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***Investigating the Importance of Needs Analysis in Course Design  
The case of Second Year Pupils at Youcef El Amoudi Middle School***

A dissertation presented to the English Division of Foreign languages as partial Fulfillment  
of the requirements for the Master's degree in Sciences of the languages

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## Dedication

Every challenging work needs self efforts as well as guidance of elders especially those

Who were very close to my heart.

I dedicate this work to the spirit of my father,Amaar  
for the funny handsome man that means so much to me  
may be gone from the land of living but with me he always be,  
he is the light of my life ,because my memory holds his dearly,  
his love stays always in my hearts because a man like my father ,  
is rare and hard to find .

To my life stars :the unique mothers Djemaa and Salima for all their support ,  
love, encouragement and prayers

of day and night to make me able to get such success and honor.

Thank you God for giving me the most wonderful mothers of all.

To my first reason that lead me to this stage of progression,  
my lovely and handsome son Majed. My second half, my reason I never give up,all  
inspiration I need,the one who is guiding me,my destiny,the light of my life,

Thank you God for giving me the most handsome son in the world.

To my best leader and best brother and friend ever Yacine

Thank you my leader for all your support and encouragement.

To my dearest brothers the handsome Joséphe,funny Hamza,  
my lovely Kacem and my man Fatah,may god bless you my dearest brothers.

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To my wonderful nephew Fayouza.

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## **Abstract**

This dissertation investigates one of the most problematic subjects in the domain of English language teaching. It aims to investigate the importance of needs analysis in course design at Youcef El Amoudi Middle School. The present study hypothesizes that if teachers using the needs analysis in their English classes, pupils will not complain. This dissertation consists of three main parts; the theoretical aspect of the study which includes two chapters where we present a historical overview of needs analysis in the first chapter, while the second chapter It is about course design. The third part is devoted to the practical aspect of the study; in this part, we put the theory into practice in a form of fieldwork. In an attempt to investigate these facts, a descriptive method has been undertaken and the data were been gathered through two tools; the questionnaire which were administered to (20) second year teachers at Youcef El Amoudi middle School Biskra, teachers'' interview that conducts (20) teachers from the current middle school. We intended to explore teachers opinions about the importance of course design. The obtained result showed that the majority of English teachers do not use the needs analysis in their classes. In addition their priority is to finish the program as much as possible on time. Moreover, they do not training enough to design a course that fit their pupils needs. Hence, both of our hypotheses were successfully proved

## **LIST OF ABBREVIATIONS AND ACRONYMS**

**CBLT:** Competency based Teaching /Learning

**CNA:** Critical Needs Analysis

**CNP:** Communicative Needs Processor

**DNA:** Descriptive Needs Analysis.

**EAP:** English for Academic Purposes.

**ESP:** English for Specific Purposes.

**GE:** General English.

**GTM:** Grammar Translation Method.

**L1:** First Language

**LPSA:** Present Situation Analysis

**TSA:** Target Situation Analysis.

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# **GENERAL**

# **INTRODUCTION**

**General Introduction**

**Statement of the Problem**

**Significance of the Study**

**Aims of the Study**

**Research Question**

**Research Hypothesis**

**Methodology**

**Research tool**

**Research Limitation**

## **General Introduction**

### **Background of the Study**

English language is one of the most powerful languages in the world; it takes a major role in teaching languages in the Algerian educational system. In addition to that, it is used in government, politics, trade and social relationships. English language has been given a status to be the second foreign language taught in universities and schools all around the country. Learning English as a foreign language at middle school level has become a preferred module for pupils; as a consequence of internationality and its wide use in many domains.

Nowadays, teaching English language has shifted into superficial program, which do not fit the pupils objective, because pupils come with a big desire and high motivation to learn; unfortunately they are disappointed with the fact that learning English language in middle school level does not take into account pupils need, wants, and lacks. The majority of teachers do not give much importance to present a course that work with pupils goals, probably their main focus is to present the lesson as it is without making efforts to develop it and make some changes in order to work with pupils needs, which cause a serious problem for them. Teachers give a part of what is important and beneficial while ignoring the gist of the course.

### **Statement of the Problem**

English language teachers do not give the priority to the pupils needs, the problem is that there are no predetermined objectives are defined in teaching of English and pupils needs do not come first at all. needs often described in terms of linguistic deficiency, that is, describing the difference between what pupils can presently do in a language and what he or she should be able to do. And the term needs analysis sometimes used to refer to wants, desires

demands, expectation, motivation, lacks, constraints and requirements. As result pupils fail in their attempt to acquire the basics knowledge of English.

### **Significance of the Study**

This work attempts to tackle different problems of pupils needs. They suffer a lot with their teachers because they think that pupils already have a background and knowledgeable enough in English field but the fact is totally different. They are not exposed to the language and no input. Which makes a big problem for pupils , so the researcher try to solve those problems by understanding, diagnosing, analyzing and finding out a solutions in order to help both pupils and teachers. This work will benefit the field of education by allowing them recognized their mistakes and intentions and views totally change towards designing a course that respect the pupils needs.

### **Aims of the Study**

The actual aim is to determine and find out all the techniques that may help teachers to overcome the pupils needs. Teachers will do their best to collect a suitable strategies that help both of them and allow them to achieve a certain goals which will facilitate for theme designing an acceptable course which includes a syllabus that contains academic principles and fundamentals that are appropriate to the pupils needs.



## **Research Questions**

In this dissertation, the researcher tries to answer the main questions which are:

- ✓ Are the teachers trained and knowledgeable enough to design a course?
- ✓ -Are the teachers using needs analysis in English classes?

## **Research Hypothesis**

It is hypothesis:

- ✓ If the teachers are really trained and knowledgeable enough to design a course, pupils will not suffer.
- ✓ If the teachers used needs analysis in English classes, pupils achieved their needs, they will not complain.

## **Methodology**

The methodology of the work is descriptive one, it is used to describe characteristics of population or phenomenon being studied, it is the most appropriate method for our investigating and the context, one of the main benefit of descriptive research is that fact that it uses both quantitative and qualitative data this in turn can help to describe and give an answer.

## **Research tools**

The data collection tools are questionnaire and interview. The questionnaire will be devoted to the pupils needs about asking pupils, it is a written list of questions that are answered by them and it will be analyzed later. The observation is by observing the subject and tries to take notes if it is necessary it, the researcher here will be an active observer

watching what is going on during the session; is a method of viewing and recording the participants. Because we are limited by time it will help us as researches to investigate our problem.

### **Research limitations**

Teaching English language in middle schools is not an easy task like many teachers thought, the majority of them try to upgrade their skills and levels by training in order to achieve a specific level that allow them to design a course that will fit pupils needs. The phenomena of pupils needs in middle schools is spreading too faster by the times which really demotivate them to learn the English language. Although this dissertation is limited in scope and time, as a researcher we will try to investigate the importance of needs analysis in course design at the foreign languages in Biskra a middle schools.

# Chapter I

## **Introduction to Needs Analysis**

### **1.1. History of Needs Analysis**

### **1.2. Definition of Needs Analysis**

### **1.3. Approaches to Needs Analysis**

### **1.4. Needs Taxonomies**

### **1.5. Importance of Implementing Needs Analysis**

## **Introduction**

Needs analysis has a major role in the process of designing and carrying out any language Course, whether it be English for Specific Purposes (ESP) or general English (GE) course, and its centrality has been acknowledged by several scholars and authors (Munby, 1978; Richterich and Chancerel, 1987; Hutchinson and Waters, 1987; Berwick, 1989; Brindley, 1989; Tarone and Yule, 1989; Robinson, 1991; Johns, 1991; West, 1994; Allison et al. (1994); Seedhouse, 1995; Jordan, 1997, Finney, 2002, Hamp-Lyons, L. 2001). The current chapter covers the history of needs analysis, definitions, approaches, needs taxonomies and the importance of implementing needs analysis.

### **1.1 History of Needs Analysis**

The term needs analysis appear in India in the 1920's (Howatt, 1984, p.245), Michael West introduced the term to cover two separate and potentially conflicting terms 'need' contributing to the surrender value of learning: what learners will be required to do with a foreign language in the target situation, and how learners might master the target language good during the period of training. West was focused with secondary level learners whose needs, though ascertainable in broad terms.

Needs analysis has a long history in language teaching It was proposed by the Council of Europe Modern Language Project group before the 1970s. They analyzed the grammatical complexity of sentence structures to design the structurally graded syllabus At the second phase of communicative approaches, the syllabus designers began to identifying the learner's needs .Over the years a significant shift from a narrow approach to a broader approach regarding needs analysis has broadened the scope of needs analysis and has resulted in a wide range of frameworks for needs analysis.

Now different types of frameworks for needs analysis have been designed to identify different types of needs analysis related to the language learning program.

## **1.2 Definition of needs analysis**

Different linguists have defined needs analysis from a different perspective. Some of the important definitions of needs the analysis given by different linguists are:

Needs Analysis is the technique and procedures for collecting information to be used in syllabus design (Nunan,1984,p14), It'state that needs analysis 'Is the cornerstone of ESP and leads to a very focused course'(Dudley-Evans and St John,1998,p.122)

Rechterich (1983) state that needs the analysis is a process which includes gathering information on individuals or a group of individuals who are supposed to learn a language.

Richards and Rogers (1986) defined that needs analysis is a process of identifying the general and specific language needs which can possibly be addressed in developing the content of language syllabus. Thus, the focus may either be put on the general parameters of the syllabus or on the special needs of the learners.

According to Nunan, He argues that “ needs analysis is the techniques and procedures for collecting information to be used in syllabus design “ (1988,p.13). Hutchinson and Waters look at the needs analysis as the necessities, Lacks and wants, They mean by necessities the needs of pupils(1987).However, all these terms have different interpretations from one individual to another.

Brown defines needs analysis as being: 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(1995,p.36)

### **1.3 Approaches to Needs Analysis**

Needs analysis can provide an insight into the beliefs, opinions, and views of the learners, in an attempt to meet the student's needs, scholars have proposed different approaches to the needs analysis in the process of learning, teaching a second language, which is: Target situation analysis (TSA), present situation analysis (PSA), register, discourse and genre analysis

#### **1.3.1 Target Situation Analysis**

Needs analysis was firmly established in the mid-1970's (West,1998), In the earliest Periods it was mainly focused on linguistic and register analysis, Dudley-Evans, and St.john (1998) suggested needs were seen as discrete language items of grammar and vocabulary .However, with the publication of Monday's communicative syllabus design (1978) needs analysis shifted to the learner's purposes in the central position within the framework of needs analysis.

The term Target Needs Analysis was first used by Chambers in his article in which he tried to give a clarification to the confusion of terminology.For Chambers TSA is Communicative in the target situation '(p,29).

Munby (1978) introduced Communicative Needs Processor (CNP). As Hutchinson and Waters (1987,p.54)say:With the development of the Communicative Needs Processor, 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. Munby's model is made up of the following elements (1978, p.32):

**a- Participants:** is all the information that is about the identity and language of the learners: Age, sex, nationality present command of a target language, other languages that are known and the extent of command.

**b- Communication Needs Processor:** It's about the investigation of particular communication needs according to sociocultural and stylistic variables which meet to determine a profile of such needs.

**c- Profile of Needs:** it's fixed through the processing of data in the Communicative Needs Processor

**d-Meaning Processor** 'parts of the socioculturally determined profile of communication needs are converted into semantic subcategories of a predominantly pragmatic kind, and marked with attitudinal tone'(Munby,1978,p.42)

**e-The Language Skills Selector:** identifies 'the specific language skills that are required to realize the events or activities that have been identified in the CNP'(Munby,1978,p.40)

**f-The Linguist Encoder** considers 'the dimension of contextual appropriacy' (Munby, 1978,p.49).

**g-The Communicative Competence Specification:** demonstrates the target communicative competence of the participant and the translated profile needs.

From the above-alluded elements of the Munby model, the predominant one or at least the one that has been mentioned to by other researchers of needs analysis is the Communicative Needs Processor (CNP) which is the basis of Munby's approaches to needs analysis and set up the profile of needs through the processing of eight parameters the

processing of giving us the full description of particular communication needs (Munby,1978).The parameters are:

**1-Purposive domain:** this category set the type of ESP, and then the main objective which is about which the target language will be used for at the end of the course.

**2-Setting:** the physical setting specifying the spatial and temporal aspects of the situation where English will be used,and the psychological setting specifying the different environment in which English will be used.

**3-Interaction** identifies the learner's interlocutors and try to make a prediction about the relationship between them.

**4-Instrumentality:** It's about the specification of the medium, whether the language to be used is written, spoken, or the both of them, Mode: whether the language to be used is in the form of a monolog, dialogue or any other.and channel of communication, I.e., whether it is face to face, radio, or any others.

**5-Dialect:** dialects learners will have to understand or produce in terms of their spatial, and temporal, or social aspect.

**6-Communicative event:** states what the participants will have to do productively or receptively.

**7-Communicative key:** It's about the manner or the attitude of the participants when they are doing their activities comprising an event, I.e., politely or impolitely

**8-Target level:** It's the level linguistic proficiency at the end of the course which might be different for different skills. Many researchers in the field of target situation need analysis followed Munby's CNP.



Hutchinson and Waters (1987) supply a comprehensive target situation analysis framework, which composed of a list of questions the analyst should find answers to. For Hutchinson and Waters (1987) the analysis of target situation needs is “in essence a matter of asking questions about the target situation and the attitudes towards that situation of various participants in the in the learning process” (p.59).

As any other model/approach, however, Munby’s model is not without its critics. Munby given detailed lists of macro functions in his CNP. What he did not comprise was how to prioritize them or any of the affective factors which today are recognized as predominant (Dudley-Evans and St. John, 1998). West (1994: 9-10) mentions the shortcomings of the Munby’s model in terms of four headings:

**1. Complexity:** Munby’s attempt to be systematic and comprehensive automatically made his instrument inflexible ,complex, and time-consuming .

**2. Learner-centeredness:** Munby states that his CNP is learner centered. The starting point of Munby’s may be the learner but the model collects data about the learner rather than from the learner.

**3. Constraints:** Munby’s idea is that constraints should be given after the needs analysis .The procedure, while many researchers think that these practical constraints should be considered at the start of the needs analysis process.

**4. Language:** Munby don’t succeed to provide a procedure for transform the learner profile into a language syllabus. Hutchinson and Waters (1987) also tip out that it is too time to consume and not easy to write a target profile for each student based on Munby’s model. This model only considers one view idea, i.e. that of the analyst, but neglects others (those of the learners, user institutions,etc.). Meanwhile, it does not take into account of the learning needs nor it makes a distinction between necessities wants and lacks

### **1.3.2 Present Situation Analysis**

The term PSA (Present Situation Analysis) was first suggested by Richterich and Chancerel (1980). In this approach, the sources of information are the students themselves, The teaching establishment, and the user-institution, e.g. place of work (Jordan, 1997). The PSA can be carried out by means of established placement tests. However, the background information, e.g. years of learning English, a level of education, etc. about learners can give us with enough information about their present abilities which can thus be predicted to some extent .

Robinson (1991)and Jordan (1997) claimed that present situation analysis (PSA) can be regarded as a complement to target situation analysis, As far as present situation analysis is concerned (Duddy –Evans and St John,p,125) state present situation analysis estimates strengths and weaknesses in language, skills, learning experiences, consequently target situation analysis of establishing what the learners are expected to be like at the end of the language course, present situation analysis attempts to identify what they are like at the beginning of it.In addition ,if the destination point to which the students need to get is to be established, automatically to starting point has to be clearly defined. The present situation analysis can be toted by means of placement tests, However, the background information example years of learning English, Needs analysis may be seen as a combination of (TSA) and (PSA).

### **1.3.3 Pedagogic Needs Analysis**

The term “pedagogic needs analysis” was firstly proposed by West (1998) as an umbrella term to provide a clarification of the following three elements of needs analysis. He claims the fact that shortcomings of target needs analysis should be indemnified for collecting

data about the learner and the learning environment. The term 'pedagogic needs the analysis covers deficiency analysis, strategy analysis learning needs analysis, and means analysis.

#### **1.3.4 Communicative Needs Processor**

It basically refers to the target needs and the target level performance, which are established by investigating the target situation, In the communicative needs process 'the variables that affect communication needs by organizing them as parameters in dynamic relationship to each other'(Munby,1978,p.32), Mundy over all model is made up of the following elements (Participants, Communication Needs Processor, Profile of Needs, Meaning Processor (socio-cultural aspects made into semantic subcategories of a predominantly pragmatic kind), The Language Skills selector, The Linguistic Encoder(dimension of contextual appropriacy) , The Communicative Competence Specification.

#### **1.3.5 Deficiency Analysis**

As Hutchinson and Waters (1987) define lacks can be matched with deficiency analysis. In addition, according to Allwright (1982, quoted in West, 1994), the approaches to needs analysis that has been developed to consider learners' present needs or wants may be called analysis of learners' deficiencies or lacks. From what has already been said, it is clear that deficiency analysis is the way to cover from point of (present situation) to (target situation), always keeping the learning needs in mind. Therefore, deficiency analysis can form the basis of the language syllabus (Jordan, 1997) because it should provide data about both the gap between present and target extra-linguistic knowledge, mastery of general English, language skills, and learning strategies.

### 1.3.6 Register Analysis

As it is obvious from the name, this category of needs analysis has to do with the strategies that learners employ in order to learn another language. This tries to establish the idea of how the learners want to learn rather than what they need to learn (West, 1998). All the above-mentioned approaches to needs analysis, TSA, PSA, and to some extent deficiency analysis, have not been concerned with the learners' views of learning. Allwright who was a settler in the field of strategy analysis (West, 1994) started from the students' perceptions of their needs in their own terms (Jordan, 1997).

It is Allwright who makes a distinction between needs (the skills which a student sees that are relevant to himself or herself), wants (those needs in which students put a high priority in the available), and lacks (the difference between the student's present competence and what they wish and expect competence). His ideas were adopted later by Hutchinson and Waters (1987), who promote a learning-centered approach in which learners' learning needs play a major role. If the analyst, by means of target situation analysis tries to know what learners do with language (Hutchinson and Waters, 1987) learning needs analysis will inform us "what the learner needs to do in order to learn" (ibid, p. 54). Automatically, they advocate a process-oriented approach, not a product- or goal-oriented one. (Hutchinson and Waters, 1987, p. 16). What learners should be taught are skills that enable them to reach their goals which are the target, the process of learning and motivation should be taken into account as well as the fact that different learners learn in different ways (Dudley-Evans and St. John, 1998).

Register analysis focuses on vocabulary and grammar (the element of a sentence). The main motive behind register analysis was the pedagogic one for making the ESP course more relevant to learners' needs. The assumption behind register analysis was that while the grammar of such fields and technical writing does not differ from the general English certain lexical and grammatical forms are much more frequently

Jordan (1997, p.26) quotes Bower (1980) who has noted the importance of learning needs: If we accept...that a student will learn best if what he wants to learn, less well what he only needs to learn, less well still he either wants or needs to learn, it is clearly important to leave room for a learning program for the learner's own wishes regarding both goals and processes.

Hutchinson and Waters' (1987) suggest a framework for analyzing learning needs which composed of several questions, each one divided into more detailed questions. The framework proposed by Hutchinson and Waters (1987) for analysis of learning needs is summarized as well as:

### **1. Why are the learners taking the course?**

- ✓ compulsory or optional?
- ✓ apparent need or not?
- ✓ Are status, money, promotion involved?
- ✓ What do learners think they will achieve?
- ✓ Do they want to improve their English or do they resent the time they have to spend on it?

### **2. How do the learners learn?**

- ✓ What is their learning background?
- ✓ What is their concept of teaching and learning?
- ✓ What methodology will appeal to them?
- ✓ What sort of techniques bore/alienate them?

### 3. What are sources available?

- ✓ the number and professional competence of teachers;
- ✓ the attitude of teachers.
- ✓ teachers' knowledge of and attitude to subject content;
- ✓ materials;
- ✓ aids;
- ✓ opportunities for out-of-class activities.

### 4. Who are the learners?

- ✓ age/sex/nationality;
- ✓ What do they know already about English?
- ✓ What subject knowledge do they have?
- ✓ What are their interests?
- ✓ What is their socio-cultural background?
- ✓ What teaching styles are they used to?
- ✓ What is their attitude to English or to the cultures of the English-speaking world?

Finally, as Allwright (1982, quoted in West, 1994) says the investigation of learners learner's preferred learning styles and strategies gives us a picture of the learners the conception of learning.

#### **1.3.7 Means Analysis**

Means analysis tries to investigate those considerations that Munby excludes (West, 1998), that is, matters of logistics and pedagogy that led to debate about practicalities and constraints in implementing needs-based language courses (West, 1994). Dudley-Evans and

St. John (1998,p.125) propose that means analysis give us information about the environment in which the course will be run, and thus attempts to adapt to the cultural environment in which it will be run. One of the most important issues means analysis is concerned with is an “acknowledgment that what works well in one situation may not work in another” (Dudley-Evans and St. John, 1998,p.124), as Jordan (1997) says it should provide us with a tool for designing an environmentally sensitive course. Swales (1989, quoted in West, 1994) lists five factors which relate to the learning environment and should be considered by curriculum specialists if the course is to be successful. These considerations are:

- ✓ classroom culture
- ✓ EAP staff
- ✓ pilot target situation analysis
- ✓ status of service operations
- ✓ study of change agents

### **1.3.8 Discourse Analysis**

Since register analysis operated almost entirely at word and sentence level, With the development the discourse analysis shifted attention to the level above the sentence and work to find out how sentences were combined into discourse (Hutchinson and Waters, 1987). In addition, West (1998) says that the reaction against register analysis in the early 1970s focused on the communicative values of discourse rather than the lexical and grammatical properties of a register.

The pioneers in the field of discourse analysis (also called rhetorical or textual analysis) were Backstrom, Selinker, and Trimble whose concentrate was on the text rather than on these sentences, and on the writer’s purpose rather than on form (Robison, 1991). In practice,

according to West (1998), this approach tended to focus on how sentences are used in the performance of acts of communication and to generate materials based on functions.

One of the shortcomings of the discourse analysis is that its treatment remains fragmentary, identifying the functional units of which discourse was composed at sentence/utterance level but give limited guidance on how functions and sentences/utterances fit together to form text (West, 1998). There is also the danger that the findings of discourse analysis, which has to do with texts and how they work as pieces of discourse, fail to take sufficient account of the academic context in which communication takes place (Dudley-Evans and St. John, 1998).

Discourse analysis focuses on the text and the level of the sentence rather than on the sentence itself and on the writers objective rather than on the form. Discourse analysis tends to focus more on how sentence used in the performance of acts of communication and generating materials based on functions.

### **1.3.9 Genre Analysis**

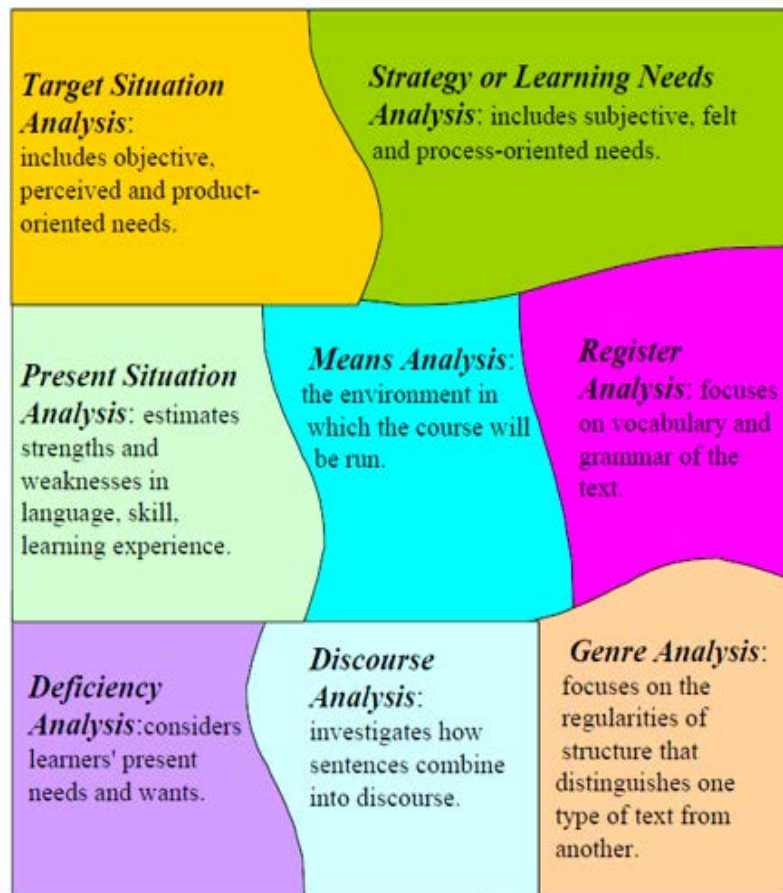
Genre analysis is concerned, According to ( Swales, 1990,p.58) “Comprises a class of communicative events, the numbers of which share some set of communicative purposes”. Genre Analysis refers to the regularities of structure that differ one type of the text from

Another, the term genre may be referred to the study of linguistic behavior in institutionalized academic or professional setting.

Discourse analysis may overlap with genre analysis. Dudley-Evans and St. John (1998, p.87) give a clear distinction between the two terms: “Any study of language or, more specifically, text at a level above that of sentence is a discourse study”. This may involve the study of cohesive links between sentences, of paragraphs, or the structure of the whole text.



The results of this type of analysis make statements about how texts -any text-work. This is applied discourse analysis. Where, however, the focus of text analysis is on the regularities of structures that distinguish one type of text from another, this is genre analysis and the resulting focus on the differences between text types, or genres.



**Figure1.1.** Needs Analysis Jigsaw

### 1.4 Needs Taxonomies

Hutchinson Waters (1987) distinguish between target needs analysis and learning needs.

#### 1.4.1 Target Needs:

They believe that target need is an umbrella term that hides a number of important distinctions. They look at the target situation in terms of necessities,lacks and wants as following:

**a) Necessities:**

"The type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation" (p. 55).

**b) Lacks:**

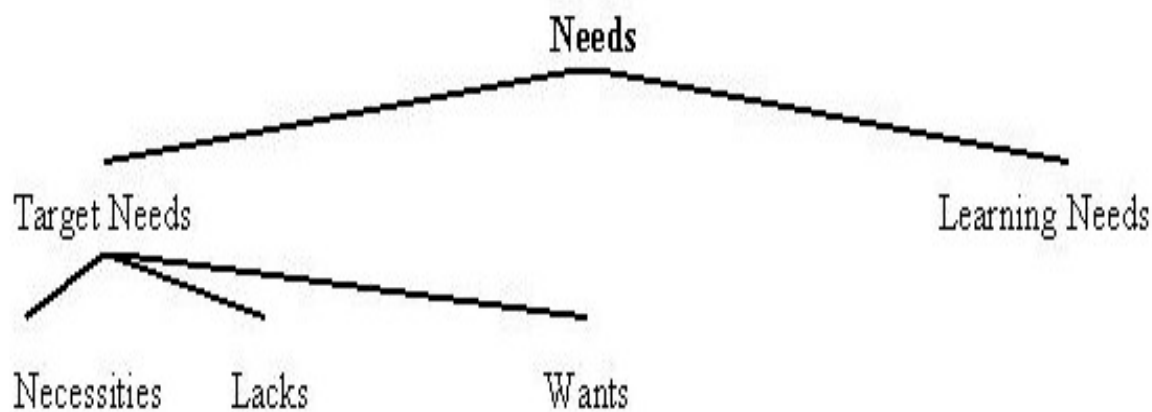
The authors believe that identifying necessities alone is not enough and that we also need to know what the learner knows already, as this helps us decide which of the necessities the learner lacks. In other words, we need to match the target proficiency against the existing proficiency, and the gap between them is the learner`s lacks.

**c) Wants:**

Learners' wants and their views about the reasons why they need language should not be ignored, as students may have a clear idea about the necessities of the target situation and will certainly have a view as to their lacks. Actually, this might be a problem as the learner`s views might conflict with the perceptions of other interested parties, e.g. course designers, sponsors, and teachers.

**1.4.2 Learning Needs:**

Learning needs explain how students will be able to move from the starting point (lacks) to the destination (necessities). Hutchinson and Waters (1987) claim that it is naive to base a course design simply on the target objectives and that the learning situation must also be taken into account. They add that the target situation alone is not a reliable indicator and that the conditions of the learning situation, the learners' knowledge, skills, strategies, and motivation for learning are of prime importance. The figure (2.1) below illustrate the taxonomy.



(Figure 1)

**Figure.1 2.** Hutchinson and Water's (1987) Classification of Needs Analysis

The authors then offer a target situation analysis framework that consists primarily of the following questions:

- ✓ Why is the language needed?
- ✓ How will the language be used?
- ✓ What will the content areas are?
- ✓ Who will the learner use the language with?
- ✓ Where will the language be used?
- ✓ When will the language be used?

They also offer a similar framework for analyzing learning needs that comprise the following questions:

- ✓ Why are the learners taking the course?
- ✓ How do the learners learn?
- ✓ What resources are available?
- ✓ Who are the learners?

- ✓ Where will the course take place?
- ✓ When will the course take place?

Finally, the writers offer various ways for gathering information about the target needs such as: Questionnaires, interviews, observations, data collection, and informal consultations with sponsors, learners, and others.

Hutchinson and Waters (1987) classification of needs analysis, West (1994) propounds the following delineation:

**1) Target situation analysis:**

It identifies the 'necessities', i.e. the demands of the target situation or, in other words, what the learners need to know in order to function effectively in the target situation.

**2) Deficiency analysis:**

It is, as mentioned earlier, the gap between what the target trainees know at present and what they are required to know or do at the end of the program. Other aspects of deficiency analysis investigate whether students are required to do something in the target language that they cannot do in their native language.

**3) Strategy analysis:**

It mainly identifies the learners' preferred learning styles. Obviously, the focus here is on methodology, but there are other related areas such as reading in and out of class, grouping size, doing homework, learning habits, correction preferences, etc.

#### **4) Means analysis:**

It is mainly concerned with the logistics, practicalities, and constraints of needs-based language courses. West (1994) points out that some analysts believe that instead of focusing on constraints, it might be better if course designers think about how to implement plans in the local situation.

#### **5) Language audits:**

This basically includes 'any large-scale exercise forming the basis of strategic decisions on language needs and training requirements carried out by or for 1) individual companies, 2) professional sectors, 3) countries or regions' (West 1994, p. 12). West indicates that language audits may simply be used to identify and describe the current state of language teaching. Nevertheless, they may also be used to help a certain country or organization to formulate a new strategy based on the clients' needs that may take months or even years to implement.

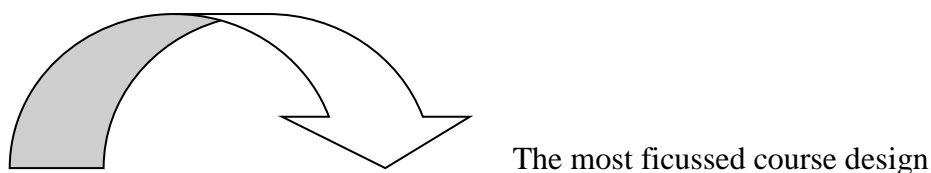
Needs Analysis have been stated by Benesch (1996). She distinguishes between descriptive needs analysis (DNA) and critical needs analysis (CNA). DNA is mainly concerned with the description of the target situation so as to function as a basis for curriculum design and/or curriculum development. In DNA, thus, no attempt is made in order to change the status, and students are trained within the current state in order to fulfill the demands of the target situation. CNA, on the other hand, attempts to find ways that may modify the existing conditions and, consequently, aspire to change the target situation. Benesch (1996) states that the majority of NA in the fields of ESP/EAP is essentially descriptive. Another distinction has been endeavored by Sysoyev (2000) who prefers the term Students Analysis of needs analysis. He states that the former does not only inform us of students' needs but it also acquaints us with other equally important factors such as: students' motivation, learning styles, field knowledge in the native/foreign language, etc.

## 1.5 Importance of Implementing Needs Analysis

Needs analysis is one of the ESP passages that make it more effective and sufficient, it refers to a course development process. In this process the language and skills that the learners will use in the target workplace are identified taking into account the present knowledge of learners, their perceptions of their needs and constraints of teaching context.

This figure below explains the view:

The well conducted Needs Analysis



**Figure 1.3** The Role of Needs Analysis

Needs Analysis in language teaching may use in numerous of different purposes, for (Richard 2001) ; it leads to fulfilling various aims, for example:

1. To help determines if an existing course adequately addressed the needs of potential students.
2. To ensure if there is a real and beneficial change of direction that stakeholders feel is important.
3. To determine which students from a group are most in need of training in particular language skills.
4. To collect information about particular problem learners are experiencing.
5. To ascertain what cognitive and academic skills students have acquired in English.
6. To determine the cultural, and personal characteristics of students.

7. To identify students perceptions of language difficulties they may face
8. To determine current levels of language proficiency of students

In it's simplest form, Needs Analysis is a pre-course process in which knowledge is gathered to facilitate the teacher or course designer focus on what the course should scope on what content in terms of language and skills to be included and what methods are.

## **Conclusion**

Needs analysis is an important tool in course design and it provides validity and relevancy for all subsequent course design activities. It enables the pupils to use the foreign language to accomplish tasks that are most relevance to them.

# Chapter II

## **Course Design**

### **Introduction**

#### **2.1. Definitions of Course Design, Syllabus and Curriculum**

#### **2.2. Approaches to Course Design**

#### **2.3. Syllabus Design**

#### **2.4. Types of Syllabus**

#### **2.5. Models of the Course Design**

#### **2.6. Course Design and Review Questions**

#### **2.7. The Course Design Process**

#### **2.8. Evaluation**

#### **2.9. Types of Assessment**

#### **2.10. Course Evaluation**

#### **2.11. Approaches and Methods in Language Teaching**

### **Conclusion**



## **Introduction**

The current chapter covers the definitions of course design, syllabus, curriculum, approaches of course design, types of syllabus design, models of course design process course design, review questions, the course design process, evaluation, learner assessment, types of assessment, course evaluation and approaches methods in language teaching.

### **2.1 Definitions**

#### **2.1.1 Course Design**

A plan or drawing produced to show the look and function or workings of a building, garment, or another object before it is made.(Oxford Dictionary)

#### **2.1.2 Syllabus**

Shaw (1975) defines a syllabus as “a statement of the plan for any part of the curriculum, excluding the element of curriculum evaluation itself” (p. 62). While Hutchinson and Waters (1987) define syllabus as follows: “At its simplest level, a syllabus can be described as a statement of what is to be learned; it reflects the language and linguistic performance” (p.80). However, Graves (1996), citing White's (1988) definition, states that “the syllabus will be defined narrowly as the specification and ordering of content of a course or courses”. Syllabus is most often defined as specifications of content to be taught in a course, and is about with course objectives (Dubin and Olshtain, 1986; Jordan, 1997; Nunan, 1988; Richards, 2001). In this respect, it is clear that a syllabus is limited to particular subject of a particular class. Brumfit (1984) defines a syllabus is seen as being concerned essentially with the selection and grading of content.

Syllabus is a framework within which the activities can be taken away: teaching device to facilitate learning. It becomes threat to pedagogy when is considered as absolute rules for occur what is to be learned rather than points of reference from which bearings can be taken (Widdowson, 1984, p.26)

### **2.1.3 Curriculum**

Curriculum is a very general concept which takes into consideration of the whole complex of philosophical, social and administrative elements which contribute to the planning of an educational program (Allen,1984,p.61)

Shaw's (1975) says, “the curriculum includes the goals, objectives, content, processes, resources, and means of evaluation of all the learning experiences planned for pupils both in and out of the school and community, through classroom instruction and related programs...”(p. 83). According to Allen (1984, p.64), Curriculum is “a very general concept involving consideration of the whole complex of philosophical, social, and administrative factors which contribute to the planning of an education program”. From this definition it is ostensible that curriculum is a wider concept as compared with a syllabus so that it contains everything about learning/teaching. Also, it’s decision-making, in relation to identifying learner’s needs and Purposes; establishing goals and objectives; selecting and grading content; organizing appropriate learning arrangements and learning groupings; selecting; adapting, or developing appropriate materials, learning tasks, and assessment and evaluation tools.

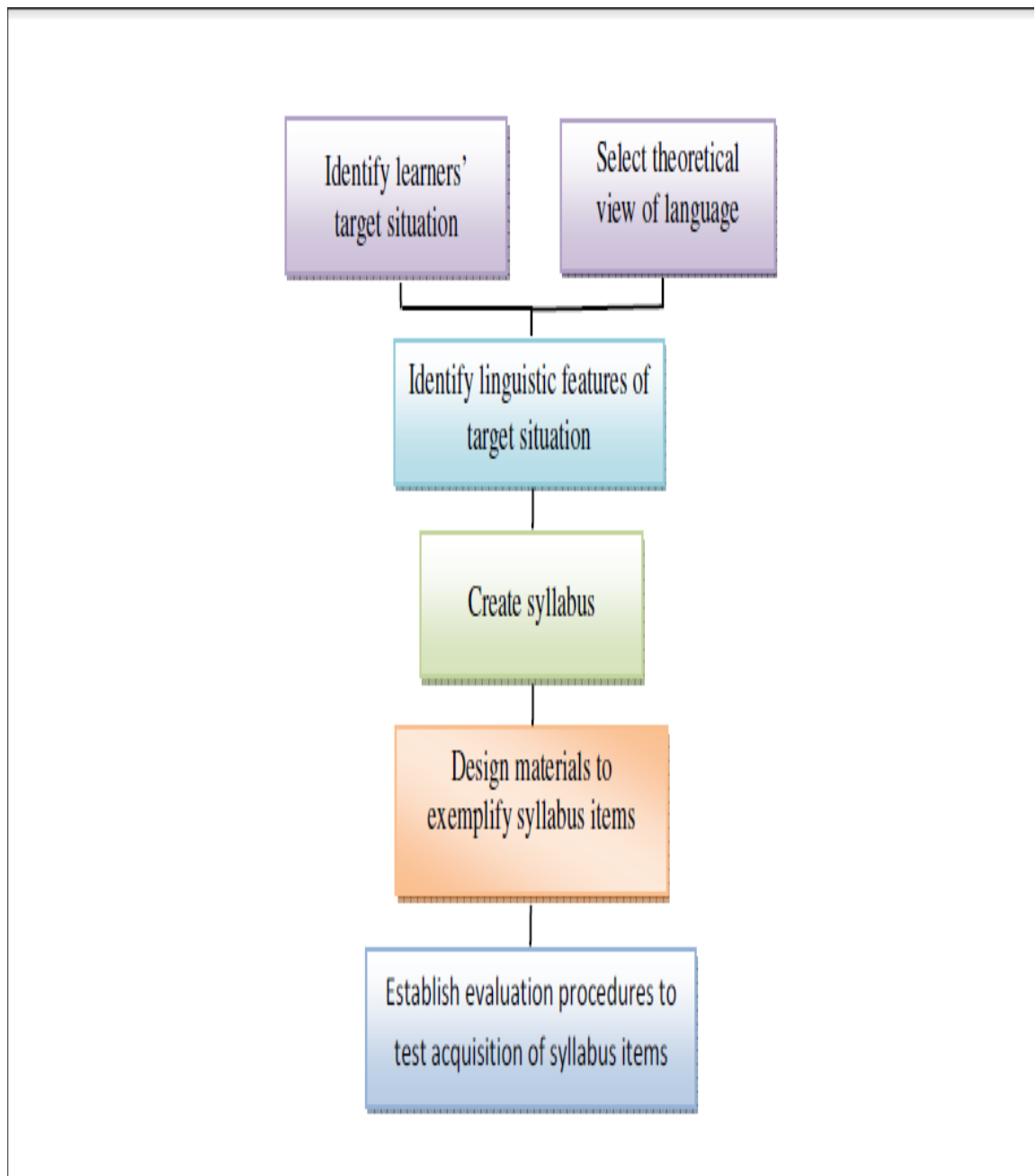
The concept of syllabus is seen as tool for the teacher which can help and facilitate for them working perfectly of course with the help of the syllabus designer,teachers can achieve their objective which is fitting the needs and the aims of the learners and the exercise which will take place in the classroom (Yalden,1984,p.14).

## **2.2 Approaches to Course Design**

According to students'needs analysis, there are several approaches of courses design.Hutchinson & Waters, (1987, p. 83) identify three main types of course Design: language centered, Skill-centred and learning-centred Language-centred Approach to Course Design

### **2.2.1 Language centered approach to course design**

The Language-centered course design aims to connect between the analyses of the target situation. It proceeds as follow:



**Figure 1.4.** Language-centred approach to course design (Source: Hutchinson and Waters, 1987, p. 66)

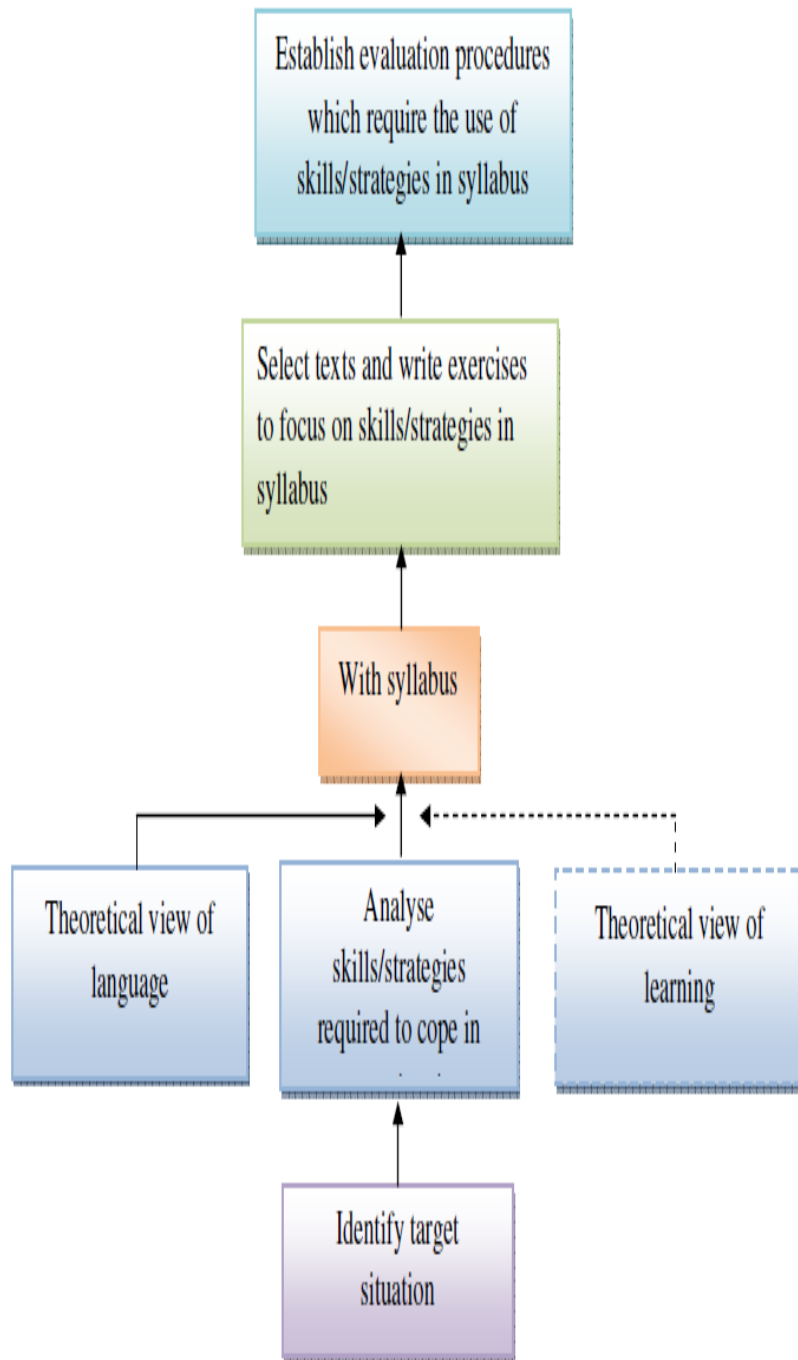
Hutchinson and Waters (1987) find out the weaknesses of language-centered approach in constructing a syllabus:

- ✓ It is not learner-centered but simply learner-restricted syllabus.
- ✓ It is a static and an inflexible procedure. Once the initial target situation analysis is done, no change occurs.

- ✓ It appears to be systematic.
- ✓ It gives no acknowledgment to other factors which play a part in course design.
- ✓ A language-centered approach is at the surface level. It says nothing about competence that underlies performance.

### **2.2.2 Skills-centered Approach to Course Design**

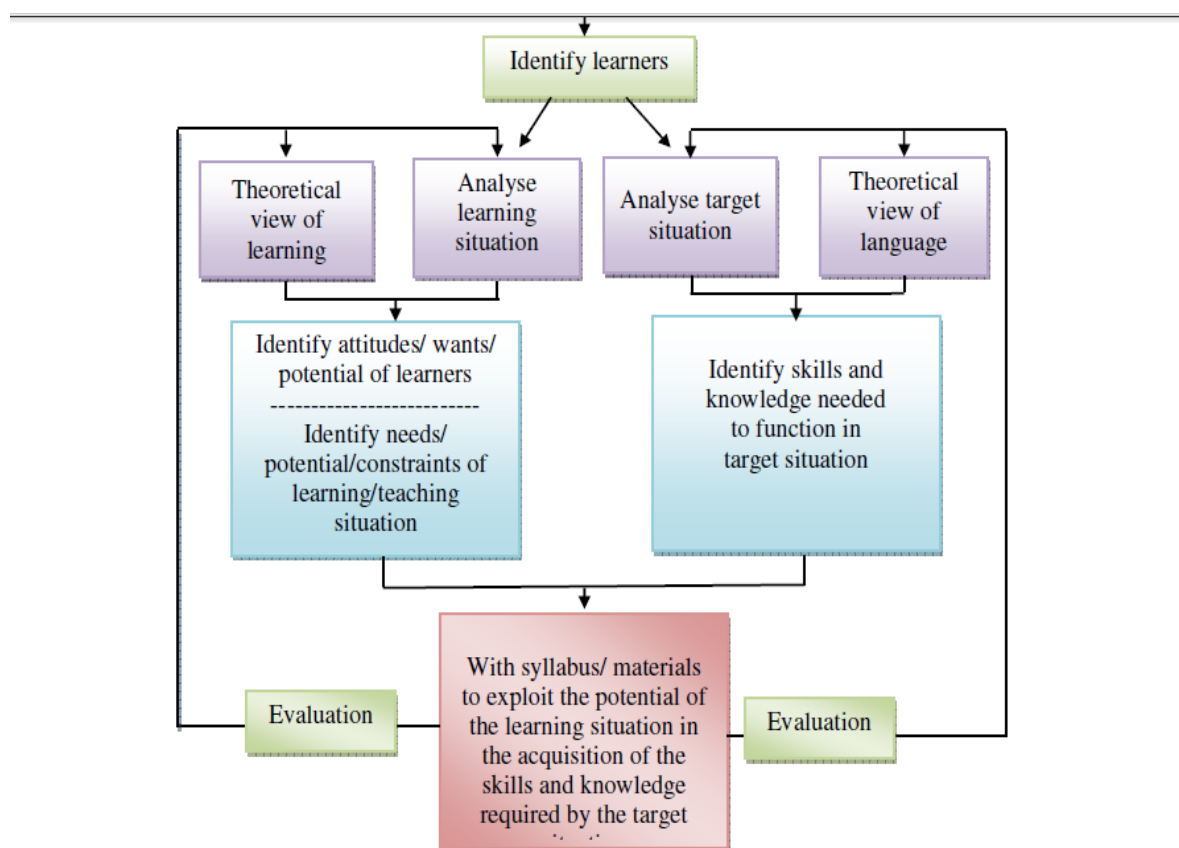
The skills-centered course design “sees the course as helping learners to develop skills and strategies which will continue to develop after the ESP course itself.” (Hutchinson & Waters, 1987). The authors argue that this approach “provides a basis for discovering the underlying competence that enables people to perform in the target situation” (p.70). In this approach the course design is oriented language in use rather than language learning.



**Figure 1.5** : Skills-centred approach to course design (source: Hutchinson and Waters, 1987, p. 71)

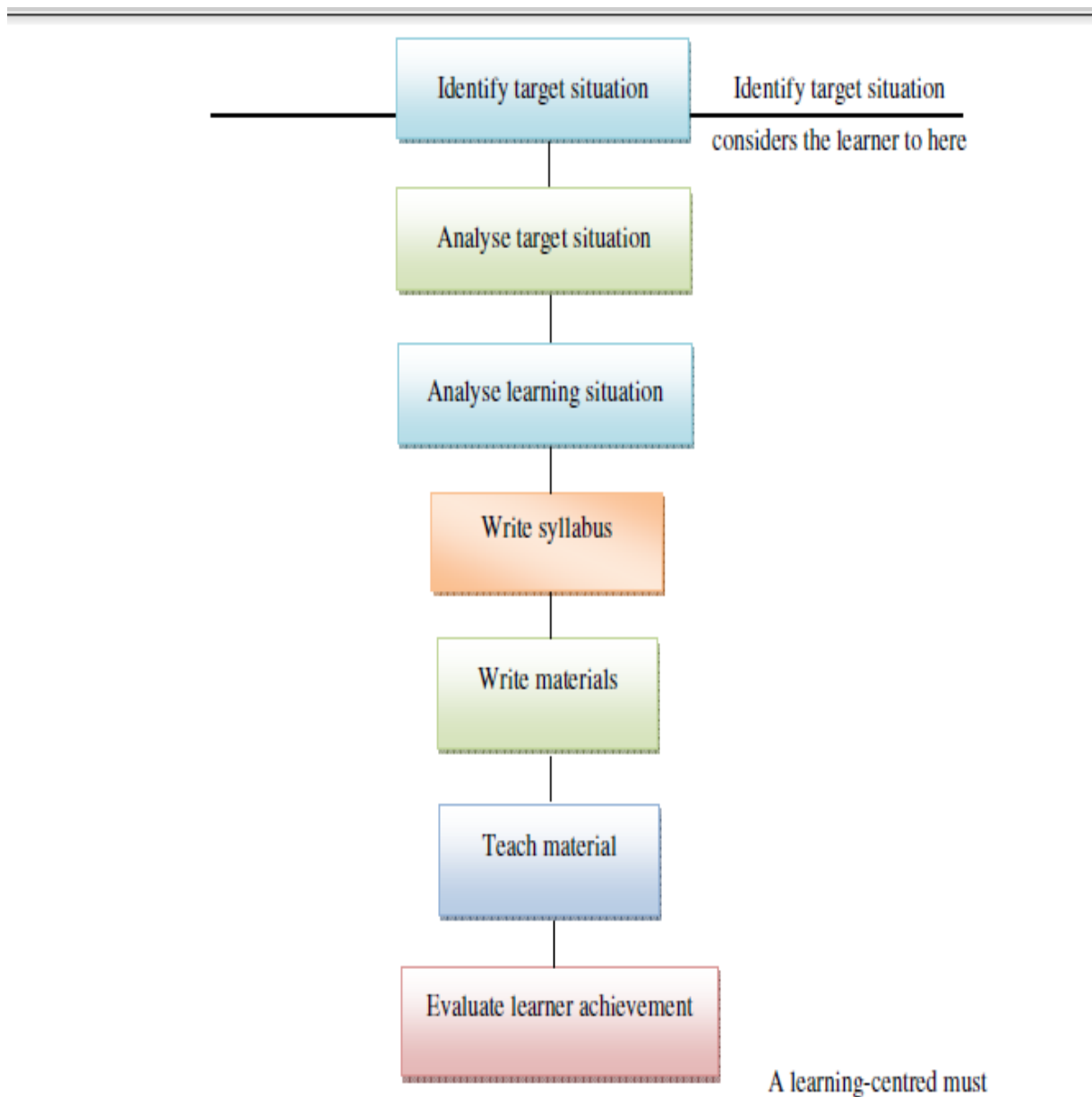
### 2.2.3 A learning-centered Approach to Course Design

This approach to course design focus on the idea that gives more attention to how learners learn. Indeed, Hutchinson and Waters argue that this approach “is based on the principle that learning is totally determined by the learner.”(1987,p.72). Also, learner needs are approached from two sides: target needs and learning needs. Target needs are defined as “what the learner needs to do in the target situation” (Hutchinson & Waters, 1987, p. 54). However, learning is «an internal process, which is crucially dependent upon the knowledge the learners already have and their ability and motivation to use it.” (Hutchinson and Waters, 1987, p. 72). The learner-centred course design process is shown in the following figure.



**Figure 1.6 :** Learning-centred approach to course design (sourced: Hutchinson and Waters, 1987, p. 74)

The following diagram establishes the relationship between the three approaches to course design



**Figure 1.7:** A comparison of approaches to course design (source: Hutchinson and Waters, 1987, p. 73)



## **2.3 Syllabus Design**

According to Taba (1962), a syllabus design should follow the following steps:

- ✓ Needs Analysis
- ✓ Formulation of objectives
- ✓ Selection of content
- ✓ Organization of content
- ✓ Selection of learning activities
- ✓ Organization of learning activities
- ✓ Decisions about what needs evaluating and how to evaluate.

For Munby (1984), syllabus design is "a matter of specifying the content that needs to be taught and then organizing it into a teaching syllabus of fitting learning units.

Webb (1976) claims that syllabus design is seen as the organization of the selected Contents into an ordered sequence for teaching purposes. He suggests the following criteria:

- ✓ Progress from known to unknown matter,
- ✓ Appropriate size of teaching units,
- ✓ A proper variety of activity,
- ✓ Teachability and
- ✓ Creating a sense of purpose for the student.

## **2.4 Types of syllabus**

Hutchinson and Waters (1987) states classification of syllabuses on six main types, according to what will be learned: Evaluation Syllabus, Organizational Syllabus, Material Syllabus, Teacher Syllabus, Classroom Syllabus and Learner Syllabus.

### **2.4.1 Evaluation syllabus**

The statement of what is to be learned, handed down by ministries and/or regulatory bodies. “It states what a successful learner will know by the end of the course. In effect, it puts into account the basis on which success or failure will be evaluated. Thus we might refer to this as an evaluation syllabus. It shows an official assumption as to the nature of language and linguistic performance” (Hutchinson & Waters, 1987, p. 80). This type of syllabus can not be used without having a view of the different components of language.

### **2.4.2 The Organizational Syllabus**

Organizational syllabus concentrate on both what should be learned and the order in which it should be learned. An example of an organizational syllabus is the contents page of a textbook. It’s so different from evaluation syllabus in that it carries assumptions about the nature of learning as well as language, since, in organizing the elements in a syllabus, it is important to consider items which depend upon a view of how people learn (Hutchinson & Waters, 1987, p. 81).

The following items must be considered:

- ✓ What is more easily learned
- ✓ What is more fundamental to learning?
- ✓ Are some items needed in order to learn other items?
- ✓ What is more useful in the classroom?

### **2.4.3 The Materials Syllabus**

This type of syllabus the scope is on how learning will be achieved. The first person to interpret the material is the material writer. While writing the materials, the writer makes supposition about the nature of language, language learning, and language use. Hutchinson

and waters decides the contexts in which the language will appear, the relative weightings and integration of skills, the number and the type of activities to be spent on any aspect of language, the degree of revision. (1987, p. 81).

#### **2.4.4 The Teacher Syllabus**

With the studies over the years, it appears lot of ideas the most important one is the teacher the syllabus which is provided to students through the mediation of a teacher, we have the teacher syllabus (Breen, 1984). “The teacher can influence the clarity, intensity, and frequency of any item, and thereby affect the image that the learners receive.” (Hutchinson and Waters, 1987, p. 82).

#### **2.4.5 Classroom Syllabus**

Two target objectives are fundamentals in a classroom, to plan a lesson and to achieve what has been planned in the classroom? According to Hutchinson and Waters (1987), Many conditions may affect the planned lesson. Some of them are extraneous factors such as noise from outside, hot weather, interruptions to deal with other things. Other conditions that may affect the classroom learning might come from the learners as a group such as tiredness, distractions, etc. However, Hutchinson and waters point out that the classroom is not simply a neutral channel for the passage of information from teacher to learner, it is a dynamic, interactive environment, which affects the nature both of what is taught and what is learned (p. 82). Breen (1984), claims that “the classroom generates its own syllabus” (p. 66).

#### **2.4.6 The Learner Syllabus**

The learner syllabus is an inner syllabus. It is the network of knowledge that develops in the learner’s brain and which enables that learner to comprehend and accumulate the later knowledge (Hutchinson & Waters, 1987, p. 83).Candlin (1984) describes it as “a retrospective

record of what has been learned rather than a prospective plan of what will be learned.” A syllabus can be ‘Product oriented’ or ‘Process oriented’. Indeed, product-oriented syllabus, which is a synthetic approach, concentrate on the product (outputs) of language learning. It holds the following approaches to syllabus design (Wilkins, 1976):

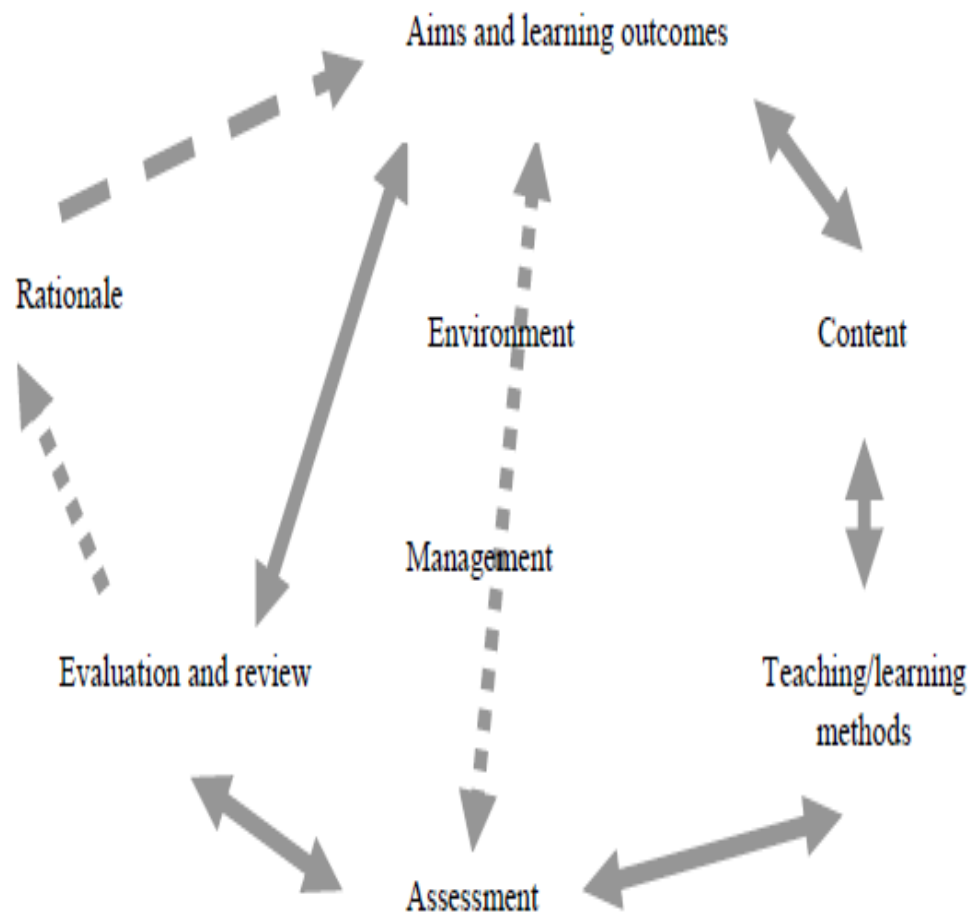
- ✓ **Structural approach:** it is organized around grammar;
- ✓ **situational approach:** it is organized around speech setting and language use in everyday life;
- ✓ **Notional/functional approach:** it emphasizes the communicative functions of language communicative use of patterns.

However, process-oriented syllabus, which is an analytic approach, focuses on the specification of learning tasks and activities that students will undertake. It contains the following approaches: procedural/task-based, learner-led and proportional.

- ✓ procedural/task-based approach: It focuses on practice and interaction, and uses tasks and activities to encourage learners to use the language communicatively.(Ellis, 1999)
- ✓ learner-led approach: it emphasizes what learner want to do. It involves students’ interest and motivation in the syllabus design (Breen and Candlin, 1984)
- ✓ Proportional approach: it is designed to be dynamic, not static, with ample opportunity for feedback and flexibility (Yelden, 1987).

## 2.5 Models of the course design process

The following diagrams illustrate the outcomes-based course design process:



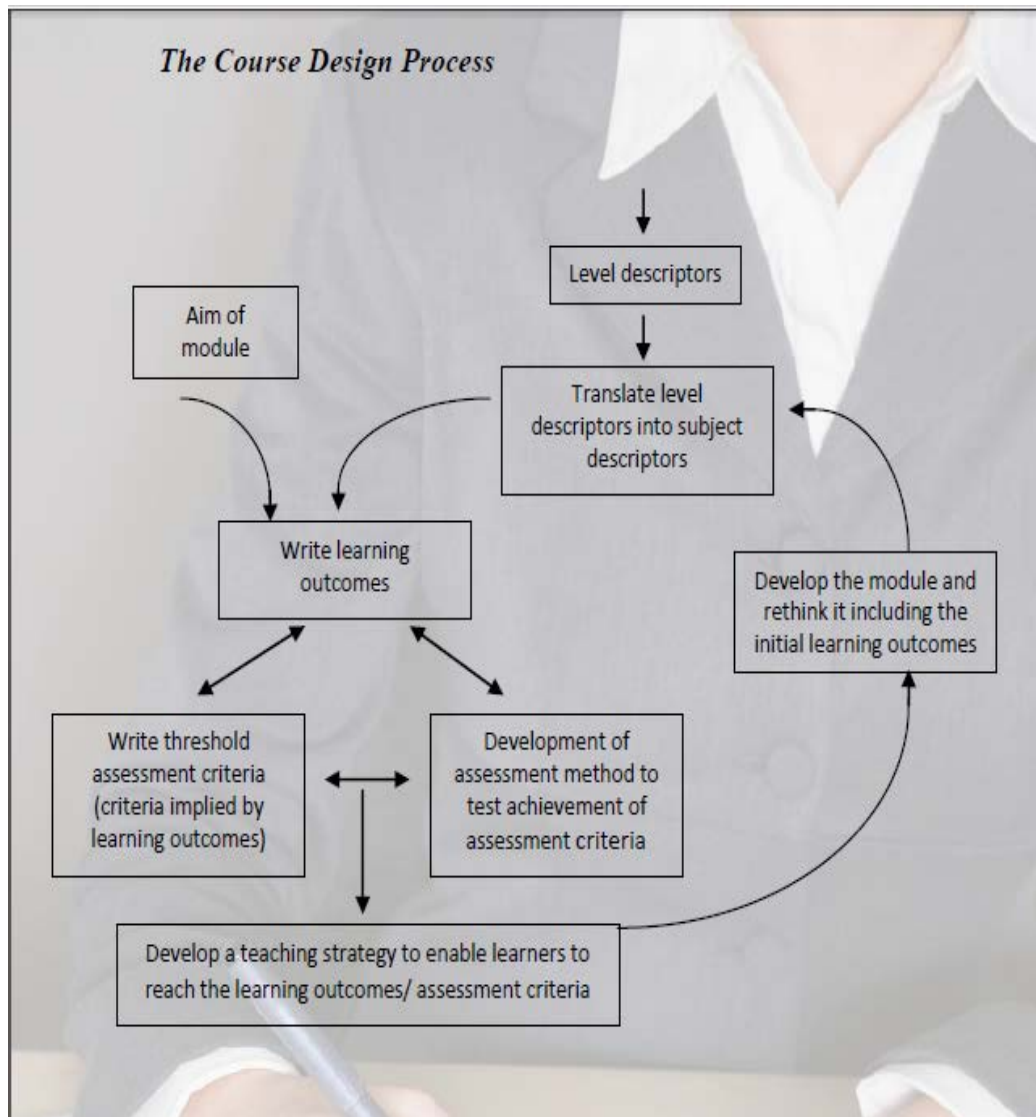
**Figure 1.5** (Butcher et al, p.22)

## 2.6 Course design and review questions

| <b>Design cycle</b>        | <b>Design question</b>                                       |
|----------------------------|--|
| Rationale                  | Why are we doing this?                                       |
| Aims and learning outcomes | What should the learners be able to do ?                     |
| Content                    | What content will be needed to achieve it?                   |
| Teaching/learning methods  | How are we planning to enable it?                            |
| Assessment                 | How will we know that the learners have achieved the goals ? |
| Envirement                 | What support will the learner need?                          |
| Management                 | How will we make it happen?                                  |
| Evaluation and review      | How might it be improved?                                    |
| Rationale                  | Is this still valid?   |

**Table 1.1** : (Butcher et al, p.23)

## 2.7 The course design process



**Figure1.8** :( Moon, p.23)

## 2.8 Evaluation

According to Hutchinson and waters (1987), there are two forms of evaluation: learner assessment and course evaluation.

### 2.8.1 Learner assessment

There are three important types of assessment which are: placement tests, achievement tests and proficiency test.

### **2.8.2 Placement tests**

The main objective of the placement tests is to suit the learners needs, it is a kind of pre test

### **2.8.3 Achievement tests**

The achievement test is about assessing the attainment process of the learners.

### **2.8.4 Proficiency tests**

These assess wether or not the learners can cope with the demands of the particular situation (Hutchinson and Waters 1987)

## **2.9 Types of assessment**

There are two main types of assessment which are: assessment may be formative, as well as summative.

### **2.9.1 Formative assessment**

Formative assessment is about diagnosing learners strengths and weaknesses and help teachers determine the next step to curry out learning process.

### **2.9.2 Summative assessment**

Summative assessment is about the evaluation of general level of achievement of the learners .The main objective is also to discriminate and compare among individuals for administrative need.



## 2.10 Course Evaluation

According to Hutchinson and Waters (1987), course evaluation “helps to show how well the course is actually fulfilling the need”, there are four aspects of course evaluation (Anderson and Waters, 1983), cited in (Hutchinson and Waters, 1987p.152).

- ✓ What should be evaluated?
- ✓ The ability of the teachers to collect information and use them.
- ✓ The ability to satisfy the learners needs as language learners and language users.
- ✓ How the course can be evaluated?
- ✓ It could be evaluated through test, discussion, comments, etc
- ✓ Who should be involved in the evaluation?
- ✓ The teachers, the learners, and course designers.
- ✓ When (and how often) should evaluation take place?

It is not easy to determine how often course design evaluation should be done .It depends on the characteristics of individuals situation, However, Hutchinson and Waters (1987), claimed that the most important times occur:

- ✓ In the first week of the course .
- ✓ At regular intervals throughout the course.
- ✓ At the end of the course .
- ✓ If possible, after the course.

## **2.11 Approaches and Methods in Language teaching**

### **2.11.1 Structural approach /methods**

#### **2.11.1.1 Grammar Translation Method (GTM)**

Grammar Translation Method appeared in the 19<sup>th</sup> century ,it focuses on the knowledge of Latin and Greek ,which were the dominant languages in the universities ,it emphasizes the memorization of grammar rules and lists of native language equivalent vocabulary .Also, the study of written test.However,reading and writing were more emphasized rather than listening and speaking .(Richards and Rodgers 2001).

This method is based on the deductive learning ,the teacher play a major role by providing their learners the rules explicitly through the mother tongue Rrichard and Rodgers 2001).

#### **2.11.1.2 Audio Lingual Method**

It is called “the army method “because it was developed by U.S.A army during the Second world War .The main purpose was to teach learners to speak a foreign language as native speakers .It emphasizing on phonology, morphology and pronunciation. The basic focus of materials in this method is dialogue ,it serves three functions :it illustrate the target structure, illustrate where the structure may be used and providing cultural information for language use. However,in Grammar Translation Method ,the first language is eliminated from the classroom.(Richard and Rodgers 2001).

### **2.11.12.1 Functional Approaches /Methods**

### **2.11.12.2 Oral Approaches / Situation Language teaching**

Oral Approaches is developed in the 1930's to the 1960's by British applied linguists. It depend on the structural view of language .The speech and structure were seen to be fundamental of language .It emphasizes on the oral practices.(Richard and Rodgers 2001).

### **2.11.13.1 Interaction Approaches /Methods**

### **2.11.13.2 Direct Method**

Direct Method was proposed first by French and German educators and then interduced to America commercial language schools by Berliz at the 20<sup>th</sup> .This approach was elaborated as reaction to GTM .It argues that the language should be learned in the same way children begin learn his/her L1language .In this method the four skills are learnt unductively.However,the grammar rules are not explicitly taught.(Richard and Rodgers 2001)

### **2.11.13.3 Suggestopedia**

It is about studying of suggestive factors in a learning situation .Which means that the brain can be stimulated through the power of suggestion .It is developed by Georgi Lazanov,Suggestopedia sees the physical surroundings and atmosphere of the classroom as a vital importance.

### **2.11.13.4 Total Physical Response (TPR)**

Total Physical Response developed in the 1970s. It was mainly focused on the principle that the human brain is programmed for acquiring any natural language.

“If children learn much of their language from speech directed at them in the form of commands to perform actions, the adults will learn best in that way too. Accordingly, TPR asks students to respond physically to the language they hear.” (Richards & Rodgers (2001)

#### **2.11.13.5 The Silent Way**

The Silent Way Method was founded in the early 1970's by Caleb GATTEGNO, sharing many of the same essential principles as a cognitive code. The most important characteristic of the method was that the teacher typically stayed silent most of the time, as part of his/her role as helper because it is believed that the learner discovers and creates language rather than just remembers and repeats what has been taught. (Richards & Rodgers (2001)

#### **2.11.13.6 Notional/Functional Approach**

Notional /Functional Approach in 1972 by the British linguist D. A.WILKINS, it showed how language could be categorized on the bases of notions, such as: quantity, location and time; and functions such as: making requests, making offers and apologizing. (Richards and Rodgers (2001)

#### **2.11.13.7 Communicative Language Teaching/Learning**

Communicative Language Teaching Learning is interested in giving students the skills to be able to communicate under various circumstances. It emphasizes more on obtaining native-speaker-like fluency and pronunciation rather than the learning of specific grammatical rules. The focus is on functional language usage and the learners' communicative competence to express their own ideas, feelings, attitudes, desires and needs. (Richards & Rodgers (2001)

### **2.11.13.8 Competency-based Teaching / Learning**

Competency –based Teaching method is enable students to become autonomous individuals capable of coping with the demands of the world. CBLT teaches language as a function of Communication about concrete tasks. The emphasis is on overt behaviors rather than on knowledge or the ability to talk about language and skills. (Richards & Rodgers (2001)

### **Conclusion**

In the end, planning a course design is an important step for many teachers, it will facilitate for them to select a body of content and deciding which information will transmit it for their pupils. However, a well designed course is useful for teachers and pupils too.

# **Chapter III**

## **The Presentation and Analysis of Data**

### **Introduction**

#### **1. Methods of the Research**

#### **2. Sample of the Research**

#### **3. Data Gathering Tools**

##### **3.1. Teachers Questionnaire**

###### **3.1.1. Aims of the Questionnaire**

###### **3.1.2. Questionnaire Administration**

###### **3.1.3. Description of the Students Questionnaire**

###### **3.1.4. The analysis of the Questionnaire**

###### **3.1.5. Discussion of the findings of the students**

##### **Questionnaire**

##### **3.2. The teachers Interview**

###### **3.2.1. Description of teachers interview**

###### **3.2.2. Interview Analysis**

###### **3.2.3. Discussion of the findings of the Teachers**

##### **Interview**

##### **Conclusion**

##### **Recommendations**

## **Introduction**

After presenting the literature review in the two previous chapters about investigating the importance of needs analysis to course design it is high time to shift to something more practice, we try to prove the importance of needs analysis in course design. We have tried to investigate how to do second-year pupils at the Biskra Middle School learning English, and if the teachers of English take into account their pupils need. As a result to conduct our investigation and confirming our hypothesis we have a deal with two data gathering tools. The major one was the questionnaire addressed to the second year pupils at Biskra Middle School. In addition, we have used the interview in order to collect more information and to confirm the questionnaire.

### **1. Method of the Research**

According to the nature of our problem, we have chosen the method of our study. This method is the descriptive method that is able to determine the facts about the actual situation.

### **2. Sample of the Study**

In our research, we have deal with twenty(20) teachers of English in Youcef El Amoudi Middle school. Zrari, Khawla Bent El Azwer, Al Ikhwa Geroufe, Ghamri Hocine, El Ikhwa Berket, Lizard. The selection have been random as a sample to provide answers to the distributed questionnaire. Furthermore, for the sake of fulfilling the objectives of this research, some sessions of English have been regularly attended, as an interview.

The particular number of teachers who have either partly answered the questionnaire and interview or have completely avoided some questions. As far as questionnaires and interview concerned, it could be deduced that some teachers feelings, e.g. the embarrassment to answer particular questions.

### **3. Data Gathering Tools**

The data gathering tools ground on the objective of our research. Its goal is seeking, and understanding the importance of needs analysis in course design. So we have two gathering tools; questionnaire; to know different teachers opinions, teacher interview to confirm their views.

#### **3.1. Teachers Questionnaire**

##### **3.1.1. Aim of the Questionnaire**

The main aim of this questionnaire is to know teachers opinions about the importance of needs analysis in course design.

##### **3.1.2. Questionnaire Administration**

The teachers'' questionnaire administered during the second semester of academic year 2017-2018; it handed to (20) teachers of English from different middle schools. All the (20) papers that have been distributed were returned since they have been administered in our own Presence to make sure that all teachers understand the questions.

##### **3.1.3. Description of the Students' Questionnaire**

Teachers questionnaire included both open and close- ended questions. However, provides a free space for their personal suggestions. It includes (16) sixteen questions, each question investigate a different but a relevant issue.

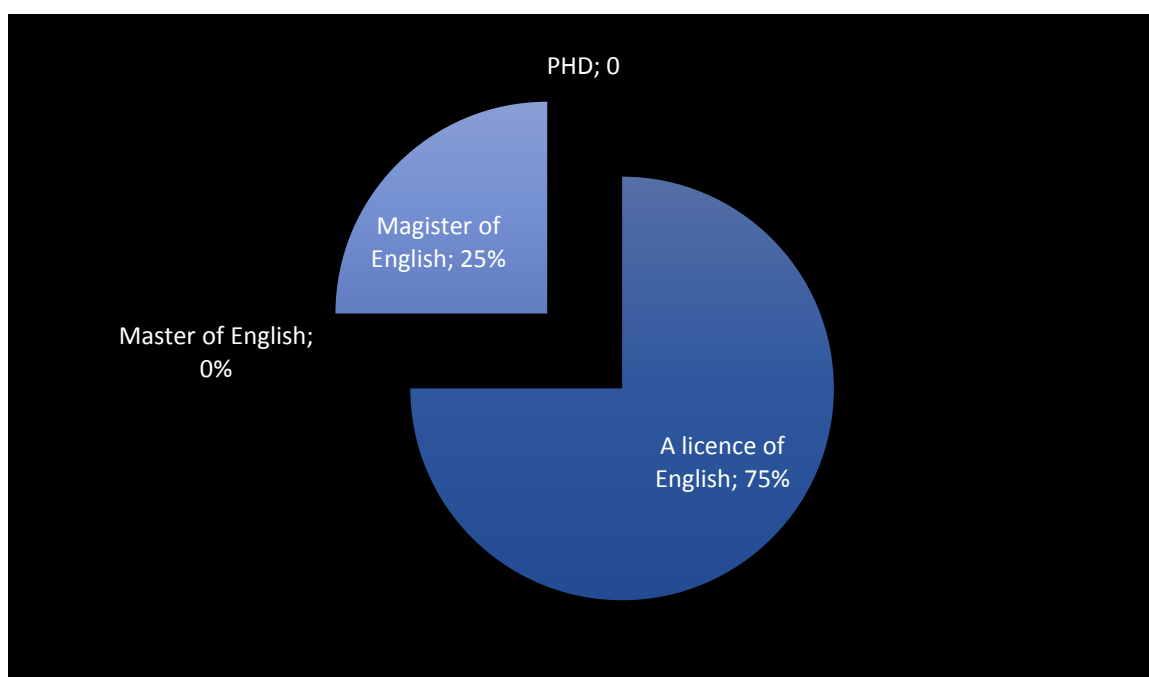


### 3.1.4. The analysis of the questionnaire

**Question 1:** Which degree do you have?

| Degrees              | Numbers | Percent |
|----------------------|---------|---------|
| A license of English | 15      | 75%     |
| Master of English    | 0       | 0%      |
| Magister of English  | 5       | 25%     |
| PHD                  | 0       | 0       |
| Total                | 20      | 100%    |

**Table 2.1:** Teachers of English degree distinction.



**Figure 2.1:** Teachers of English degree distinction.

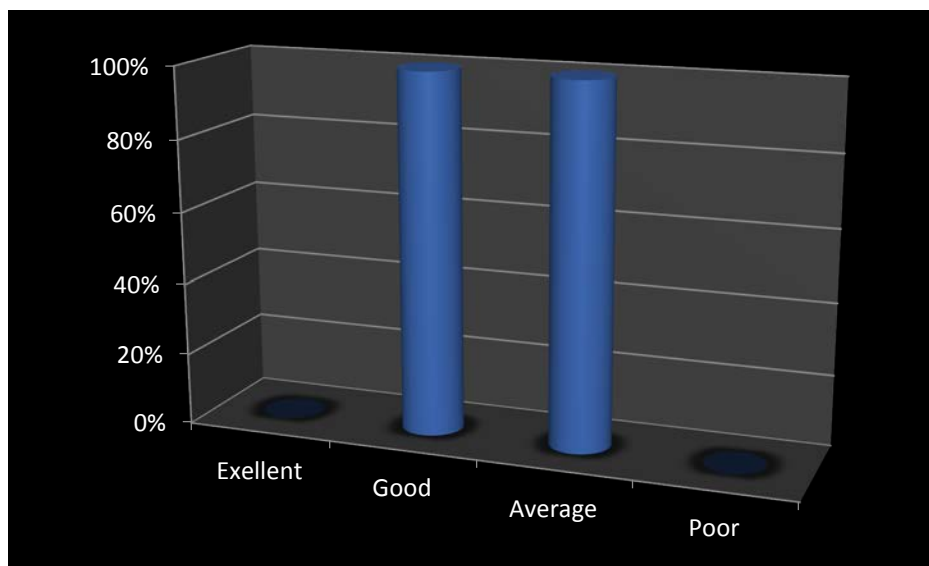
The purpose of the first question is to know the degree of English teachers if they are experienced one or not. The table (2.1) and figure (2.1) provide the noticeable distinction degree of English teachers in middle schools. The majority of teachers who answer the

questionnaire are a license of English with a percentage of ( 75%) percent whereas a magister of English has a percentage of (25%) percent. Concerning the master of English and Ph.D., no one of them has it in addition to that it's important to mention that six teachers left the boxes unanswered. It could be possible that She felt that the question was not important to answer or do not pay enough attention.

**Question 2:** How would you assess your English proficiency?

| Levels    | Numbers | Percent |
|-----------|---------|---------|
| Excellent | 0       | 0%      |
| Good      | 19      | 95%     |
| Average   | 1       | 5%      |
| Poor      | 0       | 0%      |
| Total     | 20      | 100%    |

**Table2.2:** Teachers of English level of proficiency.



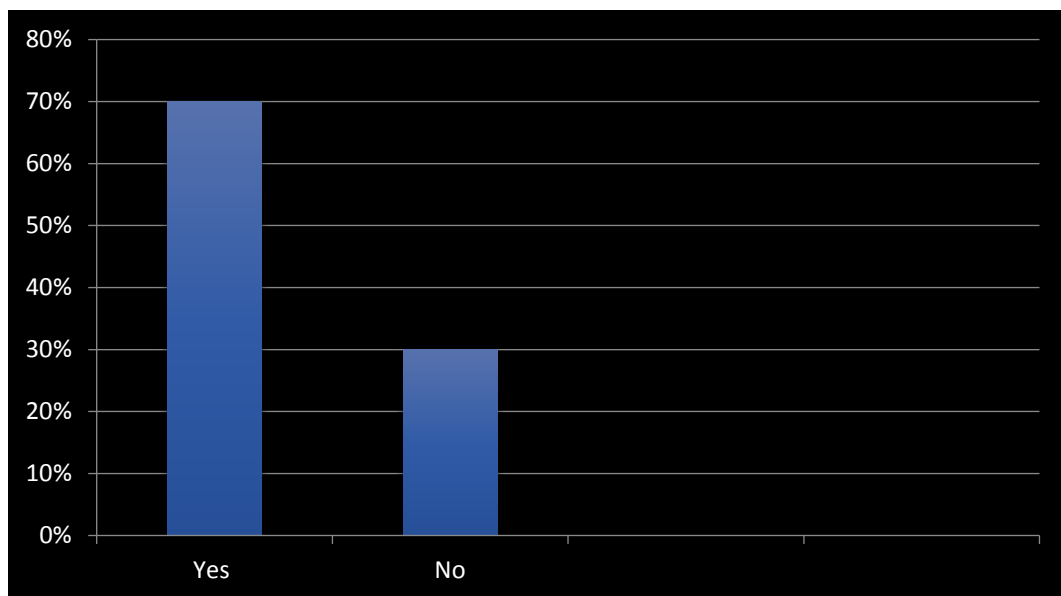
**Figure 2.2:** Teachers of English level of proficiency.

Teachers were asked to rate their English proficiency on four grade scale from poor to excellent. The table (2. 2) and figure( 2.2 ), as seen the majority of teachers ranges from the level good (95%) percent to low (5%) percent. Whereas( 0% ) percent back to the excellent and poor too.The purpose of this question is the assess themselves and know the level of the proficiency of English teachers.It encourages teachers to upgrade their English level and working on the professionalism.

**Question 3:** Have you any specific training in the teaching of English?

| Options | Numbers | Percent |
|---------|---------|---------|
| Yes     | 14      | 70%     |
| No      | 6       | 30%     |
| Total   | 20      | 100%    |

**Table 2.3:** Teachers of English training



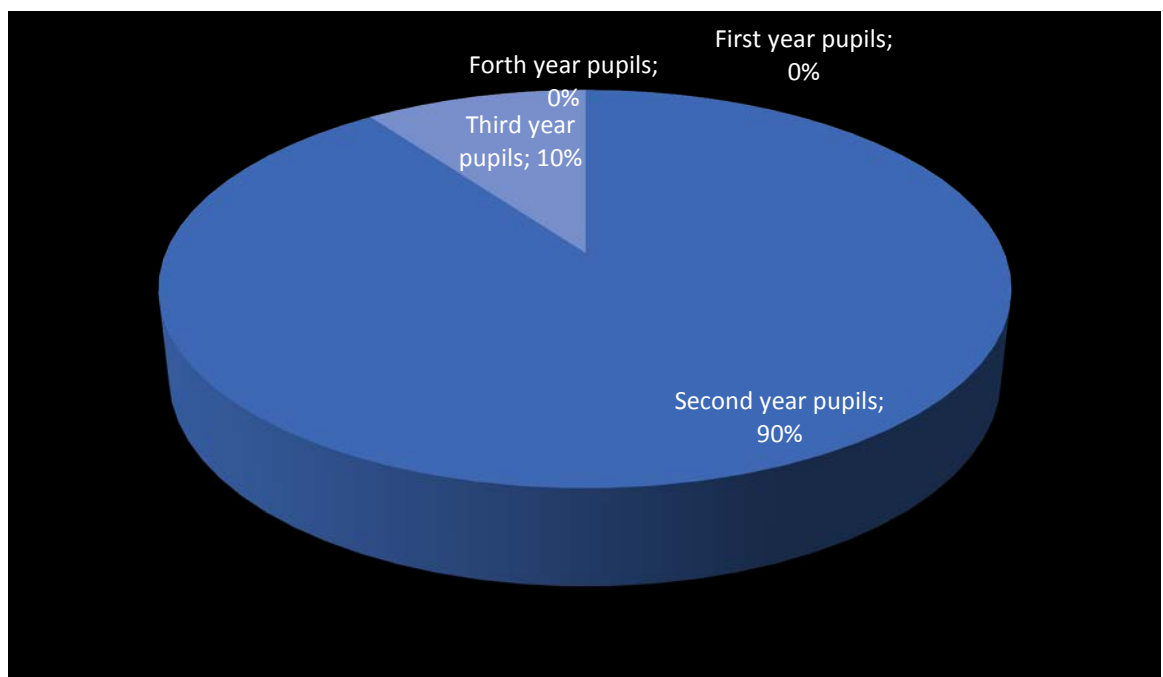
**Figure 2.3:** Teachers of English training.

The result in the table (2.3) and figure (2.3) reveal that more than half ( 70%) percent of teachers are training; However,(30%) percent of them are not training.The purpose of this question is knowing if they are qualified or not.

**Question 4:** Do you teach?

| Options            | Numbers | Percent |
|--------------------|---------|---------|
| First year pupils  | 0       | 0%      |
| Second year pupils | 18      | 90%     |
| Third year pupils  | 2       | 10%     |
| Forth year pupils  | 0       | 0%      |
| Total              | 20      | 100%    |

**Table 2.4:** Teaching of English.



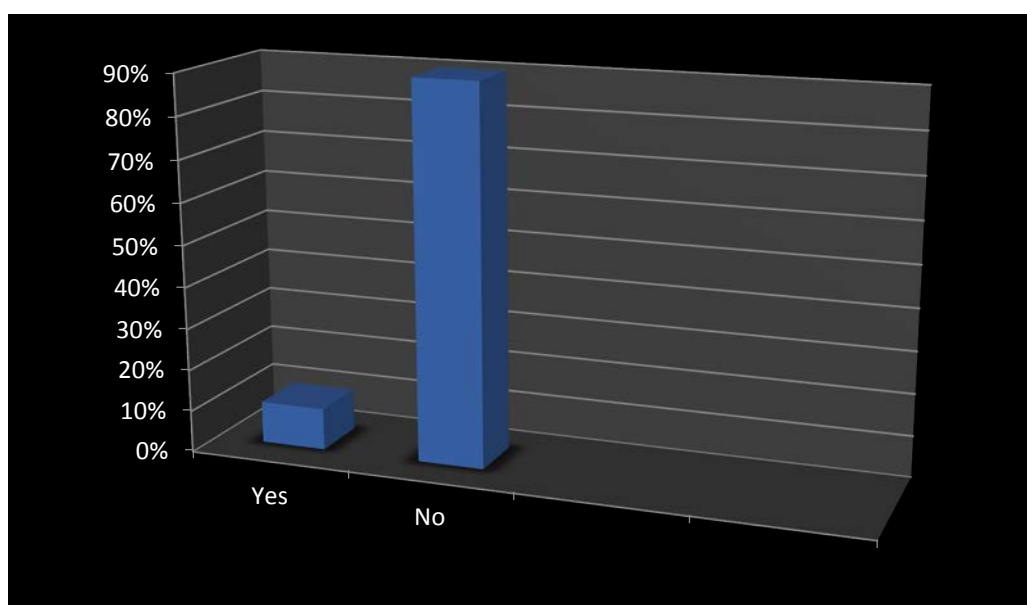
**Figure 2.4:** Teaching of English.

As represented in the table (2.4) and figure (2.4), a variety of answers were offered by teachers. For instance,90% of the teachers teaching the second year. Furthermore, 10% teaching third-year pupils .Finally, a percentage of 0% of the teachers do not teach third-year pupils and forth year too.

**Question (5):** Do pupils attend English classes regularly?

| Options | Numbers | Percent |
|---------|---------|---------|
| Yes     | 2       | 10%     |
| No      | 18      | 90%     |
| Total   | 20      | 100%    |

**Table 2.5:** Attendance of English classes.



**Figure 2.5:** Attendance of English classes.

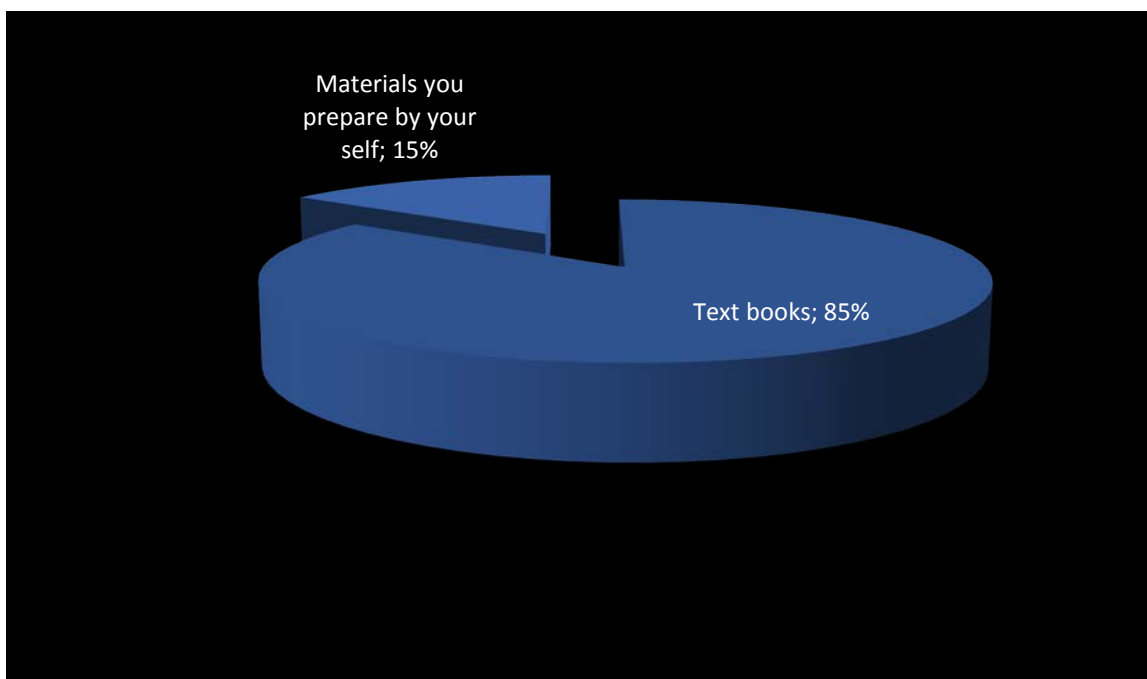
The answers to the current statement provided by teachers of English are summarized in table (2.5) and figure (2.5). (10%) percent of the pupils attend the English classes regularly.

Moreover, (90% ) do not attend regularly. Later is too important may be the pupils do not like attend English classes or possibly do not understand their teachers.

**Question 6:** In your English classes do you use?

| Options                           | Numbers | Percent |
|-----------------------------------|---------|---------|
| Text books                        | 17      | 85%     |
| Material you prepare by your self | 3       | 15%     |
| Total                             | 20      | 100%    |

**Table 2.6:** The materials that used in class.



**Figure 2.6:** The materials that used in class.

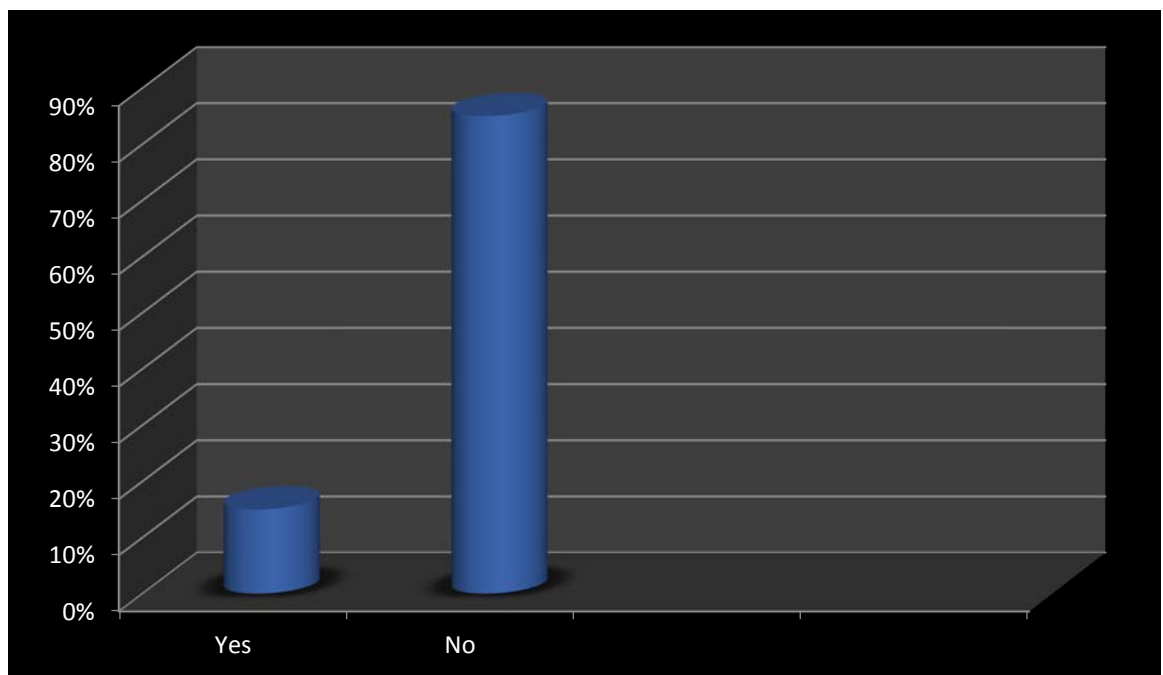
Besides, data analysis of questions related to whether the teachers using the texts books only in English sessions or in materials that prepared by them. The majority of teachers(85%)

percent using the texts books when present the lesson. However, the minority of them (15%) percent using materials that prepared by themselves.

**Question 7:** Do you give the opportunity to your pupils to give their opinions concerning the English module ?

| Options | Numbers | Percent |
|---------|---------|---------|
| Yes     | 3       | 15%     |
| No      | 17      | 85%     |
| Total   | 20      | 100%    |

**Table 2.7:** Pupils opinions concerning the English module.



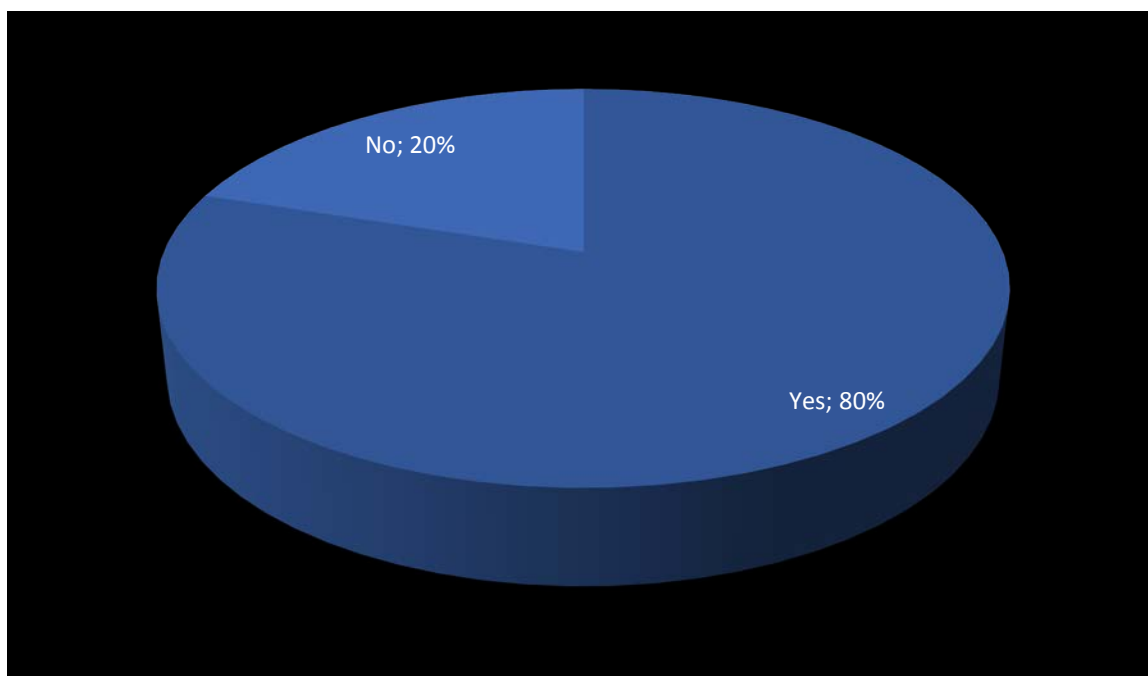
**Figure 2.7:** Pupils opinions concerning the course.

As presented in table (2.7) and figure (2.7), almost of teachers(85%) percent do not give the opportunity to their pupils to give their opinions concerning the course.(15%) percent give the opportunity to their pupils to give their opinions concerning the course.

**Question 8 :** Are you following the governmental program to work with?

| Options | Numbers | Percent |
|---------|---------|---------|
| Yes     | 16      | 80%     |
| No      | 4       | 20%     |
| Total   | 20      | 100%    |

**Table 2.8:** The Work with the governmental program.



**Figure 2.8:** The Work with the governmental program.

From the table and histogram, it is demonstrated that (80%) percent of teachers agreed to work with the governmental program. However,(20%) percent of them do not work with it. Those teachers may be thinking that working with the governmental program do not fit the pupil's needs or possibly it's difficult for their pupils.

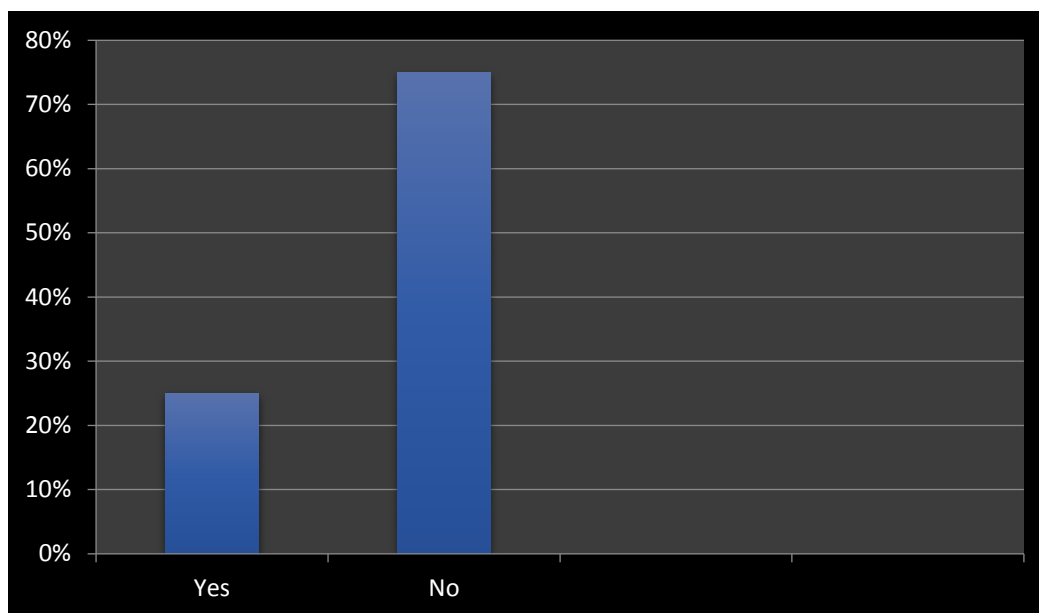


**Question 9-1:** Do you add or omit some elements of the program?

2-If yes why?

| Options | Numbers | Percent |
|---------|---------|---------|
| Yes     | 5       | 25%     |
| No      | 15      | 75%     |
| Total   | 20      | 100%    |

**Table 2.9 :** Modification of the program.



**Figure 2.9 :** Modification of the program.

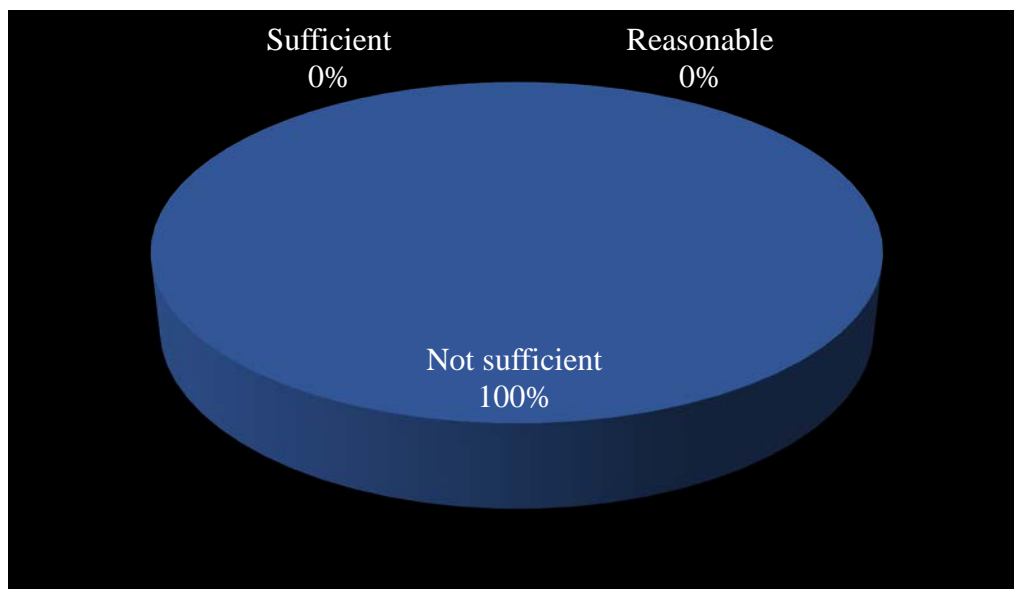
As seen in the table (2.9) and figure (2.9), it is demonstrated that the majority of teachers of the target population, 15 representing (75%) percent claims that they do not add or omit some elements of the program. However, just 5 teachers representing (25%) percent state that they do some modification by adding some elements and vomiting too.

Among 5 teachers 3 of them answered that they omit some elements of the program in order to finish it. unlike the 2 teachers who answered that they omit some elements which are not necessary. unuseful for the coming years and simply because they are useless in terms of the knowledge they provide with the grade to the pupils. in addition, they add elements which are beneficial and fit pupils needs.

**Question 10:** Do you find the number of English sessions per week?

| Options        | Numbers | Percent |
|----------------|---------|---------|
| Not sufficient | 20      | 100%    |
| Sufficient     | 0       | 0%      |
| Reasonable     | 0       | 0%      |
| Total          | 20      | 0%      |

**Table 2.10.1 :** Satisfaction of English session per week.



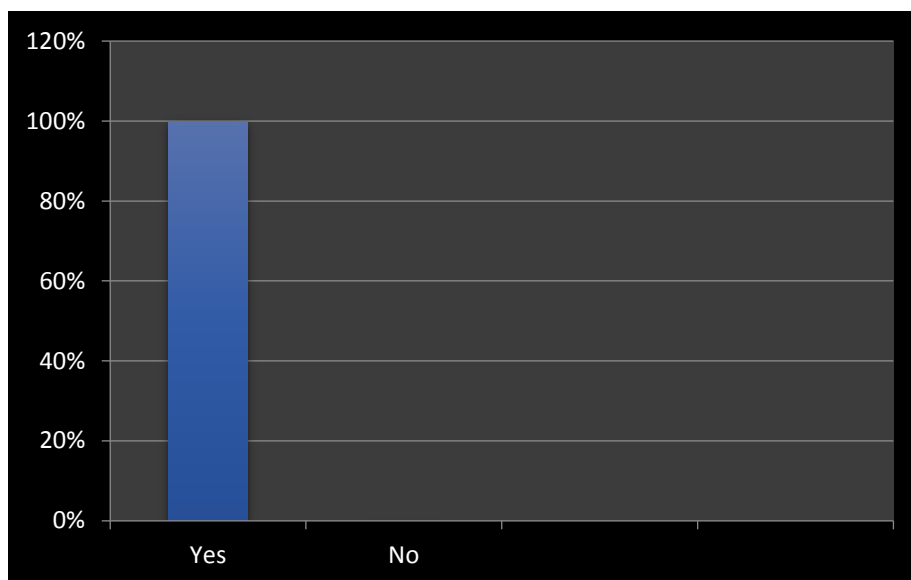
**Figure 2.10:** Satisfaction of English session per week.

**Table (2.10.1)** and figure (2.10.1), signifies the teacher's satisfaction and dissatisfaction. All the teachers of the target population,20 representing (100%) assert that the number of English sessions per week are not sufficient.3 teachers state that for example,3 sessions are not quite satisfactory, as it does not allow them to expand on more fourth practice with the pupils to enable them to become familiar and master English at an acceptable level. Unlike 17 teachers who claims that they are obliged to finish the program on time. However, no one agrees that the sessions are sufficient or reasonable.

3- According to you should we increase the number of hours per week?

| Options | Numbers | Percent |
|---------|---------|---------|
| Yes     | 20      | 100%    |
| No      | 0       | 0%      |
| Total   | 20      | 100%    |

**Table 2.10.2:** Teachers opinions concerning the number of hours per week.

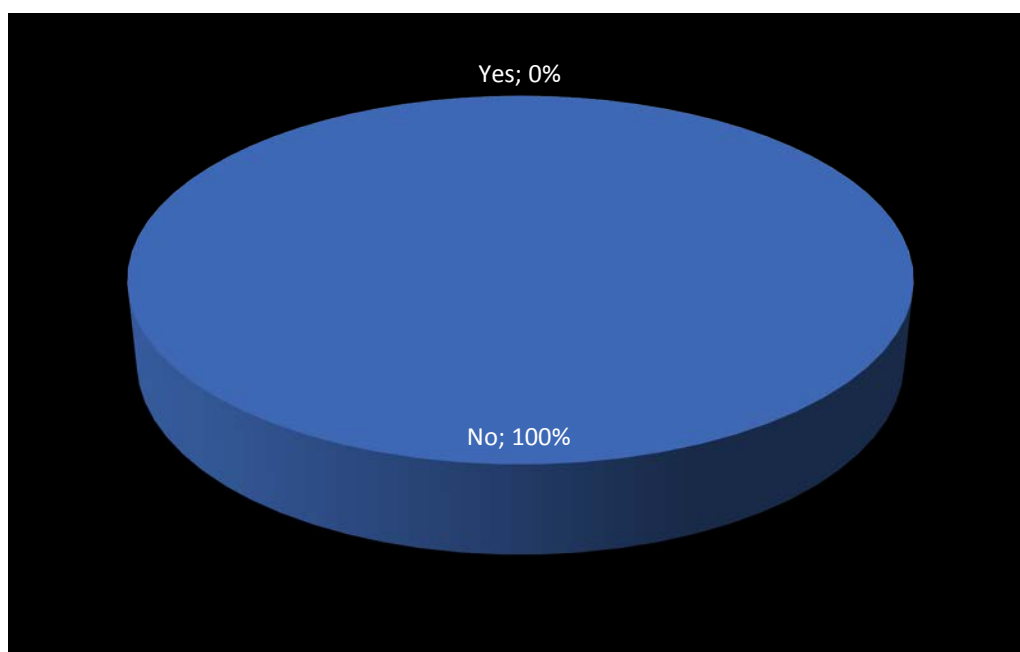


**Figure 2.10.2:** Teachers opinions concerning the number of hours per week.

**Question 11 :** Is the program suitable for pupils ?

| Options | Numbers | Percent |
|---------|---------|---------|
| Yes     | 0       | 0%      |
| No      | 20      | 100%    |
| Total   | 20      | 100%    |

**Table 2.11 :** Teachers opinions concerning the program.



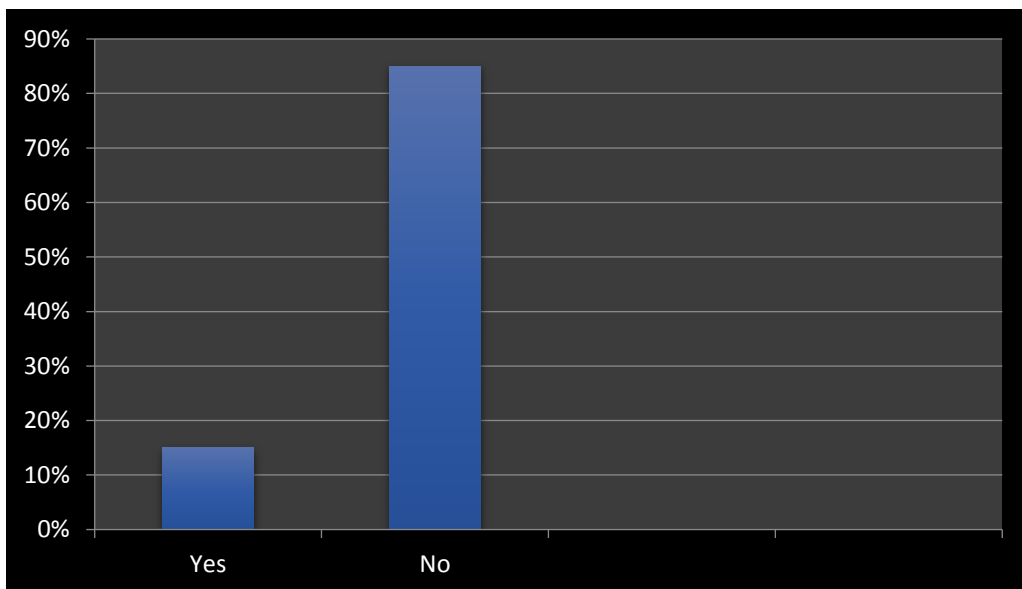
**Figure 2.11:** Teachers opinions concerning the program.

Table (2.11) and figure (2.11), denote the view of teachers of English towards the program. All the teachers (100%) percent showed dissatisfaction with the program. One teacher among the twenty teachers who are not satisfied with the program adds an answer behind the box that the program overloaded. Furthermore, no one (0%) percent assert that the program is suitable for pupils needs.

**Question (12):** Do you discuss the content of the syllabus with others teachers from others school?

| Options | Numbers | Percent |
|---------|---------|---------|
| Yes     | 3       | 15%     |
| No      | 17      | 85%     |
| Total   | 20      | 100%    |

**Table 2.12:** Teachers discussion of the content of the syllabus with others teachers from others school opinions.



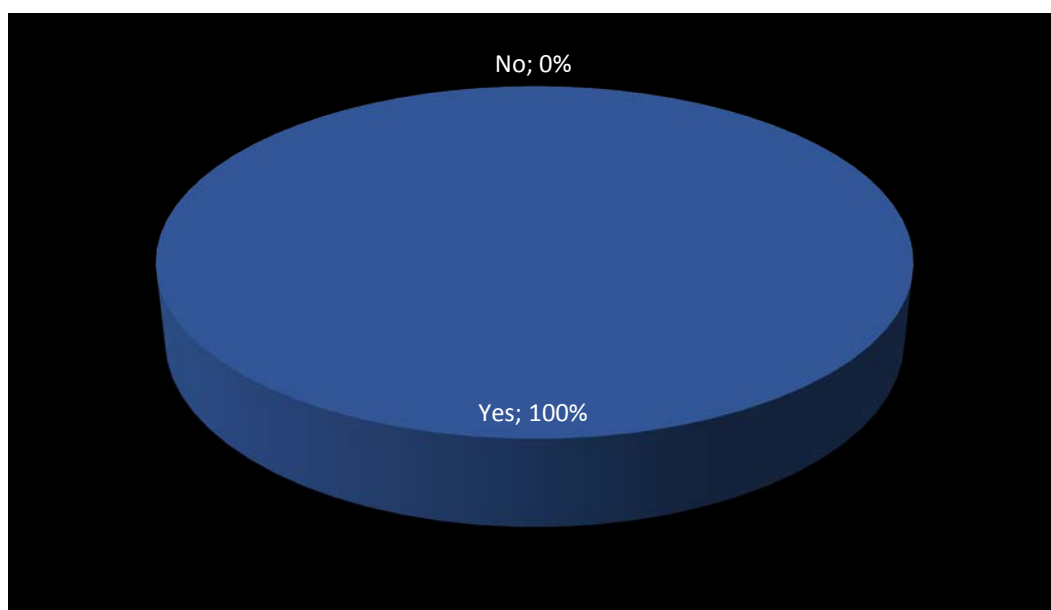
**Figure 2.12:** Teachers discussion of the content of the syllabus with others teachers from others school opinions.

From the table and histogram, the majority of teachers (85%) percent do not discuss the content of the syllabus with others teachers from others school. Maybe the lack of seminars and conferences .so no has the chance to meet and discuss with others teachers from others school. However, the minority of teachers (15%) percent assert that they meet others teachers from others school and discuss with them the content of the syllabus.

**Question 13:** Is the program difficult?

| Options | Numbers | Percent |
|---------|---------|---------|
| Yes     | 20      | 100%    |
| No      | 0       | 0%      |
| Total   | 20      | 100%    |

**Table 2.13:** Teachers opinions about the program.



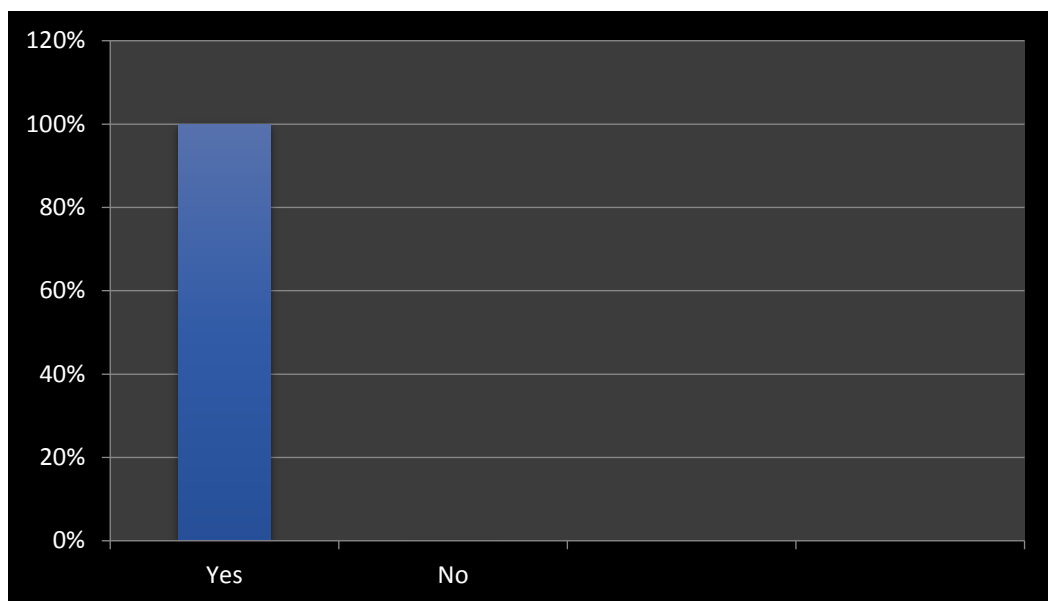
**Figure 2.13:** Teachers opinions about the program.

From the above table and histogram, it is demonstrated that the whole teachers of the target population, 20 representing (100%) percent find the program difficult. However, no teacher views the program easy. Maybe they are suffering when presenting a lesson which is difficult for their pupils.

**Question 14:** Is the program too long?

| Options | Numbers | Percent |
|---------|---------|---------|
| Yes     | 20      | 100%    |
| No      | 0       | 0%      |
| Total   | 20      | 0%      |

**Table 2.14:** Teachers opinions about the length of the programme.



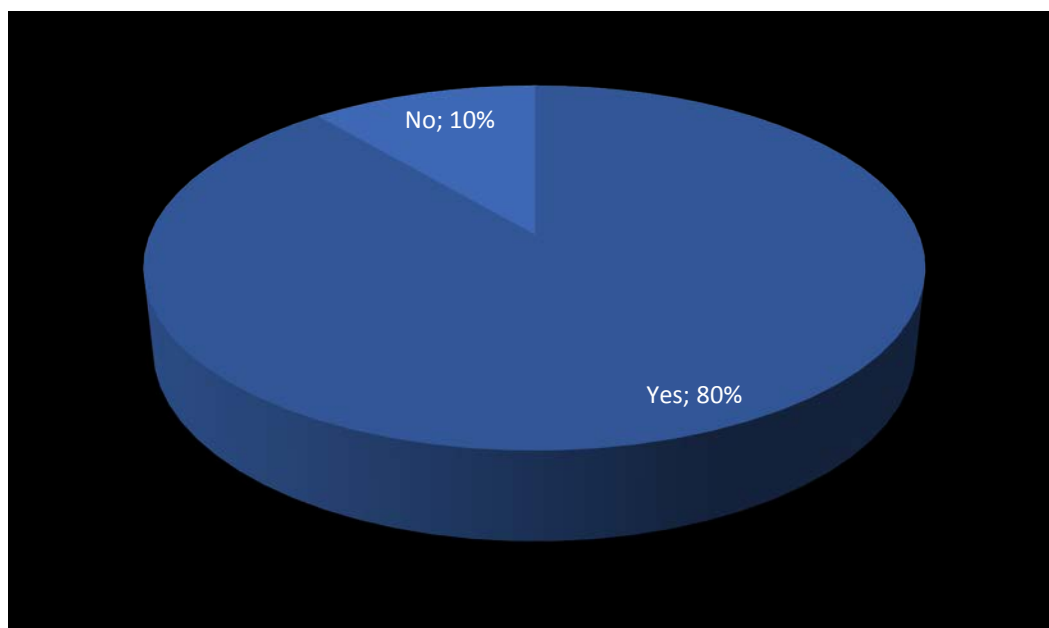
**Figure 2.14:** Teachers opinions about the length of the programme.

From the above table and the histogram, the results seem to confirm that the program is long. The whole teachers of the target population, 20 representing (100%) assert that the program is long. However, no teacher views the program acceptable.

**Question 15:** Do you usually complete the programme ?

| Options | Number | Percent |
|---------|--------|---------|
| Yes     | 18     | 90%     |
| No      | 2      | 10%     |
| Total   | 20     | 100%    |

**Table 2.15:** Teachers opinions towards finishing the programme.



**Figure 2.15:** Teachers opinions towards finishing the program.

As seen in table (2.15) and figure (2.15), the majority of teachers 18 representing (80%) state that they usually complete the program. However considerable numbers of teachers 2 representing (10%) never complete the program.



**Question 16:** Do you have any suggestion?

At the end of the questionnaire, we left some lines for students to express their suggestions. The majority of teachers (8) suggest that they hope to minimize the program because it's possible to finish the program on time. However, Six teachers (6) wish to modify the, The program, some elements are not necessary and beneficial for pupils so they .Five teachers do not give their suggestions may be, they do not pay attention to it or think that is not unnecessary to answer. One teacher suggest that enables teachers to conduct needs analysis they and she think that some teachers are doing this implicitly.

**3.1.5. Discussion of findings of the teachers questionnaire**

The analysis of the teachers questionnaire indicated that the majority of teachers working with the program and follow the content without making some changes although the program is difficult, long and the sessions are not sufficient. Their objectives are not the pupils needs. Their priority are finishing the program on time

**3-2. The teacher's interview.**

**3-2-1. Description of teachers interview.**

This interview contained often open-ended questions .Since the teachers plays the main the role of teaching pupils and knowing them good. It is very important to consider the teachers opinions to get as much as possible information.

**3-2-2. Interview's Analysis.**

**Question one:** How long have you been teaching?

The teacher's responses were categorized into three parts. Half of the teachers (11) from three years to five years have been teaching the English module. Considerable numbers of

teachers (7) from six years to nine years have been teaching English too. However, the minority of teachers (2), fifteen years of teaching. This means that their response have different background to the others teachers about learning English and pupils needs

**Question two:** Do you find any difficulties when planning lesson according to course design?

By asking this question, we want to beware about if the teachers finding difficulties when planning the lesson according to course design or not. The answers were between yes and yes with some details. The majority of teachers stated that 'yes' and no more details. However, The rest answered yes and justify their responses by that are;

- ✓ Well, it is quite challenging to plan lessons especially when it comes to meeting the learners needs and the objectives set beforehand by the syllabus. Additionally, the requirements put forward on the teachers to tackle all the deficiencies and make a backup plan.
- ✓ Yes, of course, personally I faced a lot of problems, because when we back to the programme and work with it, I found that some elements have nothing to do with a pupil's needs.

Therefore, we stated that the teachers findings a lot of difficulties when planning the lesson. The director should help them by do not oblige them to work with the program as it is.

**Question three:** Do you discuss the content of the course with others teachers?

-If yes why?

The answers were between no and yes with justifying. The majority of teachers affirmed that they do not discuss the content of the course with others teachers .However, the rest stated that they discuss the content of the course with others teachers and they justify as following:

✓ yes, whenever there is a chance to do so, especially the coordination session. We tend to discuss which content to be taught, which one to adopted or even to replaced.

✓ The main reason behind such discussion is to present lesson that could fit the pupil's levels on one hand and their needs on the other hand. Additionally, to work on their language in using the target language in a fairly acceptable manner (either on a personal or an academic level, for better educational achievement.)

**Question four:** Do you think well-designed course that contains notions about pupils needs will facilitate the needs analysis?

As response to this question, the majority of teachers confirmed that well-designed course that contains notions about pupils needs will facilitate the needs analysis by saying only 'yes'. However, one teacher answered ' yes' with justifying as following:

✓ Definitely, would agree with such viewpoint. However, I think that the exposure to questions that tackle learners problems, attitudes, and abilities about their sought competencies within the classroom facilitate at large the task set more forth by needs analysis in order to be about changes that might improve the course design planning and the educational achievement respectively.

**Question five:** Do you adjust your lesson according to the pupil's needs?

The teacher's responses were categorized into two parts.The majority of teachers answered with ' yes', 'Certainly'. However, the rest answered with yes, I do as following:

✓ Yes, I do because there are individual differences among the pupils in how to understand the lesson .

✓ Yes, honestly speaking, I do this quite often. However, due to the time constraints and the pressure put a head by administration to complete all the required lessons within the syllabus it self make such adjustments for reaching objectives as there is no way to put into application such measurements when planning the lesson .Personally speaking i prepare my lesson following the syllabus requirements more than focusing on pupils needs.

**Question six:** Do you take into account pupils wants , necessities and lacks when designing course ?

The majority of teachers affirmed that they are taking into account pupils wants,necessities and lacks when designing course by saying ‘Yes’. However, one teacher answered with ‘Yes’as following:

✓ Yes, definitely when preparing lessons tend to focus more on their lacks and work on them.Similarly,any thing which is missing in terms of understanding will be taken into consideration, either for the lack of remediation, consolidation or cause preparation. All of these combinatory constructs formulate a good basis for the implementation of new perspectives to fulfill quite a satisfactory outcome in their learning process.

**Question seven :** Do you have any comments and suggestions ?

As response to this question, the majority of teachers did not give their comments and suggestions. May be they think that it is not important. However, one teachers answerd as following :

✓ Well, needs analysis should be implemented as an educational tool to reflect on the set of deficiencies ,limitations put forward by the course itself for one hand ,and the needs and

requirements along with the attitudes of the pupils on the other hand for the sake of improving on teachers practices within the classroom and enabling them to fulfill their ultimate objective with regards to the pupils communicative abilities ,formal knowledge, adequate skills and cognitive development that gurant the teaching /learning process with fruitful results.

### **3-2-3. Discussion of the findings of the teachers' interviews**

The analysis of the teachers' interviews revealed that the majority of teachers finding difficulties when planning lesson, do not discuss the content of the course with others teachers and the important one they do not take into account pupils wants, neccessities and lacks when planning course. However the minority bare in mind pupils wants, neccessities and lacks when designing course.

### **Conclusion**

Our research revealed that teachers are believed to teach with the program .The analysis of the questionnaire as well as the interviews indicated that most of teachers thinking that finishing the programme on time is the most important issue for them. The results showed that needs analysis do not applicat on our middle schools which influence the ability to give as much as possible information so they will not build their level .

## **Recommendations**

As a research requirement, we suggested some teaching implications. We hope that the suggestions and recommendations proposed in this work will be helpful and useful for raising teachers' awareness about the importance of needs analysis in course design at middle schools.

- ✓ Teachers conduct the needs analysis themselves.
- ✓ Take into account pupils needs when designing a course.
- ✓ Omitting some elements of the lessons which are not useful for your pupils.
- ✓ Add some element which is beneficial for your pupils.
- ✓ Discuss the content of the course with others teachers from others schools whenever there is chance.
- ✓ Teachers must give the chance to their pupils to give their opinion and practice the language.
- ✓ Teachers should understand the importance of needs analysis in course design.
- ✓ Teachers should focus more on pupils needs which could hinder their progression in learning English.
- ✓ Teachers have to create a good lesson to make pupils feel Free in order to contribute in their learning success.



**General Conclusion**

## **General Conclusion**

The current situation of the Needs Analysis in Youcef El Amoudi Middle School requires huge attention; the most importantly is language needs of pupils. The present study investigates the language needs of English pupils, their attitudes to the methodology of teaching, and their perceptions towards the language course design. The importance of course design for foreign language is interesting task in teaching process, it requires guiding the teachers attention to the pupils needs .The present study has dealt with the strong relationship that exists between needs Analysis and course design. It composed of three chapters, the first one is an introduction to Needs Analysis.Then,the second chapter is about Course Design.Finally,the third chapter is devoted for the analysis of the data obtained from teachers questionnaire and interview to achieve the research objectives and offer significant recommendations for future reference.

The findings of the current research identifies the gap between what is and what should be.The majority of teachers do not applicat the needs analysis in their classes and do not take into account pupils needs when designing a lesson,so that pupils complain all the time which led to confirming our hypothesis. Implementing needs analysis as tool in educational system will help teachers and pupils too.





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## **Appendices**

## Appendix 1

### Questionnaire for Teachers

Dear teachers,

We will be grateful if you take a few minutes to answer the questions of the questionnaire.

This questionnaire forms an important part on the investigation under the title of Investigating the importance of needs analysis to course design You are kindly requested to answer the different questions either by marking()the appropriate box(es) or order the answer. Your participation whole heartedly appreciated.

Thank you in advance

Miss Cheriet Fatima.

1-Which degree do you have ?

a-A license of English

b- Master of English

c- Magister of English

d- PHD

2-How would you assess your English proficiency?

- a- Excellent
- b- Good
- c- Average
- d- Poor

3-Have you any specific training in the teaching of English?

- a- Yes
- b-No

4-Do you teach ?

- a- First year pupils
- b- Second year pupils
- c- Third year pupils
- d- Fourth year pupils

5-Do pupils attend English classes regularly?

- a-Yes
- b-No

6-In your teaching sessions do you use ?

- a- Texts books
- b- Materials you prepare your self

7-Do you give the opportunity to your pupils to give their opinions concerning the English module?

a-Yes

b-No

8-Are you following the governmental program to work with ?

a-Yes

b-No

9-1-Do you add or omit some elements of the programme?

a-Yes

b-No

2-If yes why?.....

.....

.....

10-do you find the number of English sessions per week?

a- Not sufficient

b- Sufficient

c -Reasonable



2-Please justify why ? .....

.....

.....

3-According to you should we increase the number of hours per week ?

a-Yes

b-No

11-Is the programme suitable for pupils needs ?

a-Yes

b- No

12-Do you discuss the content of the syllabus with others teachers from others school ?

a-Yes

b-No

13-Is the programme difficult ?

a-Yes

b-No

14-Is the programme too long ?

a-Yes

b-No

15-Do you usually complete the programme?

a- Yes

b-No

16-Do you have any suggestions ?

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Thank you for your cooperation

**Appendix 2**  
**Interview for Teachers**

Dear teachers ,

We will be so grateful if you answer the following question of the interview that aims to collect data about a master thesis dissertation under the title ‘Investigating the importance of needs analysis to course design’.

*Thank you in advance*

*Miss Cheriet Fatima*

**Q1/-How long have you been teaching ?**

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**Q2/-Do you find any difficulties when planning lesson ? according to course design ?**

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**Q3/1-Do you discuss about the content of the course with other teachers ?**

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**2/If yes Why ?**

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**Q4/-**Do you think a well designed course that contains notions about pupils needs will facilitate the needs analysis ?

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**Q5/-**Do you adjust your lesson according to the pupils needs ?

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**Q6/-**Do you take into account pupils wants, necessities and lacks when designing course ?

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**Q7/-**Do you have any comments and suggestions ?

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***Thank you for your cooperation***

## الملخص

هذه الرسالة تبحث في واحدة من المواضيع الأكثر إشكالية في مجال تدريس اللغة الإنجليزية. ويهدف إلى دراسة أهمية تحليل الاحتياجات في تصميم الدورة في مدرسة يوسف العمودي المتوسطة. وتفترض الدراسة الحالية أنه إذا كان المعلمون الذين يستخدمون تحليل الاحتياجات في فصولهم الإنجليزية، فإن التلاميذ لا يشكوا. تتكون هذه الأطروحة من ثلاثة أجزاء رئيسية؛ والجانب النظري للدراسة والذي يتضمن فصلين حيث نقدم لمحة تاريخية عن تحليل الاحتياجات في الفصل الأول، في حين أن الفصل الثاني هو حول تصميم الدورة. ويخصص الجزء الثالث للجانب العملي للدراسة؛ في هذا الجزء، وضعنا النظرية موضع التنفيذ في شكل من أشكال العمل الميداني. وفي محاولة للتحقيق في هذه الحقائق، تم اتباع طريقة وصفية وتم جمع البيانات من خلال أداتين؛ (20) معلما في السنة الثانية في مدرسة يوسف العمودي المتوسطة بسكرة، المعلمين "التي تجري (20) معلما من المرحلة المتوسطة الحالية. ونحن نعتزم استكشاف آراء المعلمين حول أهمية تصميم الدورة التدريبية. وأظهرت النتائج التي تم الحصول عليها أن غالبية معلمي اللغة الإنجليزية لا يستخدمون تحليل الاحتياجات في فصولهم. وبالإضافة إلى ذلك فإن أولويتهم هي إنهاء البرنامج قدر الإمكان في الوقت المحدد. وعلاوة على ذلك، فإنها لا تدرب بما فيه الكفاية لتصميم دورة التي تناسب احتياجات التلاميذ. وهكذا، تم إثبات كل من فرضياتنا بنجاح