%) say that their teachers don't encourage them to use documentation written in English while (40%) say that their teachers of English encourage them to use specific documentation that is written in English.

Question Six: if yes, what are the objectives of the use of specific documentation?

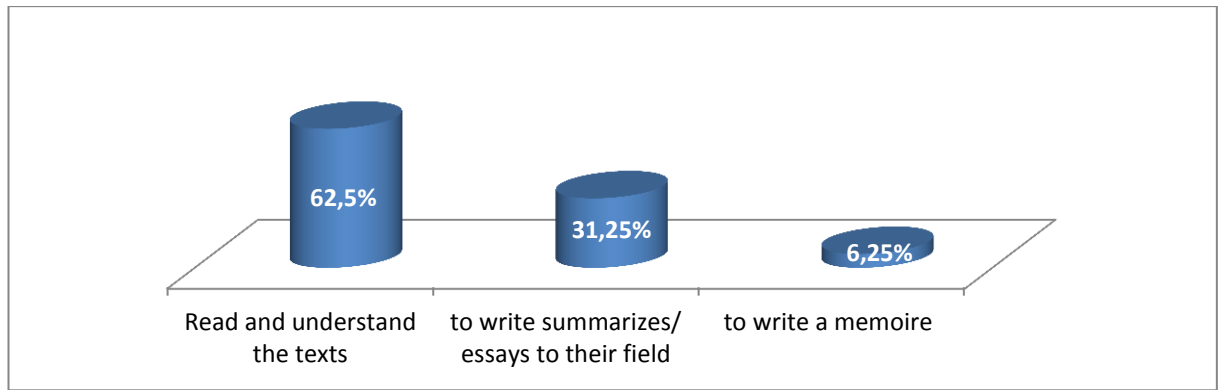


Diagram (33): The objectives of using specific documentation.

The total number of the population has changed here. Sixteen participants are the equivalent of (100%) state that their teachers use specific documentation written in English. (62.5%) say that they use specific documentation in order to read and understand the texts. And (31.25%) say that they use it in order to write summaries and essays to their field while (6.25%) of the total population say that they use it to write the abstract of the memoire.

Question Seven: Do you need specific materials for training for future job as civil engineer?

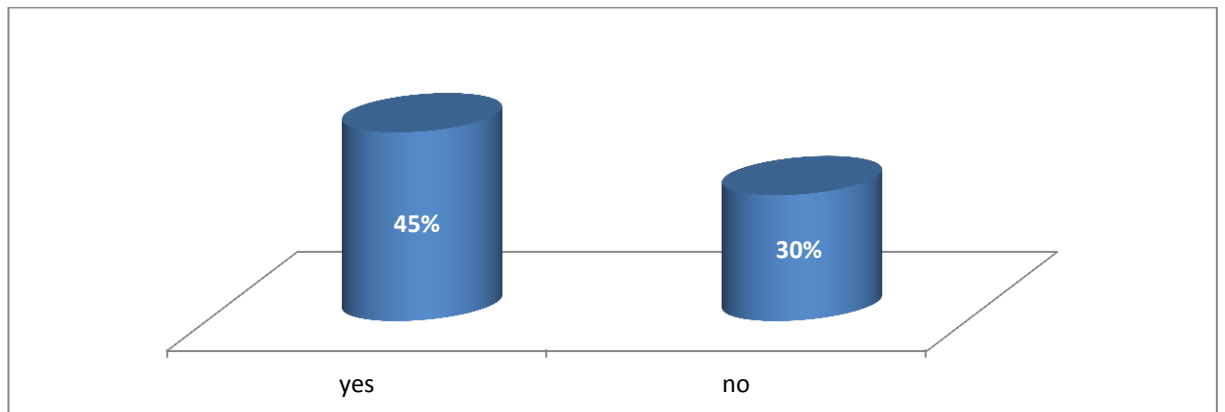


Diagram (34): The needs of specific material for future job.

From diagram (34); it is clear that the majority of students say that they need specific materials for training in order to be ready for their professional career. However (32,5%) say that they don't need specific materials for training for future job as civil engineers.

Question Eight: What types of materials do you think the course should include?

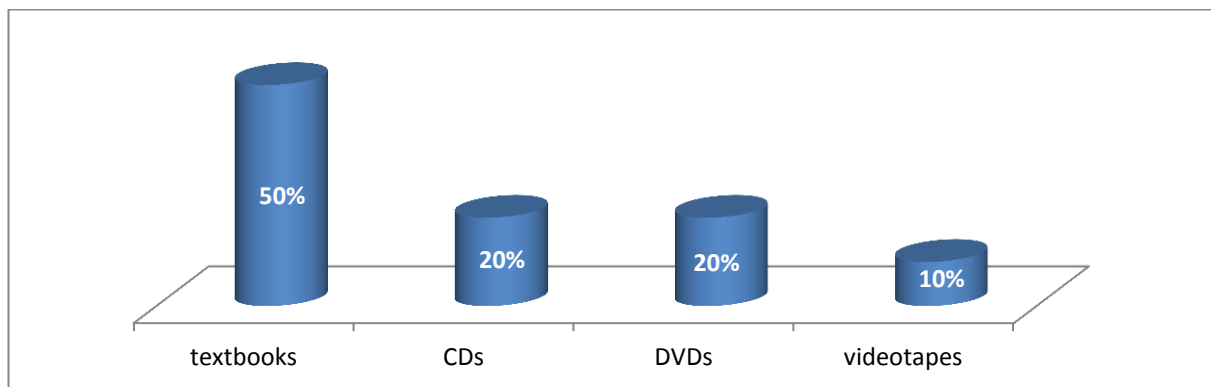


Diagram (35): the suitable materials for better learning.

The aim of this question is to know the suitable materials for learning English according to the students. (50%) representing the participants who find that textbooks are suitable materials to better learn English language. And (20%) of the participants say that they prefer DVDs while eight of the participants presenting (20%) prefer videotapes and (10%) prefer CDs.

Question Nine: How much time will you regularly spend working on your English outside classes?

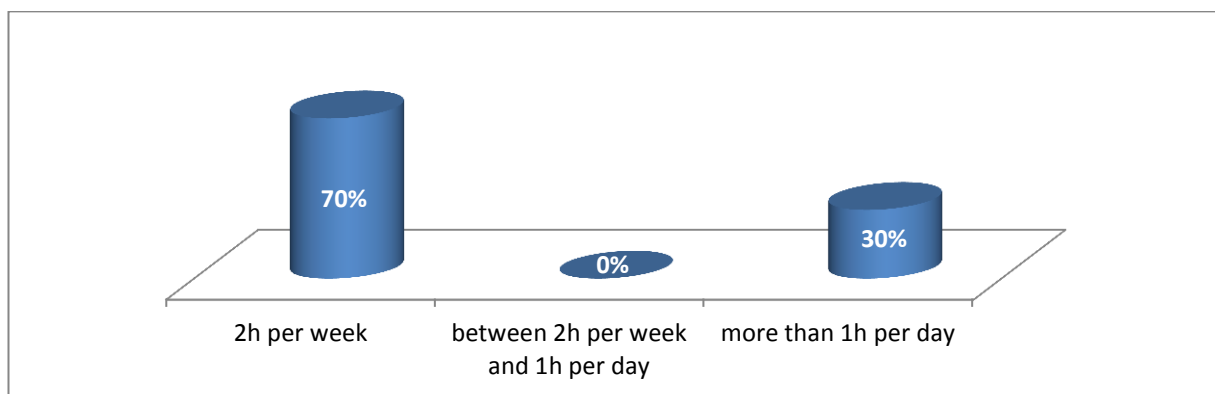


Diagram (36): the time spent on learning English outside classes.

The above (diagram 36) shows the time that the students spend to learn English outside classes. The majority of the participants (70%) spend two hours per week to learn the language while the rest (30%) spend more than one hour per day.

2. The Teachers' Interview

The second data collection tool used in our research is the interview which we have conducted with two (02) teachers of English at the department of civil engineering. The interview helps us to bring more details to answer our research hypotheses and our research questions. The following are the detailed results of the interview.

Question one: Which degree do you hold?

This question is asked to know the degree that the teachers of English for engineering have. One of the teachers has a PHD from England in the domain of technical English. While the other teacher has a license which he got from the Algerian University and he has also a PHD in France.

Question two: How long have you been teaching?

The aim of this question is to know how many years the two teachers have been teaching English at the department of civil engineering. One of them has been teaching for 27 years. And the other one it is his first year.

Question three: In the course, what do you teach more often?

This question seeks to know what the teacher teach generally general English or English related to literature and civilization or technical English more specifically related to engineering. One of the teachers say that he teaches general English and the other prefers to teach technical English related to engineering.

Question four: What materials do you use in the course?

Both of the interviewees say that they use textbooks related to engineering.

Question five: In the course do you sometimes use translation from one language to another?

The aim of this question is to know if the teachers switch from one language to another to better make the learners understand. Both interviewees say that they switch from English to French to make things clear for the students.

Question six: When you translate English into another language, what are the aspects you tend to concentrate on? Grammatical structures/ notions? Or lexical items or what?

According to the findings, both teachers emphasize on grammatical structures and notions and lexical items when they translate from English to French.

Question seven: Are you given any program that you implement in classes?

The purpose of the seventh question is to know whether the teachers follow any program. Both of them say that they have specific program to follow.

Question eight: Do you think that the Technical English taught to the students of civil engineering meets their needs?

From this question we wanted to know if the Technical English taught to civil engineering students is relevant to their needs. Both teachers say that the English taught to the students is relevant to their needs.

Question nine: Which skill do you focus more on?

From this question we have the intention to be informed about the most important skill that the teachers focus more on. Both teachers say that speaking is important and without neglecting the other skills.

Question ten: What are your opinions about the experience that you have in English language at the beginning of your teaching process?

Through this question we wanted to have an idea about the teaching of English language. Both teachers say that it is a good experience.

Conclusion

This chapter presents the results obtained from the questionnaires answered by forty (40) BMD students in the department of civil engineering at Mouloud Mammeri University of Tizi Ouzou, and an interview that is conducted with two (02) teachers of English at the same department. According to the results we deduce that the learners need to improve their speaking skill, as they think that the program does not fit their needs as civil engineers.

the program of English language meets the needs of the students of civil engineering and the skill that students want to develop is their speaking skill. This findings are going to be discussed in details in the following chapter.

Chapter four

Discussion of the findings

Introduction

This chapter is devoted to the discussion of the findings of our case study which have been obtained from administering a questionnaire to the students and conducting an interview with English language teacher of civil engineering. The discussion adopts for Qualitative Content Analysis for the interpretation and explanation of our outcomes. This chapter is divided into two main parts. The first part is about the discussion of the results of students' questionnaire while the second one discusses the results obtained from the teachers' interview.

I. Discussion of the students' questionnaire:

1. Information about Students' Profiles:

This section intends to gather personal information of the students. According to the first item, there is a variation at the level of students' age which is between 21 years old and 24 years old. As Dudley (1998) states, the learners of ESP are always adults.

The results of the learners' gender show that the male learners outnumber females. In fact, the majority of the participants in this study are males, which represents (62.5%) whereas (37.5%) are females. Thus, boys may be more interested in the study of civil engineering.

Learners' Target Needs:

It is defined as what the learners need to do in the target situation .This section is divided into three essential parameters: Necessities; Wants and Lacks that will be discussed through the answers gathered.

a. Learners' Necessities:

As mentioned before, Target Situation Analysis is defined in terms of necessities (Hutchinson and Waters, 1987) in addition to objective and product oriented needs according to Dudley-Evans and St John (1998). It involves personal and professional information about the learners, in the sense that it is crucial to recognize the learners' target needs for the aim of making the learners practice and improve their required skills and language at the end of the course.

It is important to know the opinion of the students about their purpose of learning English. From the results obtained, the majority of the learners are interested in getting a good job, may be this is related to the awareness of the students about the international status that the English language has. In relation to their field of study as civil engineers, the mastery of English language is important, it permits them to get an interesting job.

An additional question item (03) is asked about the importance of English language for their studies where the majority has answered positively about the importance of learning English language as we can say that they have a positive attitude towards the English language. As Kennedy and Bolitho (1984) claim, the idea of ESP has come from scientists and technologists who find that the learning of English should be related to the field of study.

ESP tends to determine through needs analysis language skills that will be needed by the learners whereas for GE the language skills are stressed equally. The skill needed for our target group of learners show that the four language skills are not stressed equally. It is proved from the percentage attributed to each skill. Reading (20%), listening (15%), speaking (50%) and writing (15%). As well as, the teachers of English language affirmed that the interest is given more to the speaking skill without neglecting the others ones. The learners who prefer

the speaking skill reveal that is an important skill to improve their communication skill and they consider it necessary to get a good job after graduation as they want to be able to speak English confidently with fluency and without any grammatical errors. As Pascoe Marry Ellen's (2009) view about ESP courses' goal " a primary goal of ESP is to facilitate students' communicative skills to negotiate meaning in their profession and disciplines."

As concerns the period of time devoted to learning English, the majority of the students find it insufficient and only (17.5%) argue that it is sufficient. The English language module is taught only for one semester in second year BMD and there are six specialities in master one but there is only one in which English language is taught which is called "Construction Méthallique". This makes the learners think about the importance of extending the curriculum. In other words to study English from first year until master two in all different specialities is of paramount importance for them.

Concerning the students' use of English language after their achievement of their studies, most of the students say that they will need it. Some argue that they will need it in order to have access to PHD (Doctor of Philosophy) because among the conditions of having a PhD the mastery of the English language is required. Others claim that, they will need it for their future job as civil engineers, where the mastery of software like AutoCAD which is programmed in English language for drawing. There are many steps to follow in English language while drawing, for instance, when they start to work on AutoCAD they have to click on 'work space' and to choose 'Drafting and Annotated'...ect .

The students were also asked about the relevance of the tasks, activities and examples to their field of study. The result demonstrates that (47.5%) of the students find the activities easy and helpful whereas (52.5%) find the activities irrelevant and have no direct link to their field of study.

Concerning the learners need of English there are two main points that the majority of the students have spoken about: for job and for study. It is clear that they view that the learning English is necessary for getting a good job and others for their study in order to obtain a PHD where the mastery of English is needed. Besides, Widdowson (1978) claims that " needs can refer to the students study or job requirements that are what they have to be able to do at the end of their language course" (cited in Guerrid,2014:03)

b. Learners' Wants:

The wants of the students are taken into consideration in the sense that the learners have a view as to what their needs are, as explained by Richterich (1983:x24) (see chapter 2).

The students are asked about the skill that they want to develop through the course. The majority are interested in developing their understanding of speech through the English course. This means that (55%) of the participants wish to develop their abilities to understand speech. As they think that they need to understand the native speakers in order to communicate fluently and easily. While the minority wants to develop their translation skills since the English language is a foreign language in Algeria, they want to have the capacity of translating from one language to another especially for those who have the goal to study abroad in the future.

The students are motivated to learning the English language through the ambition that they have in making training in order to develop their English. This can be related to the awareness of the students about the importance of the English language, but there are some students who do not train because they believe that learning English at university is too late as they think that if it should have been taught from the primary school.

c. The Learners' Lacks

According to the number of questions asked to the students about their lacks, the majority of the students claim that they have difficulties in learning new words, since they need specific terms, which means that they need to learn technical English. This difficulty can be explained as follows: civil engineering is a new field for them which is studied in the second year after Technology and Science in the first year. Therefore, technical English is difficult since it is new for them.

In terms of skills' lacks where the majority of the participants claim that the speaking skill is the most difficult to learn, still, students are more interested in communicating as they consider it the most important skill for their prospects. As the ones, the ones who have some difficulties in listening skill they fail to recognize the words sound and they are not able to understand the native accent. Thus, the main skills that the students want to develop are speaking and listening.

Diagram (14-21) describes the requirement of the students in self- evaluation of their proficiency in the English language. The findings reveal that they are unable to practice effectively the four skills needed to master the language. They rated themselves in writing, speaking, listening and grammar as well as pronunciation and communication skills as being weak. However, they have an average level in reading. From this view we rely on Chambers 'work (1980), Robinson writes" an important consideration is the degree of proficiency expected in the target situation"(1989:402). It is clear that the majority have a weak level in English language. This may be due to the insufficient periods of learning English. As it is not given its importance, which means that there are no modules of civil engineering that are taught in English. Most of the modules are in French language. Although the students are

aware of the importance of the English language, it is still marginalized .i.e., it is taught only ninety minutes per-week in the amphitheatre.

We deduce that the students' main problem is to speak English language fluently, which is the most important skill for them because they face many problems of speaking during the course when they want to express their opinion or to communicate. Therefore, they find several difficulties as lack of confidence.

The majority of the students want to recognize and use technical terms fluently and accurately, since they are specialized on the field of civil engineering, their needs of understanding scientific term is necessary in order to be able to read scientific documents, articles easily.

To sum up, the result obtained in this study concerning target needs may be an aid for the further development of ESP program of the Department of Civil Engineering of Tizi-Ouzou.

3. Learning needs:

The present part deals with the numerous factors including who the learners are, their socio-cultural background, as it also includes the attitudes of the learners toward the language to be taught and it comprises the strategies and subjective needs. As Hutchinson and Waters (1987) argue, learning needs look at the allocation of the time and materials.

Concerning the students' preferences general English and specific one. The majority reveals that General English is more beneficial for their future job; their choice is that to focus more on the use of English language in different contexts rather than to use it only in their domain, as they do not want their English will be restricted only to their field of study.

According to the answers that we have gathered concerning the use of English effectively, the majority of the students claim that the time allocated to English course is not enough for the mastery of English language. Robinson considers that time is an essential factor which must be taken into account when conducting an ESP course and he wrote that “ ... ESP courses are normally constrained by a shortage of time”(1989:398). In the sense that the limited time of ESP courses cannot help the learners to better learn.

The respondents have shown preference for in- class communicative activities like group work, teacher-student interaction and role-plays, after class activities include watching English movies and listening to English broadcast, which is essential for their ear training in order to be able to understand the native speakers, as by improving their own accent. The majority of the students reveal that the group discussion is the best method for them because it gives them the opportunity to share knowledge and opinions between group members and to be more confident.

The majority of the respondents feel that the program of English courses is not relevant to their field of study in the sense that most courses that are taught are more related to how to use English as to compare between things and how to conjugate, so this is viewed as not relevant to their field of study.

This part is devoted to the encouragement provided by the teacher of English to involve the students in the use of specific documentation. The majority have answered negatively because their teachers do not provide them with specific documentation, although the use of textbooks that are written in English can have some advantages among the students especially those related to their field of study, for the purpose of understanding and transferring science and technology advances. While; for those who answered positively: they have their own objectives and the majority use specific documentation related to their field of

study in order to develop their English especially the one that is needed for their domain as civil engineers. Among the objectives that have been listed, knowledge transfer through reading interests most students. Then consulting books written in English for writing summaries or even a 'memoire' . In fact, reading documentation in English is seen as source as Kennedy and Bolitho put for : “providing access to technology and science.” (1984: 11) . As they are asked about materials that they prefer to use, most of them prefer to use textbooks rather than the audio-visual materials, the students prefer the classical way for learning English rather than the modern tools as CDs ; DVDs. That is to say, for those who prefer the use of textbooks; they would like to be guided by the teachers.

It is important to know the time that the students spend outside classroom in learning English. The aim is to know their motivation in training to develop their English, where the majority of the participants spend two hours per week, it seems sufficient for them to develop their abilities. Finally, we have asked the students to express their opinion, in which we intend to know what they would like to achieve at the end of the course. Most responses show the positive attitudes towards English language. They have a goal to learn and to master the English language effectively and they are aware of its importance. From the answers given by the students, we have selected some of them:

- *“ I would like to reach the maximum level to be able to read, speak, understand.”*
- *“ I have a weak level in English but I would like to master it since it is important in the future.”*
- *“Reading more books in the field of civil engineering and communicate with people in the civil engineering field to take advantage more.”*
- *“ I would like to master the English language because it is the basis of knowledge in today's world.”*

To sum up, the learning need is based on what the learners need in order to learn. As it is important to take into account the learners' motivation and attitudes.

I. Discussion of the teachers' interview:

In this part of the research, the perception of English teachers of civil engineering of their English teaching methodology, the students' motivation and English instruction at the department are examined. The English teachers' interview provided some information regarding the nature of the English course given to the civil engineering students. The interview brings more details and answers to our research question.

This section intends to collect information about the teachers. It indicates that the two English teachers are currently teaching English language course at the department of civil engineering. Both of the teachers have got a PHD (Doctor of Philosophy). The most experienced one in terms of teaching English had an experience of 27 years, as for the second one, it is his first year, which means that he is a beginner and he has less experience. One of the teacher has not been trained to teach English in ESP classes. But both of them think that they need it. In the view of that, Hutchinson and Waters (1987) state that "many teachers who have trained for general English or for the teaching of literature may suddenly find themselves having to teach with texts whose content they know little or nothing about" (p.160).

Regarding what teachers prefer to teach more often, one of them who has less experience, he prefers teaching general English since the learners begin with general English by learning the whole rules of English language, that is to say to make learners to move from general to specific English. However, the other one prefers English related more specifically to civil engineering. Since he emphasizes on technical English and scientific terms related to their field of study. As for the use of textbooks whether related to general or specific English, both of them use textbooks related specifically to engineering since the field of study focuses

on technical and scientific English. As the entitled textbook: "An Introduction to Scientific English". But the Majority of the learners prefer to study general English rather than the specific one.

The most important skills that teachers emphasize on are speaking and reading. In order to make the learners improve their speaking competences, to read correctly to master the English language, as they replied: "*we teach the speaking and reading skill most often*". Also one of them added: "*I distribute the handouts, I read once and then each time I ask one of the students to read a paragraph and to discuss about it.*"

At the end, the teachers were asked about their experience. They claim that are very satisfied with their work as teachers at the department of civil engineering, it is a good experience for them and it is really a pleasure and enjoyable experience. As one of them says: "*I enjoy my profession for the daily use of English.*"

Conclusion

In this chapter, the investigators have attempted to interpret and discuss the results obtained from the students' questionnaire and teachers' interview. The discussion of the learners' target needs and the learning needs answered the research questions, some confirm and some others refute the hypothesis advanced in the general introduction.

General Conclusion

This study has investigated Civil Engineering learners' needs in learning English at the Civil Engineering Department at the faculty of Science and Technology at MMUTO. It consists in investigating whether the program fits the needs of learners of civil engineering or not. The study has exposed an overview of the literature related to ESP. It has also provided various definitions to Needs Analysis as reported by many scholars.

The study is conducted under the theoretical framework of Hutchinson and Waters (1987) which is Learning- Centered-Approach. To conduct the investigation, a questionnaire and an interview were used as instruments for gathering data. The first one was administered to the second year BMD students of civil engineering and the second one was conducted with English language teachers. The purpose of the questionnaire is to reveal the learners' needs in learning English language. In addition, it aims to identify learners' needs and to figure out whether the program fits the needs of learners or not.

The mixed research method is adopted for the analysis of the data gathered. Both quantitative and qualitative methods were used. For the quantitative part, the statistical method was used to analyze the close-ended questions. As for qualitative part, the researchers used the qualitative content analysis method to interpret the open-ended questions.

The students' questionnaire and the teachers' interview allowed the investigators to gather data. The latter reveals that the English language is important for civil engineering. The results demonstrate the awareness of the students about the importance of learning English but they have negative attitude towards learning Technical English language. However, the students lack the mastery of speaking skill in order to improve their communicative competences. Besides, majority of them have a lacks in speaking skill. On the one hand, the

teachers acknowledge the awareness of the students towards learning English language but they lack motivation. As they need English language for their future studies in order to get a PhD for the future professional career as civil engineers, as well as to develop their competences in order to master different softwares that are related to their field of study.

The discussion of the first research question confirms the first hypotheses. The findings of the students' questionnaire and teachers' interview have revealed that learners' target needs consist mainly in the need of speaking skill as civil engineers students. The latter confirms the first hypothesis that the learners need the speaking skill. We deduce that both teachers and learners share similar view but the teachers give also importance to reading one. Furthermore; the students have difficulty in speaking fluently and using technical words accurately.

It is hoped that the results we have researched through this empirical investigation will open opportunities for further research in this area of study such as developing a curriculum or designing a syllabus that meets the needs of the learners.

Appendices

Appendix 1: The students' questionnaire

Dear student;

You are kindly invited to answer to the present questionnaire that aims to figure out the students needs of English language of civil engineering at University of Mouloud Mammeri « Bastos » Tizi-ouzou.

Your answers are very important for the validity of this research.

Section one : Students' profile

1-Age :

2-Gender

a) Male

b) Female

Section Two: The Target Needs:

a. Learners' necessities :

a.1 what are your reasons behind studying English ?

1- I have the goal to study abroad in the future.

2- Learning English is a challenge that I really enjoy.

3- I want to learn English to be more educated.

4- I believe that learning English is important to get a good job after graduating from a university.

a.2 Which skill is useful in the future in the future?

1-Reading skills

2-Listening skills

3-Speaking skills

4-writingskills

-Justify your choice, please: -.....

a.3 Do you consider English important for your studies ?

Yes No

a.4 Do you consider the period of English in the whole curriculum to be sufficient ?

Yes No

-If No. Do you think that it must be extended?

-.....

a.5 After your studies are achieved, do you think that you will need the use of English in your domain ?

Yes No

- If yes .when you will you need it ?

.....

a.6 Are the tasks, activities and examples related to your field of your studies ?

Yes No

a.7 What do you need the English language for ?

.....
.....

b. Learners' wants :

b.1 What are the skills that you want to develop through the course ?

a- Understanding speech

b- Understanding written materials

c- Translationskills

b.2 When do you want the course classes to be located ?

a) In the morning

b) In the evening

c) At any time

b.3 Are you motivated to have trainings in order to develop your English language as civil engineering learners ?

Yes

No

c. Learners' lacks :

c.1 Whenever I use English, I have difficulties in :

1-Speaking fluently

2-Using correct grammatical sentences

3-Pronunciation

4-Learning new word (vocabulary)

c.2 What do you lack in terms of skills ?

1-Reading skills

2-Writing skills

3-Listening skills

4-Speaking skills

c.3 Would you say that your proficiency in English language is:

	Weak	Average	Good	Very good
writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c.4 What are the main problems that you face in the English language ?

- a) Difficulty in speaking fluently
- b) Difficulty in understanding Technical English
- c) Reading scientific documents
- d) Writing
- e) Learning terminology related to civil engineering

c.5 What sub-skills do you need more to develop in your field of study as a student of civil engineering ?

- a) Listening
- b) speaking
- c) reading
- d) writing

c.6 Which listening abilities do you want to improve ?

- a) To comprehend speech delivered by an engineers
- b) To comprehend conversation related to your field of study
- c) To listen to extended lecture brief and summarizing main ideas in note form
- d) To recognize technical words in the context by the help of speech sounds

c.7 Which of the speaking skills do you want to improve ?

- a- To participate in discussions with group of civil engineering
- b- To speak fluently and accurately technical word
- c- To ask and answer questions related to your field of stud

c.8 Which reading abilities do you want to improve :

- a- Reading documents/articles/reports related to civil engineering
- b- To understand a wide range of technical/ academic vocabulary
- c- Reading quickly.

c. 9 which writing abilities do you want to improve?

a- Writing scientific texts.

b- To use a wide range of technical/academic vocabulary in writing.

c- Writing a correct and cohesive text.

Section Three: The Learning Needs

1)-What do you feel would be the best way to learn the General English or Specific English (Technical English) that is more likely to benefit you in your future job at civil engineering ?

a) GE (General English)

b) SE (Specific English)

-Why ?.....

2)-Is the time allocated to the English course enough to use English effectively ?

Yes

No

3)-What are your favorite classroom activities?

1-Teacher- student

2-Group discussion

3-Personal speech

4-Role- play

4)-Do you think that the contents of the course are relevant to your needs as civil engineering students?

Yes

No

If no. Why ?.....
.....

5)-Does your teacher of English encourage you to use specific documents written in English?

Yes No

a)-If yes, what are the objectives of the use of specific documentation ?

a.Read and understand the texts

b.To write summarizes/ essays related to your field

c.To write a memoire

b)-If others, please specify:.....

6)- What types of material do you think the course should include :

a- Textbooks

b- CDs

c- DVD

d- Videotapes

7)-Do you need specific materials for training for future job as civil engineers?

Yes No

-Could you mention it/them:.....

8)-How much time will you regularly spend working on your English outside classes?

a. 2 hours per week

b. Between 2 hours per week and 1 hour per day

c. More than 1 hour per day

9) At the end of the course what would you like to achieve?

.....

.....

.....

.....

Thank you for your participation.

Appendix 2: Interview with English Teachers of Civil Engineering

Your true responses are very important for the success of the research. Thus, you are cordially requested to provide real responses to the questions we ask you, you are granted the confidentiality of your responses. Thank you very much for sparing your variable time and efforts in this interview.

Question one : Which degree do you have ?

Question two: How long have you been teaching?

Question three : What do you teach more often?

Question four: The course of your present teaching. What type of textbook do you use?

Question five: In the course of your present teaching .Do you use sometimes translation ?

Question six: If yes. What are the aspects you tend to concentrate on:.

Question seven: Are you given any program that you use to implement in your course?

If yes . Could you tell us about it:

.....

Question eight: Do you think that the technical English taught meet the needs of the students?

Question nine: Which skill do you focus more in?

Question ten: What is your opinions about the experience that you have in English language at the beginning?

Thank you for your collaboration

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