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MOHAMED EL-BACHIR EL-IBRAHIMI UNIVERSITY OF BORJ
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**Needs Analysis in English for Academic Purposes (EAP):
Case of Doctoral Students at Bordj Bou Arreridj University**

*A Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master of Art*

Submitted by:

- Mohamadi Amina
- Yakoubi Maroua
- Abadi Khissal Rahma

Supervised by:

Dr. Imane Tiaiba

Board of Examiners

Dr. Abdelmadjid Benraghda	University of BBA	Chairperson
Dr. Imane Tiaiba	University of BBA	Supervisor
Dr. Nour El-Houda Bouacha	University of BBA	Examiner

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ABSTRACT

English for Academic Purposes (EAP) refers to the use and study of English language skills needed for academic contexts, focusing on reading, writing, listening, and speaking at a level appropriate for higher education. As English for Academic Purposes (EAP) is growing very important for post-graduates in Algeria, the aim of the study is investigate doctoral students' needs in EAP, at Mohammed El Bachir El Ibrahimi in Bordj Bou Arreridj (BBA) in order to set the margins for an EAP course design. The study addresses two main research questions: the language needs and requirements of doctoral students in English for Academic purposes and recommendations for designing a suitable syllabus for doctoral students at Mohammed Elbachir El Ibrahimi University. An exploratory descriptive single-site case study design was employed to provide in-depth insights. Utilizing quantitative research method , including a structured questionnaire , data were collected from 15 doctoral students, using purposive sampling. The findings reveal a strong interest among students in learning English, emphasizing the need for a specialized course that integrates general language skills and academic needs . Key recommendations for syllabus design include focusing on Designing a course tailored to the specific academic needs of doctoral students involves identifying and addressing the challenges they commonly encounter. By understanding these shortcomings, educators can develop a curriculum that provides targeted support and resources to help students succeed in their doctoral studies.

Keywords: Needs Analysis, English for Academic Purposes EAP, Doctoral Students

Dedication

In the name of Allah, my Creator, the Facilitator of my affairs, and the

Protector of my matters. All praise and gratitude are due to You.

To those who supported me endlessly and gave without expecting anything in return, my first supporters in my journey, and my strength after Allah, my dear father. To the one whom Allah placed paradise beneath her feet, whose prayers were the secret of my success, my role model, and my first teacher, my compassionate mother. To those who supported me, and who drew lines of confidence and love for me, To my beloved sisters and brother, to all my family and friends, especially my beloved husband ,To my wonderful companions on the path, I dedicate this research; To thank them for being in my life khissal and

maroua

With all love and gratitude,

Amina

Dedication

To my amazing mom, from the moment I came into this world, you've been my guiding light, my source of comfort, and my biggest supporter. Your endless love, care, and sacrifices have shaped me into the person I am today. Thank you for your unwavering dedication, for always being there for me, and for making every moment of my life special. I am beyond grateful for everything you've done and continue to do for me. I love you more than words can express.

Maroua

Dedication

In the name of Allah, the Most Gracious, the Most Merciful. Peace and blessings of Allah be upon the noblest of Praise be to Allah, the Lord of the Worlds, and the Prophets and Messengers, our Prophet Muhammad.

This humble research work is dedicated to:

My parents and my brothers who gave me the meaning of life.

My friends/colleagues, each by her name.

All those forgotten by our pen, who helped me morally to finish this work.

Khissal Rahma

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LIST OF ABBREVIATIONS AND ACRONYMES

EAOP	English for Academic and Occupational Purposes
EAP	English for Academic Purposes

EOP	English for Occupational Purposes
EGP	English for General Purposes
ESP	English for Specific Purposes
ELT	English Language Teaching
EFL	English as a Foreign Language
NA	Needs Analysis
LSA	Learning Situation Analysis
PSA	Present Situation Analysis
TSA	Target Situation Analysis
RA	Register Analysis

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GENERAL INTRODUCTION

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GENERAL INTRODUCTION

1. Background of the Study

English is gaining much importance in various fields in the whole world at the present time, that's why it has been incorporated at Algerian universities in different majors. Nowadays, English is the world's dominant language, and it is recognized as the worldwide language of communication. Learning this global language has become critical for career and academic success. As a result, individuals all around the world are becoming more interested in learning English, whether for professional or academic interests. A new field of English language education has evolved in this regard. It is known as English for academic Purposes (EAP), and it is based on a process known as Needs Analysis (NA). This latter is a procedure for determining the individual requirements and goals of English learners. It gives course designers a solid framework for their work, allowing them to make language courses more relevant to learners.

It is not uncommon for students in academic programs to face challenges with language skills, especially if they're required to study or communicate in a language that is not their first. English proficiency is often a requirement for higher education, particularly in fields where English is the primary language of instruction or communication .

Conducting an oral interview was a proactive step to identify this issue among doctoral students at Mohamed El Bachir El Ibrahimi University to Understanding the specific language needs of students can help educators and administrators develop targeted strategies to support them in their academic journey. Whether it involves offering language courses, providing additional resources for language development, or integrating language support into existing coursework, addressing these challenges can ultimately enhance the overall academic experience for students. Hence, introducing English language in Algerian universities “aims to

promote the students competencies in writing , reading , listening and speaking in English for their requirements in academic and professional settings.” The purpose of this study is to analyze the needs of students in order to help course designers design an EAP course that meets their needs for their academic journey.

2. Statement of the Problem

With the new policy of the Algerian Higher Education and Scientific Research Ministry to promote the use of English in tertiary education in order “to meet global academic and occupational demands, namely improving higher education institutions ranking and visibility and providing better opportunities for international networking and employability” (Tiaiba, 2023), training doctoral students in English for Academic Purposes, regardless of their specialty seems very crucial. Informal discussion with some doctoral students at Mohamed El Bachir El Ibrahimi University showed that there a continuous need to use English in their academic requirements particularly writing theses, publishing articles and making presentations in local and international conferences. However, there is no tailored course according to students’ needs in this regard. Therefore, this study is conducted to investigate doctoral students’ needs in English for Academic purposes.

3. Aims of the Study

The aim of this research is to identify doctoral students needs in English for academic purposes at Mohamed El Bachir El Ibrahimi University . By doing so, it is oaspired to suggest pedagogical implications for course designers in order to help them tailor an EAP course, based on the needs analysis of these learners .

4. Research Questions

To reach the aim of the study, the current research is motivated by the following research question:

- What are the language needs and requirements of doctoral students in English for Academic purposes at Mohammed Elbachir El Ibrahimi University ?
- What recommendations could be made for designing a suitable course for doctoral students at Mohammed Elbachir El Ibrahimi University ?

5. Significance of the Study

This study is vital because it uncovers the specific needs of doctoral students, especially in academic English. By understanding these needs, course designers can tailor an English for Academic Purposes (EAP) course to match what the students actually require and perceive as important. This ensures that the course meets the real challenges students face, making it more effective in preparing them for their academic journey.

6. Overview of the Methodology

The current study uses an exploratory descriptive design since it seeks to investigate and describe doctoral Students' needs at Mohamed El Bachir El Ibrahimi University. The quantitative approach was used in this study to collect data and analyze it. The current study uses a questionnaire to analyze and identify students' needs for the English language course for academic purposes. The participants in this study are doctoral students at Mohamed Bachir El Ibrahimi University as a Case study. The findings of data gathering are analysed and evaluated in order to answer the research questions.

7. Structure of the Dissertation

This dissertation is constructed of a general introduction, three chapters, and a general conclusion. The first chapter discusses English for Specific Purposes (ESP) and English for academic purpose(EAP) and sheds light on Needs Analysis (NA) process. The second chapter gives a full characterization of the participants and a report on the research methodology used, as well as a description of all the instruments and strategies used in the process. The statistical analysis and interpretation of the findings for the questionnaire items and comprehensive interpretations are provided in Chapter Three. Following that, a broad conclusion of the study and a summary of the method and results, as well as formal replies to the primary research questions.

8. Definition of the Terms

- **Needs Analysis:** needs analysis refers to the systematic process of determining the language learning needs of a specific group of learners who need English for their particular professional or academic purposes.
- **English for Academic Purposes:** English for Academic Purposes (EAP) refers to the use and study of English language in academic contexts, specifically designed to prepare students for the linguistic demands they will encounter in higher education or academic settings.
- **Course Design:** Course design involves the systematic planning and development of an educational course to achieve specific learning objectives effectively. Whether designing a course for academic purposes, professional training,.

CHAPTER ONE

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CHAPTER ONE : Literature review

Introduction

The current chapter is divided into two parts. In the first section, a general overview of English for Specific Purposes (ESP) and the definition of ESP are discussed, with a particular emphasis on the purpose of ESP teaching, the ESP types leading to English for Scientific Academic Purposes (EAP), where The definition explains and highlights the emergence and characteristics of EAP. The second part deals with needs analysis (NA), its diverse forms, techniques and procedures as well as its importance in EAP .

1.1 General overview of ESP and EAP

1.1.1.Outline of ESP

According to Hutchinson and Waters (1987), ESP is an approach to language learning where the content and methodology are based on the specific needs of the learners to acquire the language, rather than a specific type of language or methodology. Alan Waters and Tom Hutchinson have made major contributions to the development of English for Specific Purposes (ESP) and its understanding. They underline that ESP is essentially an approach to language teaching in which all decisions as to content and method are based on the learner's reasons for learning in their seminal book, *English for Specific Purposes: A Learning-Centred Approach*. They state that "ESP is an approach to language teaching in which the learner's reason for learning informs all decisions about both content and method. (Hutchinson and Waters, 1987,.19).

According to Hutchinson and Waters, ESP was created out of the practical need to assist an increasing number of students who needed English for specialized academic or professional requirements. After World War II, there was a greater need for English as the international language of science, technology, and commerce, which made this need especially clear. They explain that the specific language functions needed in a variety

of professional contexts are taken into consideration when designing ESP courses, making them extremely relevant and tailored to the individual goals of the learners. Additionally, they stress the significance of a learning-centered approach, which places more emphasis on the processes than just the final products of language acquisition. With this viewpoint, the emphasis is shifted from what is being taught to how it is being learned, ensuring that instructional strategies can be modified to meet the needs and circumstances of the students. Hutchinson's theoretical framework. English for Specific Purposes (ESP),

According to Kashef, Khorasani, and Zahabi, is a method of teaching languages that is customized to fit the unique requirements of students. They stress that the purpose of ESP is to meet the particular language needs of students in their academic or professional fields. As per the definition provided by Kashef, Khorasani, and Zahabi (2014), "ESP courses are structured based on a thorough needs analysis, ensuring that the language skills taught are directly applicable to the learners' specific fields.". This indicates that ESP is extremely pertinent and useful for students since it concentrates on the real-world applications of language in specific fields. The authors emphasize that determining the precise language requirements of the learners' target environments is the first step towards developing an effective ESP lesson plan. This entails being aware of the specialized language, discourse conventions, and communication styles used in the academic or professional sphere. By doing this, ESP programs can give students the precise language abilities they require to be successful in their particular contexts. This method guarantees that language training is immediately applicable and contextually relevant, improving the learners' capacity to function well in their respective domains. The two primary characteristics of ESP are its absolute and variable characteristics; it emerged following World War II. The two primary branches of ESP have historically been English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (Hutchinson and Waters, 1987; Munby, 1978;

Robinson, 1991; Dudley-Evans & StJohn, 1998; Hidri, 2018). EAP is typically taught in educational institutions to students who need English for their courses, according to Kennedy and Balitho (1984, p. 4). On the other hand, the purpose of the EOP course is to meet the needs of working people on a daily basis. ESP has evolved over the course of five stages. Since its early inception in the 1960s, ESP has gone through three main phases of development, according to Hutchinson and Waters (1987,p. 9) Compose. The main historical developments of ESP are Register Analysis (RA), Discourse Analysis (DA), Target Situation Analysis (TSA), and Learning Centered Analysis (LCA).

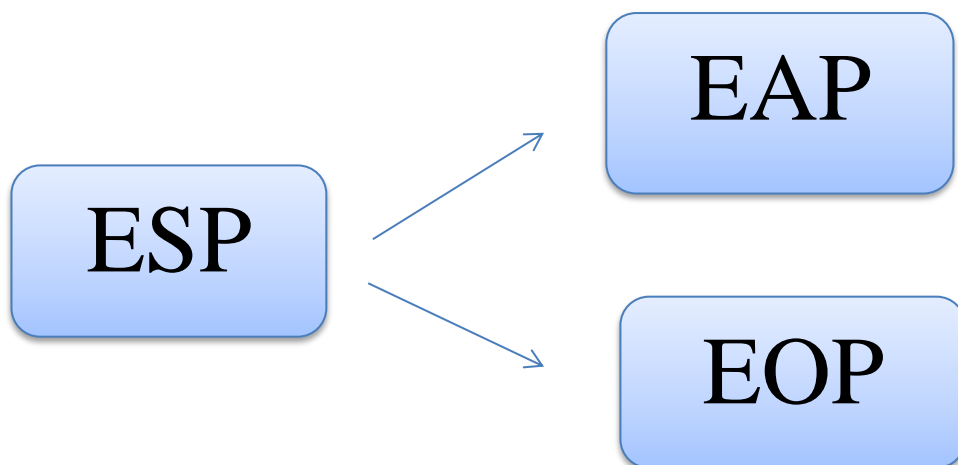


Figure 01 : Types of ESP

1.1.2.The Purpose of Teaching ESP

Students' broadened knowledge acquisition is the main objective of the teaching and learning process. Regarding ESP, Basturkmen (2006: 133) states that there are five fundamentalgoals that relate toELP and upon which particular teaching procedures are based and ought to be accomplished :

-To expose the use of language that is subject-specific.

-The creation of specific performance competencies

- The dissemination of foundational information.

-To encourage critical thinking .

-To strength strategic capability.

1.1.3. Definition of English for Academic Purposes (EAP)

A subset of English language instruction known as English for Academic Purposes (EAP) aims to provide non-native English speakers with the knowledge and abilities required for academic study in English-speaking environments. The goal of EAP programs is to assist students in acquiring a variety of language skills necessary for success in postsecondary education. These abilities include reading, which entails comprehending and critically analyzing academic texts like journal articles and textbooks; listening, which includes understanding lectures, taking notes, and understanding discussions and presentations; and academic writing, which teaches students how to write essays, research papers, and reports in an organized and formal style.

According to Diane Belcher (2006) , English for Academic Purposes (EAP), is more than just learning the language. Its goal is to assist students in assimilating into academic settings where English is the primary language, such as colleges and universities. Giving students the tools they need to succeed academically, engage in class, and meet their learning objectives is the goal of EAP. It focuses on every facet of academic life, including writing papers and presentations, as well as comprehending lectures and reading textbooks. Students can succeed in their classes and completely participate in their academic environment by acquiring these skills (Belcher, 2006).

1.1.4. The Emergence of English for Academic Purpose

The term EAP was first used in 1974 as a small subset of English Language Teaching (ELT). It has expanded dramatically in recent years, owing mostly to the internationalization of higher education and the growing use of English as the language of academic information exchange. EAP has had its own professional body since 1972, originally known as SELMOUS (Special English Language Materials for Overseas University Students), which changed its name in 1989 and is now known as BALEARP (The British Association of Lecturers in English for Academic Purposes), which promotes the professional development of English for Academic Purposes. EAP has its own professional journal, the Journal of English for Academic Purposes (JEAP), which was first published in 2002.

One way to interpret the rise of English for Academic Purposes (EAP) is as a reaction to the growing importance of English as the international language of academia and the growing globalization of education. Academic discourse requires specialized language skills because it has its own distinct features and conventions that set it apart from everyday language use, as noted by English language teaching expert John M. Swales. As a result of this realization, EAP was created with the goal of giving non-native English speakers the language proficiency they need to be successful in educational environments. Linguist David Crystal highlights the significance of EAP by stressing that English is not only a communication tool but also a key to accessing knowledge and information across a range of fields. EAP programs, which are designed to meet the unique requirements of students enrolled in English-medium universities, usually concentrate on the development of academic writing, reading comprehension, speaking, and listening skills. In keeping with the idea that "education is the passport to the future, for tomorrow belongs to those who prepare for it today" (Malcolm X), the importance of EAP in supporting academic success for

non-native speakers grows as English maintains its position as the language of scholarship and research. o more all-encompassing programs that cover a wide range of issues.

1.1.5 .The Concepts of English for Academic Purpose

The understanding that academic discourse poses unique linguistic challenges for non-native English speakers is the foundation of the idea of English for Academic Purposes (EAP). By providing students with the language skills necessary for success in English-speaking academic settings, EAP programs seek to close this gap. Proficiency in speaking, listening, reading, and writing that is suited for academic settings is part of this (Belcher, 2009). According to Hyland (2006), academic English needs to be explicitly taught and practiced in vocabulary, grammar, and discourse features because it is very different from everyday English. According to Swales (2004), teaching academic writing genres and conventions is essential to EAP. This includes teaching students how to properly cite sources, use proper academic language, and format and organize their academic papers. Furthermore, according to Flowerdew (2015), EAP courses frequently emphasize the development of critical reading and listening skills that are essential

For interacting with challenging academic texts and lectures. Additionally, EAP is essential in helping students integrate into academic communities. EAP improves students' ability to participate in discussions, clearly present their ideas, and engage in scholarly debates by giving them the language skills and strategies necessary to communicate in academic settings (Sheldon, 2011). Students benefit from this integration in both academic and personal ways.

1.1.6. The Characteristics of English for Academic Purpose

English is a universal language with a rich past and a variety of qualities that set it apart from other tongues. Its status as a lingua franca, utilized by speakers of various native languages to communicate with one another, is one of its most important characteristics. As a result, various dialects of English have emerged, such as British, American, Australian, and Indian English, each with unique lexicon, syntax, and phonetics (Crystal, 2003). Due in large part to its long history of word borrowing from other languages, English has one of the most remarkable vocabularies of any language. Latin, French, German, and many other languages have all contributed words to the English language, which has expanded its vocabulary and improved it, which is widely used in academic settings because it is an academic language with a number of unique features. One of its main features is its large vocabulary, which makes it easier to express ideas clearly and subtly. English's tendency to absorb and incorporate terms from a wide range of other languages contributes to its rich lexicon and improves its descriptive and analytical abilities (Crystal, 2003)

Furthermore, even though English grammar is complex, it provides a flexible framework that can accommodate a variety of sentence structures and intricate ideas, allowing for sophisticated and clear argumentation (Biber et al. 1999). Since English is the most widely used language for research dissemination worldwide, especially in fields like science, technology, and medicine, its predominance in academic publishing only serves to emphasize the language's significance (Swales, 1990). English is widely used in esteemed academic journals and conferences, demonstrating its dominance and serving as an essential medium for cross-border knowledge exchange. Moreover, English's ability to adapt to digital communication

platforms strengthens its position in modern academic discourse by promoting international cooperation and information exchange (Hyland, 2015). When taken as a whole, these qualities highlight how important English is to academia as a lingua franca, connecting and advancing scholarly discourse across linguistic divides. Ability to incorporate new ideas and concepts (Crystal, 2003). Additionally, the syntactic flexibility of English makes it possible to incorporate a variety of rhetorical techniques and styles, which is essential for producing academic writing that is effective. Researchers can communicate their findings clearly and precisely because of the language's capacity to form complex noun phrases, use passive constructions, and employ a wide range of verb tenses (Swales and Feak, 2004). In addition to fostering uniformity and accessibility, the standardization of English in academic writing facilitates researchers' engagement with literature from a variety of disciplines. The wealth of resources available for learning and mastering academic English, such as writing centers, style guides, and online forums devoted to academic writing, supports this standardization (Hyland, 2009). Moreover, English's position in academia has been cemented by its historical development as a worldwide language of scholarship, which has been fueled by political, economic, and historical factors (Phillipson, 1992). English's position in academic settings is further cemented by its widespread integration into educational systems, frequently as a medium of instruction. These components draw attention to the many facets of English as an academic language and its vital role in promoting international scholarly cooperation and communication.

1.2 Needs Analysis

Needs Analysis (NA) has progressed as a key major element in course design under the umbrella of ESP. It is an analytical and descriptive method [technique, system, procedure,

approach] that gathers and identify all required information on a particular group of individuals as a preliminary to the development of a large-scale development program.

1.2.1. Definition of the Term Need

"Need" is a word with multiple meanings. According to Richterich and Chancerel (1980), creating a precise definition of need is difficult and requires ongoing work because needs are constantly changing and evolving. However, a precise definition of "need" is always necessary for a NA study because it guides the undertaker(s) of any NA surgery and has significant implications for the manner in which the research is conducted. "The gap between what is and what should be" is the most widely accepted definition of "need" in the context of education (Brindley, 1990, p. 65). It's possible to find nearly identical but more accurate descriptions of need in language programs. Need was defined by Berwick (1989) as the numerical difference between what language learners need and what they get out of their programs. The concept incorporates a significant element regarding the quantifiability of need. Similarly, Ornstein and Hunkins (1998, p. 74) define need as "a recognized and accepted discrepancy between a current state and a desired state" and use the word "discrepancy" to further emphasize the existence of a "gap."

1.2.1.1. Objective needs

When discussing needs analysis, the term "objective needs" refers to the measurable and observable conditions that must be met by people or organizations in order to meet predetermined benchmarks or goals. Usually, test scores, performance metrics, competency evaluations, and other quantifiable criteria are used to identify these needs (Brindley, 1989). When creating and executing focused interventions meant to close the gap between present capabilities and intended results, objective needs offer a solid foundation.

1.2.1.2. Subjective needs

In the context of needs analysis, subjective needs are the requirements and desires that people or groups perceive to be necessary, but they are based on their own experiences, feelings, and self-evaluations rather than on measurements that are objective or standards that are external. These needs are frequently determined by self-reporting techniques like focus groups, interviews, and surveys, in which participants share their own perceptions of what they need in order to improve their circumstances or reach specific objectives (Brindley, 1989). Designing individualized interventions and programs requires taking into account the target population's subjective needs, which offer valuable insights into their individual motivations and expectations.

1.2.2. Definition of Needs Analysis

Needs analysis has drawn a lot of attention from academics as a crucial component in the process of developing an ESP course. They made an effort to provide multiple interpretations of "Needs Analysis.". Richterich (1983), for example, describes needs analysis as a procedure that involves gathering data on individuals or groups of individuals who are purportedly expected to acquire a language.

Richards and Rodgers (1986) highlighted the significance of needs analysis in curriculum development and language instruction. They maintained that creating relevant and successful courses requires an awareness of learners' needs. The process of needs analysis entails obtaining comprehensive data regarding the objectives, inclinations, and language-use contexts of the learners. With the use of this information, educators may better customize the curriculum to the needs of individual students and make sure that the methods and instructional materials used will improve student learning. Furthermore, needs analysis serves as a basis for the creation of evaluation criteria and assessment instruments, enabling precise

tracking of learners' development. The adaptability provided by needs analysis makes it possible to modify the curriculum on a regular basis to meet the changing needs of students, which fosters continual enhancement of the teaching and learning process. Consequently, Richards emphasized that in order to develop a responsive language teaching program that supports learners' goals and improves language acquisition, a thorough needs analysis is essential. To distinguish between what learners are needed to know and what learners believe they need to know, according to Hutchinson and Waters (1987) they made a distinction between learning needs, which are what students must do to learn effectively (taking into account variables like background, motivation, learning styles, and environmental constraints), and target needs, which are what students must do in the target situation (including necessities, lacks, and wants). They stressed that requirements analysis should be a continuous process that informs language program creation and adaptation on a regular basis.

Need analysis can be seen as a way to address the deficiency of students in order to boost learning and teaching process development. According to Hutchinson and Waters (1993), "The awareness of a need, rather than the nature of the need, is what distinguishes the English specific purposes from the General course." This indicates that needs analysis (ESP) is intended to be the cornerstone of English for Specific Purposes. The idea of needs analysis has changed over the years, evolving in line with the initial stages of ESP.

According to John (1991), NA should be the initial step to create a meaningful and appropriate course design for all of the following activities. Like John, according to Brown (1995), needs analysis is defined as:

The systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language

learning requirements of students within the context of particular institutions that influence the learning and teaching situation. (p. 36)

Curriculum designers utilize needs analysis as a data-gathering technique to simplify and simplify a multipart description like this. In order to develop a curriculum that satisfies the needs of all stakeholders, including instructors, administrators, students, and even parents, it is utilized to gather both subjective and objective data. Therefore, the essential method for creating a curriculum that meets the needs of students in a particular sector is needs analysis.

One of the most crucial steps in creating an ESP program is identifying the objectives of learners in terms of language acquisition. Requirements analysis is the process of identifying pertinent educational content by looking at the demands of learners. It is an essential procedure that distinguishes ESP from EGP. Dudley-Evans and St. John (1998) described it as the “cornerstone” of ESP. Bachman and Palmer (1996, p.102) described NA as “the systematic gathering of specific information about the language needs of learners and the analysis of this information for purposes of language syllabus design”. In other words, it is the initial phase where learners' needs are evaluated to establish the syllabus, select relevant content, and implement suitable teaching techniques.

Richards and Schmidt (2002) stated that Needs Analysis is: “the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities.” (pp. 353-354) . In a nutshell, The process of learning about students' ideal conceptions of English language instruction based on their present and/or future needs is known as requirements analysis.

In summary, requirements analysis is a methodical process that aims to uncover the needs, desires, shortcomings, and requirements that a learner or group of learners encounter in

order to build a well-thought-out language program with the appropriate objectives, goals, and content.

1.2.3.Types of Needs Analysis

Hutchinson and Waters (1987) divided needs analysis into two primary categories: learning needs (the process of learning itself, emphasizing how learners can best acquire the necessary knowledge and skills) and target needs (what learners need to do in the target situation, encompassing necessities, lacks, and wants).For educational programs to be effective, Hutchinson and Waters emphasize that it is essential to understand both the target needs—what students need to know—and the learning needs—how they may best acquire it. By taking a holistic approach, it is ensured that the instructional design takes into account both the ultimate goals and the best learning techniques to achieve them.

Furthermore, Kandil (2002:6) illustrated two categories of demands using the following diagram, which displays NA's dimensional division:

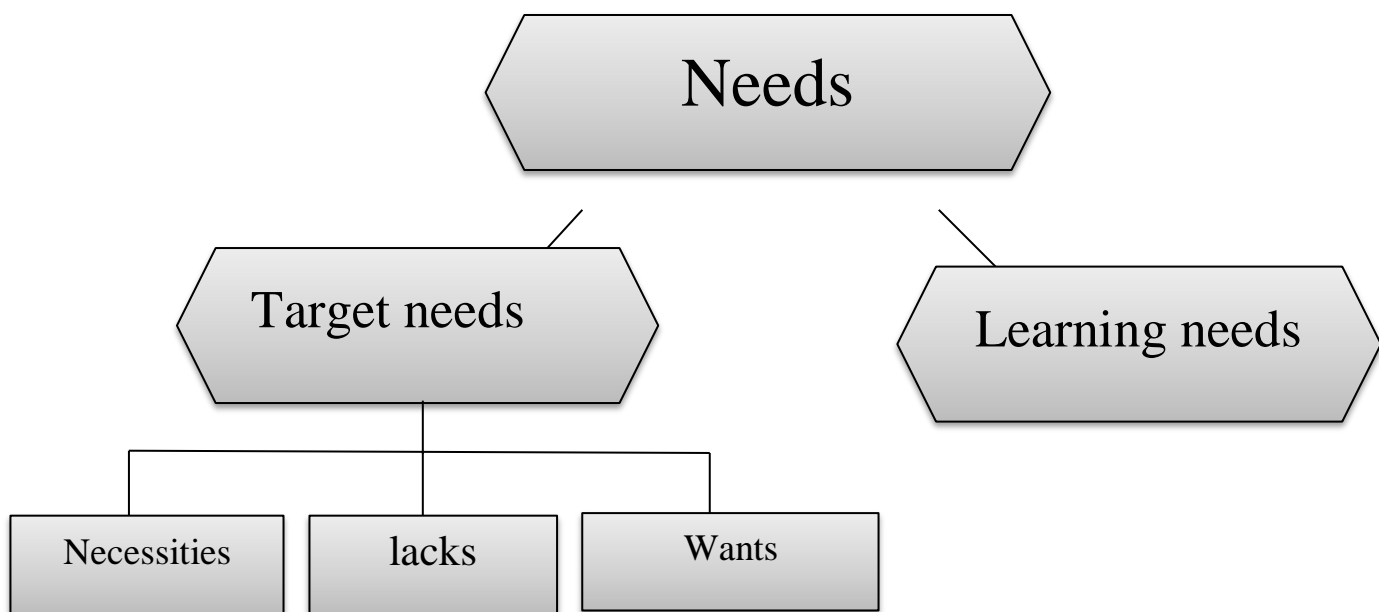


Figure 1.2 : Types of Needs

1.2.3.1.Target Needs

Understanding the learners' target needs is crucial for developing effective educational programs, especially in specialized environments like language acquisition. The term "target needs" refers to the precise skills and information that students must acquire in order to execute specified jobs or functions in real-life settings. This notion has three major components: necessities, lacks and wants. Identifying these needs entails doing a thorough examination of the learners' objectives, the context in which they will use the language, and the kinds of challenges they will face.

- a) Necessities, are the necessary skills and information that students must acquire in order to perform effectively in their target environment. These requirements might vary significantly based on the learners' individual environment and goals.
- b) Lacks, refers to the difference between the learners' existing competence and the expected degree of proficiency required to achieve their objectives. Assessing these gaps entails comparing the learners' present abilities and knowledge to the goal objectives.
- c) Wants, are the learners' particular goals and preferences for their learning experience. These desires can have a substantial impact on motivation and engagement, since students are more inclined to invest in activities that are relevant to their interests.

1.2.3.2.Learning Needs

Learning needs were defined by Xiao (2006, p. 75) as “a cover term for all the factors connected to the process of learning like attitude, motivation, awareness, personality, learning styles and strategies, social background ...etc.” Much progress has been made in the subject of ESP by monitoring, investigating, and collaborating with the environmental and psychological factors that influence learners, such as those listed earlier.

Understanding learning requirements is critical for creating effective educational experiences that address individuals' different backgrounds and aspirations. Learning requirements include the important skills and information that learners need to attain their goals, which are frequently established by a thorough examination of their existing competences and future aspirations (Richards 2001). This study enables educators to adjust their curriculum to bridge the gap between what students know and

what they need to know, ensuring that education is relevant and practical. In the context of language learning, defining learning requirements may entail analyzing learners' competency levels, specific language usage situations, and personal objectives, such as improving conversational skills or preparing for academic reasons (Hutchinson and Waters, 1987). Addressing these demands allows educators to create classes that emphasize practical vocabulary, cultural competency, and interactive communication skills, making the learning process more interesting and successful (Nunan, 1988).

1.2.4.Steps in Needs Analysis

McKillip (1987) defines the phases of needs analysis as a systematic framework consisting of five basic steps. These procedures are intended to ensure a complete awareness of the demands inside a business or educational setting. Here are the steps:

- Identify users and the uses of the NA.
- Define the target group and the service environment
- Identify needs and define problems and solutions
- Evaluate the importance of the needs
- Report results

1.2.5.The Purpose of Needs Analysis

According to Knox (1997):“The curriculum content and learning experiences should be negotiated between learners, teacher, and coordinator at the beginning of the project and renegotiated regularly during the project". (p.56)

Therefore, needs analysis enables researchers to clarify their assumptions, stating that educational needs are trustworthy, and to develop a curriculum based on substances. Furthermore, to be able to meet the needs of pupils. In the same context, Hutchinson and Waters (1987) declared: “We would still maintain that any course should be based on an analysis of learner need”. (p.53)

Consequently , Richard (2001) has outlined several purposes of needs analysis, including :

- ✓ To obtain what language skills learners needs, in sequence to fulfill a particular task.
- ✓ To help decide if a current course appropriately approaches the needs of the learner.
- ✓ To identify a gap in what apprentices are capable to do and what they need to be able to do.

1.2.9.The Importance of Needs Analysis in ESP

Needs analysis is an important step in educational planning, particularly for designing and implementing language programs. By methodically identifying and analyzing learners' individual requirements, educators may modify instructional content to better meet learners' objectives and settings, increasing the efficacy of the learning experience. This approach include obtaining data using various methods such as surveys, interviews, and diagnostic evaluations to better understand learners' language origins, skill levels, and learning objectives (Brown, 2009). A well-conducted needs analysis aids in prioritizing content, selecting suitable teaching approaches, and producing relevant resources, resulting in more targeted and successful language training (Graves, 2000). Furthermore, it links the curriculum with the real-world demands and expectations of learners, which is critical for retaining motivation and assuring The learned abilities have practical applications (Long, 2005). Continuous needs analysis ensures that educational programs are relevant and successful, creating a responsive learning environment that responds to students' changing requirements (Nation & Macalister, 2010). Overall, comprehensive needs analysis improves the efficiency and success of educational programs, resulting in increased student satisfaction and improved learning outcomes (Brindley, 1989).

SECTION THREE :Related Studies

Several studies were conducted to assess the needs of students in various areas and disciplines. El-Sayed (2005) conducted a pivotal study at Cairo University in Egypt, investigating the specific challenges Arab students encounter in mastering academic English writing. This research highlights the linguistic and cultural barriers that impede students' ability to produce well-structured and coherent academic texts.. The study looked into the language and cultural challenges that these students faced while writing for academic purposes. El-Sayed noticed that many pupils struggled with the formal tone and complicated sentence constructions that are typical of academic English. These challenges were exacerbated by the pupils' limited exposure to such writing styles in their previous schooling. El-Sayed's findings highlighted the necessity for Arab institutions' EAP programs to focus a greater emphasis on these areas through targeted exercises and ongoing practice. Furthermore, the research argued for the inclusion of cultural debates in the EAP curriculum. Students might develop a better awareness of the standards and conventions of Western academic writing, allowing them to generate more well-structured and logical academic works.

At Yarmouk University in Jordan, Al-Khasawneh (2010) carried out an in-depth examination of the effectiveness of EAP programs, focusing on the balance of language skills training and the use of authentic academic texts to enhance student proficiency and investigated the efficacy of EAP programs at Jordanian institutions. This study included surveys of both students and teachers to provide a full understanding of the strengths and drawbacks of current EAP courses. The findings demonstrated widespread satisfaction with the emphasis on academic vocabulary and reading abilities, which were regarded critical for academic achievement. However, a significant gap was found in the areas of writing and speaking abilities, which students felt were not effectively addressed. Al-Khasawneh suggested a more balanced approach to EAP courses that included full training in all four language skills: reading, writing, listening, and speaking. The study also emphasized the need of adopting actual academic books as learning resources. Students who engage with real-life academic publications may better grasp and internalize the language and norms utilized in academic discourse, improving their general competency and confidence in academic English.

Focusing on the Gulf region, Al-Hamly and Coombe (2005) explored the specific needs of EAP students at United Arab Emirates University, identifying key challenges related to academic writing confidence and research skills. Their research included a rigorous needs

analysis survey of students and faculty members. The findings identified numerous main obstacles for students, including a lack of confidence in their academic writing talents as well as difficulty with research and citation methods. These shortcomings were ascribed to gaps in the students' prior educational experiences and a lack of thorough instruction in these areas. Al-Hamly and Coombe proposed training and support services for academic writing, research skills, and plagiarism prevention. Furthermore, they emphasized the significance of faculty training to better equip educators with the information and abilities required.

Rababah (2003) conducted a comprehensive study at King Saud University in Saudi Arabia, examining the influence of cultural differences on Arab students' learning styles and classroom interactions within EAP programs. According to the study, students' cultural origins have a substantial effect on their learning methods and classroom interaction patterns. For example, many Arab students preferred rote learning and teacher-centered education, which sometimes clashed with the more participatory and student-centered methodologies employed in EAP programs. Rababah emphasized the need for culturally sensitive teaching techniques in EAP courses to overcome this gap. The study concluded that instructors should be prepared to detect and adapt their students' cultural preferences, such as attitudes toward authority and group work. EAP programs might better serve Arab students by fostering a more inclusive and supportive learning environment. This method would not only improve their academic achievement, but would also allow students to better adjust to the challenges of academic life in a multicultural atmosphere.

Conclusion

To summarize, ESP (English for Specific Purposes) is a subset of the EFL/ESL (English as a Foreign/Second Language) system used as the major modality of English language training. As a consequence, ESP is not a single language or strategy, but rather a way of language acquisition that combines both content and methodology. The technique is based on the learners' particular needs for learning the topic. Furthermore, NA may be defined as the preliminary phase that occurs before any sort of course design. It assesses both the objective and subjective needs of the learners and develops course objectives. It is vital to execute it effectively and fully in order to give a comprehensive covering of learners' requests. As a result, the language course's design is more thorough.

CHAPTER TWO

CHAPTER TWO: RESEARCH METHODOLOGY

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CHAPTER TWO: Research Methodology

Introduction

The preceding chapter was devoted to the research's theoretical component. The current one, on the other hand, will focus on the practical aspects. It will depict different components of the research, including the research paradigm, setting, Method, target population and sample from which the data was acquired, as well as the research instruments and data collecting processes. Finally, there are delimitations and limitations to the study.

2.1. Research Design

In general, research design is a set of instructions that the researcher must follow when addressing the study topic. This includes the specific methods, participants, and concerns about reliability and validity. Accordingly, Kumar (2011, p.94) defines research as “procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically.” Likewise, Creswell (2012) views research designs as the particular steps in the research process, such as data collection, data analysis, and report writing. In this study, an exploratory descriptive single-sight case study design is used with a quantitative method for the data analysis. Each of the concepts is subsequently explained

2.1.1. Case Study Design

A case study, according to Kothari (2004), focuses more emphasis on the thorough analysis of a small number of conditions or events and how they relate to one another. This requires a thorough investigation of the specific unit that is being studied. Actually, addressing particular case-related events is one of this design's primary advantages (Cohen, Lowrence, and Morrison, 2000, p. 290). Thus, case studies typically seek to give a

comprehensive account of language learning or use within a particular population and setting, according to Mackey and Gass (2005).

As previously stated, a case study research design was considered useful in the current study because it was envisioned to analyze and understand the needs of doctoral students in order to design an EAP course. In this case, the perspectives of students (specifically, first-year doctoral students) were anticipated in order to learn more and better address the needs of these students within the framework of learning English for Academic Purposes. A case study design is ideal for investigating the requirements, needs and desires of first-year doctoral students at Bordj Bou Arreridj University.

2.1.2. Single-Site Study

This research is a single-site study based on the “1st year doctoral students at Mohamed Bachir ibrahimi university BBA Algeria. The study was from the students' perspective only, as the questionnaire and needs analysis were for doctoral students only.

A few considerations led to the choice of a single-site for the study:

- Ease of access to participants .
- Financial and time constraints were also taken into consideration.

2.1.3. Explorative Design

In order to obtain new insights, the exploratory stage of research entails a preliminary analysis of a field that has not been thoroughly studied. Polit and Beck (2004) state that exploratory studies are carried out when little is known about an area of interest or when a new area is being investigated. Polit and Hungler (1995, p. 11) to the dimensions in which a phenomenon .

In this research, the 1st year doctoral students's English language academic needs were explored for the first time at Mohamed Bachir ibrahimi university BBA Algeria, from the students' perspective only.

2.1.4. Descriptive Design

The exploratory design was further used in the study under consideration to examine the demands of respondents in order to lead the investigation toward a descriptive design.

The descriptive design of research aims to gather sufficient data regarding the research problem and accurately describe it while determining the learners' academic needs. It is crucial to comprehend what constitutes a research problem as this research method takes a problem with little to no relevant information and gives it a suitable description. Research that describes a population or situation under study is known as descriptive research. Research methodology describes the topic by delving deeper into analysis and aims to provide answers to questions concerning actual situations.

2.2. Research Setting

Understanding the setting in which this research is being done is crucial. This study is focused on first-year PhD students at Mohamed Bachir ibrahimi university . During the current school year 2023/2024. This study was conducted using an online questionnaire with doctoral students at Bashir Brahimi University. The questionnaire took a long time to collect the appropriate number of students to conduct this research due to the difficulty of finding and communicating with doctoral students.

2.3. Research Population and Sample

2.3.1. Population

De Vos' (2002) view, population refers to all individuals, events, organizational units, case records, or other sampling units relevant to a specific research issue. This study's population comprised of a total of (134) first-year PhD students For all specialties at Mohamed Bachir ibrahimi university .

2.3.2. Sample

A sample is a small proportion of a population selected for observation and analysis (Best & Kahn, 1986, p.12). Neuman (1997, p. 201) claims that selected individuals for a study should be chosen so that they are representative of the larger group from which they were drawn. This is how sampling should be understood.

Kumar (2011) defines sampling as the process of choosing a small number of individuals from a larger group to serve as the foundation for forecasting the occurrence of an unknown event, circumstance, or result in relation to the larger group or population. As previously indicated, the population consists of (134) first-year doctoral students For all specialties at Mohamed Bachir ibrahimi university , The choice of participants is purposeful. The questionnaire was sent to all first-year doctoral students at Mohamed Bachir ibrahimi University via emails and only 15 answers were received.

2.4. Data Collection Instrumentations (Tools)

In this research, a questionnaire was used to collect data, as doctoral students at Muhammad Al-Bashir Al-Ibrahimi University were contacted via emails, and the questionnaire was via Google Doc and was translated into Arabic to ensure understanding by the students, and only 15 students responded to it.

The questionnaire is divided into four sections: general information of the participants, Present Situation Analysis, Target-situation Analysis and Learning Situation Analysis. Our structured questionnaire is designed according to Dudley Evans and St Jhon NA model (1998) with some adapted items.

Section One: General Informations Q01- Q03

This component was designed to educate the researcher about general information of participants (first-year PhD students) Such as age ,profession and also whether they are interested in the English language.

Section Two: Present Situation Analysis: Q04- Q06

The second part is about present situation analysis (PSA) and the level of the students, they described their interest and overall level in English. In addition, they described their current English proficiency level in the following language areas: Speaking,Writing,Reading, Listening, grammar, pronunciation and vocabulary.

Section Three: Target-situation Analysis Q07-Q09

Doctoral students were asked if they were interested in taking an English course designed according to their needs to improve Their proficiency level. Also they were asked if they prefer to focus on General English language skills or English for Academic purpose.

The last question in this section was about which aspects of English that are most important for PhD students to develop in an EAP course.

Section four: Learning Situation Analysis Q10-Q12

The last section is about students' preferences in order to develop a course that meets their needs in the English language. Doctoral students were asked about Their preferred learning environment and materials that the course should include . How many hours do they think are sufficient to study English

2.5. Data Analysis Procedures

The goal of data analysis, according to Yin (1994), is to find meaning in the data that has been gathered and then carefully organize and present that data in order to look for ideas. The quantitative questionnaire was analyzed using Google Sheets and Excel (tables and graphs were used in the analysis.)

2.6. Limitations and Delimitations

2.6.1. Limitations

This study, like any other, has some limitations, such as dealing with a small number of participants and some problems that the researcher had while doing the study . There was difficulty in communicating with doctoral students because they basically study online. We also found difficulty in collecting emails to communicate with them in order to answer the questionnaire, and most of the students were not cooperative, as only 15 students answered the questionnaire. Therefore, findings cannot be generalized to the whole population since sampling was not random. Moreover, it was not possible to involve other parties like teachers and principles responsible for the training of doctoral students in English.

2.6.2. Delimitations

According to Simon and Goes (2018), are "restrictions/bounds that researchers set before starting a study to limit the scope of the investigation." (p. 291). The scope of the present study was limited to exploring and analyzing the academic needs of doctoral students to learn English, rather than addressing and proposing an English course as it was outside the scope of the research.

Conclusion

In order to further the study's goal, this chapter provided a full overview of the research design, setting, population, sample and sampling techniques, as well as data collection, and data analysis procedures. It also addresses limitations, and delimitations. The collected data will be analyzed in the following chapter.

CHAPTER THREE

CHAPTER THREE: DATA ANALYSIS AND DISCUSSIONS

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CHAPTER THREE: Data Analysis and Interpretation of Results

Introduction

This chapter is concerned with the analysis and interpretation of the data collected from the data collecting instruments (Quantitative questionnaire answered by doctoral students at Mohamed Bachir El Ibrahimi University). It is worth mentioning that the results of the questionnaires (descriptive statistics) for the first year doctoral students is provided individually in tables and figures.

3.1. Quantitative Data Analysis

3-1-1 Students Questionnaire

Section One: General Information

1-Age :

Table 3. 1:

Students'Age

Age	Frequency	Percentage%
20-25 years	1	6,7%
25-30	8	53,3%
Over30	6	40%
total	15	100

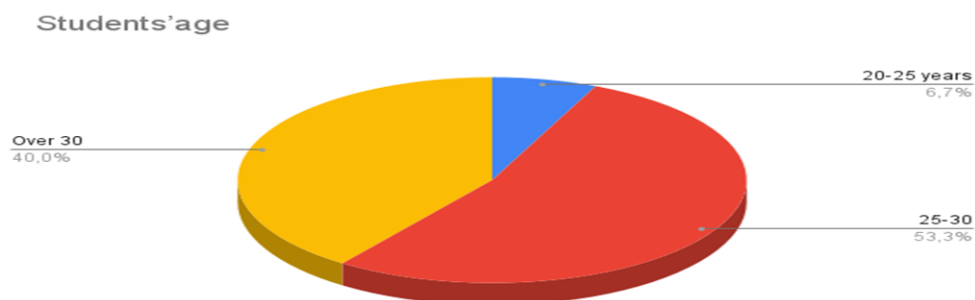


Figure 3.1: Students'Age

The doctoral students who participated in this study were 15 students, The highest percentage was for students aged between 25 and 30 years, which was 53,3%, while students aged between 20 and 25 years were 6%, and students aged over 30 years were 40%.

2-What is your profession?

Table 3.2:

Students' Profession

Students' profession	Frequency	Percent%
A Student only	7	46.7%
worker and student	8	53.3%
Total	15	100%

Students' profession

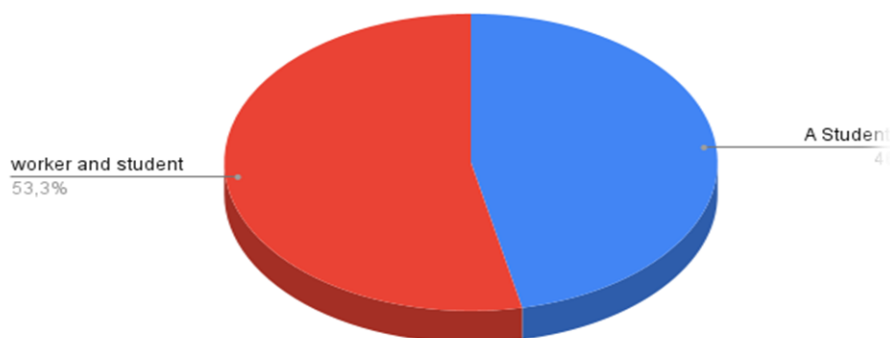


Figure 3.2: Students' profession

As it is shown in the table above, Students who study and work are the highest percentage 53.3%,and Students who study only are 46.7%.

3-Is English important for you?

Table 3.3: English Language Importance

Eng Language Importance	Frequency	Percent%
Yes	14	93,3%
No	0	0%
I do not know	1	6,7%
Total	15	100%

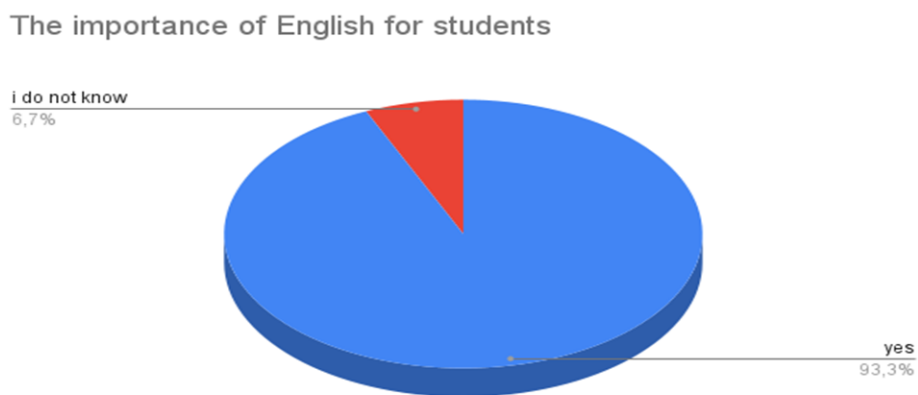


Figure 3.3: English Language Importance

As it is shown in the table above, the highest percentage represented 93,3% of the participants who confirm the importance of English for them. This implies that Students are aware of the importance of English in nowadays domain, specifically for PhD students.

Section two: Present Situation Analysis

1-How do you describe your overall level in English

Table 3.4:

Students' Level in English

Level in English	Frequency	Percent%
Very weak	3	20%
Weak	4	26,7%
Average	7	46,7%
Good	1	6,7%
Total	15	100%

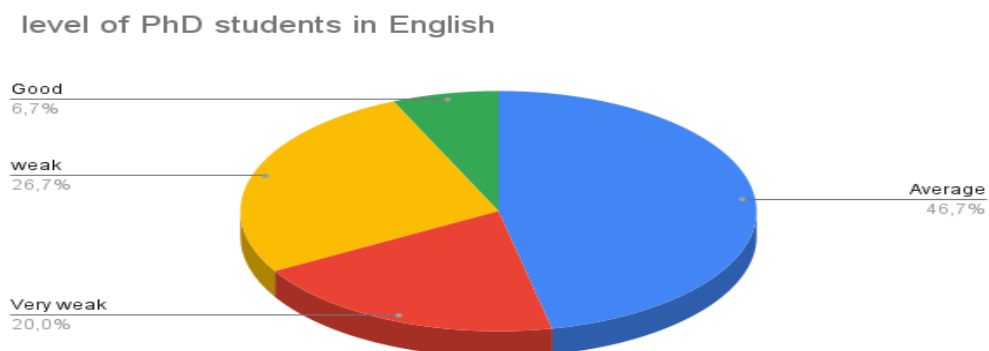


Figure 3.4: Students' Level in English

The table above represents the level of doctoral students in the English language, as most of the students have an average level at a rate of 46%, followed by students with a weak (26,7%) and very weak level (20%), as well as students with a good level, who are few at a rate of 6,7%.

2-How do you describe your interest in English course?

Table 3.5:

Students' interest in English

Students' interest in English	Frequency	Percent%
Not interested at all	0	0%
somehow interested	1	6,6%
Interested	7	46,7%
Very interested	7	46,7%
Total	15	100%

Students' interest in English

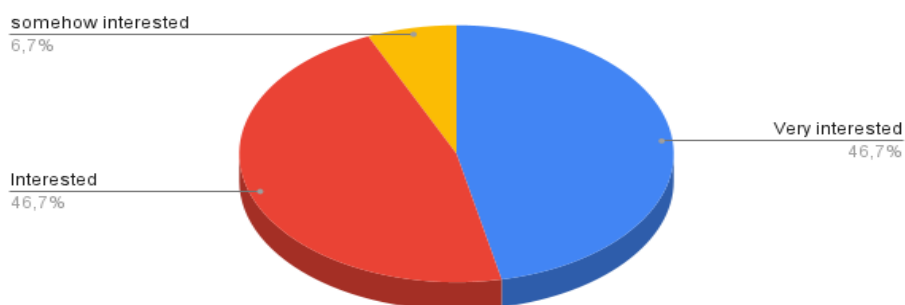


Figure3.5:Students' interest in English

The table above represents the extent of interest of the doctoral students in the English language. The table shows that the students are very interested in the English language. Most of the answers were interested(46,7%) and very interested(46,7%), and only one student answered with somehow interested (6,6%) .

3-Describe your current English proficiency level in the following language areas :

Speaking :

Table 3.6:

Students' speaking level in English

Speaking	Frequency	Percent%
Very weak	4	26,7%
Weak	3	20%
Acceptabl	6	40%
Good	2	13,3%
Very good	0	0%
Total	15	100%

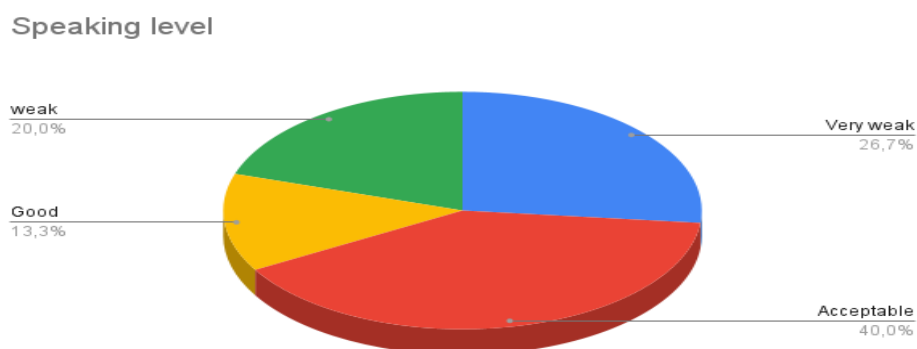


Figure3.6: Students' speaking level in English

As shown in table, the speaking level of most students is Acceptable at 40%, followed by very weak (26,7%) and weak (20%), and only two students have a good level(13,3%).

Pronunciation:

Table 3.7:

Students' Pronunciation level in English

Pronunciation	Frequency	Percent%
Very weak	5	33,3%
Weak	1	6,7%
Acceptabl	6	40%
Good	3	20%
Very good	0	0%
Total	15	100%

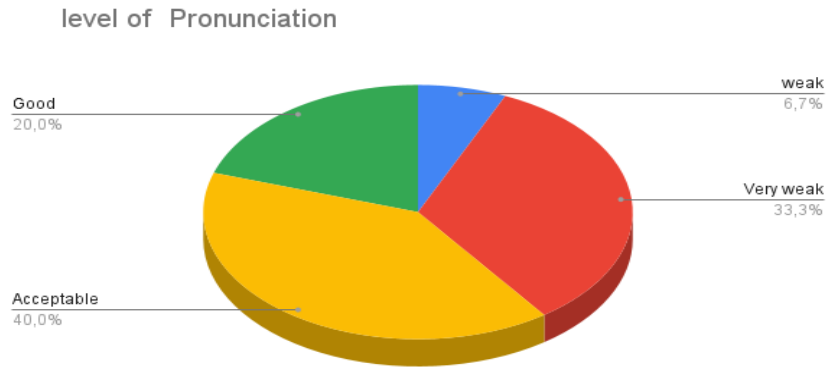


Figure3.7: Students' Pronunciation level in English

As shown in the table above, the Pronunciation level of most students is average at 40%, followed by very weak (33,3%) and weak (6,7%), and students who have a good level in Pronunciation (13,3%).

Writing:

Table 3.8:

Students' Writing level in English

Writing	Frequency	Percent%
Very weak	10	66,7%
Weak	5	33,3%
Acceptabl	0	0%
Good	0	0%
Very good	0	0%
Total	15	100%

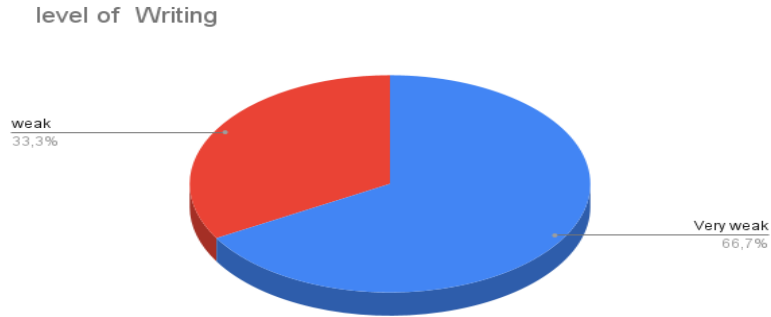


Figure3.8: Students' Writing level in English

The table above represents the writing level of doctoral students in English, as most students have a very weak writing level of 66,7% percent. followed by Weak 33,3% percent. This shows that PhD students have a weak level of writing.

Reading :

Table 3.9:

Students' Reading level in English

Reading	Frequency	Percent%
Very weak	2	13,3%
Weak	4	26,7,7%
Acceptabl	7	46,7%
Good	2	13,3%
Very good	0	0%
Total	15	100%

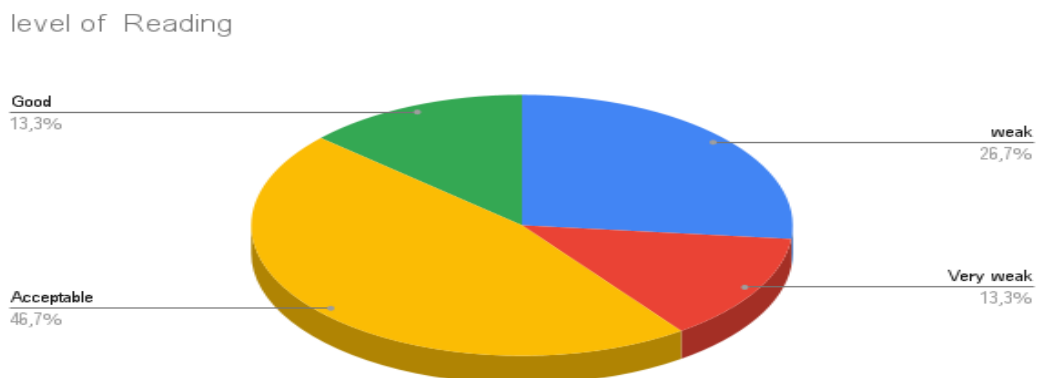


Figure3.9: Students' Reading level in English

From The table above , the level of doctoral students in reading is generally acceptable (46,7), followed by weak level 26,7 %and Very weak 13,3% . There are only two students who have a good reading level(13,3%).

Listening:

Table 3.10:

Students' Listening level in English

Listening	Frequency	Percent%
Very weak	5	33,3%
Weak	4	26,7 %
Acceptabl	5	33,3%
Good	1	6,7%
Very good	0	0%
Total	15	100%

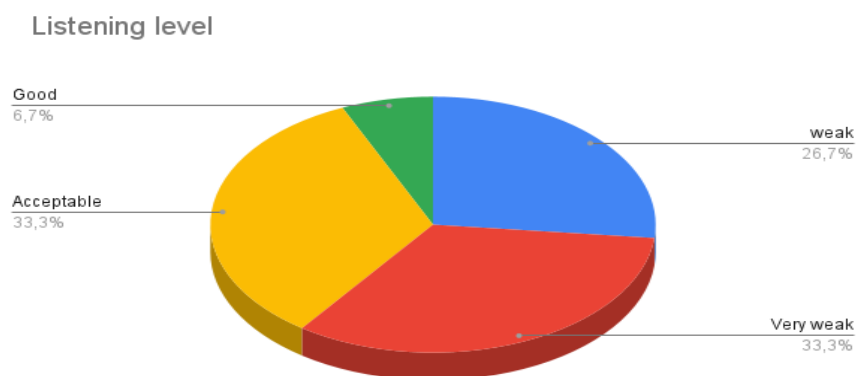


Figure3.10: Students' Listening level in English

The table above shows the level of doctoral students in listening, as most of the students' answers were that their level of listening was weak (33,3% Very weak and 26,7 % Weak) followed by the Acceptabl level(33,3%), and only one student had a good level of listening (6,7%).

Grammar:

Table 3.11:

Students' Grammar Level in English

Grammar	Frequency	Percent%
Very weak	5	46,7%
Weak	4	33,3 %
Acceptabl	5	13,3%
Good	1	6,7%
Very good	0	0%
Total	15	100%

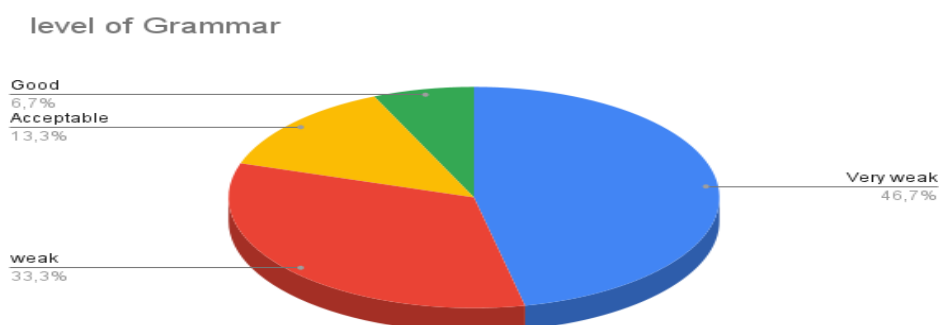


Figure3.11: Students' Grammar Level in English

The table above shows the level of doctoral students in grammar, as most of the students' answers were that their level of grammar was weak (46,7% Very weak and 33,3 % Weak) followed by the Acceptabl level(13,3%), and only one student had a good level of listening (6,7%).

Vocabulary:

Table 3.12: Students' Vocabulary level in English

Vocabulary	Frequency	Percent%
Very weak	6	40%
Weak	3	20 %
Acceptabl	6	40%
Good	0	0%
Very good	0	0%
Total	15	100%

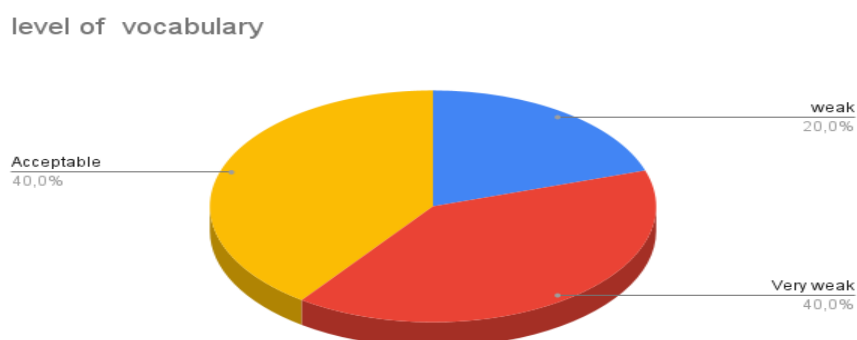


Figure 3.12: Students' Vocabulary Level in English

As shown in the table, the Vocabulary level of most students is weak (Very weak 40% followed by weak 20%) and 40% is Acceptable.

Section three: Target-situation Analysis:

1- Are you interested in taking an English course designed according to your needs to improve your proficiency level?

Table 3.13:

Students' Interest in Taking an English Course

Students' interest in taking an English course	Frequency	Percent%
Very interested	12	80%
Interested	2	13,3%
Fairly interested	1	6,7%
Not interested at all	0	0%
Total	15	100%

Students' interest in taking an English course

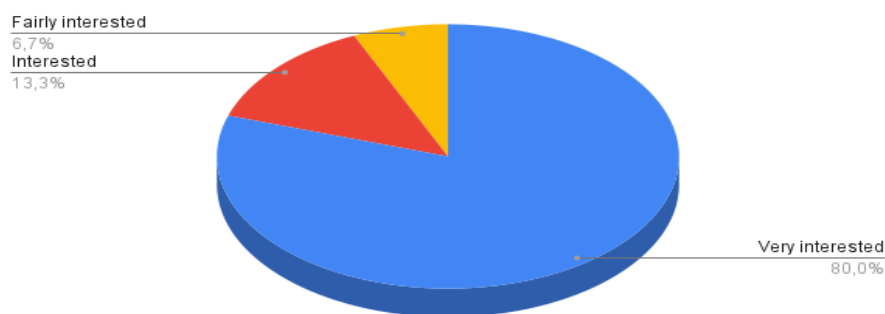


Figure 3.13: Students' Interest in Taking an English Course

As it is shown in the table, the highest percentage represented 80% of the participants who are Very interested in taking an English course designed according to Their needs to improve their proficiency level. followed by Interested (13,3%) , and Only one student answered by Fairlyinterested (6,7%).

2-Would you prefer a focus on General English language skills or English for specific purposes?

Table 3.14:

General English language Skills or English for Specific Purposes

Prefer to focus on	Frequency	Percent%
EAP	10	71,4
General English	4	28,6
Total	15	100%

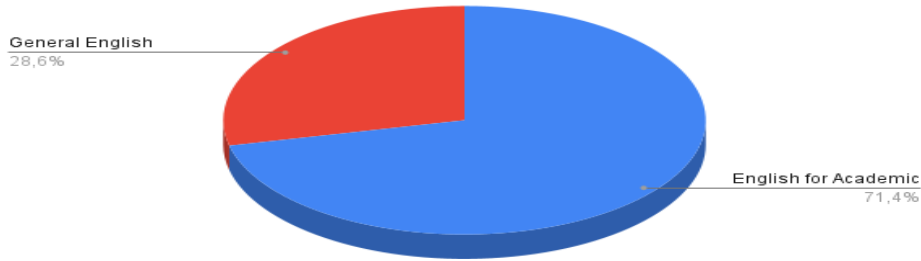


Figure3.14: Prefer to focus on General English or EAP

The table shows if students prefer to focus on General English language skills or English for specific purposes, The majority of the answers were interest by English for specific purposes(71,4%)and only 28,6 were interest by General English.

3-Considering the needs of phd students in the Algerian universities, which aspects of English are most important for you to develop in an EAP course?

Table 3.15: *develop proficiency in writing research papers , dissertations ,and academic articles*

develop proficiency in writing	Frequency	Percent%
Strongly Agree	12	80%
Agree	3	20%
Disagree	0	0%
Strongly Disagree	0	0%
Total	15	100%

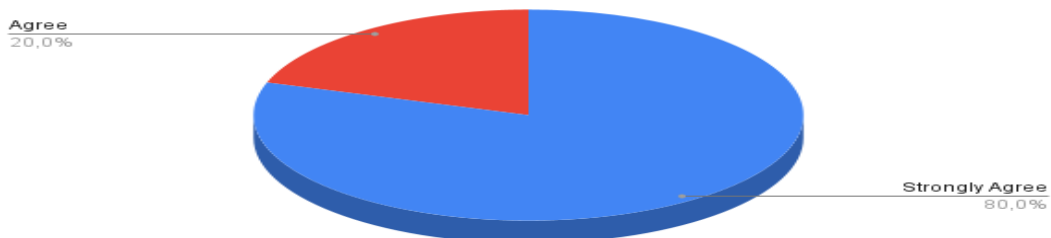


Figure3.15: develop proficiency in writing research papers , dissertations ,and academic articles.

The table above shows the extent of interest of doctoral students in developing proficiency in writing research papers, dissertations, and academic articles. All students answered “strongly agree” (80%) and “agree” (20%), which shows their interest in the written aspect.

Table 3.16: *Enhance ability to effectively present research findings in english .*

ability to effectively present research findings in english	Frequency	Percent%
Strongly Agree	10	66.7%
Agree	5	33.3%
Disagree	0	0%
Strongly Disagree	0	0%
Total	15	100%

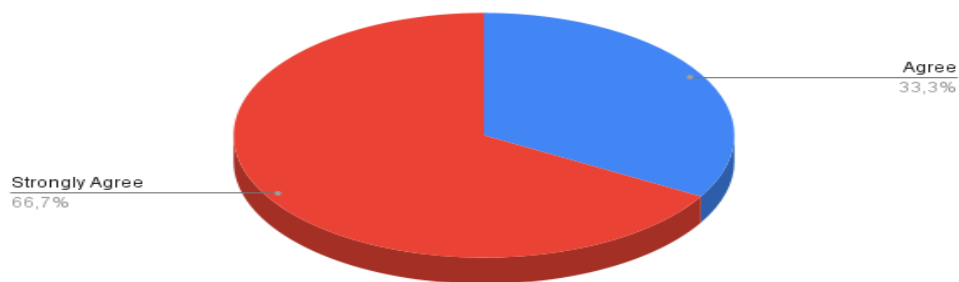


Figure 3.16: *Enhance ability to effectively present research findings in english .*

The table shows the extent of interest of doctoral students to Enhance ability to effectively present research findings in english. All students answered “strongly agree” (66.7%) and “agree” (33.3%).

Table 3.17:

improving reading skills to understand complex academic texts.

improving reading skills to understand complex academic texts.	Frequency	Percent%
Strongly Agree	10	66.7%
Agree	5	33.3%
Disagree	0	0%
Strongly Disagree	0	0%
Total	15	100%

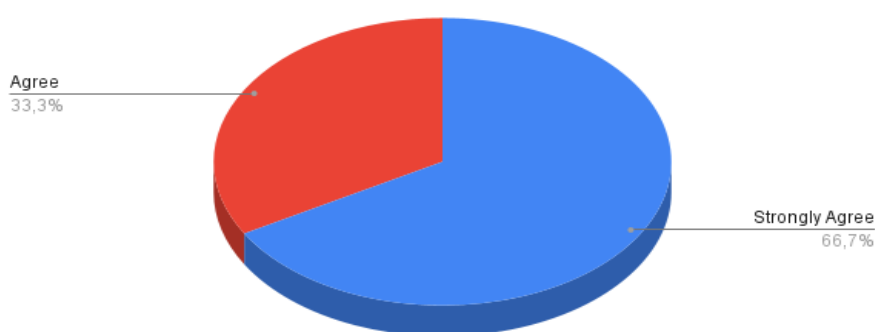


Figure 3.17: improving reading skills to understand complex academic texts.

The table above shows the extent of interest of doctoral students to improve reading skills to understand complex academic texts. . All students answered “strongly agree”(66.7%) and “agree”(33.3%). which shows their interest in the reading aspect.

Table 3.18 : *strengthen the ability to analyze and critically evaluate research literature*

To strengthen the ability to analyze and critically evaluate research literature	Frequency	Percent%
Strongly Agree	11	73.3%
Agree	4	26.7%
Disagree	0	0%
Strongly Disagree	0	0%
Total	15	100%

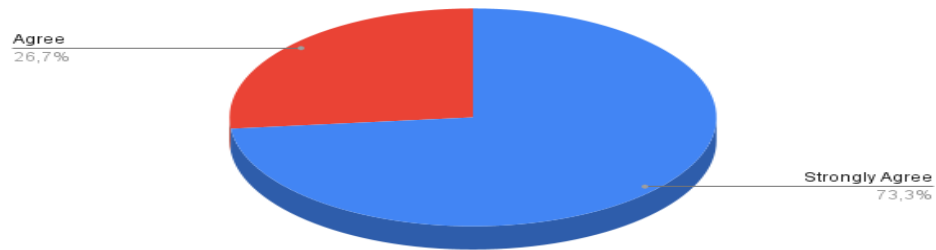


Figure3.18 : strengthen the ability to analyze and critically evaluate research literature

The table shows the extent of interest of doctoral students To strengthen the ability to analyze and critically evaluate research literature . All students answered “strongly agree”(73.3%)and“agree”(26.7%).

Table 3.19 : build a strong academic vocabulary to express ideas accurately

To build a strong academic vocabulary to express ideas accurately	Frequency	Percent%
Strongly Agree	10	66.7%
Agree	5	33.3%
Disagree	0	0%
Strongly Disagree	0	0%
Total	15	100%

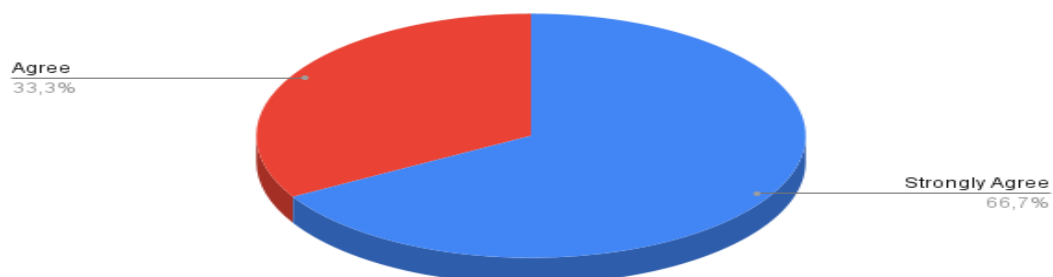


Figure3.19: build a strong academic vocabulary to express ideas accurately

The table opposite shows the extent of interest of doctoral students To build a strong academic vocabulary to express ideas accurately . All students answered “strongly agree”(66.7%) and “agree”(33.3%). which shows their interest of academic vocabulary.

Table 3.20: *Master Grammatical Accuracy and Sentence Construction in Academic Writing*

master grammatical accuracy and sentence construction in academic writing	Frequency	Percent%
Strongly Agree	10	66.7%
Agree	5	33.3%
Disagree	0	0%
Strongly Disagree	0	0%
Total	15	100%

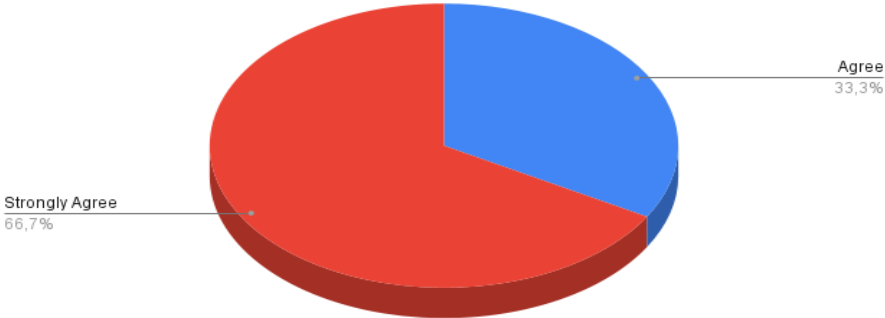


Figure3.20: *Master Grammatical Accuracy and Sentence Construction in Academic Writing*

The table above shows the extent of interest of doctoral students To master grammatical accuracy and sentence construction in academic writing . All students answered “strongly agree”(66.7%) and “agree”(33.3%).

Table 3.21: *Enhance Intercultural Communication Skills to Collaborate With Peers from Diverse Background.*

To enhance intercultural communication skills to collaborate with peers from diverse background	Frequency	Percent%
Strongly Agree	8	53.3%
Agree	7	46.7%
Disagree	0	0%
Strongly Disagree	0	0%
Total	15	100%

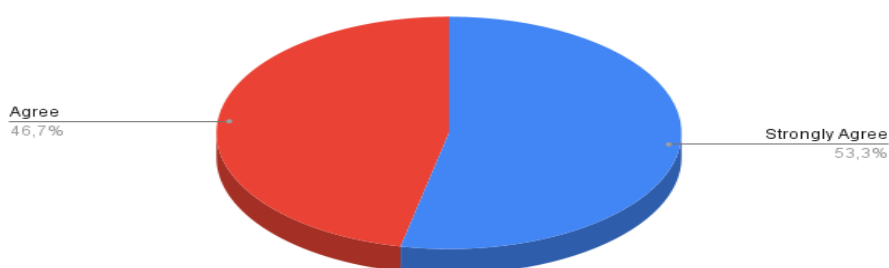


Figure 3.21: *Enhance Intercultural Communication Skills to Collaborate with Peers From Diverse Background.*

The table shows the extent of interest of doctoral students To enhance intercultural communication skills to collaborate with peers from diverse background. . All students answered “strongly agree”(53.3%) and “agree”(46.7%).

Section four: Learning Situation Analysis

1-indicate your preferred learning environment :

Table 3.22:

Students' Preferred Learning Environment

environment	Frequency	Percent%
Traditional Classroom	3	20%
Online Classroom	4	26.7%
Blended Learning	8	53.3%
Total	15	100%

preferred learning environment :

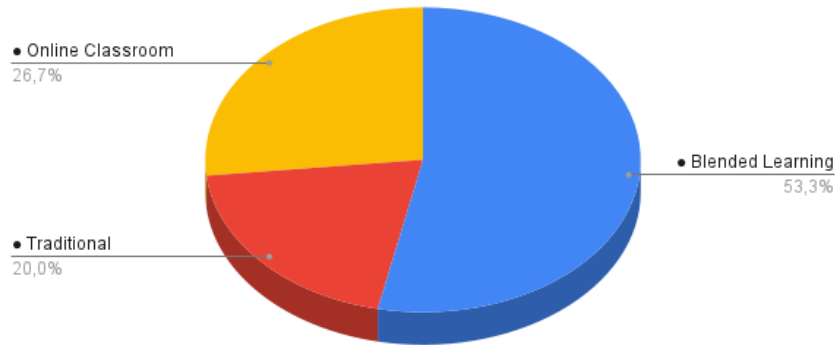


Figure3.22: Students’Preferred Learning Environment

The graph above represents the preferred environment for PhD students for an EAP course, where most students preferred blended learning(53.3%), followed by online Classroom(26.7%) , and finally traditional Classroom(20%).

2-How many hours do you think are sufficient to study English?

Table 3.23:

Hours Sufficient to Study English

Hours	Frequency	Percent%
1hours per week	1	6.9%
2 hours per week	6	40%
More than 4 hours per week	8	53.3%
Total	15	100%

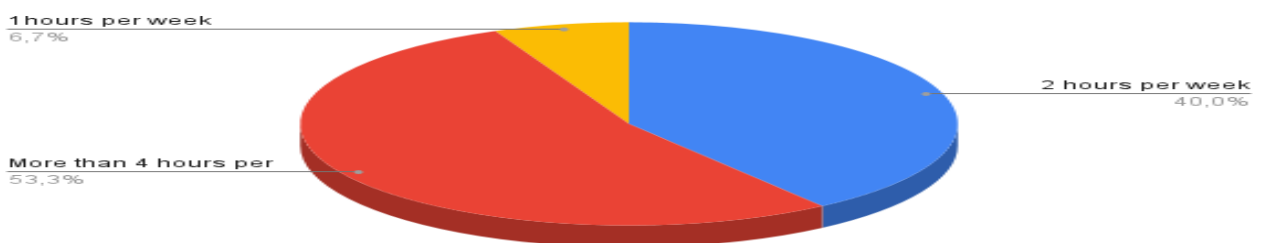


Figure3.23: Hours Sufficient to Study English.

The table shows the sufficient hours for studying English. Most students preferred to study English for more than four hours a week(53.3%). which shows that Phd students are aware of the importance of English in their fieldofstudy. .

3-What types of materials do you prefer the course should include?

Table 3.24: Materials Preferred

materials	Frequency	Percent%
Audios	0	0%
Videos	4	26.7
Hand-outs	3	20%
Internet	7	46.7%
The board	0	0%
Pictures/posters	1	6.7%
Total	15	100%

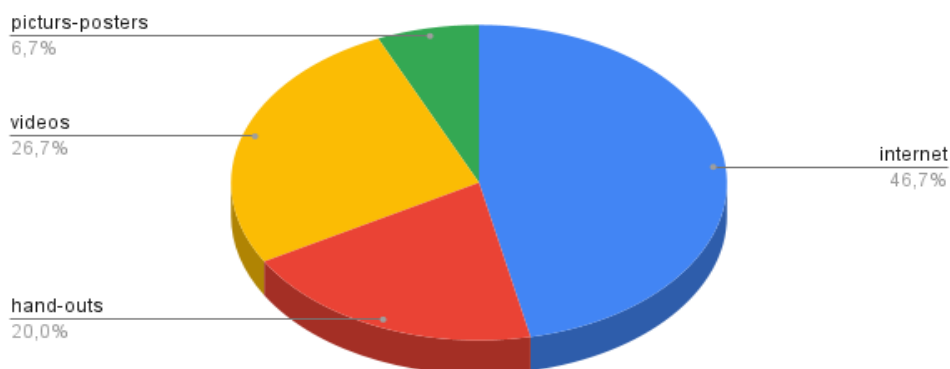


Figure3.24: Materials Preferred

The following table represents the tools preferred by doctoral students in their course, as most students chose the Internet as a tool for learning English at a rate of 46.7%, followed by video at a rate of 26.7%, three students chose hands-on at a rate of 20%, and only one student chose a The board at a rate of 6.7%.

3.2. Discussion of the Results :

3.3.1. Present Situation Analysis:

After analyzing the questionnaire distributed among doctoral students at Mohamed El Bachir El Ibrahimi University to understand their needs for an English for Academic Purposes (EAP) course, several clear patterns emerge. Most students are eager to enhance their English skills, recognizing its importance for their academic pursuits. Additionally, a significant number of participants express concerns about their current English proficiency, particularly in academic contexts, indicating a need for targeted support. Moreover, the questionnaire reveals a diverse range of self-reported proficiency levels, from weak to average, highlighting the importance of designing a course that caters to various skill levels .

While analyzing the current English proficiency levels across various language areas, it becomes evident that students at Mohamed El Bachir El Ibrahimi University exhibit particular weaknesses in writing, grammar, and vocabulary. A significant majority of students demonstrate a weak proficiency level in these domains. This observation underscores the need for targeted interventions and instructional support aimed at addressing deficiencies in writing skills, grammar usage, and vocabulary acquisition among the student population. However, it's essential to recognize that these findings are based on self-reported data and may not fully capture the nuances of students' proficiency levels. Additionally, the effectiveness of any interventions implemented to improve proficiency in these areas should be carefully evaluated to ensure meaningful progress

3.3.2 Target-situation Analysis:

The research findings shows that most doctoral students really want to take an English course that fits their needs to get better at the language. They understand that improving their English is important for their studies and future careers. By offering courses that meet their needs, universities can help these students become more successful academically and professionally.

All students express a strong interest in advancing their English language proficiency across various crucial domains. They are eager to develop their skills in writing research papers, dissertations, and academic articles, recognizing the importance of producing scholarly documents effectively. Additionally, they seek to enhance their ability to present research findings in English with clarity and precision, understanding the significance of

effective communication in academic settings. Improving reading skills to comprehend complex academic texts is another priority, as students strive to navigate and understand challenging materials more adeptly. Moreover, they are committed to strengthening their capacity to analyze and critically evaluate research literature, acknowledging the importance of critical thinking in academic discourse. Building a robust academic vocabulary to express ideas accurately and mastering grammatical accuracy and sentence construction in academic writing are also emphasized, reflecting a desire for linguistic precision in scholarly endeavors. Furthermore, students are interested in enhancing their intercultural communication skills to collaborate effectively with peers from diverse backgrounds, recognizing the value of cultural competence in academic and professional contexts.

3.3.3. Learning Situation Analysis:

Students' strong interest in learning English is evident in their willingness to dedicate more than four hours a week to studying the language. They show a preference for blended learning approaches, which combine traditional classroom methods with online resources such as the internet. This choice likely stems from the flexibility and accessibility that online platforms offer, enabling students to tailor their learning experience to suit their individual needs and preferences.

Through analysis of doctoral students' needs, it became clear that the findings closely mirror those of previous research in this area. This convergence underscores the strength and persistence of identified needs among doctoral students pursuing advanced academic pursuits. By aligning our findings with the current literature, we emphasize the importance of addressing these recurring needs in the development of tailored EAP courses, thereby enhancing the academic success and language proficiency of doctoral candidates.

3.4. Recommendations and Interpretations:

The current investigation's findings may help to Analyze the needs of PhD students at Mohamed Bachir Al-Ibrahimi University in order to design EAP course, In this case, it is suggested that:

- Designing a course tailored to the specific academic needs of doctoral students involves identifying and addressing the challenges they commonly encounter. By understanding these shortcomings, educators can develop a curriculum that provides targeted support and resources to help students succeed in their doctoral studies. This may include addressing issues such as time management, research skills, writing proficiency, and navigating the complexities of academic publishing. Incorporating strategies for overcoming these challenges can enhance the overall learning experience and better prepare doctoral students for academic success and future career endeavors.

- The hours of English language teaching should be sufficient,Because in most cases, English is viewed as complementary and not essential module , which is contrary to the students' perspective.

- Because writing is the ability that most students struggle with, more focus should be placed on it.

- In order to have a more successful EAP course, students' needs should be exposed and assessed before building an EAP program.

- EAP teachers ought to be carefully chosen based on their qualifications and teaching experience.

- using ICT and internet platforms in teaching English because it's helpful for the students

3.5. Suggestions for Further Research:

Based on the findings and limitations of the present study, it is suggested that future research developing a tailored curriculum or syllabus focusing on academic English needs, implementing different teaching methods to accommodate diverse proficiency levels,

incorporating engaging activities for practice, providing regular feedback, and leveraging technology for enhanced learning. These strategies aim to support students in improving their English proficiency and succeeding in their academic endeavors.

Conclusion:

The present chapter was devoted to the examination and discussion of data collected using the investigation's instrumental equipment. The data was analyzed in tables and relative circles, as well as discuss the Results obtained, which was divided into three sections: Present Situation Analysis, Target-situation Analysis and Learning Situation Analysis. The researcher has attempted to disclose a set of recommendations in this closing chapter that may aid to better understand the needs of doctoral students for the purpose of designing a course that meets their academic needs for learning the English language.

GENERAL CONCLUSION

General Conclusion

The study conducted at Mohamed Bachir El Ibrahimi University focused on analyzing the academic English language needs of doctoral students for the purpose of suggesting guidelines for designing an English for Academic Purposes (EAP) course. In response to the increasing importance of English in scientific research and the inadequacy of current English language instruction designed to meet their needs, the research aimed to identify the specific shortcomings and challenges faced by these students, particularly in academic writing. The literature review provided a comprehensive overview of the global dominance of English and the theoretical foundations related to EAP, framing the research questions of the study. Methodologically, the study used a quantitative approach using a questionnaire to collect data from students, which were then analyzed to identify their preferences and shortcomings in English proficiency. The findings confirmed the strong interest among doctoral students in acquiring English language skills in line with their academic pursuits, highlighting the need for targeted interventions to enhance their ability to read, write and communicate effectively in academic contexts. In conclusion, the key to fostering English proficiency and academic success lies in implementing a tailored curriculum that meets students' specific academic English needs. By employing diverse teaching methods to cater to varying proficiency levels, integrating engaging activities for practical application, providing regular feedback, and leveraging technology for enhanced learning experiences, educators can create a supportive environment conducive to student growth. These strategies collectively aim to equip students with the language skills necessary to excel in their academic endeavors and beyond.

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Appendix:

Needs Analysis Questionnaire

English Language Needs Analysis Questionnaire for PHD students in Mohamed Bachir ibrahimi university .

Dear participants

We are Master two students in the Department of English at Mohammed El Bachir El Ibrahimi University Bordj Bou Arreridj. We are conducting a research to investigate the English language needs of doctoral students enrolled at Mohammed El Bachir El Ibrahimi University Bordj Bou Arreridj. Your Cooperation is voluntary and your completion of the questionnaire is assumed to grant permission to use your answers for this study.

Thank you in advance for your cooperation and for taking the time to answer the questions fully and meticulously.

I. Personal Information:

1. Gender: male female

Age: 20-25 years 25-30 Over 30

2. What is your profession?

A Student only worker and student

3. Is English important for you?

YES No I do not know

II. Present Situation Analysis:

1. How do you describe your overall level in English

Very weak weak Average Good

2. How do you describe your interest in English course?

Not interested at all somehow interested Interested Very interested

3. Describe your current English proficiency level in the following language areas by putting a tick(√) in the appropriate box:

Language areas	Level				
	Very weak	Weak	Acceptable	Good	Very good
Speaking					
Writing					
Reading					
Listening					
Grammar					
Pronunciation					
vocabulary					

III .Target-situation Analysis:

1.Are you interested in taking an English course designed according to your needs to improve your proficiency level?

Very interested Interested Fairly interested Not interested at all

2.Would you prefer a focus on

General English language skills English for Academic purpose

3. Considering the needs of phd students in the Algerian universities, which aspects of English are most important for you to develop in an EAP course?

	Strongly Agree	Agree	Disagree	Strongly Disagree
To develop proficiency in writing research papers , dissertations ,and academic articles				
To enhance ability to effectively present research findings in English.				
To improve reading skills to understand complex academic texts.				
To strengthen the ability to analyze and critically evaluate research literature				
To build a strong academic vocabulary to express ideas accurately				

<p>To master grammatical accuracy and sentence construction in academic writing</p> <p>To enhance intercultural communication skills to collaborate with peers from diverse background.</p>				
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IV. Learning Situation Analysis

1. Please indicate your preferred learning environment :

- Traditional Classroom
- Online Classroom
- Blended Learning (Combination)

2. How many hours do you think are sufficient to study English?

- 1 hours per week
- 2 hours per week
- More than 4 hours per week (Please specify)

3. What types of materials do you prefer the course should include?

- Audios
- Videos
- Hand-outs
- Internet
- The board
- Pictures/posters

RÉSUMÉ

Cette étude vise à identifier et analyser les besoins académiques des doctorants de l'Université Mohamed Bachir Ibrahimi, Bordj Bou Arreridj, pour apprendre la langue anglaise. Les étudiants sont confrontés à certains problèmes et difficultés dans l'utilisation de la langue anglaise dans le domaine de leur recherche scientifique en raison du manque de cours répondant à leurs besoins académiques en langue anglaise. Après avoir analysé les besoins académiques de la langue anglaise des doctorants, il a été constaté qu'ils sont très intéressés par la langue anglaise ainsi que par les problèmes et difficultés qui les empêchent d'utiliser la langue anglaise dans le domaine de la recherche scientifique. Cette recherche recommande la nécessité et la priorité d'analyser les besoins des étudiants pour la langue anglaise et de développer des programmes d'études compatibles avec cette langue.

الملخص

تهدف هذه الدراسة إلى التعرف وتحليل الاحتياجات الأكاديمية لطلبة الدكتوراه بجامعة محمد البشير الإبراهيمي برج بوعريريج لتعلم اللغة الإنجليزية. يواجه الطلبة بعض المشاكل والصعوبات في استخدام اللغة الإنجليزية في مجال بحثهم العلمي بسبب عدم وجود مقرر يلبي احتياجاتهم الأكاديمية في اللغة الإنجليزية. وبعد تحليل الاحتياجات الأكاديمية للغة الإنجليزية لطلبة الدكتوراه، تبين أنهم مهتمون جدا باللغة الإنجليزية وكذلك المشاكل والصعوبات التي تعيقهم في استخدام اللغة الإنجليزية في مجال البحث العلمي. يوصي هذا البحث بضرورة وألوية تحليل احتياجات الطالب للغة الإنجليزية وتطوير برامج دراسية متوافقة مع هذه اللغة.