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Submitted and Defended by:

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On:

The Role of Needs Analysis in Teaching English Courses for Computing Science Students

**The case of First Year Master Students of Computing Science in Biskra
University**

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Dedication

I dedicate this work to:

To the memory of my beloved grandfather Laouni Laouni , who would have been proud and happy to see me graduate.

To my parents for their unconditional love and care and their support

To my little sister Fatima

To my brother Abed El Rahmen for his constant encouragements

To my living grandparents

To all my uncles and aunts

To all my friends and people who believed in me

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Abstract

A serious dilemma in Biskra University which is the lack of systematic teaching methods of English language courses or in other words an absence of ESP courses in all specialties and colleges. This deficiency in teaching process has led to abandon of a very important point in English language learning and teaching process for fields with certain and specific field. Needs of students are one of the main elements that make a learner of language go forward in learning the latter. A student needs for his or her specific needs that teacher and administration must take into consideration, however teaching English language at university level misuse and miss concept the English language courses and their designing standards, by constructing lessons and syllabuses according to their personal, subjective decisions without making any process to analyze the learner's needs that will facilitate the objectives of class plus the time and efforts.

This study was based on master one computing science specialty students at Mohamed Kheider University. The sample is thirty one 31 students from the population. It suppose to have teachers interview in the study, however and as a consequence of the unreachably to population's teachers of English the second data collection tool has been omitted.

In this study the descriptive method was applied by using one data gathering tool which is a questionnaire for master one computing science students .the study tended to investigate about the role of and importance of students needs in course designing and implicitly about the fact of being the courses are build upon their learners needs , in addition to the students awareness about their needs .The gathered and distributed results reflect the current low level in English language is a result of miss design of courses which are based on teachers point view only .

Finally , the research recommends that first ,students must be acknowledged about the course , syllabus ,and curriculum .second , administration must allow students to involved in designing their courses by encouraging them to find their filed necessities and their personal needs , lacks , and deficiencies .third ,a needs analysis bust be conducted by teacher before starting in any process of teaching or designing; course ,lesson, or syllabus . Last, teachers of ESP are necessary for the field otherwise workshops and training on the basics of ESP courses would be satisfying in order to conduct a sufficient, proficient , and effective courses

Key words : Needs Analysis, courses design, ESP.

List of Acronyms

- NA : Needs Analysis
- ESP : English For Specific Purposes
- EFL : English as a Foreign Language
- ELT : English Language Teaching
- EAP : English for Academic Purposes
- EST : English for Science and Technology

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General Introduction

1-Study Background

The teaching process is when the teacher deals with, or manages the learner's needs, knowledge, and skills in order to make them learn a particular lesson, subject, or idea. The teaching process is mainly based on planning and evaluation of the class. Each class should be analyzed and evaluated in certain levels. One of the elements that should be taken on consideration by the instructor or the teacher are the needs of learners.

Needs analysis is a set of procedures conducted to gather data that would be the base and the foundation of a course or the syllabus of a session. It is one of the essential steps in course design in order to provide solid and comprehensive content, and as a consequence receiving a good production (spoken or written). The needs analysis phase is simply may be defined as; the technique in which the teacher investigates about the wants or the necessities of his or her students.

2-Statement of the Problem

One of the major problems in English courses for the scientific streams at the level of the university is the random design of the syllabus or the plan of the lesson. The absence of the systematic features in designing courses for specific specialties or if we may entitle the latter; the courses of English for Specific Purposes (ESP) which build obstacles between both teachers and learners, such as; a difficulty in transmitting a specific content for the learner or giving the priority for the most needed skill. The study of the research investigates about the role of the needs analysis in designing and teaching English courses for computing science students.

3-Significance of the Study

This study would be a contribution to domain of teaching English as a foreign language for specific fields at university level. Its main concern is how it is important the stage of needs analysis for course design ,in order to ameliorate also fulfill the learners proficiency and language needs , it propose suggestions and solutions that might help administration , teachers , and students to plan for syllabus or courses that reduce time and efforts for all teaching and learning community at level of science and technology fields .

4-Aims of the Study

The general aim of the study is showing the importance of the needs analysis phase and the efficiency of the courses which are based on it. The specific aims of the study are;

1. Deduce the most needed skills for master one students of computing science at the University of Mohamed Kheider Biskra.
2. Expose deficiency of the current courses.
3. Propose better course design and sample.

5-Research Questions:

The research seeks to answer the following questions:

1. Is needs analysis phase an important step in designing courses in teaching English for computing students?
2. What are the needs of the computing science students in master one level at the University of Mohammed Kheider Biskra.
3. Is it possible to neglect the step of needs analysis and replace it with other

procedures?

6-Research Hypotheses:

Based on the above research questions, we propose the following research hypotheses:

- We hypothesis that if needs analysis is taken as the first step in designing courses for Computing science students their mastery of English as well as computer science will improve.

7-Research Methodology:

The study of the research investigates the role of the needs analysis in designing and teaching English courses for computing science students taking the master one students of computing science at Mohamed Kheider university of Biskra. The study will be conducted on Master One students of the academic year 2019/2020. The sample is 31 students from the whole population of master one student .Our research will be conducted on a descriptive method with two data collection tools the questionnaire for the students.

8-Structure of the Study

This work is divided into two sections. First section was for the literature, and it comprises of two chapters, on the other hand section two is devoted for the field work and the collected data and its analysis. The present study constitutes into three chapters; the first chapter provides an introduction on the process of needs analysis. as well the second chapter presents a general overview on teaching English language for students with specific needs . Finally the third chapter (the field work part) was

devoted to the collection of data, its analysis, and its discussion. The chapters are categorized as follows:

- **Chapter One**

The first chapter dealt with the process of needs analysis. It included the process's definition, a brief history, classifications of needs, and approaches of needs analysis.

The first chapter also explained methods of analyzing needs.

- **Chapter Two**

The second chapter focused on teaching English language and especially teaching the latter as a foreign , international and a language of sciences .it included definitions of teaching as well as learning process , strategies , priorities , and qualifications .and finally English for specific purposes and some its related divisions .

- **Chapter Three**

The third chapter starts with the stages that the collection data method (questionnaire) went through and the stage of piloting and validation. In addition it included the description and administration of the students' questionnaire also the results analysis and interpretations. At the end of the chapter there is the discussion of the findings and the pedagogical recommendations and suggestions.

Chapter One

Introduction to Needs Analysis

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Introduction

Needs analysis or needs assessment a crucial phase at the level of preparing or designing courses for language classes, specifically; for English language classes. It is the process that involves evaluation and the analysis of the learners' needs and interests about the target language. This introductory chapter attempt to define the needs analysis technique in preparing English language courses, which is designed for specific specialties .It provides its historical background along with its development through history. This part of the research would present classifications of needs in relation to the instructors and learners ,the types of information deduced out of the needs identification method , and methods of the needs assessments process.

1.1. Needs Analysis

The term need has been described by scholars as the item that people would pay to get, or that would seek for, as it was defined by Witkin as cited by Yanping Zheng . Also the term need was defined simply by the oxford learners pocket dictionary (2005) as; requirements that facilitate life. based on the definitions it can be concluded

that the operation of analyzing the learners needs may provide or facilitate the language learning process than it might be defined the latter as ;the process of investigating about data that could be included during teaching the language and it helps both learners and instructors to reach the purpose of teaching-learning process.

Needs assessment was presented by brown as cited by Huhta, Vogt, Jhonson, and Tullki(2013)as the process which provides credible curriculum which is based on sustainable basis that would be fulfilling for learners. Needs analysis is also «a process that is normally complex and followed by syllabus design, selection of course materials and learning/ teaching course and evaluation" .Kavaliauskiene and Uzpaline.as cited in Adnan (2012).

Jordan as cited in Omer Gokhan Ulum (2015)also express that; the needs analysis is a preliminary phase in designing any kind of educational activity .he also emphasized on that , the program of EAP (English for Academic Purposes)classes has to be set upon the evaluation and assessment of both purposes and needs.

A total and fulfilling definition of needs analysis was given by Brown in which he indicates the foundations, the components ,and the objectives of the process ;

Needs analysis is the systematic data collection and examining of all subjective and objective information required to describe and validate curriculum goals that support the language learning needs of learners within the context of the institutions that affect the learning and teaching situation. Brown as cited in Huhta et al., (2013).p.34.

Needs analysis was also defined by West as cited in Berkan .R .(2017) as the pragmatic procedure that focuses on revealing the needed data in a specific situation,

but it is based on general theories which are needed to formulate extensive covering language course curriculum.

1.2. Brief History of Needs Analysis

The concept of learner's needs and the focus on the students needs was originated in the 1900s as a consequence of the evolving interest on designing courses that satisfy the learner and the social needs .Palacios Martinez(1992)

This evolution in language teaching was related to the development of teaching the languages for specific purposes

The term of needs analysis appeared first in India in the 1920s by Micheal West in which he published a survey report about the subject in 1926

West introduced the idea to cover two different and contradicted concepts of needs that lay under the learning teaching process. The concepts was formed as an inquiry to determine the purpose of teaching and learning the target language .West (1926) signified the tow concepts of needs as ; what learners will be required to do with forming language in the target situation and how learners might best master the target language during the period of training .

State of the art article

Needs analysis in language teaching

Richard West School of Education, University of Manchester

Introduction

There have been several surveys of approaches to needs analysis in foreign-language teaching (James, 1974; Jordan, 1977; Chambers, 1980; Cunningsworth, 1983; Brindley, 1989; Riddell, 1991; van Hest & Oud-de Glas, 1990; Robinson, 1991; Jordan, forthcoming). During the period of 20 years covered by these surveys, both the focus and scope of needs analysis have changed. The dominant focus of early needs analysis was occupational/EOP, but this later changed to academic language/EAP (for the origin of the terms EOP and EAP, see T. Johns, 1981: 16). More recently the focus has shifted again to include general language learning. The scope of needs analysis up to and including Munby (1978) was syllabus specification derived from target-situation needs, but the scope has since been broadened to include areas specifically excluded by Munby – practicalities and constraints, teaching methods and learning strategies, and, recently, materials selection. This evolution can be summarised by characterising each of three stages in the development of needs analysis, and to hint at the future by suggesting a fourth stage (see table below).

Much of the later work in needs analysis is either not widely known or (Richards, 1984, cited by Nunan 1988a: 17) it is still assumed that curriculum development in language teaching should concentrate on language syllabuses to the exclusion of

broader aspects such as needs analysis, methodology and evaluation. It therefore seems appropriate to survey the field of needs analysis in a broad context. This survey concentrates on work relating to English (for a survey of recent work in other European languages, see van Hest & Oud-de Glas, 1990).

Origins

The term 'analysis of needs' first appears in India in the 1920s (see Howatt, 1984: 245; White, 1988: 12–13; Tickoo, 1988), when Michael West introduced the concept to cover two separate and potentially conflicting concepts of 'need' contributing to the 'surrender value' of learning: what learners will be required to do with the foreign language in the target situation, and how learners might best master the target language during the period of training. West was concerned with secondary-level learners whose needs, though determinable in broad terms, could not be defined with any great precision and whose teaching is indeed often defined in terms which exclude any concept of need – what Abbott (1980: 123; 1981a: 12; 1981b: 228) calls TENOR (Teaching English for No Obvious Reason). The concept of need does not seem to reappear for almost 50 years after West, a point commented on by Schutz and Derwing (1981: 30): 'it would seem that most language planners in the past have bypassed a logically

Stage	Period	Focus	Scope of analysis	Examples
1	early 1970s	EOP	target situation analysis	Richterich, 1971/1980 ELTDU, 1970 Stuart & Lee, 1972/85
2	later 1970s	EAP	target situation analysis	Jordan & Mackay, 1973 Mackay, 1978
3	1980s	ESP & general language teaching	target situation analysis deficiency analysis strategy analysis means analysis language audits	Tarone & Yule, 1989 Allwright & Allwright, 1977 Allwright, 1982 Holliday & Cooke, 1982 Pilbeam, 1979
4	early 1990s	ESP	integrated/computer-based analyses materials selection	Jones, 1991 Nelson, 1993

After training as a teacher in Zambia and teaching English for miners and metallurgists there for five years, Richard West worked on Business and Engineering ESP projects and materials. He is currently Senior Lecturer in Education at the University of Manchester. The present article is an expansion of a unit from the distance M Ed module on teaching ESP offered at Manchester.

1

1-2

Needs Analysis Origins in Language Teaching West, R.(1994

1.3. Classification of Needs

Hutchinson and Waters made a basic distinction between the target needs and the learning needs .they designed a scheme in which, they demonstrate the learners needs ,which was categorized into divisions that are used in ESP courses, as main concepts to design courses and classify the language learners class room needs and aims.

The scheme includes:

1.3.1. Target Needs

It was defined as “What are the linguistic elements needed to achieve specific communicative purposes.” Hutchinson and Waters as cited in Lamri (2016) p12 .that’s means all the language rules that needed to be taught and applied to achieve a specific interaction or communication for specific situation or purpose.

Robinson as cited in Lamri (2016) presented the features that are considered as the basis of any target situation which has an educational background; the requirement of that study or target task,the necessary elements according to the institution or the instructor , and the needed points that will satisfy the learners and that will complete their lacks as well as the teachers objectives .

Respecting the features which was proposed by Robinson, Hutchinson and Waters subdivided the target needs into;

1.3.1.1. Necessities

They are the elements which are based on linguistic features of the target situation also it is the academic needs of learners and the required skills in specific situation .Kavaliauskiene and Uzpaline as cited in Barken (2017).

It was characterized by specific feature according to Robinson as cited in Lamri (2016) which is being “objectives” .he emphasizes “are perhaps more appropriately described as objectives” to be achieved». Robinson as cited in Lamri (2016)

1.3.1.2. Lacks

They are considered as the lingual gaps of learners which should be fulfilled.

It could be defined lacks as “deficiencies in the target situation. In other words, lacks represent the gap between the existing proficiency level of the learner and the required level of proficiency.”Barkane(2017).

Lacks was also presented by Lamri (2017) as what a learner is deficient in .he explains more by providing the relation of the trilogy of the learners, lacks, and the target situation.

“What they ignore or cannot perform in English. Subsequently, lacks are the gaps between the initial or actual situation of the learners in terms of language proficiency or aptitudes, and the one which is required after the accomplishment of the language training.”Lamri(2016).

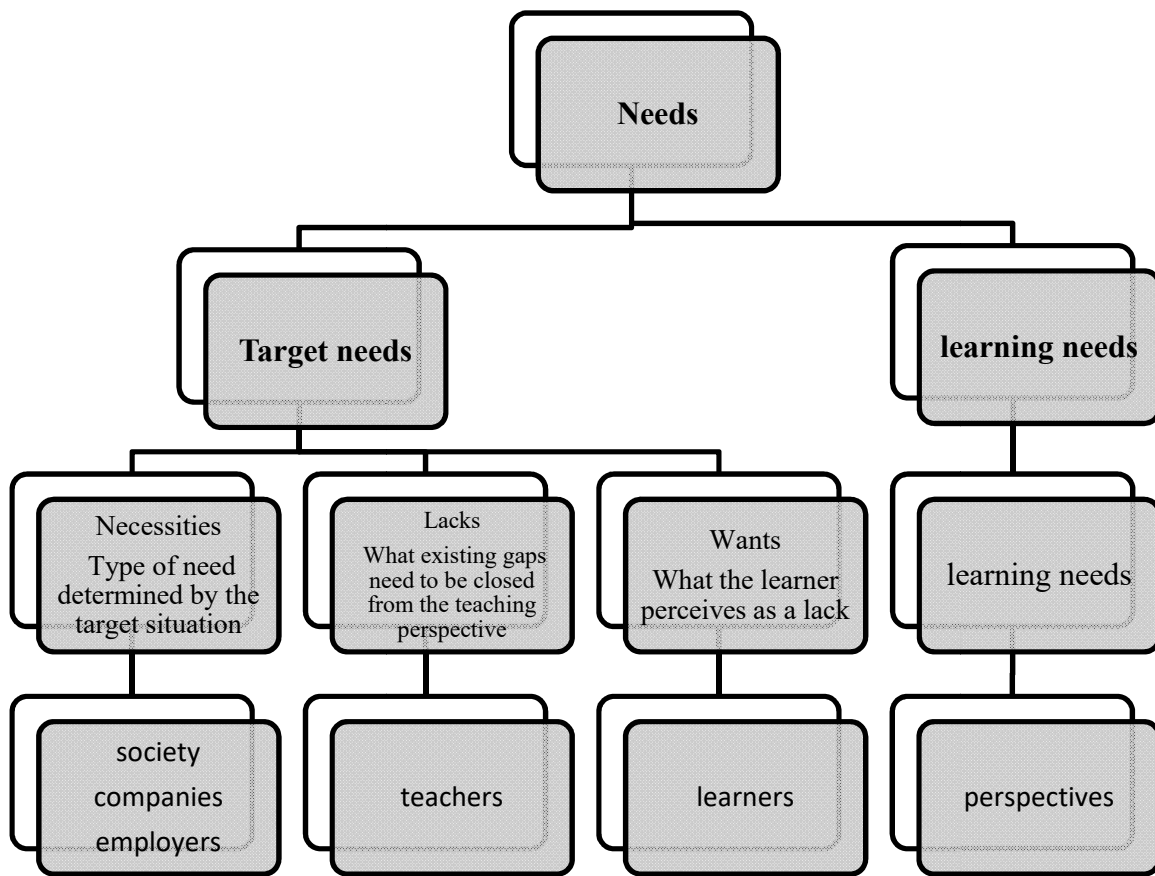
1.3.1.3. Wants

Simply wants could be defined as the lacks from the learner’s perspective expectations of students from the course and hopes. Also it was presented as «personal expectations and hopes towards acquiring English, i.e. what they would like to gain from the language course.” Lamri.(2016). He believes that wants of students are related to what the learners themselves feel that they are in need to, and the gaps which were founded by and from the students point view.

1.3.2. Learning Needs

According to Hutchinson and Waters(1987) the learning needs are the required skills in order a learner realize the learning process .in the same way Robinson(1991) affirmed the idea was presented by Hutchinson and Waters in which he state that learning needs are “what the learner needs to do to actually acquire the language.

According to the definitions learning needs are based on analyzing data in relation to the situation of learning which require type of learner his or her awareness and proficiency of cultural and lingual perspective and any related element that would help instructors to transmit the appropriate information.



Classification of Needs Based on Hutchin and Waters (1987)

There were other various classifications of learners' needs which were founded by scholars. Brindly one of the scholars who claimed that there are different stages of students needs that are depends on the instructor orientation and his prediction about what the learner needs and based on his or her personal prediction a curriculum would be designed.

According to Brindly the needs are;

1. A general _proficiency view of needs which are; the general rules of language that are needed to reach proficiency in a specific language which are determined by the teacher.
2. A psychological /humanistic view emphasizing on learners affective and strategic needs; the general cultural knowledge that are needed during exchanging and interacting in a specific language.
3. Specific _purpose_ view emphasizing on instructed needs ;the specific needed information ,rules ,and knowledge that are used in practical specific situation

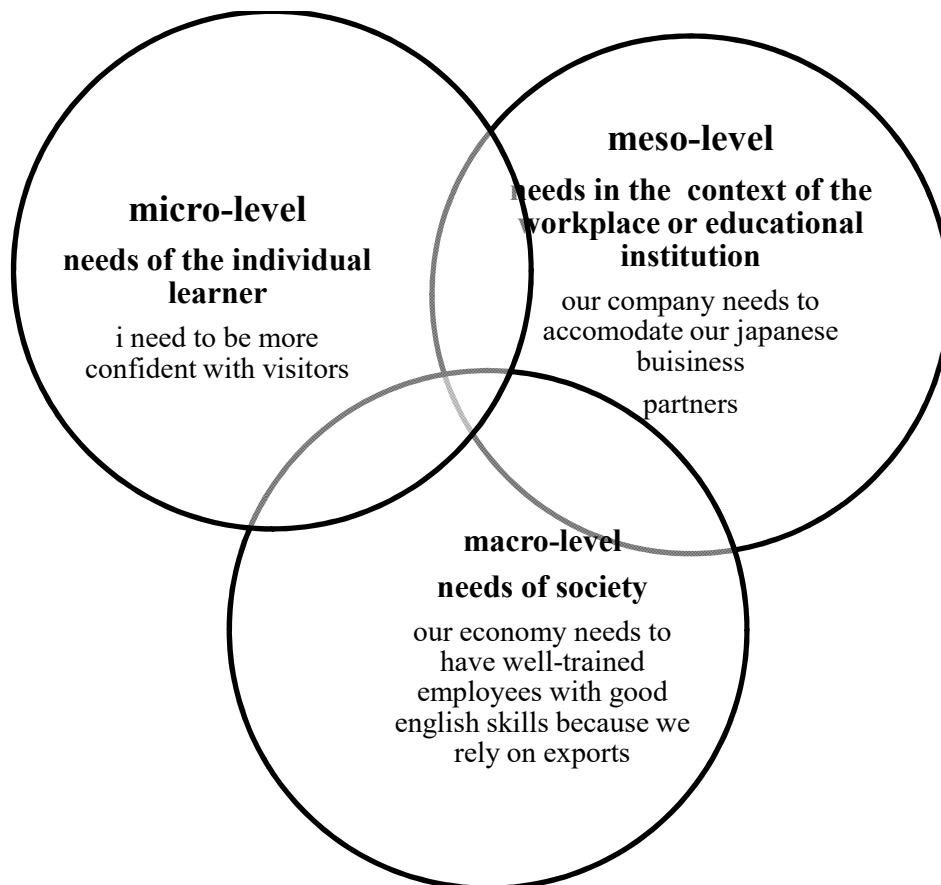
On the other side also Munby as cited in Yanping Zheng classifies the learner's needs in the target needs only. He claims that the target needs are the specific knowledge of a language rules that are necessary for performing a special work or task.

According to Robinson as cited in Huhta et al (2013); needs classifications was combined into three levels ; micro , meso , and macro levels .

The micro level of needs is illustrated as the learners needs from his or her point view ,the personal choice of the learner about what does he or she needs in the coming task or situation in the target domain .

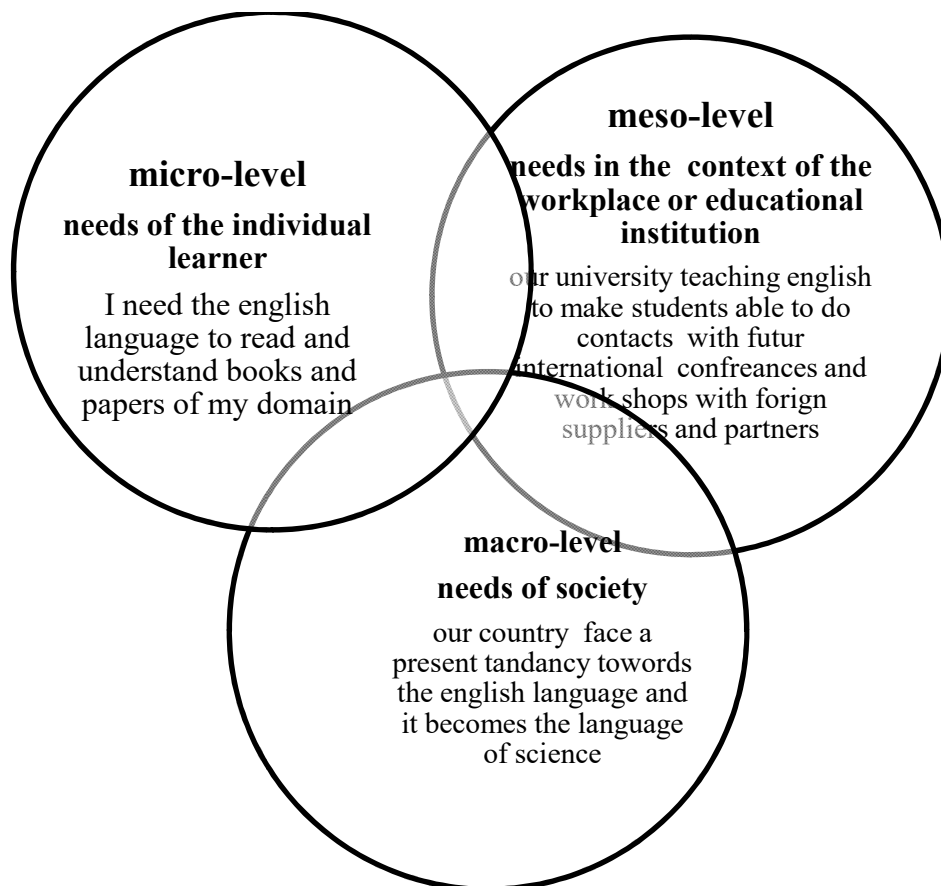
The meso level of needs is considered as the more wider context of a situation or of a task .it is considered as the needs or demands of the institution or the university .they are the elements which measured to be necessities by the institution itself .

Finally the macro level of needs, or the needs of the society .these needs are ‘needs at this level are related to questions of general importance.’ Huhta et al. (2013) .in that level take a brooder form , or it become the concern of a brooder category of people ,or community ,in this level a set of questions should be taken into consideration such as ; which methodology should be applied to transmit the information ,what type of materials are required , and how much time it will take to transmit this information ,according to Baldauf ,Kaplan ,and van Els ,as cited in Huhta et al .(2013).



Needs in ESP on Three Different Levels Based on Robinson (1991)

Robinson's classification of needs is applicable for all fields and domains it is designed to organize and order the needs from the specific needs to the wider form of them. Robinson's scheme would be helpful for the administration to build their courses based on the levels of demands of learners, teachers, and the current circumstances



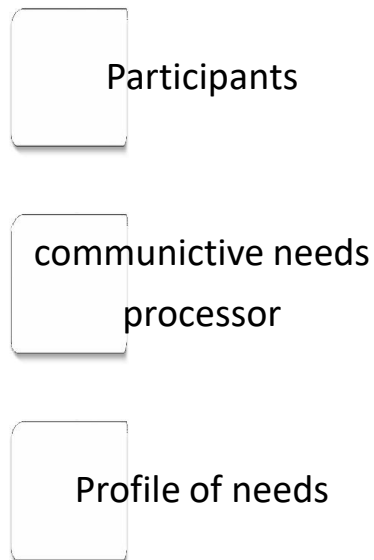
Application of Robinson Diagram (1991)

1.4. Needs Analysis Approaches

According to Hwi_Chan.W(2014) there are five principal models of needs analysis which was developed by scholars that depends on and related to the demands of class and the context of the course.

- A systematic approach. (Richterich and chancel.1977).
- A sociolinguistic model (Munby 1978).
- A learning centered approach (Hutchinson and Waters 1987).
- Learner centered approach (Berwik 1989,Brindly 1989).
- Task based approach (long 2005).

Munby s sociolinguistic approach farmed a valid analysis depending on the future or the target situation or task. The target situation analysis which was based on the model of communication needs of Mumby 1978 aims to detect the results of the course, i.e. the potential use of English he or she leaned after. The use or the application of this approach oblige the instructors or the syllabus designer to take “the communicative competence specification” into consideration that may be derived from the learners . in order to figure out the leaner’s needs Mumby suggested a set of techniques and procedures as “Communication Needs Processor CNP ”. the process was defined by Bassone .A as: “ the CNP is formed by a group of question related to key communication variables (topic ,participants ,medium etc) which can be used to spot the target language needs of any group of learners”



Mumbay's Model of Needs Analysis

In order to determine the target situation of the learners, Mumbay has classified a set of components that teacher or designer of a course or the examiner should evaluate in order to select the most appropriate elements of an effective lesson and successful course ;

- **Participants:** they considered as the elements which offer the course designer, teacher, or examiner the information about the learners preferable, mother, and target language.
- **Purpose:** the learner's stimulus that made him or her learn the language the use of the language they are learning whether academic or occupational.
- **Setting:** teacher or examiner should take the favorable timing and place of learners into concern for a motivated learner first and for better results second.
- **Communicative Key:** the way or the type of communication whether formal or informal, that would be used between learner and teacher and for the coming situations.

- **Instrumentality:** the form of communication which would be used medium of the message, channel of the speech, or the mode of interaction .
- **Communication event:** learner's preferable skills whether the productive or the receptive ones.
- **Dialect:** Learners' preferences in dialects teacher examines the preferred dialect or accent for the students such as American, British, or Australian.
- **Interaction:** teacher search for what he or she should use for the target language use ie the interactions that might be related to work or situation.
- **Target level:** teacher evaluate the level of the competence of learners and put the goal for a target competence.

The systematic approach or the present situation analysis was founded by Richterick and Charnel in (1977). the present situation analysis works for defining the learner's needs by analyzing their strengths .and weaknesses in both before and during the course through more than two data collection methods and the source of the information would be from students , department, and work place Richterick and Charnel attempted to investigate about levels of ability, available curricula , and teaching methods .

The learner centered approach was presented by Birwick 1989 Brindly .(1989) this approach looks to the learners needs in three ways:

- Perceived vs Felt.
- Productive vs process oriented interpretation.
- Objective vs subjective needs.

According to Berwick (as cited in hwi_cham_w_2014); "Perceived needs are from the perspective of experts while 'felt needs' are from learner's views".

In the case of teaching English course the perceived needs would be detected by the teacher of the course, and the felt needs would be derived from students.

In the process _ oriented interpretation focuses on the learner reflection toward the learning situation while the product oriented interpretation sees needs of learner as the required language for specific target situation.

Learning centered approach which was created by Hutchinson and Waters in (1987) focuses on the way of learning or how a learner would learn and comprehend the transmitted information. Hutchinson and Waters believe that the learner's needs would be derived from two directions. First the target needs They are the future need that are desired and required in a future task or situation. Second the leaning needs Which are the present factors in the learning context such as the learner, learning background, gender, or age. In case of adopting the leaning centered approach instructors are required to apply constant analysis of need with different data gathering methods or tools.

Task based approach in needs analysis was created by Long in which he suggested that learner has the freedom of cognition and they are active elements in the acquisition process .he believed that tasks are unites of analysis and discourse samples whether spoken or written are involved in the target task performance .this approach gives more importance to language variables which are the elements that affect the genre of speech and the changing of language depending on these variables .the analysis in this task works on designing a course which meet or relate between variables and the target situation or task .

1.5. Methods of Needs Analysis

The first step for creating a foreign language course the teacher or a syllabus designer in order to create a clear view for the teaching _learning process though needs analysis which require some specific information that are must be based on available and simple valid methods. Such as;

1.5.1. Interviews

“Interviews may be structured or unstructured. Unstructured interviews are a qualitative method and are explanatory in character.” Long as cited in Huhta et al (2013).

The questions which included in the interviews may be prepared before or it would be developed though interaction between the interviewees during the conversation which open the horizon of both participants in giving data and real concerns. That strategy would be designed by teacher which allow him or her to collect more qualitative data .On the other hand structured interviews or the prepared questions of the conversation may provide quantitative standardized data for the instructor that would also provide aid but it limits the scope of the learner to generate his or her needs .

1.5.2. Survey and Questionnaires

This method in needs analysis may offer the same form and category of the information which is gathered through structured interviews ,but it gives the privilege for the instructor to not be present which may prevent any kind of personal interface between the teacher and learner ,as a result; it may also prevent any type of false faked answers which is caused by the direct interaction between interviewees. Surveys and questionnaires may decrease the time and the efforts consuming .this

strategy may provide more formal quantitative credible responses which is based on unbiased answers since there is no direct interaction, but in the same time this formality may cause standardized responses which neglect some main needs of learners.

1.5.3. Text Based Analysis

“In any professional context, large number of text (in broadest sense of the term including spoken as well as written text are in use.”Huhta et al(2013).In order to design a course design of language class the teacher is obliged to analyze the utterances and forms of the language which will be presented in order to evaluate the structures of any the linguistic elements and any result the linguistic needs .this analysis of the spoken or written form of the language may indicates and helps the instructors in selecting the appropriate forms and types of language that should be used and in which situation.

1.5.4. Tests

Tests are a practical method In needs analysis .this technique allow the teacher or the investigators to measure and evaluate the abilities, skills, knowledge, and performance in specific tasks or situations .Saunders as cited in Djabbari (2016) tests stress on the idea of being test a crucial method which permit valid and credible results. Therefore it is preferable to test students in order to determine their weaknesses and strength.

1.5.5. Direct Observation

According to Djebbari (2016) direct observation is an; accurate and reliable method to analyze both spoken and written form of data.

It can be employed as a method of a needs analysis procedure for the fact that it brings reliability and accuracy of all the information that is gathered and checked. As far as direct observation is concerned, it is tremendously helpful for the investigator to collect data of spoken and written interactions of different participants, namely: teachers, learners, and even administrators. Djabbari (2016)

Conclusion

It is essential to design any kind of language courses and ESP classes based on the needs analysis technique. Needs analysis provides instructors a systematic and direct path that facilitates the teaching process for teacher and fulfill the learners needs and deficiencies

Chapter Tow

A General Overview on Teaching English Language for Students with Specific Needs

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Introduction

Nowadays, English is becoming the language of science. Linguists and experts in the field of teaching are working to develop and reformulate teaching methodologies and creating new approaches in order to transmit this language for non-native speakers of the language and precisely university students who need English in their studies and researches.

This chapter focuses on two main aspects of language teaching. The first one is teaching the English language as a foreign language as being an international language which needs specific procedures and teachers with precise qualifications to be taught. The second is the importance and creation of English language for specific purposes and its subfields.

2.1. The Teaching and Learning Process

2.1.1. Teaching

If we may define teaching as we observe in the real life, it would be the process of transmitting information, knowledge, or practices which will be received and comprehended by learner. For K. Smith (2018) the teaching process is to give more attention to learners' needs, experiences plus emotions and as an instructor you will be obliged to involve the latter elements and consider them so the students grasp particular things, and more.

However Hirst (1975) made a conclusion about definition of teaching procedure in which he combined it with the vision of teacher himself / herself about teaching, "being clear about what teaching is matters vitally because how teachers understand

teaching very much affects what they actually do in the classroom”. Hirst as cited in K.Smith.(2018).

In addition to his definition Hirst preserved on two main points that must be included in the teaching process , first ; the intention of teachers must be the aim to make someone learn something , and the second point is to consider the learners , needs , feelings , and experiences . “Teaching is only teaching if people can take on what is taught” Hirst as cited in K.Smith (2018). Than the teaching process is related to its consequences and results on learners, we may say that we may call teaching is teaching only if there is learning.

2.1.2. Learning

Shuell (1986)believes that there is no one specific definition of learning process which is acceptable by theorist, researchers , and practitioner Though it may be defined as Dale H.Schunk 2012, the process of teaching is “acquiring and modifying, knowledge, skills, strategies, beliefs, attitudes, and behaviors”. In addition to the change that is generated by learning .it is characterized by its; complication, amplification, quickness, and it is lingual for human beings.

As Russ argued as cited in H.Schunk (2012) ; we may generate that the learning happen in case of changing in the learners cognition ; that’s means changes in changes in their thinking ,beliefs , and personal skills .

2.2. Language Teaching Strategies

According to researchers Jullian Edge and Sue Garton , in general There are two main approaches or ways to teach a language and its usage which moves from

meaning to form or as they have elucidated ; this approach “starts with subconscious learning and shifts to conscious learning” Jullian Edge and Sue Garton (2009).

First, they proposed to move from communication to language as it’s mentioned by in which they proposed the main steps in this process. First, the teacher is obliged to create a situation in which students will be motivated to communicate with the language .Second , as a teacher you must encourage learners to communicate as best as they can. Third, make students focus on the forms of language which must be used to achieve the process of communication, that only if it is necessary, as mentioned by Jullian Edge and Sue Garton (2009).This approach or strategy if we want to speak in specific form ,it may be named the task based learning (TBL) in this approach learners are given a practice , exercise or a task that is obliged to be completed ,but it is possible thatfirst a teacher may give a pretask or a worming up task to prepare them, in which it is allowed that students use any language resources because the goal mainly is to finish the task .

The second strategy or approach is almost the opposite of the first one, this approach “move from language to communication by combining the different elements of the language that have been is isolated for learning” Jullian Edge and Sue Carton .(2009) in this approach instructors are obliged to move from the form to the meaning , unlike the first approach this one shifts from conscious leaning to subconscious.

This approach may be represented by three Pees (PPP); the abbreviation of presentation, practice and production approach. The teacher in this approach divides the course into three stages;

1. Teacher starts with presenting a sample of shot reading or listening text

2. Teacher makes learners practice the language through a task which is context the language they use
3. Teacher provides more task and, free exercises and open activities, in which they practice and produce more use and internalize the language.

Teachers shouldn't prefer an approach over the other, but they should learn how to combine between them, and to find how to use the suitable approach in which time, and to be fair with all students' preferences.

Hymes provided a clear definition of learning process in which he combines features of learning, and defines it as "an enduring change in behavior, or in the capacity to behave in given fashion which results from practice or other forms of experience".

2.3. Teaching English as a Foreign Language

The creation of this new trend of teaching cadres; teachers of English as a Foreign Language (EFL) was a result of the evolution of interest in learning and teaching English in the world in both public and private institutions. The progressing importance of ELT above other known languages is a logical consequence of "the emergence of English as a global lingua franca". Griddoll and Meinhof as cited in Dilent (2001).

Braghton, Brumfit, Fluffell and Pincas (1980) agree that the process of teaching English must be non-dogmatic and it has to be systematic yet flexible in the same time. Brooks and Grundy (1988), express that teaching English as a foreign language is characterized as being in some extent dominant mode of thinking. Back to the seventies the EFL was centered on and by national and pure functional only systematic ideals and interests. English was a language which was used for occupational

necessities only and was limited in specific countries such United Kingdom and United States of America.

A considerable number of learners of English have an “Instrumental motivation” as described by Braghton et al., (1980). That’s means that learners of foreign languages are stimulated by some specific needs; social, occupational, or academic.

2.4.English Language Teaching Priorities

The priorities in teaching language have been varied over time according to the demands of society, strategies, learners and teacher demand and objectives according to Penny Ur(2012) teaching trends are always changing, however he focused on four elements which was and always present as a priority for the teachers of English language in his or her course.

First, fluency and accuracy those tow were present allover time. it is important that students respects both aspects fluency and accuracy in using English that’s means that students should be able to produce English sentences that are grammatically correct and lexically accurate, and must be capable of producing coherent language without efforts and easily, however There is a belief that in some cases accuracy has no important effect on communication and fluency is the key of successful interaction.

“There will be a situation where we are less fussy about absolute accuracy, because getting a message across is more important; and others (perhaps less frequent) where the correctness is the priority. However, in general, we will do the best we can to make sure our students maintain a balance between the two”

Second different Styles and Englishes .the English language has become number one in world wide for communication as well as almost for all sorts of purposes. It is necessary that learners of English language to have knowledge about different styles of expressions, and which terminology is appropriate for specific and different situation, the written, spoken, technical jargon ,or slang .as Penny Ur agreed, students must recognize Styles and learn using them according to their occasions , situations or necessities.

“Students need to know the differences between informal speech and more formal written discourse; is between the kind of text can acceptably write in emails, or when chatting online, and the type of text you should write in an academic essay”. Penny Ur (2012).

That's why administrations, teachers, or syllabus designers must think about including the idea of teaching the different needed styles of English according to the students, in order to provide a vision about the different varieties of English which may be beneficial in future occupations and jobs.

The third element , which is vocabulary the earlier teaching methodologies followed by some teachers recommended to spend extra or most of the time to teach students the grammar of the English language and the vocabulary would be acquired by students through the courses, as Penny Ur proposed “assuming that the vocabulary would take care of itself”.

He also confirms that in the recent years Researchers has agreed on the importance of vocabulary knowledge and more specifically for the reading skill and comprehension. As learners in order to understand a complicated passage or text in English language they should detect the meaning of words and their related families.

The fourth element in teaching priorities is an important skill; which is writing. “Writing is often –perhaps mainly- used in language teaching as a vehicle for language practice and testing , rather than for the sake of the writing skill itself”. Penny Ur. (2012).

Writing is used as a method or a tool to practice the language more than using it as a skill to be communicated with .the statue of the writing skill was underestimated comparing with the other three skills; listening, speaking, and reading. As a result communicative writing activities have been infrequent in teaching as much as other skills.

According to Crystal as cited in Penny Ur, the writing for communicative purposes has increased in test the last generation especially when talking about the informal writing for communicative purposes, and that may be related to the use of email, chatting online, blogs, and networking on social media. This spread or the increasing use of a formal and informal writings as well for the communicative purposes, teachers should invest in helping language Learners the written fluency plus the reading competence.

2.5.English as an International Language

To call a language an international one is when that language is spoken by a considerable population. as defined by Sandra lee McKay(2002) “an intentional language is language which has large number of native speaker”, but that’s not enough to spoken by only native speakers of that language but also it is needed to be spoken by native speakers of another language in order to get into the state of an international language that what made the English language the wider communicated language , now English is considered as an international language in the national and

international or global scale. According to Penny (2012) “in the last 50 years the English language has been shifted from the communication tool of specific nations such as United Kingdom or United States of America to be a main tool for global communication. On this particular aspect of language, Crystal Martins cited in Sandra Lee McKay (2002) argues that:

“language achieves global status when it develops a special role that is recognized in every country ... and that this special status can be achieved either by making it an official language of the country or by a country giving special priority to English by requiring its study as a foreign language” .

This day the Algerian government especially the education ministry are considering and giving importance to the English language and replacing French by English. Now we as Algerian citizens may consider that English become a powerful language after the Arabic which is the native language of the country.

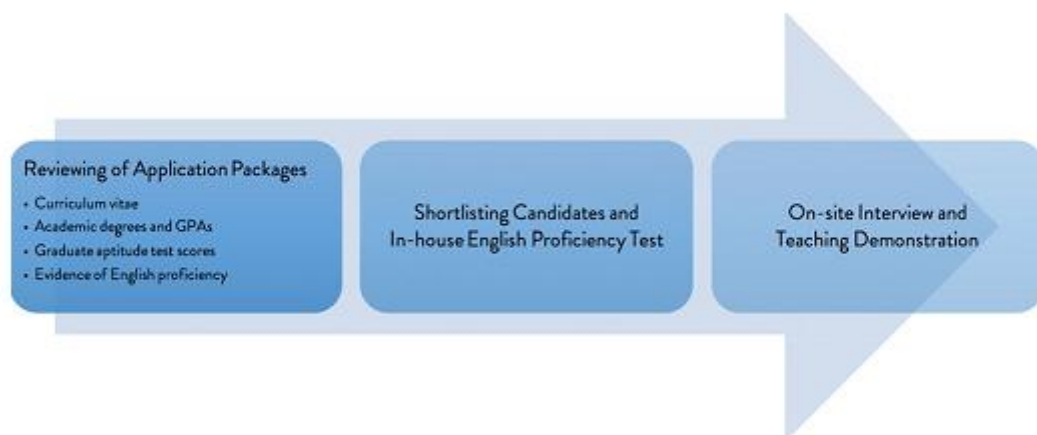
Kachru (1988) proposed a diagram in which he maintains roles of English language according to their status in the country. The diagram is a combination of three concentric circles. The inner or the central circle includes the countries or where the English is native language or the primary language of the nation such as USA, UK or Canada.

The second on the outer circle represent where the language is used as a second language such as India, Philippines, and Singapore. The largest circle or the third one the expanding circle is the area where the English is studied as a foreign language such as in China, Algeria and Korea.

2.6. Qualifications of English language teachers

In order to choose or recruit a teacher of a language or an English language teacher there are certain qualities that should be founded on the person because of the importance and the role of class room language teacher is crucial in addressing quality of the language. “Recent educational research has understood the criticality of teachers’ quality as a decisive and prominent influence on students’ academic growth and success”. Akcam et al.(2016).Sanders .1999, considered the teacher the single major reason that keep an impact on a huge number of students population and its academic production.

Features or conditions for choosing a highly competent language teacher took a great concern for institutions, colleges, and companies. Each institution puts conditions for applying and being a member or a teacher within their personnel such as the educational degree; bachelor, master, or doctorate degrees. Furthermore the qualifications of the score tests and interviews in order to investigate about their language proficiency.



The Steps In The Recruitment Process .Akcam ,(2016)

Despite the recruitments' procedures and tests that's been passed by candidates but there are such specific characteristics which he's fixed and practically recommended by Administrations such as;

2.6.1.Language Proficiency

For an English language teacher position candidate must have the ability to produce accurate and meaningful language which will be transmitted to Learners. Administrations emphasizes on that point of the language proficiency and being that it would be measured by two indicators or elements .first , scores in the standardized tests of English language and second the interaction during job interview and quality of language used .According to Akcam et al. (2016) experts relate proficiency and teaching English language to specific elements

“Concerning how one would describe a qualified English teacher ...of course, first content knowledge is important for us. That the teacher would have a good command of the language is one of the primary requisites.

Why? Because an individual with a good command of the language would be more capable in class.” Akcam et al (. 2016)

2.6.2.Character

The teacher, candidates' personality or character plays a great role for job application interview and during the teaching process in the classroom .flexibility during any teaching task, problem confronting, their self-esteem, and how they tackle any sudden circumstances. During the testing of candidates potentials the hiring committee or administration taking consideration the teacher's persona individuality Akcam et al .(2016) see that a successful teaching and learning is tightly related to

the teachers Constituent of character . the character component that Akcam and his companied professionals see that are necessary are ; “Self-confidence, sincerity, dedication to the well-being of learners, demonstration of enthusiasm and a positive attitude in all interactions, empathy, problem-solving skills, and the ability to function in teams.” Akcam et al 2016.

2.6.3.Pedagogical Knowledge

The institutions and administrations look for the candidate who has a knowledge about academic procedures and how a professional performance must be .the knowledge about management of classrooms ,the teaching theories ,the teaching methods, strategies ,and psychology of students .in recent years and with development of Technology use of the latter become also a pedagogical knowledge and a must .the novice teachers may this educational knowledge through teaching experience , Attending seminars, and teaching training courses . Conversely occasionally the experience condition is not necessary if the candidates could convince them by his or her competence and professionalism during the interview stage.

2.6.4.The Quality of Willingness to the Professional Self Development

Institutions , comities , or Administrations also take in concern readiness of the candidate teacher toward ; their self evolvment ,enhancing their skills , and their openness to teams work , collaboration with other teachers and following the new trends in teaching fields as well as accommodating with these changes .Akcam et al (.2016) agree on the idea of candidates eagerness toward their job in which he thinks that teacher must do efforts to develop themselves.

“They should be willing to learn. Because actually what we do here does not just involve teaching English actually... I guess being open to learn is the most important issue. This could involve any subject area. I think it is not sufficient for a teacher to just know their own field. Knowledge of world affairs, culture should also exist so that when talking to students, a teacher does not just talk about the lesson content but utilize her knowledge of other subjects in those conversations” Akcam et al(2016).

2.7.English for specific purposes

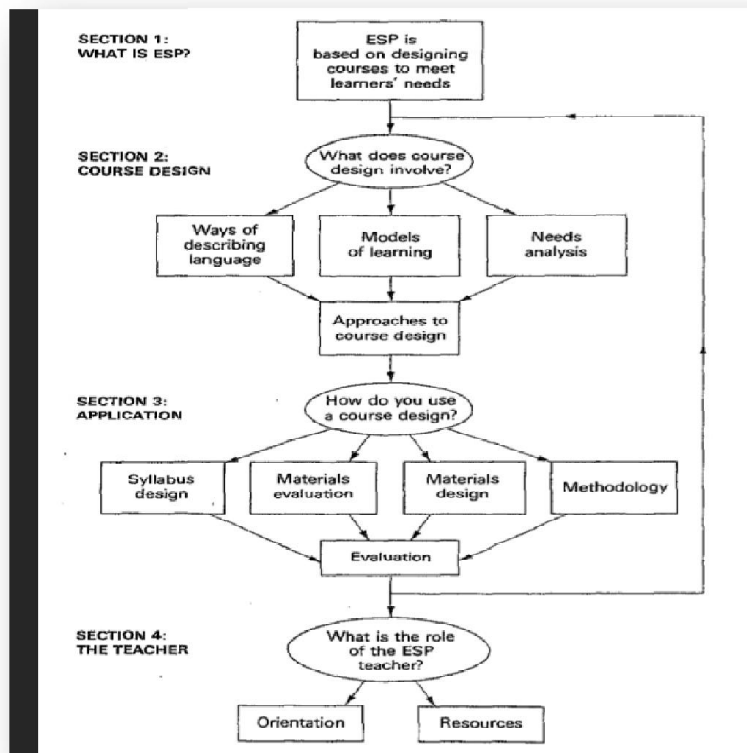
In the late 1960s English for specific purposes division has become one of the most dynamic domains in teaching English language as a foreign language, in specific speaking and in linguistics in general speaking. This approach was a reflection for the rapid development of English language in the world and becoming the latter language number one in the globe. The English for Specific Purposes approach is concerned about delivering specific English for learners of specific domains for learners with respecting their needs.

The term or the concept of ESP is clear based on its naming itself, but knowing its meaning characterization through works and statements of experts would erase the ambiguity and would provide more ideas about the mechanism of teaching this specialty.

as Anthony as cited in Lamri (2016)when he defined ESP according to observing the process of teaching English for Specific English in which he claimed that ESP is not just teaching Special English for specific domains; it is more teaching academic English for professional purposes.

Partridge and Starfield (2013) emphasizing in their definition on the goal of ESP in which they agree on the fact of being ESP a specific jargon taught to Learners of specific domains such as ; medicine, biology , computing ... in which the aim is that the learned English is used and practiced by Learners of the language in situational tasks or in future responsibilities.

Hutchinson and Waters(1991) Defined ESP in an outline as an answer of a question in the first section of the diagram “what is ESP”. The answer Was; “ESP is based on designing courses to meet Learners needs.”. Hutchinson and Waters 1991 as cited in (Mirjana, 2017) .

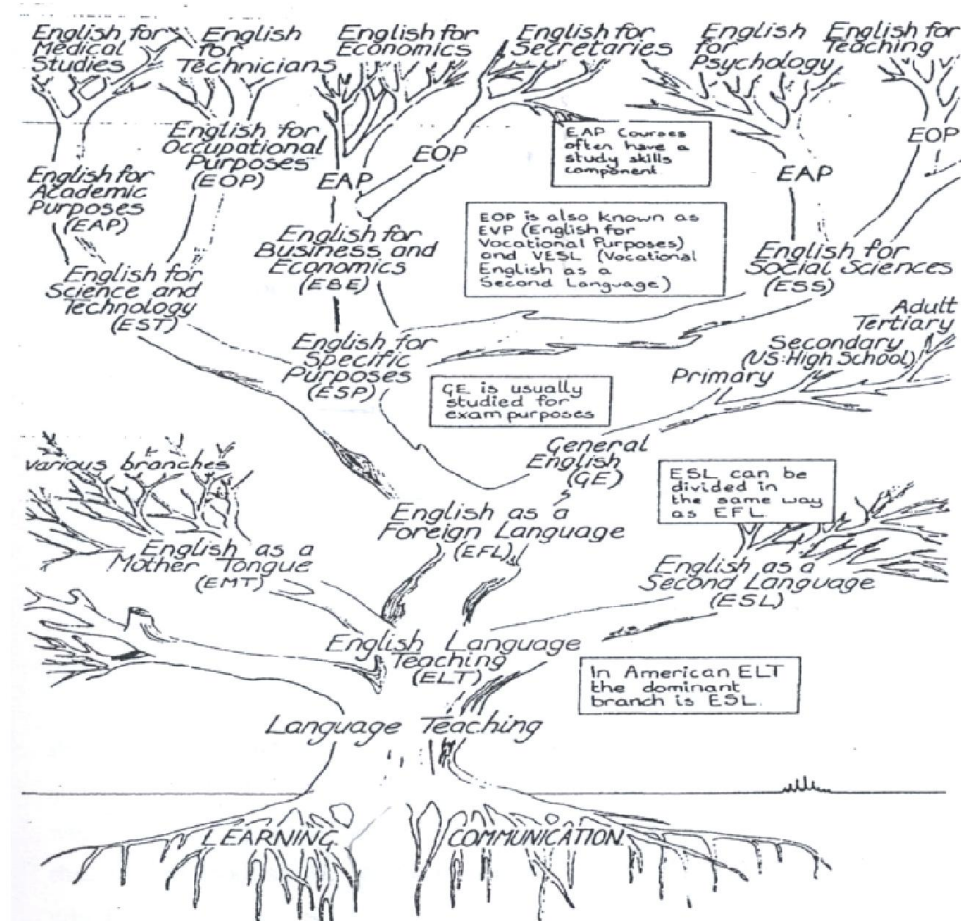


Hutchinson and Waters Sections of ESP

Hutchinson and Waters showed the purpose of the ESP in the intention of creating this division “was to identify the grammatical and Lexical features of the registers teaching materials then took these linguistic features as their syllabus.

Williams 2015 stated that “the marked performance for “specific” denotes an awareness that the type of language that ESP scholars are concerned with is not so much special in itself as pertain to “specifics” spheres of professional and institutional communication in English.”Williams2015.

That means that the English used is not a special English but it is a professional and academic English related to specific domains there are a numerous number of ESPs such as ; EAP,EST,ERPP.....



Tree of ELT Hutchinson and Waters (1987)

2.8. English for Academic Purposes

English for academic purposes is the largest subfield in the approach of English for specific purposes. The domain of EAP mainly is interested in teaching the English language for learners who need the latter for the purpose of performing academic, pedagogical, and official tasks. The evolvement of EAP was related to the progress of English language and as another result the growth of ESP approach.

EAP according to Charles edited by Baltridge and Starfield(2013);

“The term is very broad, covering, for example, both the requirements of native - speaker (NSE) secondary school students who have to read textbooks and write

essays, as well as those of academics who need to give conference presentations and write research articles (RA). EAP has thus become a major research field in its own right, responding to the demands of a widening circle of users by providing increasingly sophisticated accounts of academic discourse and translating these insights into pedagogically valid methods and materials.” Maggie Charles (2013).

2.9. English for Science and Technology

Interference of the English language in almost all domains has created the field of ESP. the appearance of this approach made teachers work in all fields out of their traditional status as language teachers, than the need of creating a new field that combine English and technology in order to facilitate the perception of using the English language in science fields and technology become an obligation.

The English for Science and Technology appeared to facilitate the learning and teaching the English scientific jargon. EST according to Parkinson (2013) as cited in Rao, V. Chandra focuses on all fields that are related to technology and empirical sciences. Teachers of EST focus on linguistic forms at first then skills that were in the last 50 years but nowadays teachers of EST balance between both the linguistic forms and skills and provide the firsts through the seconds interchangeably.

2.10. English for Research Publications Purposes

As English taking a higher at universities of the world also at Algerian universities writing and presenting a research or a thesis in English language become a must. The need of publishing their scientific works on the international and the global science community students are moving toward learning the English language since it is the world language number one. Taking as an example of a country where

the phenomenon of the increased using of English in research works and publications, Flowerdew has expressed the case of the universities of Spain where the percentage of using English language evolved and almost replaced the Spanish language .

The case of Spain was presented by Pérez - Llantada,Gibson, and Plo in (2011) in their study was through 1996 and 2006 and they have noticed that Spain as many other countries in level of universities and especially in executing a research paper , students moved toward English language instead of Spanish language the table below is a summarized representation of Pérez - Llantada,Gibson, and Plo s study .

Year Language	1996	2006
Spanish	5.309 articles	2.744 articles
English	19.820 articles	39.115 articles

Table 2.1: Students Shift toward English Language in Research Works (Spain 1996-2006)

Conclusion

This chapter was concerned with viewing the development of the English language through the world and it is becoming the language of since what made the educational community work for developing this language to work for all situations and occupations not only teaching the English language for the sake of communicating and interacting which is not a wrong practice because it is the main purpose of the language since it is a system of communication.

Chapter Three
Field Work and Data Analysis

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Introduction

This final chapter is devoted to present, describe, and analyze the findings that are collected through the data gathering tool (student's questionnaire). In the present chapter, our aim is confirm or reject the study hypothesis and literature review stated in the previous chapters .First, it contains the presentation of methodology and the tools of gathering information of the study. Then a description of how the process worked. We will and finally analyze the results and report them through tables and short passages .Eventually, it could be concluded that this chapter reports positive outcomes.

3.1. Means of research

In order to investigate the important role of needs analysis in the elaboration and design of English courses for computing science field, We opted for a descriptive method that we believe can be the most appropriate approach to confirm and investigate the study hypothesis. There was one tool in the investigation which is a questionnaire for students of master one computing science specialty in which data was gathered based on their opinions, knowledge, and attitude toward the current courses design and the presented lessons.

3.2. Piloting and Validation

After having designed the first draft of the student's questionnaire, the researcher had submitted it for the supervisor to exclude needless questions and to correct the language, in addition to add any missing elements. The final corrected English language version which was delivered from supervisor was pre-used to verify validity before the administration phase. Essentially, the piloting drafts were sent via e-mails

in PDF forms to five 5 students from the population; master one computing sciences students at Mohamed kheider university. The major purpose of the piloting phase of the questionnaire was to analyze two main aspects; the difficulty and the clarity of the language also attractiveness and any repetition.

Due to the current circumstances (Covid-19 virus viral increase) participants received questionnaire through social media means in Arabic language after the students demands by use an Arabic language for better understanding and better responses, so the questionnaire was translated into Arabic after supervisor consultation .more importantly, students feedback was positive about the whole questionnaire in level of language, questions, and subject.

Beside students responds, the supervisor made essential remarks about forms of questions, order, distribution of tables and more important sectioning the questions.

3.3. Analysis of the Students' Questionnaire

3.3.1. Description of the Students' Questionnaire

The study contained and developed upon a student's questionnaire which was supposed to be devoted for fifty (50) master one computing science students, at the university of Mohamed Kheider university, Biskra .which was during the academic year 2019-2020.

The questionnaire was supposed to be administered to students during their English language session with some intentionally interactions, side notes, and explanations. However for the reason of the current circumstances we had to change the plan and send the questionnaire via, internet, emails, and social media. The questionnaire was categorized into three sections (appendix 1).

- Section number one (1): personal information of the students, age, gender, and the current most used language in scientific domains, and their opinions about English language, their past level, and their skill's level in the language.
- Section number two (2): was about the students needs in English language and their point view about the courses. It is composed into seven (7) questions in which students declared and answered questions about their current level in the language, sufficiency, and interests of learners concerning courses and lessons and the substitutes which they took to reinforce their levels, also there was questions to rank their preference skills, and duration of sessions and hours of courses.
- Section number three (3): the third section was particularly about courses and their content. It is composed into six questions (6) that was predisposed to show the administrations general focus, the link between the given courses and the creation of courses with the field of studies the of the courses, the more important and the most should be covered aspects, and content of language courses according to participants point view in relation with their fields demands and necessities.

Depending on students' needs, and for the more responds we submitted the questionnaire with the Arabic language. As it is mentioned before the questionnaire was sent to students via internet tools and there was some direct contact with few students.

3.3.2. Questionnaire Administration

As it mentioned earlier, this study targets master one students specialty of computing science the questionnaire administered in Arabic language to fifty students

of master one but there was a respond from 31 students only which is more than the half members of the total main population.

The Participants received the needed instructions about the questionnaire there was difficulty with few participants but it was solved. The participants appreciated the idea of the questionnaire and the study, and they were thankful for all the study purposes and objectives, and for efforts to find future solutions.

3.3.3. Results Analysis and Interpretations

Section One: Personal Information

Question 01: student's age

Response	19 -22	22-25	Over 25	Total
participants	7	21	3	31
Percentage	22.5%	67.7%	9.8%	100%

Table3.1: Distribution of student's age

The statistics on table (01) show that students of master one computing science specialty have a variation of ages. between the age of 19 till over 25 (the eldest participant is 34 years old student); 22.5%of students are aged between 19 and 22 years old, 67.7% students are aged between 22 till 25 years , and the rest students which represents 9.8% are over 25years old . This ageheterogeneousness and variation is an implementation that being the students of computing science master one has different learning experiences and backgrounds.

Question 02: student's gender

Response	Males	Females	Total
participants	7	24	31
Percentage	22.6 %	77.4 %	100%

Table 3.2: Distribution of student's gender

Table (02) represents gender distribution of the sample we recognize that it is verity however the percentage of girls 77.4% is much larger than category of boys which represents 22.6% participant.

Question 03: Do you think that English is a language of science nowadays?

Response	Yes	No	Total
participants	27 %	4 %	31
Percentage	87.1 %	12.9 %	100%

Table 3.3: student's opinion about being English language of science

Table (03) statistics represents student computing science opinion about the English language being today's scientific computing language. Here the answers , were "yes " with 87.1% for being English language and 12.9 % students answer with the opposite (no). We may conclude that by being students of computing, they become aware of the states of English language in scientific disciplines and in the computing science field specifically , and its importance for their studies .

Question 04: which language do you prefer to use and study in your field ?

Response	English	French	Arabic	Total
participants	14	5	12	31
Percentage	45.2%	16.1%	38.7%	100%

Table 3.4: distribution of student's languages preferences

Table (04) represents the statistics about the student preferred language in which 45.2% prefer the English language 38.7% the Arabic language and only 16.1 % of student prefer the French language. This confirm the main idea of table number (03), of students being aware of the importance of the English language in global scientific country and progressed of the latte to take plan of the French language which is the second language in the government.

Question 05: How do you assess your level at English?

Response	Very low	Low	Average	Good	Very good	Do not know	Total
participants	2	2	10	12	1	4	31
Percentage	6.5 %	6.5 %	32.3 %	38.7 %	3.2 %	12.9 %	100%

Table 3.5: student's level in English language

Table (05) students 'own assessment of their level in the English language in which their levels were classified from very low till very good , and there is a colon for " I do not know" for students who are not able to find or measure his or her levels. There was one student who claimed that he or she has a very good level, which is the best classification on the table, two students stated that they have a **very low** level and the same number of students 2 participants claimed that their level is **low** .the highest percentage was divided between the students with **average** level which represents 32.3% participants 10 students and 38.27% participants answered that they have **good** level. Results of table 5 indicate that level of master one computing science generally is a good level.

Question 06: Which skill in English do you think you are good at?

Responds	Reading	Writing	Speaking	Listening	All	Do not know	Total
participants	10	2	2	7	7	3	31
Percentage	32.3 %	6.5%	6.5%	22.6%	22.6%	9.7%	100%

Table 3.6: distribution of student's skills

Table 6 shows the distribution of master one computing science student's classification of personal lingual skills in the English language. Through table 6 we may notice that the majority of students 10 participants 32.3 claimed that they are good in reading mainly conversely the less percentage was for writing and speaking; 6.5% of students 2 participants see that they are good in writing and the same number of students see the same that they are good in speaking skill, 7 participants 22.6 % believe that they are good in listening. On the other hand same number of students 7 participants 22.6% reported that they are good at all skills only 9.7% of participants 3 students declared that they do not know which skill they are good at . We may assume that the participants are good at the receiving skills, this also might be a hint that the language teachers should work on their student's production skills such as speaking and writing.

Question 07: How do you consider your level in English before university?

Responds	Very low	Low	Average	Good	Very good	Do not know	Total
participants	4	3	8	12	2	2	31
Percentage	12.9 %	9.7 %	25.8 %	38.7 %	6.5 %	6.5 %	100%

Table 3.7: distribution of student's level before the university stage

Table 7 represents the statistics of the students level in the English language. The distribution levels of students are classified from **very low** till very **good** with a column of **I do not know** which represents students who has no information about their level in English language in the past .through the table we recognize that the majority of participants had **good** level with a percentage of 38.7% which means 12 students. Only two students who represent 6.5% of participants claimed that they had **very good** level. The same percentage of participants 6.5% 2 students answered with **does not know**. 12.9% 4 students had very low level, 9.7% 3 students had a **low** levels however 25.8% 8 students had an **average** level. In general we may deduce that the majority had good level in English language also we may conclude that the majority of student had good language learning background in their previous studies.

Section Tow: Students Personal Point View about their Study Needs

Question 08: How do you consider your level now as a university computing student?

Response	Very low	Low	Average	Good	Very good	Total
participants	3	3	12	13	0	31
Percentage	9.7%	9.7%	38.7%	41.9%	0%	100%

Table 3.8: distribution of student's level at university stage

Statistics of table number (8) represents the students level in English language in this current year especially their level of English interrelated to Computing science and their lingual level in their field of study . We recognize that there are zero students who have a very good level in English language in this present year. On the other hand, 9.7% of participants 3 students claim that they have a very low level in English

language. The same percentage of participants 9.7% declared that they have a low level. almost the number of students who claimed that they have averaged and good level is proximate ; 38.7% participants 12 students answered that they have average level and 41.9% of participants 13 students their answer was that they have good level . It would be concluded that Master one students of computing science have a good level in English language specifically; Computing science English terminology and jargon.

Question 09: Are you interested in learning English?

Response	Yes	No	Total
participants	26	5	31
Percentage	83.9%	16.1%	100%

Table 3.9: student’s interest about learning English language

Table 9 statistics shows the distribution of students who are interested and not interested in learning the English language. Through table we remark that the majority of the students 83.9% 26 participants are interested in learning English, but 16.1% 5 students are not interested in learning the language. We may conclude that that students of master one computing sciences are aware that English has become a crucial tool in their field of study and work for future also they are concerned about learning this language to fulfill their needs.

Question 10: Are the courses provided at the university sufficient?

Responds	Yes	No	Total
participants	2	29	31
Percentage	6.5%	93.5%	100%

Table 3.10: student’s opinion toward sufficiency of English courses

Table 10 represents distribution of student’s point of view about their satisfaction of the current English courses and their satisfaction on the presented lessons. We recognize that almost all students believe that the provided courses are not sufficient. the greater part of participants 29 participant 93..5% answered with no about the question “are the courses provided at the University sufficient”, though ; only two students 6.5% participants think that the courses are enough and fulfill their needs. It might be concluded; that the students are conscious about the field necessities and their needs which couldn’t find in their courses according to their answers.

Question 11: have you tried other means to learn English?

Responds	Yes	No	Total
participants	20	11	31
Percentage	64.5%	35.5%	100%

Table 3.11: students further trials to improve their level in English language

Table 11 represents student’s efforts to support and strengthen their skills and knowledge in English language. It shows that more than the half of participants 64.5% 20 students have take and try other means and courses in order to ameliorate their level, nevertheless only 35.5% of participants 11 students have not take or try other means to reinforce or improve their levels despite their interests according to data of

table 09 and the descriptions of the dissatisfaction about the courses according to table 10 but most of student did not make more efforts to enhance their proficiency level. We may relate this lack of trials to the overloaded and charged program also it s back to the expansive fees costs of the privet language schools.

Question 12: if yes, mention those sources;

64.5% of the participants mentioned that they mainly used these sources and means to improve their language proficiency level:

- Internet especially social media YouTube, facebook, online groups of learning English, online workshops, and meeting with foreigners websites.
- Phone applications such as; Dulingo and Coursera.
- Songs and movies
- Privet language schools and centers.
- Books

Question 13: Order the following skill according to their importance in your field of study?

Rank \ Skill	Listening		Speaking		Reading		Writing	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
1	13	41.9%	14	45.2%	10	32.2%	10	32.2%
2	13	41.9%	11	35.5%	11	35.5%	12	38.7%
3	3	9.7%	5	16.1%	9	29.1%	9	29.1%
4	2	6.5%	1	3.2%	1	3.2%	0	0%

Table 3.12: Student's languages skills' preference

Table 12 represents the distribution of the English language skills importance i.e. Listening, Speaking, Reading, and Writing according to students of master one computing science students. as we notice through table 12 statistics importance of skills was ordered and given numbers to be classified according to ; **1 is very important , 2 is important , 3 is less important ,and 4 is not important .**

The first skill on table is listening we recognize that the majority and the same segment of students has gave listening the first rank ; very important voted by 41.9% of participants 13 students as well as the second rank ; important was voted by 41.9% participants 13 students . On the other side 9.7% participant think the opposite and believe that listening is a less important skill, in addition to the 6.5% of participants 2 students who think that listening is not important for them and their field of study.

The second skill on table is speaking skill. we may notice that 45.2% of participants 14 students classified speaking skill on the first rank and this is the highest percentage was given to other skills . 35.5% of participants 11 students designated speaking as an important skill , 16.1% of participants 5 students see that speaking is less important , one only student which represents 3.2% of participants think that speaking is not an important skill .

The third skill on table 12 is reading. we recognize that the ranking percentage are all close to each other; 32.2% of participants 10 students think reading is a very important skill, 35.5% of participants 11 students classified reading as an important skill, also 29.1% of participants 9 students believe that reading is less important skill however one students which represents 3.2% of participants see that reading is not an important skill for their discipline demands.

The last skill on table 12 is writing. We notice that 32.2% participants categorized writing skill as very important skill (1st rank) ,38.7% of participants 12 students see that writing just an important skill , 29.1% designated it as less important skill ,however zero students from the population think that writing skill is not an important skill for their study field .

Generally speaking it is noticed that speaking for master one computing science is the most important skill than comes listening skill there was almost equivalence in classification for both reading and writing. Through statistics we may conclude that students are more interested in communicative skill that would be linked to the need of communication skills in field of study and may students see that they need more proficiency in level of those two skills specifically.

Question 14: Do you think that English courses should be given more time?

Responds	Yes	No	Total
participants	26	5	31
Percentage	83.1%	16.1%	100%

Table 3.13: student’s attitude toward duration of English language courses

Table 13 represents the student’s opinion about offering more time and duration for English language courses in their field. 83.1% of participants 26 students see that English courses should be given more time, nevertheless 16.1% of population 5 students believe the opposite and think that the current duration and timing is enough. We may conclude that the majority believes in the importance of the language, variation, and richness of the language which cannot be covered and acquired correctly and sufficiently in such short time (one hour and half session per week) in

addition to the fact of that English is rarely used language out of the classroom perimeter.

Question 15: if yes, why do you think English should be given more time?

83.1% of participants agreed on giving more time to English courses in their programs and they justified they answers with these major ideas:

- To acquire the language more and correctly since it is the current global science and technology language.
- The present class’s duration is not sufficient and we need more hours to increase the acquisition of the language by repeating the language on our ears.
- To ameliorate the level through more exposure and more feedback.
- To practice and apply the language more because applications and social media are not credible sources of feedback or information.
- To accommodate with the language use and as a result will be easy to write and speak the language.
- English language unlike Arabic and French is not used in the outside of class environment, the only places to practice this language are classrooms and to interact more we need more time.
- We need more time to discover more than grammar in English language.
- We need more time to practice because practice is the key to learn any language.

Question 16: Does the content of the course proposed motivate you to learn?

Responds	Yes	No	Total
participants	16	15	31
Percentage	51.6%	48.4%	100%

Table 3.14: attitude of students toward current English courses

Table 14 reflects student's point view about being the presented content of courses and whether they motivate them or not. There was unexpected response by participants, we recognize nearly equivalence in answers 16 students 51.6 of participants agree on being the content of current courses is motivational, however 15 learner 48.4% of participants claim that the content of courses does not motivate them to learn. Statistics of table 14 is contradicted with table 10 results in which 93.5% of participant's 29 students reported their dissatisfaction and insufficiency of the provided courses. It might be deduced of being the content was based on the teachers personal, subjective choices despite their trials and efforts to make students benefits ,or that the courses are entertaining for learners however it does not meet with their needs or necessities .

Question 17: why

48.4% presented their dissatisfaction about the content of the courses and they relate their dissatisfaction to:

- The courses are traditional and old that we had at middle school level.
- Boring and difficult and explained complexly
- All courses are based on teaching grammar more than teaching the language itself.
- Courses are given as texts which we analyze their grammar and we are not obliged to use the English language during the class and the analysis also with teacher.
- Teacher's attitude toward the language course and students is passive and doesn't motivate to learn.
- Some courses are not related to my field .

Section three:English language courses for students specific needs.

Question 18: Do you think the English course proposed is related to your field of study?

Responds	Yes	No	Total
participants	17	14	31
Percentage	54.8%	45.2%	100%

Table 3.15: Students opinion about the relation between their field and the English courses .

The results on table 15 represent the students' view about the relation between the presented courses and the students discipline (computing science) .17 students 54.8% choose the answer with yes about being the courses they take are related to their domain , however 14 students 45.2% participants claimed that the content and their discipline are not connect . Courses of English language in general or for specific fields must be designed to meet most students needs . we recognize that the majority see that the courses and their study discipline are connected , however there is a contradiction in their answers in table 10 ; 93.5% of participants are not satisfied with courses , and still students see that courses are related to their discipline . We may link the student's dissatisfaction to the methods they present courses that are traditional and consumed and not the topics or themes themselves.

Question 19: The courses proposed at the university focus on:

Responds	General English	Specific English	Both	Total
participants	10	11	10	31
Percentage	32.3%	35.5%	32.3%	100%

Table 3.16: the university English courses focus

Table 16 represents distribution of answers about the focus of the current English courses. Figures are close; according to students participation it is shown that administration focus is almost focus was balanced between general English and specific English and sometimes both .35.5% 11 students of participants see that the university focus on specific English more than general English , 32.3% of participants 10 students see the opposite they believe that the university focus more on general English , the same segment of population ; 32.3% of participants 10 students see that university has an equal and balanced focus between specific and general English

Question 20: Do you have an idea about how is your course created?

Responds	Yes	No	Total
participants	9	22	31
Percentage	29%	71%	100%

Table 3.17: student's knowledge about their courses creation

Table (18) represents the statistics of student's knowledge and ideas about courses creation and design. The majority of population had no idea about how their courses are created or based on which aspects or criteria. 71% of participants (22 students)answered with No which indicates that students are not aware how their courses

created , the rest 29% of participants(9 students) claimed that yes they know how does a course is established .courses in any field or material and especially language courses require learners involvement in process of preparing a lesson , also teachers are responsible to involve students in such process never the less every student has to search and know about how it's done or designed the production or a lesson he or she consume and acquire in order to know what they need when .

Question 21: Do you take part in designing the course?

Responds	Yes	No	Total
participants	4	27	31
Percentage	12.9%	87.1%	100%

Table 3.18: student's role in English language creation

Statistics of table (19) indicate that a large segments of students 87.1% of participants (27 students) are not involved in designing an English language course process and they are neglected by administration and teachers .12.9% of participants (4 students) claimed that they participated in designing their language courses . sessions of language for specific fields are mostly work for fulfilling the students needs , necessities ,and lacks .the courses would reach its purposes only if teachers ,administration , and students works as unit to afford a course .

Question 22: In your opinion, English courses should focus on:

Responds	Linguistic competence	Communicative competence	Total
participants	0	31	31
Percentage	0%	100%	100%

Table 3.19: Students point view about the preferred content of courses depending on their field demands

Table(20) statistics demonstrate that the whole populations 100% of participants (31 students) agree on the fact that the courses focus has to be on communicative competence .Master one computing science students believe that their teachers should focus on presenting to the theme syntax , morphology , phonology in addition to guiding students to how and when they use speech correctly (social knowledge)

Question 23: why

All the participated population in the questionnaire agreed on that the courses should focus more on communicative competence and they validated their opinion to;

- Grammar is an easy aspect that we can learn and memorize through books however communication is not because we need feedback from trustworthy source.
- Communication needs especial environment to practice, university and college classes are the best and the only place where the ice of communication could be broken.
- Our field needs English language more in communication that we use in conferences, job interviews, and researches' presentations.

- Many know the rules of the language correctly however they are not able to apply them because of lack of vocabularies which is a consequence of communications absence.
- Communication has more priority because we can learn grammar through communication however the opposite is not.
- English language is a language and the main purpose of language is communication, and memorizing the grammar rules does not work without communication to apply .in this level we need to learn rules of communication and skills that we will use in work, thesis, research, and presentations.

3.3.4. Discussion of the Findings of the Students Questionnaire:

Examination of students questionnaire reveal that students of computing science is a miscellaneous community in level of ages, gender, and learning background .the majority of the examined population has expressed their interest and awareness about the use and the importance of English language in their discipline .in general we may conclude that participants had a good level and learning background in English language especially in receptive skill; reading and listening.

Additionally, the analysis of the study demonstrates that a large amount of participants have willingness and need to learn and ameliorate and improve their current level and their language proficiency by trying other means beside the administration and teachers courses, particularly the communicative skills ; speaking and listening . Participants awareness also on level of duration of the sessions which they believe that are insufficient and the classes are the only perimeter to use English language so time must be invested carefully or increase duration of sessions .

Moreover, it is noticed that a large fragment of participants are conscious about their field necessities as well as their needs which must be founded in their courses but it doesn't , and students are confused between the aspects that university administration focuses on whether they are obliged to learn the general English or only the specific English that is related to their domain , and this uncertainty according to students caused waste of efforts and time .

Eventually, it is clear that courses are based on teacher's subjective standards, they overlook on the fact that student is a vital element must be considered during process of teaching. On the other hand students must be exposed on their courses design though the participants showed a total ignorance about courses design which is contradicted with their awareness and interest about the language. Finally Students stated a total agreement on the idea of they need the language for communication purpose and all its related rules.

Conclusion

Informative results was concluded from chapter three about student's attitude toward English language courses designs and content through students questionnaire .the results has showed a dissatisfaction and lack of completion on level of students because of the shortage of content and teachers methods in presenting the latter which is based on subjectivity and no objective based courses .

Pedagogical Recommendations and suggestions

- English courses should focus on themes, topics, and activities that are related to the study discipline and students needs.
- University administration should offer ESP teacher.

- Since there is no special ESP teachers at university of Mohamed kheider administration should work on giving the English language teachers extensive workshops about designing courses close to ESP courses.
- For the international and global statue of English language administration should reconsider about timing and duration of courses.
- Teachers put more attention on; field necessities, students needs, wants, and lacks.

General conclusion

the current study worked on shedding light on the importance of needs analysis phase in teaching English courses and including its results in designing courses for computing science students .consequently, this study aimed to answer the research questions as well as validating its hypotheses, that highlighted the idea of being students of computing science will improve their mastery of language if their courses were designed based on needs analysis.

The research involved three chapters. the first two chapters were for theoretical sections of the study ; while , the third chapter was devoted for field work .Firstly , the first chapter included a general introduction on needs analysis ,the process definition , history, in addition to the students needs classifications also approaches .

Secondly, chapter two tend to present English language teaching. this chapter shed light on teaching English as foreign language as well as being English the current international and science language .moreover , in this section of study we presented strategies ,priorities ,as well as qualifications of teaching this language . in addition to presenting field of ESP and other related divisions .

Thirdly , the last chapter was devoted for the research framework .this chapter worked on the practical part of the study . it included the methodology which was applied such as data

collection method , population , and sampling . Finally, there was also a data description and analysis in addition to the discussion of findings and the pedagogical findings.

To reach the aim of the study, we applied the descriptive approach; the data was collected through a questionnaire which has been administrated to master one computing science students of Biskra University. The questionnaire has been sent to student through emails and personal social media accounts. The sample included 31 participant from the target population.

Therefore, the obtained results from the students questionnaire has proved the importance of needs analysis as a phase that must be applied before any process of teaching the language, and as it is a necessity. It was recognized that students are aware of the importance of the English language in their studies and future situations. Additionally, students' dissatisfaction about the courses content and methods was manifested in findings of the questionnaire .the obtained results showed the students absence in the procedure of course design which is obligatory .also and according to the participants answers their deficiency in English was up to the abandon of their needs and wants in the content of courses .

On the end, applying needs analysis procedure for teaching languages especially English language for specific fields not only an important step but necessary. students needs analysis can preserve the teacher and the students time as well as effort in addition to reaching the most needed and important elements for learners , also including the student themselves as a part in course design process may boost their awareness about their lacks and deficiencies ,as well as increase their motivation and enthusiasm for learning .

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Students Questionnaire

This is a questionnaire for master degree dissertation. it investigate the important role of needs analysis phase in designing an English course for computing science students . Your participation is important for this study

Thank you In advance.

Section One: Personal Information

Question 01: student's age

Question 02: student's gender

Male Female

Question 03: Do you think that English is a language of science nowadays?

Yes No

Question 04: which language do you prefer to use and study in your field?

English French Arabic

Question 05: How do you assess your level at English?

Very low Low Average Good Very good do not know

Question 06: Which skill in English do you think you are good at?

Reading

Writing

Speaking

All skills

Do not know

Question 07: How do you consider your level in English before university?

Very low Low Average Good Very good do not know

Section Tow: Students Personal Point View about their Study Needs

Question 08: How do you consider your level now as a university computing student?

Very low Low Average good Very good

Question 09: Are you interested in learning English?

Yes No

Question 10: Are the courses provided at the university sufficient?

Yes No

Question 11: have you tried other means to learn English?

.....

Question 12: if yes, mention those sources;

.....

Question 13: Order the following skill according to their importance in your field of study?

Listening – Speaking – Reading – Writing

1-..... 2-..... 3-..... 4-.....

Question 14: Do you think that English courses should be given more time?

Yes No

Question 15: if yes, why do you think English should be given more time?

.....
.....
.....

Question 16: Does the content of the course proposed motivate you to learn?

Yes No

Question 17: why ?

.....
.....

Section three:English language courses for students specific needs.

Question 18: Do you think the English course proposed is related to your field of study?

Yes No

Question 19: The courses proposed at the university focus on:

General English Specific English Both

Question 20: Do you have an idea about how is your course created?

Yes No

Question 21: Do you take part in designing the course?

Yes No

Question 22: In your opinion, English courses should focus on:

Linguistic Competence Communicative Competence

Question 23: why ?

.....
.....

استبيان لطلبة سنة أولى ماستر تخصص إعلام آلي

في إطار دراسة تخص معرفة مدى أهمية مرحلة - تحليل الاحتياجات - لدى طلاب السنة أولى ماستر بجامعة مجد خيضر تخصص إعلام آلي في تصميم دروس أو حصص اللغة الانجليزية . يرجى من الطلبة المرسل إليهم هذا الاستبيان الإجابة بمصادقية و حياد بحيث ستكون إجاباتهم مشاركة مهمة و جزء كبير من البحث.

القسم الأول : معلومات عامة

1. السن.....
2. الجنس: أنثى ذكر
3. أي من اللغات تفضل أن تستخدم في مجال دراستك ؟
العربية الانجليزية الفرنسية
4. حسب رأيك هل اللغة الانجليزية هي لغة العلوم في العالم خلال السنوات الأخيرة ؟
نعم لا
5. حسب رأيك ما هو التقييم الذي يمكنك أن تعطيه لقدراتك و مستواك في اللغة الانجليزية كلغة بشكل عام ؟
مستوى منخفض
مستوى دون الوسط
مستوى متوسط
مستوى جيد
مستوى ممتاز
لا اعلم
6. ما هي أكثر مهارة في اللغة الانجليزية يمكنك اعتبار نفسك ذو مستوى جيد فيها ؟
القراءة
الكتابة
التحدث
السمع
جميع المهارات
لا اعلم

7. ما هو تقييمك لمستواك في اللغة الانجليزية قبل دخولك للجامعة ؟

مستوى منخفض

مستوى دون الوسط

مستوى متوسط

مستوى جيد

مستوى ممتاز

لا اعلم

القسم الثاني : احتياجات الطالب في اللغة الإنجليزية حسب رأيه الشخصي

8. حسب رأيك ما هو التقييم الذي يمكنك أن تعطيه لقدراتك و مستواك في اللغة الانجليزية في تخصصك الحالي أي الإعلام الآلي ؟

مستوى منخفض

مستوى دون الوسط

مستوى متوسط

مستوى جيد

مستوى ممتاز

9. هل أنت مهتم بتعلم اللغة الانجليزية ؟

نعم لا

10. حسب رأيك هل الحصص و الدروس المقدمة كافية ؟

نعم لا

11. إذا كانت إجابتك عن السؤال السابق "لا" هل توجهت لوسائل و أماكن أخرى لتعلم اللغة الانجليزية ؟

نعم لا

12. إذا كنت قد توجهت لوسائل أخرى أو أماكن هل يمكنك ذكرها من فضلك ؟

.....

.....

13. هل يمكنك ترتيب المهارات التالية في اللغة الانجليزية حسب أهميتها لتخصصك الدراسي ؟

القراءة

السمع

الكتابة

التحدث

14. حسب رأيك هل يجب الرفع من الحجم الساعي لحصص اللغة الانجليزية ؟

نعم لا

15. إذا كانت إجابتك نعم علل لماذا؟

.....
.....

16. هل محتوى الدروس و الحصص المقترحة يحثك على تعلم اللغة ؟

نعم لا

17. إذا كانت إجابتك "لا" علل

.....
.....

القسم الثالث : حصص اللغة الانجليزية المخصصة لاحتياجات الطلبة الخاصة

18. حسب رأيك هل الدروس المقدمة لكم كطلبة إعلام آلي هي دروس لها خلفية متعلقة بالتخصص و مرتبطة بالمجال المذكور أي الإعلام الآلي ؟

نعم لا

19. حسب رأيك دروس الانجليزية المقدمة هي عبارة عن

لغة إنجليزية عامة

لغة إنجليزية خاصة بالمجال الدراسي

كلاهما

20. هل لديك علم بكيفية تركيب و تطوير الدروس المقدمة لكم كطلبة ؟.

نعم لا

21. إذا كانت الإجابة عن السؤال السابق "نعم" هل يتم استشارتك أو الأخذ برأيك كطالب لتشارك في إنشاء أو تطوير الدروس المقدمة لكم؟

نعم لا

22. حسب رأيك دروس أو حصص اللغة الانجليزية يجب ان تركز على

المهارات اللغوية أي معرفة القواعد

المهارات التواصلية أي استخدام اللغة الانجليزية لمختلف الأغراض

23. مهما كانت إجابتك للسؤال السابق علل من فضلك

.....
.....

الملخص

معضلة تواجه الكليات على مستوى جامعة محمد خيضر حيث تفتقر بعض التخصصات على طريقة منهجية لتدريس اللغة الانجليزية أو عدم توفر حصص أو أساتذة لتدريس اللغة الانجليزية لتخصصات خاصة . غياب المنهجية الصحيحة إلى التخلي عن نقطة مهمة و في تدريس اللغة الانجليزية لمجالات خاصة ألا و هي الاحتياجات . احتياجات الطلاب هي من أهم العناصر لتصميم حصة أو درس حيث هذه الأخيرة تعتبر أولاً محفز للطلاب ليكمل عملية التعلم و ثانيا استغلال هذا العنصر يعمل على تقليص المجهود و الوقت على حد سواء . تمحورت فكرة الدراسة حول أهمية مرحلة تحليل احتياجات الطالب لتصميم حصة الدراسة و قد اتبعت لمنهجية الوصفية لجمع المعلومات و البيانات بحيث تم التعامل مع طلبة الماستر لتخصص الإعلام الآلي على مستوى جامعة محمد خيضر بسكرة للتأكيد الفرضية . تم اتخاذ 31 طالب كعينة للدراسة و إرسال مجموعة من الأسئلة على شكل استبيان الكتروني. كان من المقترح أيضا مجموعة أسئلة للأساتذة لكن لعدم توفر أي وسيلة اتصال بهم تم الاستغناء عن الوسيلة الأخيرة. و منه و من خلال النتائج المتحصل عليها تم تأكيد الفرضية بحيث الأستاذ ملزم بإنشاء تحليل لاحتياجات طلبته قبل الشروع في أي خطوة للتدريس أيضا الإدارة و الأستاذ مطالبين بإعلام الطلبة حول كيفية تصميم دروس أو مناهج لهم لأنها موجهة للطلبة و تستقبل من قبل الطلبة فقط .