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An Analysis of ESP learners' Needs : The case of first year Dentistry students at The University of Ghardaia

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I

Dedication

All praise is due to Allah, first and last, outwardly and inwardly. Without His guidance, the steps would have faltered, the heart would have weakened, and the soul would not have endured.

To myself , who worked tirelessly, stayed up countless nights, and persevered through every challenge to arrive at this moment ,you were stronger than you thought, and braver than you believed.

To my mother Fatiha , You were the light that guided my path and the first to stand by my side. You stayed up late, worked hard, sacrificed, and believed in me always . You were the true heroine in every moment of struggle and doubt. Every success I've achieved was thanks to your prayers and unconditional love.

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To my siblings, Marwa, Kawthar, Nour, Youssef my friends and partners in life you painted this journey with laughter, comfort, and strength. Your support was my solace during hardship and my joy in times of achievement. To my cousin, my brother from another mother Nacer-Eddine thank you for always standing by my side. Your help and presence were a cornerstone of this journey.

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And to my dear friends ,thank you for your continuous support, your encouragement, and your ever-present help. Your presence was one of the reasons I kept going and continued to grow.
You were the light when the path grew dark

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In the name of ALLAH, the most Gracious and the most Merciful

Abstract

This research aims to explore the specific English language needs of first year dentistry students at the University of Ghardaia, with a focus on identifying the language skills required in their academic and professional contexts. English plays a vital role in the field of dentistry, especially in accessing scientific resources, communicating in international settings, and keeping up with global advancements. The study investigates students' perceptions of English, the challenges they face in learning the language, and their preferences regarding course content and teaching methods. A descriptive research design was adopted, using a quantitative approach based on a questionnaire administered to 21 dentistry students. The results reveal that most students consider English important for their future careers, particularly in tasks related to reading academic materials, communicating with international peers, and attending professional events. However, they face several obstacles, such as limited instructional time and the dominance of French in their coursework especially in the Algerian context. The findings underline the importance of designing a more tailored ESP curriculum that aligns with the real needs of students. Conducting a well-structured Needs Analysis helps teachers and course designers create English courses that are better suited to students' actual needs. This makes it easier for learners to achieve their academic and professional goals, and to improve their English skills more effectively.

Key words : English for Specific Purposes (ESP), Needs Analysis, Dentistry Students, Language Skills, Learning Challenges, Curriculum Design.

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List of Acronyms

CNP: Communication Needs Processor

EAP: English for Academic Purposes

EGP: English for General Purposes

ELT: English Language Teaching

EMP: English for Medical Purposes

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

EST: English for Science and Technology

PNA: Pedagogic Needs Analysis

PSN: Present Situation Needs

TBNA: Task-Based Needs Analysis

TENOR: Teaching of English for No Obvious Reason

TSA: Target Situation Analysis

General Introduction

General Introduction

English is considered very important in all scientific and literary fields, especially in dentistry. Therefore, it is necessary for dentistry students to learn and master the language in order to keep up with the recent developments in the field from reading new scientific research and understanding medical terms to communicating in international settings

However, dentistry students in Algeria face many challenges when it comes to learning English. These include the limited number of teaching hours which is usually just one session per week ، the dominance of the French language in most of their studies. Another major issue is the lack of English courses that are designed to meet their real needs.

According to Hutchinson and Waters (1987), ESP learners have different needs that must be carefully studied before designing any course. This is where the role of Needs Analysis becomes important, as it helps identify what students want, what they lack, and what situations they will face in the future.

This is especially important for dentistry students, since they often use English for professional tasks such as reading medical texts, understanding research articles, or even communicating with foreign patients. By understanding these needs, teachers and course designers can provide more relevant content and make the learning experience more effective and motivating.

This study seeks to investigate the specific language needs of first year dentistry students at the University of Ghardaia. It aims to explore their perceptions of English, the challenges they face in learning the language, and their preferences regarding course content, learning materials, and teaching methods. The findings of this research are expected to provide valuable insights for curriculum designers and language instructors, enabling them to develop more effective ESP programs that support the academic and professional success of dentistry students.

Statement of the problem

Despite growing awareness of the importance of ESP, particularly in medical education, there remains a lack of tailored English courses that are specifically designed to address the real needs of dentistry students. As English gradually replaces

French in various university programs, it is necessary to investigate the specific linguistic needs of dentistry students in Algeria. This will help inform the development of more relevant and effective ESP courses that align with the learners' goals and professional realities.

Research questions

This study attempts to answer the following questions:

-What are the dentistry students English language necessities ,lacks and wants ?

-What types of content, skills, and class activities address the needs of dental students?

-What are the challenges that dentistry students face in learning English?

Research hypotheses

In order to answer these research questions, we hypothesize that:

1. Dentistry students lack the English skills they need to meet the demands of their studies, and they need language content that fits their field.

2. If English courses include content, skills, and classroom activities that are directly related to dentistry, they will better match the students' real needs and help them learn more effectively.

3. Dentistry students face difficulties in learning English because of reasons like limited time, lack of specialized content, and the dominance of the French language.

Rationale

The choice of this topic stems from observing the changes that have occurred in the Algerian educational system, where the English language has started to gain increasing importance, especially as it gradually replaces French at various levels. English is increasingly being promoted across different university disciplines, particularly in scientific and medical fields. Some disciplines are even currently being taught in English instead of French, reflecting a new orientation towards embracing the world's leading language in science and knowledge. Since the field of medicine is expected to be part of this transition in the near future, the interest was drawn to investigating the English language learning needs of dentistry students, as they represent the first dentistry class at the University of Ghardaia. Studying their needs

may help provide an initial framework for developing English language programs that align with their academic and professional requirements and help improve the teaching of ESP courses .

In addition, the field of dentistry is characterized by specific academic and professional demands that require students to acquire particular language competencies in English. This is due to the fact that most modern scientific references, research articles, and even medical equipment rely on English. Dentistry students may also face communication challenges during their academic or professional careers, whether when interacting with foreign colleagues or participating in international training sessions or conferences. Therefore, there is a need for a deep analysis of their linguistic situation and for identifying what they truly need to develop their competencies whether in terms of content, skills, or appropriate classroom activities. This research is thus an attempt to contribute to a clearer understanding of those needs.

Research objectives

This research aims:

1. To identify the English language necessities, lacks, and wants of dentistry students.

2. To determine the types of content, skills, and classroom activities that best address the needs of dentistry students.

3. To explore the challenges that dentistry students face while learning English.

Research methodology

For the purpose of identifying the English language needs of dentistry students and understanding their challenges in learning English, a descriptive research design was adopted using a mixed-method approach. To collect data, a semi-structured questionnaire was distributed to first year dentistry students at the University of Ghardaia. The questionnaire focused on exploring the students' necessities, lacks, and wants, as well as the types of content, skills, and classroom activities that could best address their needs. In addition, it aimed to uncover the main difficulties and challenges that students encounter in learning English as part of their academic training. The data collected from the questionnaire were analyzed to provide a clear understanding of the learners' needs and to support the design of an ESP course tailored to the academic and professional demands of dentistry students.

Dissertation structure

The present dissertation is divided into two main parts: a theoretical part and a practical part. The theoretical part consists of two main sections. The first section presents an overview of English for Specific Purposes (ESP), including its definition, historical development, branches, and course design, while also drawing a comparison between ESP and English for General Purposes (EGP). The second section focuses on Needs Analysis, providing various definitions, its significance in ESP, and presenting multiple approaches to conducting needs analysis, with particular emphasis on the context of English for Medical Purposes (EMP).

The practical part of the dissertation outlines the research design and methodology. It introduces the study population, the data collection tools, and describes the procedures followed in gathering and analyzing the data. This part also includes a detailed analysis of the questionnaire results and a discussion of the findings in light of the research questions. The dissertation concludes with a general conclusion and a set of recommendations based on the study's outcomes.

Limitations of the research

This study encountered certain limitations that should be acknowledged:

- The absence of an official syllabus or a clearly defined English language curriculum for dentistry students at the University of Ghardaia posed a challenge in accurately aligning the identified needs with existing course content. This lack of reference made it difficult to compare students' needs with the actual objectives or expectations of their academic program

-The sample size was relatively small, as only 21 out of 29 students responded to the questionnaire. This limited participation may affect the generalization of the findings and their representation of the entire population.

Chapter one   : Literature Review

Introduction

This chapter presents an essential overview of ESP and the important role of needs analysis in developing specific language courses that effectively suit the learners ' needs .

The first section describes the filed of ESP by defining its concept and its variation with EGP . It also provides a historical background of ESP evolution and explore its major branches, including EAP and EOP. furthermore , it highlights key aspects of the ESP course design .

The second section deals with needs Analysis, It begins with the definition of Need Analysis and outlining its significance in ESP. Then, the various approaches of Needs Analysis are introduced. Finally, the section emphasizes the importance of EMP Needs Analysis.

Section one :English for Specific Purposes

1. Definition of ESP :

ESP is acronym which means English for specific purposes. ESP is considered as an important approach in ELT (English language teaching), its main focus is on the learners' needs and the purpose to learn the language in the first place.

According to Hutchinson and Waters (1987) ESP is " an approach rather than a product", which means that ESP is a learner-centered approach to language teaching that prioritizes practicality and real-world application. It is not fixed materials or methods but a flexible framework that fit the specific needs, goals of learners. Therefore, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (Hutchinson & Waters, 1987, p. 19)

2. Characteristics of ESP

Striven (1988) as cited in (Popescu, 2010) distinguishes between the absolute and variable characteristics of English for Specific Purposes (ESP). He outlines the absolute characteristics as follows:

Table 01: *Distinction Between Absolute And Variable Characteristics*

"Source: Strevens, 1988, as cited in Popescu, 2010, p. 50)

The absolute characteristics	The variable characteristics
• designed to meet specified needs of the learner; • related in content (i.e. themes and topics) to particular disciplines,occupations and activities; • centred on the language appropriate for those activities in syntax, lexis,discourse and semantics; • in contrast with General English.	• restriction to the language skills to be learned (reading only); • use of no teaching methodology.

From the table above, Strevens (1988) as cited in Popescu, 2010, p. 50) states that the content of ESP courses is closely linked to the learners' specialized field, which may reinforce the common belief that ESP always focuses on subject-specific content rather than language itself. However, Dudley-Evans & St. John (1998 as cited in Popescu, 2010, p. 50) later modified this concept to include additional aspects that go beyond just specialized content.

Dudley-Evans and St. John (1998) as cited in Popescu, 2010, p. 50) offer a modified definition and express their revised view on the essence of ESP from two perspectives: **absolute characteristics and variable characteristics.**

Table 02: *Distinction Between Absolute And Variable Characteristics*

Source: Dudley-Evans & St. John (1998) as cited in (Popescu, 2010, p. 50)

the absolute characteristics	variable characteristics
- ESP meets the learner' s specific needs; - ESP makes use of the underlying methodology and activities of the disciplines it serves; - ESP is centred on the language (grammar, lexis, and register), skills,discourse, and genres appropriate for these activities	- ESP may be related or designed for specific disciplines; - ESP may use, in specific teaching situations, a different methodology; - ESP is likely to be designed for adult learners; - ESP is generally designed for intermediate and advanced learners

3- ESP vs EGP

Despite the known differences between ESP and EGP, many scholars agree that there is also a strong connection between them. ESP is defined by many scholars in different ways, but they agree on one thing, which is that ESP is concerned with the learner's needs and goals. On the other hand, EGP, is called TENOR " Teaching of English for no obvious reasons"**.** (Abbot, 1981, as cited in Islam, 2015, p. 68). This means that EGP learners typically do not have a clear, specialized goal for learning English; instead, the focus is on developing general language skills, including the four main skills (listening, speaking, reading, writing) and grammar. The aim is to enable learners to communicate effectively in a variety of situations, without a direct connection to any specific professional or academic need. (Drouiche, 2024)

Hutchinson and water (1987) as cited in (Drouiche, 2024, p. 10) stated, "in theory nothing, in practice a great deal." They mean that ESP and EGP theoretically involve teaching the English language with a focus on its skills, vocabulary, and grammar. However, in practice, they are different. ESP is designed to meet learners' needs within professional or academic contexts. On the other hand, EGP is designed to develop language proficiency without giving attention to the specific needs within professional or academic context. In other words, their real-life application is different.

Yet, Anthony (1996) as cited in (Popescu, 2010, p.50) states **"it is not clear where ESP courses end and general English courses begin,"** he emphasize that ESP still relies on general English. For instance, ESP courses for a given field incorporate elements of general English due to the need of basic language skills, such as grammar, vocabulary, and communication. Before learners can effectively engage with the specific terminology of their field, they must first develop their language structures. However, An EGP course can occasionally include specialized vocabulary when learners need it for practical situations. Teachers may modify their instructional content to integrate relevant terms, allowing students to use English proficiently in both general and specific contexts.

To further clarify the distinction between ESP and EGP, Widdowson (1983) as cited in as cited in (Popescu, 2010, p. 51) identifies specific characteristics that differentiate the two:

Table 03 : *Distinctive Features Of ESP And EGP.*

Source: Widdowson (1983) as cited in as cited in (Popescu, 2010, p. 51)

ESP	EGP
1. the focus is on training;	1. the focus is often on education;
2. as English is intended to be used in specific vocational contexts, the selection of the appropriate content is easier;	2. as the learners' future needs are impossible to predict, the course content is more difficult to select;
3. it is important for the content in the syllabus to have a high surrender value, most relevant to the vocational context;	3. due to the above point it is important for the content in the syllabus to have
4. the aim may be to create a restricted English competence.	a high surrender value.

Acoording to (Widdowson 1983) as cited in (Popescu, 2010,) One of the key differences between English for General Purposes (EGP) and English for Specific Purposes (ESP) is how useful the course content is for learners. In EGP courses, the content tends to be broad and general because learners' future needs are unknown and

can vary a lot. Therefore, the content must be very useful across many different situations and contexts, which means its usefulness is generally high.

In contrast, ESP courses focus on teaching English that will be used in a particular field, like medicine, engineering, or business. Because the field is specific, the content can be more focused and tailored to the learners' actual needs. The usefulness of this content is very important but limited to that particular area. It may not be useful outside of that field, but within it, it is essential and highly relevant.

In the end , EGP offers content that is broadly useful and flexible, while ESP offers content that is narrowly focused but highly practical for a specific purpose. (Popescu, 2010,)

4. The Historical Development of ESP

4.1.The growth of ESP

English for Specific Purposes (ESP) began to develop as an important and modern branch in the field of teaching English to non-native speakers. As Hutchinson and Waters (1987, p.6) pointed out, the development of ESP was not the result of a planned and structured movement but rather a phenomenon that emerged from the convergence of several interrelated trends, contributing to its expansion across various disciplines.(Lemlouma & Messaoudi, 2023)

4.1.1. The Demands of a Brave New World:

The end of World War II brought about fundamental changes in scientific, technical, and economic activities on a global scale, resulting in a more unified world dominated by technology and trade. These transformations created an urgent need for a common language to facilitate communication and exchange, placing English in a pivotal position. As Crystal (1997) noted, "English was in the right place at the right time" p 120 . (Lemlouma & Messaoudi, 2023)

In response to these evolving demands, a more specialized approach to language learning, known as ESP, emerged. This prompted Mackay and Mountford (1978) as cited in Allouche, 2012) to point out the importance of adopting a "limited repertoire" of vocabulary and linguistic structures, carefully selected to suit the specific tasks and contexts learners might encounter in their fields of study or professional environments.

4.1.2. A Revolution in Linguistics:

A major shift took place in the field of linguistics when innovative and influential perspectives started to emerge. While traditional linguists were primarily concerned with analyzing the structural features of language, newer approaches began to emphasize how language is actually used in real-life communication. This change in focus led to the idea that, since language use varies across different contexts, language teaching can and should be adapted to meet learners' specific needs in those particular settings. (Allouche, 2012)

4.1.3. Focus on the Learner:

Advancements in educational psychology played a vital role in the growth of English for Specific Purposes (ESP) by shifting the focus toward learners' needs and motivations. This learner-centered approach highlighted the importance of designing language courses that align with specific learner goal. (Lemlouma & Messaoudi, 2023).

5.Types of ESP

With its continuous development, English for Specific Purposes (ESP) has been classified into various types to meet the demands of different learning contexts. A primary distinction is made between English for Academic Purposes (EAP), which is designed to support learners in academic settings, and English for Occupational Purposes (EOP), which focuses on language skills required in professional environments. (Allouche ,2012)

For instance, learning the language and terminology of a field like medicine for academic purposes is designed to provide medical students with the necessary linguistic skills for their studies, whereas occupational English focuses on practical communication skills needed in medical professions (Laib & Necibi,2023)

In the "Tree of ELT" model by Hutchinson & Waters (1987, p. 17), ESP is categorized into three main branches:

    a) English for Science and Technology (EST)

    b) English for Business and Economics (EBE)

    c) English for Social Studies (ESS)

    Each of these fields is further divided into two subcategories:

-English for Academic Purposes (EAP)

-English for Occupational Purposes (EOP)
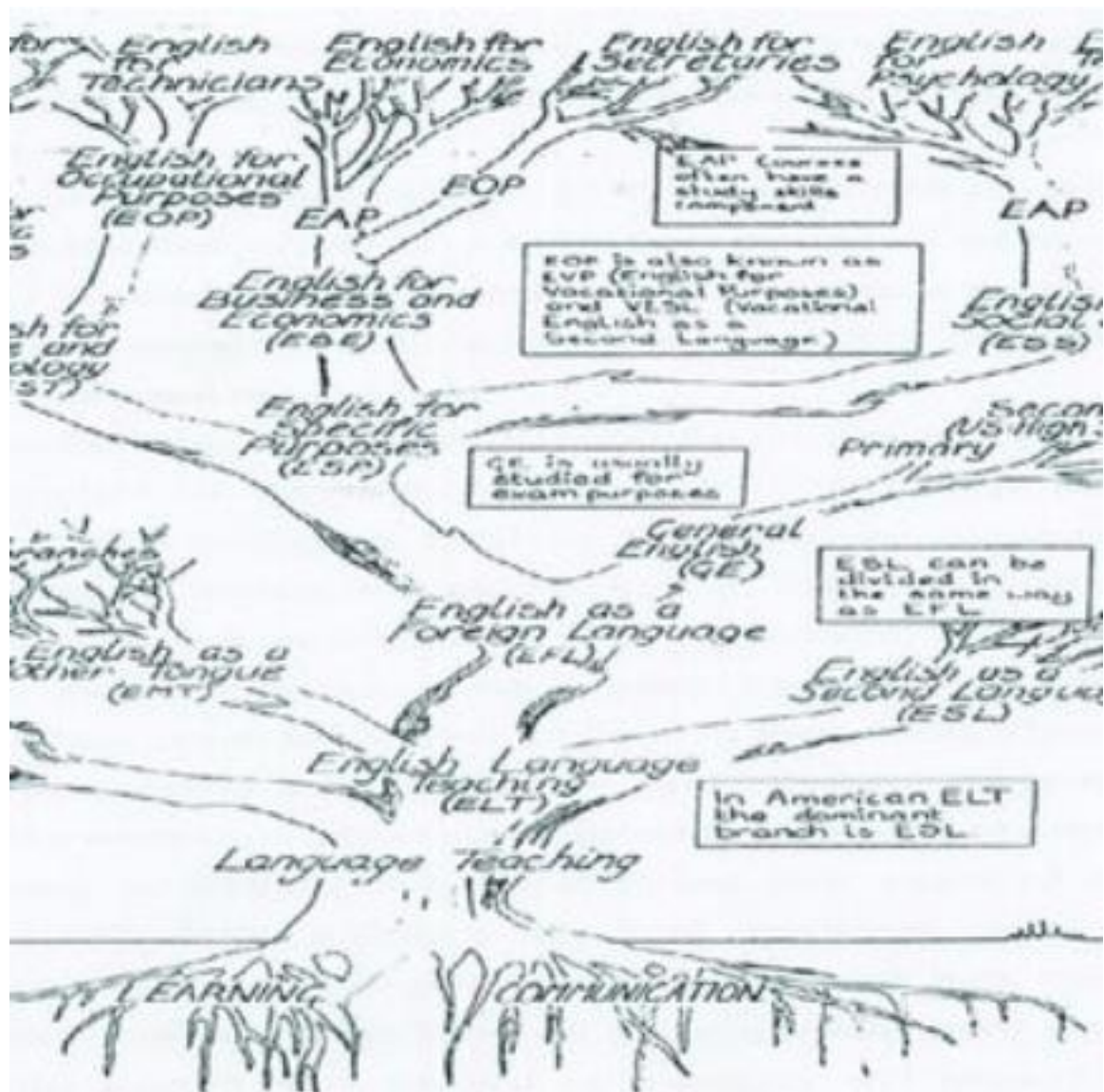
Figure 01: The tree of ELT model by Hutchinson and Waters 1987

5.1. English for Academic Purposes (EAP)

Kennedy & Bolitho (1984) as cited in (Hamdani & Ouahmiche, 2022,p.680.) indicates that "EAP is taught generally within educational institutions to students reading English in their studies" Which means that English for Academic Purposes (EAP) courses help students develop the language skills needed for their academic studies. These courses focus on improving students' ability to read subject-specific texts, understand lectures, give presentations, write reports, and stay updated on new developments in their field. (Allouche, 2012)

5.2.English for Occupational Purposes (EOP)

English for Occupational Purposes (EOP) focuses on developing the language skills required for professional tasks. It prepares learners to use English effectively in their specific work environments. Kennedy and Bolitho (1984) as cited in Hamdani & Ouahmiche (2022) , p.680.) state that "EOP is taught in a situation in which learners need to use English as part of their work or profession."(Allouche, 2012)Hutchinson and Waters (1987, p.16) highlight that the distinction between English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) is not always clear. They explain that individuals can study and work at the same time, and in many cases, the language skills acquired for academic purposes will later be applied in professional settings when students begin or return to their jobs.(Allouche, 2012)

5.3. English for Science and Technology :

English for Science and Technology (EST) is a specialized branch of English for Specific Purposes (ESP), focusing on the linguistic needs of scientific and technical fields such as science, technology, engineering, and mathematics (STEM). Trimble (1958) as cited in (Laib & Necibi, 2021 ,p.13) originally defined EST as "the written discourse of English for Science and Technology". EST has a significant impact in facilitating communication within these domains, incorporating technical terminology and specific linguistic structures. Within this framework, English for Technicians serves as an example of English for Occupational Purposes (EOP), while English for Medical Studies falls under English for Academic Purposes (EAP) (Hutchinson et al., .1987).

The classification of EST within ESP has been a subject of debate among researchers. Hutchinson and Waters (1987) as cited in (Allouche, 2021) consider EST a distinct sub-branch of ESP, which can be taught for both academic and occupational purposes. However, Robinson (1991) as cited in (Allouche, 2021) presents an alternative classification, viewing EST as a field that overlaps with both EAP and EOP. On the other hand, McDonough (1984) as cited in (Allouche, 2021) takes a different stance, arguing that EST belongs exclusively to EAP, emphasizing its academic orientation. Kennedy et al. (1984) as cited in (Allouche, 2021) further explain that EST consists of a specialized set of vocabulary, grammatical structures, and language functions commonly used in scientific and technological contexts. This suggests that EST is based on a shared linguistic framework that ensures precise and effective communication across different scientific disciplines .(Allouche, 2012)

6. ESP Course design

ESP courses are specifically designed to address the language needs of students in specialized academic or professional fields. ESP curricula focus not only on the acquisition of essential language skills, including vocabulary and discourse patterns, but also on teaching communicative strategies relevant to students' future professions.

According to Munby (1978) as cited in (Tourche, 2018 , p.40), ESP courses are defined as "those where the syllabus and the materials are determined by the prior analysis of the communication needs of the learner." This highlights the central role of needs analysis in ESP course development, ensuring that learners acquire the language skills required for their specific fields.

 Similarly, Robinson (1991) as cited in (Tourche 2018, p.40) , views ESP as "the product of a dynamic interaction between a number of elements: the results of the needs analysis, the course designers' approach to syllabus and methodology, and existing materials." This definition emphasizes that ESP course design is a structured yet flexible process shaped by multiple factors, including learner needs, teaching approaches, and available resources.(Tourche 2018)

In this regard, course design plays a crucial role in ESP instruction. Dudley-Evans & Johns (1998) as cited in (Yılmaz Yakışık,2023) state that course design involves careful planning on how the syllabus will be implemented, including the selection of teaching methods, instructional materials, time allocation, classroom organization,

and evaluation strategies. By integrating learner-specific content, professional discourse, and targeted communication skills, ESP courses effectively prepare students for real-world academic and occupational contexts .(Yılmaz Yakışık,2023)

Dudley-Evans & St John (1998) as cited in (Salazar, 2017 ,p.199) explain that designing an ESP course includes several important steps that are closely connected and influence each other. They state, "the key stages in ESP are needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation. These are not separate, linearly-related activities, rather they represent phases which overlap and are interdependent."

In this light, Designing an ESP course that truly meets the learners' needs involves several key elements that are closely connected and influence one another These include: The identification of learners' needs, Syllabus design, Materials production, Teaching approaches, Evaluation and assessment, Each of these components must be carefully planned and aligned to ensure that the ESP course effectively meets learners' academic and professional requirements.(Allouche 2012)

6.1. Approaches to ESP course design:

There are various approaches to ESP course design, but the three main types are the language-centered approach, the skills-centered approach, and the learning-centered approach.

6.1.1.Language centered approach:

This method is the simplest and most commonly recognized among English teachers, especially in ESP. It emphasizes establishing a clear connection between the target situation analysis and the content of the ESP course.   However this approach have its weaknesses :
-This approach begins with the learner and their needs, making it somewhat learner-centered. However ,The learner is mainly used to determine the target situation rather than actively influencing the course design.
-This approach is seen as too fixed and unable to adjust, as it does not consider unexpected challenges or contradictions in the learning process.Once the target

situation is analyzed, the course design follows a fixed path, restricting adjustments based on new insights or student needs.

-This model appears to be structured, but that does not mean learning will happen in the same structured way. Understanding knowledge does not happen just because it is presented in an organized manner; the learner must make sense of it in their own way.

-This approach does not consider essential factors that influence course development. It focuses only on surface-level data analysis, providing limited insight into the actual skills and competencies required for effective performance.

-The main limitation of the language-centered approach is its fixed structure, which does not accommodate the dynamic and evolving nature of learning as learners are individuals with unique needs and learning styles. (Lamri, et al ,2016)
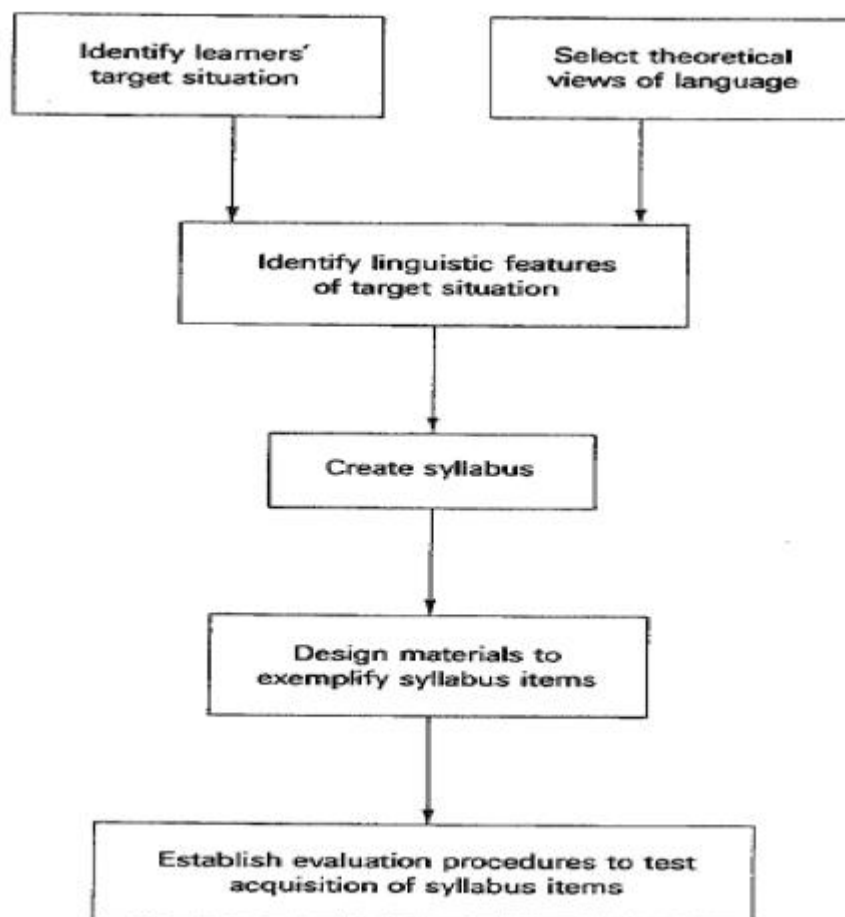
Figure 02:Language centered approach (Hutchinson & water, 1987)

6.1.2. Skills-Centered Approach

According to Hutchinson and Waters (1987), needs analysis in this approach helps ESP practitioners identify learners' existing knowledge, competencies, and perceptions of the target situation. The skills-centered model focused on how learners process language mentally rather than viewing language as an isolated system. Moreover, it focuses on utilizing learners' strengths and prior knowledge instead of merely addressing their weaknesses. Additionally, this approach establishes flexible objectives, allowing learners to progress at their own pace. However, despite its emphasis on the learner, it primarily perceives them as language users rather than active language learners. (Lamri et al.2016, .)
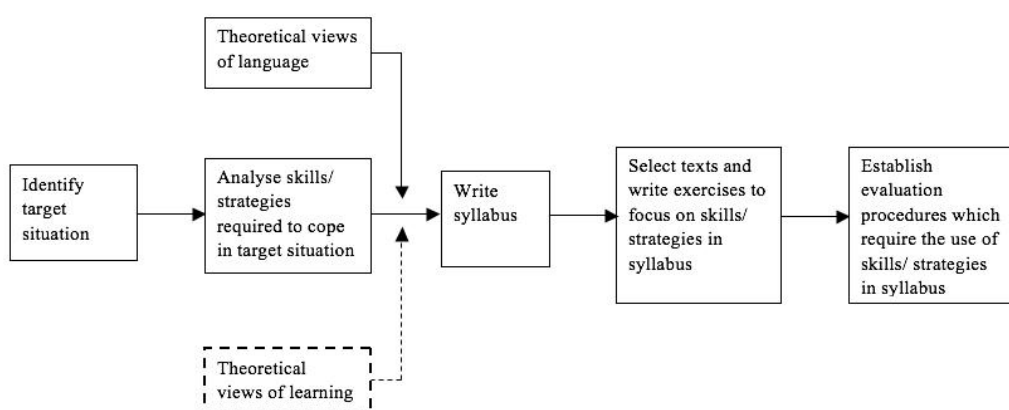
Figure 19 : A skills-centred approach to course design

Figure 03; Skill-centered approach to course design (Hutchinson and Waters , 1987)

6.1.3. Learning-Centered Approach

Hutchinson and Waters (1987) introduced the Learning-Centered Approach, which places the learner at the core of every stage in the learning process. Unlike the Language-Centered and Skills-Centered approaches, which primarily focus on identifying and analyzing target needs, this approach aims to align course components with both the target situation and the learning environment. Additionally, it fosters collaboration between teachers and learners in evaluating course materials, instructional methods, and decision-making processes. This approach relies on a comprehensive needs analysis that considers both the learners' objectives and their

learning conditions. Furthermore, assessment is viewed as an ongoing process rather than a final stage. (Lemlouma & Messaoudi, 2023)
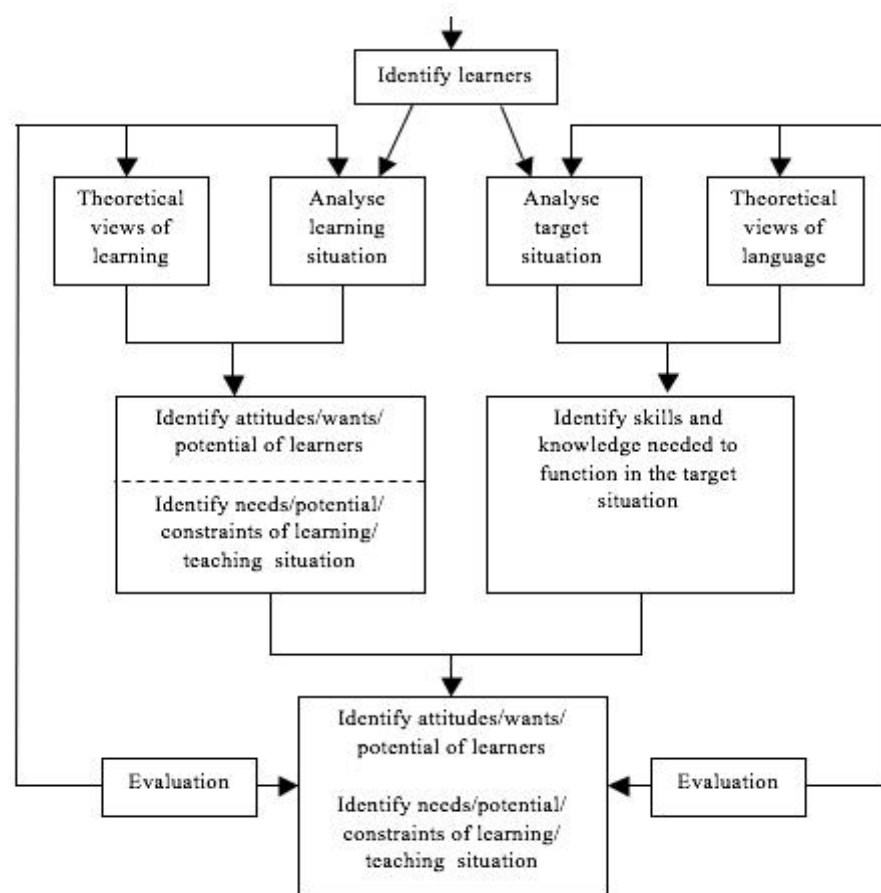
Figure 21 : A learning-centred approach to course design

Figure 4: a learning-centered approach to course design (Hutchinson and Waters , 1987)

In the end, no approach is completely useless; however, the best one should be chosen based on the ESP learner's needs and goals.

Section two: Needs Analysis

1. Definition of Needs analysis :

Needs Analysis (NA) is the process of gathering, analyzing, and understanding the reasons and objectives behind learning a specific language. Richards et al. (1992

as cited in Khalid (2016 p .41) define Needs Analysis as "the process of determining the needs for which the learner or group of learners require a language and arranging the needs according to priorities, it makes use of both subjective and objective information." Similarly, Brown (1995; as cited in Brown, 2016) argues that NA is a data-gathering tool used by curriculum designers to collect subjective and objective information for the development of a course that satisfies the requirements of students within the context of particular institutions that influence the learning and teaching situation.

Nunan (1988) as cited in (Loucif,n.d) states that objective needs refer to factual information that does not require learners' perspectives or opinions. This includes biographical details such as age, nationality, native language, educational background, and current proficiency level. Such data enable instructors to assess learners' current abilities and tailor the course content accordingly. On the other hand, subjective needs are derived from the learners themselves, reflecting their perceptions, goals, and priorities. These include their reasons for learning the language, their preferred classroom activities, and their expectations of the course. Since subjective needs influence the teaching methodology, they play a vital role in shaping the course structure and instructional approach. (Loucif, n.d)

2. What are Needs in need analysis :

According to Brown (2016), the word "needs" can have different meanings depending on who is using it. For example, students, teachers, administrators, or employers might all see "needs" in different ways. That's why in English for Specific Purposes (ESP), it is important to be clear about what we mean by "needs" from the start.

Brown explains that needs can refer to many things, like what students want, what they are missing, what is expected from them, or even the next step they need to take in learning. He uses the idea of "X + 1" to explain this: X is what the student already knows, and +1 is the next thing they should learn.

To organize these different meanings, Brown divides needs into four categories:

- **Democratic view :** based on what people vote or agree on.
- **Descriptive view :** based on what learners say they need.
- **Analytic view :** based on studying the language they will use.
- **Diagnostic view :** based on tests or evaluations of their level.

This helps make the analysis process clearer and more effective. The following table explains each one :

Table04 : *The Needs Viewpoint According To Brown (2016)*

Needs viewpoints	Definitions of Needs	Related synonymous
The democratic view	Whatever elements of the ESP majorities of all stakeholder groups want	Wants , desires,expectations, requests , motivations
The discrepancy view	Whatever is missing	Deficiencies , lacks , gaps reaurements
The analytic view	Whatever logiclay comes next	Next step , x+1
The diagnostic view	Whatever elements if they are missing cause harm	Necessities , prerequisites, essentials

2.1. Types of Needs :

According to Hutchinson and Waters (1987) there are two types of Needs; Target Needs and learning Needs .

Target needs : deal with what learners need to do in the target situation. It includes three useful terms that is necessities, lacks, and wants.

Necessities: According to Hutchinson and Waters (1987), necessities are: "the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation" (p.55)

Lacks : the authors simply identifying necessities is not enough; it is also important to determine what learners are missing. By assessing their current knowledge, we can identify the specific areas where they fall short. In other words, "lacks" refer to the

gap between what learners already know and the level of proficiency they need to achieve. (Hutchinson and Waters ,1987)

Wants: This element focuses on students' personal goals, desires, and reasons for learning the language. By recognizing their necessities and lacks, learners can identify their wants, which helps teachers design effective ESP courses. (Hutchinson & Waters, 1987).

2.2.Learning needs :

Learning needs focus on what learners must do to facilitate their learning process, or more simply, their preferred ways of learning (West, 1994) as cited in khiati, n.d , p.30). According to Hutchinson and Waters (1987), understanding learning needs involves addressing questions like: "Why are the learners taking the course?", "How do they prefer to learn?", and "Who are the learners?" These questions take into account various factors, such as the learners' cultural and educational backgrounds, their age, gender, prior knowledge of the subject, proficiency in English, and their attitudes toward learning the language.(khiati, n,d).

3. Significance of Needs Analysis in ESP:

Bowers (1980) as cited in (Astika, 2014) highlights the role of needs analysis as a guiding tool in syllabus design, ensuring that instructional content aligns with learners' actual requirements. Similarly, Clark (1978)as cited in Astika ,2014, p.13) stresses that "the first step in any language teaching project must surely be to design a syllabus that will reflect the language needs and wishes of the learner concerned, and that will accord with a responsible theory of language learning"

Moreover, needs analysis is not limited to the beginning of a course; it can also occur during or after instruction. It provides essential insights that help shape the course objectives, content, and methodology, making it a flexible and responsive tool that adapts to learners' evolving needs throughout the learning process. (Richards, 2001).

4. Approaches to needs analysis

4.1 . Target Situation Analysis (TSA)

The term was first introduced by Chambers (1980) as cited in (Benounnas, 2017). For Chambers, TSA is "communication in the target situation " in other words Target Situation Analysis (TSA) emphasizes the communicative skills that learners need to perform effectively and appropriately in specific situations . In the earlier period , needs analysis focused only on linguistic and register analysis, as noted by Dudley-Evans and St. John (1998) as cited in (Benounnas, 2017). However, According to Mao and Zhou (2024) Munby's Communicative Needs Processor (CNP) played a key role in shifting ESP course design towards identifying the language skills required by learners based on real-life situations they would need in their academic or professional environments. Hutchinson and Waters (1987) highlighted this shift, stating: 'With the development of the CNP, it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided; all the course designers had to do was to operate it" (p.54). To meet these needs, this framework outlines key questions that help identify learners' requirements and the specific contexts in which they will use the language, ensuring that instruction aligns with their actual communication needs.

- **Why** does the learner need the language? (For work, study, or other purposes?)

- **How** will the learner use the language? (conversations, writing reports, etc.?)

- **What** topics or content areas will be covered? (Medicine, business, ..etc.?)

- **Who** will the learner communicate with? (Native speakers, non-native speakers,)

- **Where** will the language be used? (At international conferences, in meetings , etc.?)

- **When** will the language be needed? (During or after the ESP course, or both?) .
(Khiati n.d)

4.2. Present Situation Analysis (PSA) approach:

Richterich (1977) as cited in (Khalid, 2016) introduced the Present Situation Analysis (PSA) approach, which differed from Target Situation Analysis. This approach focused on assessing learners' current language proficiency, drawing information from various sources such as students, educational institutions, and user organizations like workplaces or sponsoring bodies. Data collection methods included surveys, questionnaires, and interviews. In this framework, the learner was positioned at the core of a system influenced by the surrounding society and culture.

4.3. Means analysis:

Means analysis is a modern approach to needs analysis that focuses on adapting language courses to local contexts to ensure their feasibility. This approach examines the broader environment in which the course will be implemented. It takes into consideration key elements such as available resources, instructors, teaching methodologies, students' real attitudes, and other influential factors that shape the effectiveness of an ESP course. (Merine & Boulenouar, 2019)

4.4. Strategy Analysis or Learning Needs Analysis:

This approach emphasizes learning styles and strategies that learners use to acquire a language, focusing on "how" rather than just "what" to learn. It prioritizes learners' preferred methods and their role in shaping the learning process.(Merine & Boulenouar, 2019)

This method investigates the learning process to determine the necessary skills and strategies that bridge the gap between learners' current abilities and target needs. It also sheds light on learners' perceptions of learning (Allwright, (1982) cited in (Haddam, 2014).

4.5.Deficiency analysis:

Deficiency analysis aims to bridge the gap between learners' current knowledge, their needs, and their learning goals. Jordan (1997) as cited in (Haddam, 2014) describes it as a means of linking the present situation to the target situation, providing insights into extralinguistic knowledge, mastery of general English, language skills, and learning strategies

Hutchinson and Waters (1987) refer to this concept as "lacks," while Allwright (1982) as cited in (Haddam, 2014) categorizes approaches that focus on learners' present situation as deficiency or lacks analysis. Essentially, deficiency analysis serves as the pathway from the current state to the target objective, making it a fundamental tool in language syllabus development

4.6. Pedagogic Needs Analysis (PNA):

Focusing solely on learners' final outcomes at the end of a course has revealed certain limitations. To address this, West (1998) as cited in (Merine & Boulenouar,

2019) introduced Pedagogic Needs Analysis (PNA) as a complementary approach to Target Situation Analysis (TSA). Unlike TSA, which primarily identifies learners' needs in professional or academic settings, PNA gathers information about both the learners and their learning environment.

PNA serves as an umbrella term encompassing deficiency analysis, strategy analysis (learning needs analysis), and means analysis. It acknowledges that different types of needs analysis are interconnected rather than mutually exclusive, with each contributing to a more comprehensive model. West (1994) as cited in (Merine & Boulenouar, 2019) highlights that a major shortcoming of target needs analysis is its lack of focus on data collection about learners themselves. PNA compensates for this by incorporating diverse instruments to examine learners' backgrounds, learning styles, and contextual factors.

4.7. Task-Based Needs Analysis (TBNA):

Task-Based Needs Analysis (TBNA) is an approach emphasizes designing courses that meets learners' specific needs, interests, and proficiency levels, making the learning experience more personalized and engaging.

According to Robinson (2001) as cited in (Touazi, 2016, p.30), "adopting task as the unit of analysis helps to ensure a high degree of real world relevance, since they are based on a needs analysis of the target performance objectives, thereby most likely increasing student interest and motivation in classroom pedagogic activities, and the possibility of direct transfer of the abilities developed to similar situational context." This highlights how TBNA enhances the practical applicability of learning tasks, fostering greater motivation among students.

Furthermore, Long (2005) as cited in (Touazi, 2016, p.31) points out that "TBNA has advantages over the traditional needs analysis approaches", as it focuses on tasks rather than traditional linguistic categories (functional, notional, and structural functions). This shift allows for a more accurate representation of real-world language use, making TBNA a valuable tool for developing task-based and content-based course designs.

5. Needs Analysis in English for Medical Purposes:

The dominance of English as the global language of scientific research and publications has made it an essential component of medical and scientific education.

Researchers, experts, and scientists primarily publish their findings in English, making it necessary for medical students to acquire proficiency in the language to access academic resources and engage in professional communication. In this regard, Ammon and Hellinger (2013) as cited in (Hashmi et al. 2019) emphasize that English has become the dominant language of science, particularly in scientific publications, to the extent that its use is essential for researchers who wish to be read or discussed beyond their own country. Similarly, Webber (1993) as cited in (Hashmi et al., 2019) highlights that the majority of scientific articles—approximately 90%—are published in English, as they have a greater chance of being read and cited .

Given this linguistic reality, medical and dental students must develop their English skills through engagement with academic lectures, research papers, and professional discussions. The integration of English into EFL curricula at the professional level is a direct response to these demands, ensuring that students can navigate medical literature, communicate effectively in clinical settings, and collaborate with international professionals.

Similar to what Berwick (1989) as cited in (Touazi, 2016) stated about the needs of biology learners, medical students also need to:

- develop scientific research skills, communicate effectively in medical settings, and have the ability to read and analyze scientific studies published in English.

- Access and analyze medical research and academic sources relevant to their field.

- Adapt to different professional settings, such as hospitals, laboratories, and academic institutions.

- Develop writing skills for scientific documentation, including medical reports, research papers, and case studies.

- Engage in professional communication with colleagues, professors, and healthcare professionals.

- Enhance key language skills essential for their field; -Speaking: To communicate with medical teams, patients, and fellow researchers, -Writing: To maintain accurate medical records, research papers, and clinical notes,   -Reading: To interpret scientific articles, medical manuals, and clinical guidelines effectively.

Incorporating these specific needs into EMP curricula, educators can ensure that medical students acquire the necessary linguistic skills to thrive in academic, clinical, and professional medical environments.

Conclusion

Needs analysis plays a key role in designing English for Specific Purposes (ESP) courses by identifying learners' linguistic needs and adapting curricula to meet them. Various approaches support this process, ensuring that courses address academic and professional demands. In English for Medical Purposes (EMP), it helps learners develop skills for reading medical texts, writing reports, and communicating in clinical settings. Incorporating needs analysis into ESP course design improves its relevance and effectiveness, preparing learners with the necessary language skills for their fields.

Chapter two : Research Methodology

Introduction

This chapter aims to analyze the English language needs of first-year dentistry students at the University of Ghardaia . A case study of 29 students represents the population of this newly established specialty at the university, which makes understanding their needs particularly important for the future development of the ESP program.

To collect accurate and useful data, a needs analysis questionnaire was distributed to the students, The questionnaire contained both closed-ended and open-ended questions in order to gather quantitative and qualitative data from the students. This chapter includes a description of the participants, the data collection tools and procedures, the method used for analyzing both the questionnaire and a discussion of the main results.

2.1 ResearchMethodology :

A mixed-method approach was adopted to provide a comprehensive analysis of dentistry students' needs in learning English for academic and professional purposes. A semi-structured questionnaire was distributed to 21 dentistry students at the University of Ghardaia, consisting of both closed-ended and open-ended questions. The closed-ended questions allowed for the collection of measurable data, while the open-ended ones provided qualitative insights into the students' personal expectations and suggestions.

This approach was selected because it allows for gathering statistical analysis and in-depth understanding, making it suitable for exploring the complex nature of learners' needs. The sample used in this study was purposive because it focuses specifically on first-year dentistry students, which aligns with the research objective.

2.2 Research sample

The sample of this research consists of first-year dentistry students at the University of Ghardaia during the academic year 2024/2025. The total number of students enrolled in the first year was 29; however, due to practical limitations, only 21 students participated in the research by answering the questionnaire. First-year students were chosen because they are at the beginning of their academic journey,

making it easier to explore their immediate needs and expectations regarding learning English for academic and professional purposes.

2.3 Data collection Tool:

2.3.1. Students' questionnaire

Data collection is an important component in conducting research, as it facilitates the achievement of the study's objectives and the examination of its research questions. A semi-structured questionnaire was disturbed to first-year dentistry students to collect the necessary data for the needs analysis. It included a total of sixteen (16) questions designed to explore the students' language needs and preferences. The questionnaire combined both close-ended and open-ended questions The close-ended items included Yes/No questions, multiple-choice questions, and one question based on a 5-point Likert scale, where students were asked to rate their language skills or opinions on a scale from 1 (very poor) to 5 (excellent).The open-ended questions gave them the opportunity to express their opinions and suggestions freely.

The content of the questionnaire covered general background information, students' self-assessment of their English skills, their experience with English learning, the importance of English for their field, and their preferences regarding the ESP course. The main aim of the questionnaire was to identify the specific needs of the students in relation to English for Specific Purposes, as well as the challenges they face and the support they expect from the course.

2.4 Data collection procedure

To ensure comprehensive and accurate data collection, the questionnaire was distributed to first-year Dentistry students at the University of Ghardaia during the second semester of the academic year 2024/2025, but prior to the distribution, contact via social media was established with a student from the same department to investigate about the schedule and the number of students to ensured accurate planning. A total of 29 questionnaires were handed out during the English class, only 10 students were present on the distribution day, so they were asked to distribute the remaining questionnaires to their absent classmates. Some students also submitted their responses via email. Despite distributing 29 questionnaires, only 21 students

completed and returned them. Before distribution, the purpose and content of the questionnaire were clearly explained to the participants to ensure proper understanding.

2.5 Data analysis :

2.5.1. The Questionnaire analysis :

Question 01: What is your gender?

This question attempts to identify the number of students from each gender

Table 2.1 : *Students Gender*

Options	Students number	Percentage
Male	8	38.09%
Female	13	61.90%
Total	21	100%

The analysis of the students gender distribution reveals that 61.90% of the participants are female, while 38.09% are male. This indicates that female students are more represented in the sample compared to male ones.

Question 02: How would you rate your overall English proficiency?

This question aims to identify the students' level of English.

Tabel 2.2 : *English level proficiency*

Proficiency Level	Students Number	Percentage
Beginner	03	14,29 %
Intermediate	18	85,71%
Advanced	00	00
Total	21	100 %

An analysis of students' assessments of their overall English level showed that the whole majority of participants (85.71%) considered their level to be intermediate, while only 14.29% rated themselves as beginner and no student reported being at the advanced level.

This indicates that most students possess an acceptable level of English proficiency that enables them to handle some academic and daily tasks, but they may encounter difficulties when dealing with more advanced content. The lack of an

advanced level also highlights the need for additional support to further develop their language skills.

Question 03 : How important is it for you to learn basic dental terminology in English?

This question is designed to find out how important students think learning basic dental terminology in English is for their studies.

Table 2.3: *Students' Perceptions Towards The Importance Of Learning Dental Terminology*

Options	Students' number	Percentage
Very important	6	28,57%
important	13	61,90%
Not important	2	9,52%
Total	21	100%

The table shows the importance of learning basic dental terminology in English , it revealed that the majority of students consider it as important. 61.90% of participants stated that learning these terms was important, 28.57% considered it very important while only 9.52% considered it "not important." This indicates that most students recognize the importance of mastering English terminology related to their specialty, reflecting a clear awareness of the importance of the English language in their academic preparation and future careers. Conversely, the small percentage who considered this unimportant may be due to their reliance on French or a lack of awareness of the global role of English in the medical field.

Question 03: How important do you think English is for your future career as a dentist?

This question aims to know how students see the importance of English for their future career as dentists.

Table 2.4 : *The Importance Of English In The Future Career*

Options	Students number	Percentage
Very important	3	14,29%
Important	11	52,38 %
Neutral	2	9,52 %
Not very important	4	19,05 %

Not important at all	**1**	**4,76 %**
Total	**21**	**100%**

The results of this question showed that the majority of students (52.38%) consider English "important" in their career as dentists, while 14.29% consider it "very important." This means that more than half of the sample gives importance to learning English in the professional field. In contrast, a percentage of students consider the language "not very important" (19.05%) or "not important at all" (4.76%), which reflects a diversity of students' opinions about the role of English in their future professional lives. The students who chose "neutral" (9.52%) may be unsure of the importance of English in their future career .

 Question 04 : In what situations do you think you will need English in your professional career?

This question aims to find out in which professional situations students believe they will need to use English.

Table 2.5: *Professional Situations Where Dentistry Students Expect To Use English*

Options	Students number	Percentage
Reading research papers and academic articles	**14**	**27,45%**
Attending international conferences and training	**12**	**23,53%**
Communicating with international colleagues or patients	**18**	**35,29 %**
Writing reports or scientific articles	**07**	**13,73%**
Other	**00**	**00**
Total	**51**	**100 %**

The results reveal that students perceive English as important for various professional purposes. A significant portion (35.29%) consider English essential for communicating with international colleagues or patients, indicating their recognition of English as a key tool for cross-cultural interaction. Another 27.45% view English

as useful for reading academic research and books, highlighting their awareness of its role in keeping up with the latest developments in dentistry. Additionally, 23.53% believe that English proficiency enables them to attend international conferences and training programs, reflecting their interest in acquiring global experience. The smallest percentage (13.73%) expressed the need for English in academic writing or publishing scientific articles in the future.

Question 06: How would you rate your current ability in the following areas? For each area, please select a number from 1 (very poor) to 5 (excellent)

 This question aims to assess students' self-evaluation of their skills in different areas of English, such as reading, writing, speaking, and listening.

Table 2.6: *Self-Assessment Of Students' English Language Skills*

Skill	1 (Very Poor)	2 (Poor)	3 (Average)	4 (Good)	5 (Excellent)	Mean score
Number / percentage	|N / %	|N / %	N / %	N / %	N / %	
Listening	1 / 4.8%	2 / 9.5%	5 / 23.8%	8 / 38.1%	5 / 23.8%	3.67
Speaking	2 / 9.5%	5 / 23.8%	9 / 42.9%	3 / 14.3%	1 / 4.8%	2.68
Reading	2 / 9.5%	1 / 4.8%	8 / 38.1%	7 / 33.3%	3 / 14.3%	3.38
Writing	2 / 9.5%	5 / 23.8%	8 / 38.1%	5/ 23.8%	1 / 4.8%	2.90

To analyze the students' self-evaluation of their English language skills, a Likert scale from 1 (Very Poor) to 5 (Excellent) was used. The results were calculated using the mean score for each skill. The findings show that the highest average was for Listening (mean = 3.67), which means that most students feel confident in their listening abilities. The second skill with a relatively high score was Reading (mean = 3.38), indicating that students believe they can understand written texts fairly well. On the other hand, Writing received a moderate score (mean = 2.90), suggesting that learners have some difficulties expressing themselves in written English. The lowest mean was in Speaking (mean = 2.86), which reflects that students find oral

communication the most challenging. Overall, students seem to be better at understanding English than using it to speak or write.
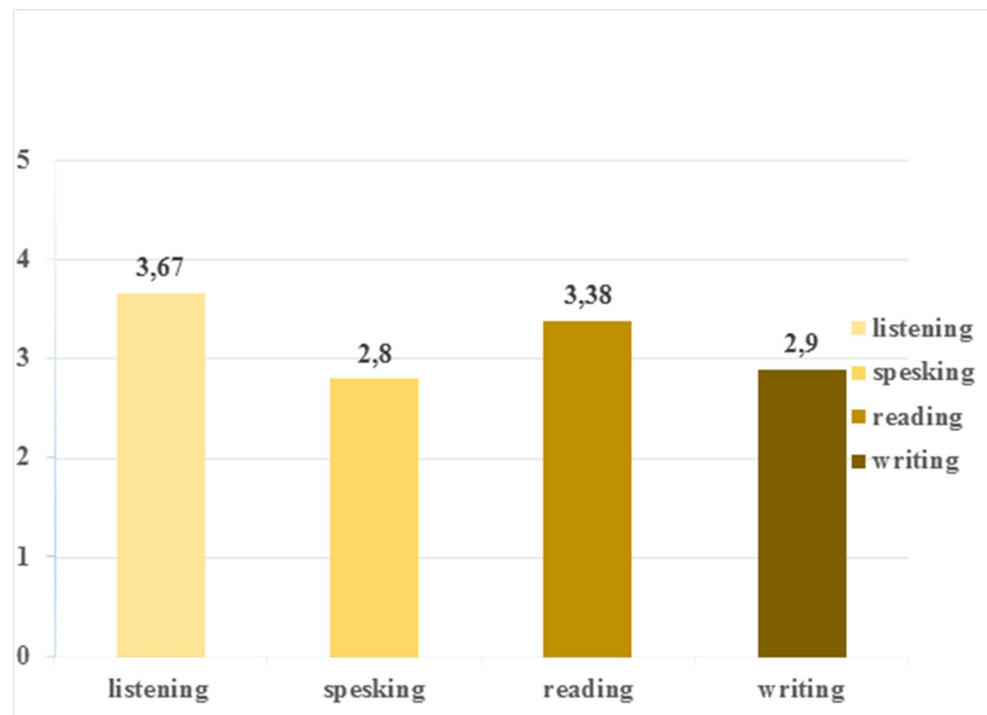
Figure 2.1: Self-Assessment of Students' English Language Skills

Question 07:Which English skills do you find most challenging?

This question aims to know which English skills students. Have the most difficulty with.

Table 2.7 : *The Most Challenging Skill*

Options	Students number	Percentage
Reading	2	8%
Writing	7	28%
Speaking	13	52%
Listening	3	12%
Total	21	100%

The table shows that 52% of the students consider (speaking) as the most challenging skill which means that they face difficulties when expressing themselves orally in English. Additionally, 28% of students selected "writing" as the most difficult skill for them which reflects the challenges they face in expressing themselves in writing. In contrast,12% of students struggled with (listening) and 8%

with (reading) which may show that receptive skills (reading and listening) are less challenging for them than productive skills (speaking and writing).

Question 08 : Do you find it difficult to learn English while most of your coursework is in French?

This question aims to know if students struggle with learning English because most of their studies are conducted in French.

Table 2.8: : *Students' Perception Of The Impact Of French-*

option	Students number	Percentage
Yes	**10**	**47,6%**
No	11	52,4%
Total	**21**	**100%**

The results of the table   shows that 52.4%   of the students answered (yes), while 47.6%   of them   answered (no) . This means that some students find it challenging to use two different languages in the same educational setting(learning English while all the other modules are in French) , but most students think it does not greatly affect their ability to learn English.

Questions 2.9: What specific challenges do you face in learning English for dentistry?

This question aim to investigate what is the most challenging for the students while learning English for dentistry

Table 2.9: *Challenges Faced By Dentistry Students In Learning English For Their Field*

Options	Students number	Percentage
Lack of dental-specific vocabulary	13	38.23%
Difficulty understanding English academic texts	3	8.82%
Lack of confidence in speaking English	8	23.52%
Difficulty transitioning between French and English	6	17.64%
Other	4	11.76%
Total	34	100%

The table shows that the majority of students (41.93%) indicated that the lack of dental-specific vocabulary is the biggest challenge they faced when learning English for dentistry. The next percentage 25.80% represented students who lacked confidence in speaking English, which means that speaking skills remain a barrier for a significant groupe of students. Meanwhile, 19.35% reported that they face difficulties when transitioning between French and English, demonstrating the impact of multilingualism on English learning. On the other hand, a small percentage of students (6.67%) reported difficulty understanding academic texts, while only 3.22% indicated that they did not use English in their work, indicating that their practical engagement with it was limited or unnecessary, according to their perspective. These results demonstrate that challenges vary from student to another , meaning that the student support should be tailored to the specific challenges they face.

Questions 10: Is the time allocated to the English course sufficient for you to use the language effectively?

This question aims to determine whether the time allocated to the English course is sufficient for students to use the language effectively

Table 2.10: *Students' Opinions On The Sufficiency Of Time Allocated To The English Course*

Optins	Students number	Percentage
Yes	13	61,9%
No	5	23,8%
Not answered	3	14,3%
Total	21	100%

The results of this question indicate that the majority of students (61.9%) believe that the time allocated to English is sufficient for them to use it effectively, while 23.8% believe it is insufficient. On the other hand, 14.3% of students refrained from answering, which may indicate hesitation or lack of clarity regarding this aspect. These results highlight that a large group of students are satisfied with the time allocated to the subject, while a group of students expressed dissatisfaction with this timing, which may indicate that they need additional time to develop their skills.

Question 11: How often you use the following English language skills for your academic studies:

The aim of this question is to identify the frequency with which students use the four English language skills (listening, speaking, reading, and writing) in their academic studies, in order to determine which skills are most relevant to their academic context.

1- listening

Table 02.11.1 : *Frequency Of Using Listening Skill In Academic Studies*

Options	Students number	Percentage
Daily	5	23,81 %
Several times a week	6	28,57 %
Once a week	3	14,29 %
Rarely	6	8,57 %
Never	1	4,76 %
Total	21	100%

The table shows that 28.57% of students use listening skills (such as listening to lectures, presentations, or podcasts) several times a week, while 23.81% use them daily. In contrast, 14.29% reported using this skill once a week, 8.57% stated that they rarely use it, and a minority of 4.76% said they never use it. These results indicate that the majority of students engage with listening skills regularly, reflecting its importance to their academic career.

2- Speaking :

Table 02.11.02 : *Frequency Of Using Speaking Skill In Academic Studies*

Options	Students number	Percentage
Daily	00	0 %
Several times a week	11	52,38 %
Once a week	2	9,52 %
Rarely	8	38, 10 %
Never	00	0%
Total	21	100%

The results of the table reveal that the majority of students (52.38%) use English speaking several times a week, indicating a certain level of engagement, whether in class discussions or via apps. Meanwhile, 38.10% stated that they rarely use this skill,

reflecting limited opportunities for practice or perhaps a lack of confidence when speaking. However, 9.52% of students practice speaking once a week. These figures demonstrate a clear disparity in students' use of speaking skills and highlight the need to provide a stimulating environment that encourages them to develop this skill.

3- Reading :

Table 02.11.03 : *Frequency Of Using Reading   Skill In Academic Studies*

Options	Students number	Percentage
Daily	**2**	**9,52%**
Several times a week	**6**	**28,57 %**
Once a week	**8**	**38, 10 %**
Rarely	**4**	**19 , 05 %**
Never	**1**	**4,76 %**
Total	**21**	**100%**

The results of the table indicate that most students (38.10%) use the reading skill once a week, showing that they practice this skill regularly but not daily. Meanwhile, 28.57% of students reported that they read several times a week, which mean that they read frequently. 19.05% of students rarely read, pointing that reading may not be a priority for them or that they have difficulty allocating time for it. 4.76% of students reported that they never read, which may be due to the lack of interest or weak skills in this aspect . These results suggest that reading is not a daily practice for everyone, and students may benefit from additional support to enhance this skill.

4- Writing :

Table 02.11.04 : *Frequency Of Using Writing Skill In Academic Studies*

Options	Students number	Percentage
Daily	**0**	**0**
Several times a week	**3**	**14, 29 %**
Once a week	**4**	**19,05 %**
Rarely	**12**	**57,14 %**
Never	**2**	**9,52 %**
Total	**21**	**100%**

The table shows that the majority of students (57.14%) rarely use writing in their studies. However, 19.05% of students use writing once a week, and 14.29% use

it several times a week. The remaining small percentage (9.52%) never use writing. These results indicate that students do not practice writing frequently in their studies.

Questions 12 : Which professional communication skills in English do you need to develop?

This question aim to identify the professional communication skills in English that dental students feel they need to develop for future career demands.

Table 2.12 : *Professional Communication Skills In English Needed For Development*

Options	Studens number	Percentage
Reading dental research paper	**9**	**21,42 %**
Writing summaries or reports in English	**13**	**30,95 %**
Presenting dental topics in English	**9**	**21,42 %**
Listening to English lectures or presentations	**11**	**26,,19%**
Other	**00**	**00**
Total	**42**	**100%**

Based on the data provided, the analysis shows that 30.95% students need to develop their skills in writing abstracts or reports in English. Regarding listening to lectures or presentations in English, 26.19% of students point out that they need to develop this skill, while, 21.42% of students expressed the need to develop reading dental research papers , as well as the skill related to presenting medical topics in English.

This analysis suggests that most students focus on developing skills related to professional academic interaction in English, such as writing, presentation, and listening, reflecting the importance of these skills in the dentistry field.

Question13 :What teaching methods do you prefer for learning English?

The question aims to explore students' preferred teaching methods for learning English in order to tailor instruction to their learning preferences.

Table 2.13: *Preferred Teaching Methods For Learning English*

Options	Students number	Percentage
Lectures	2	6,06%
Group discussions	12	36,36 %
Role-playing or simulations	9	27,27%
Online resources (e.g., videos, apps)	9	27,27 %
Other	1	3,03%
Total	32	100%

This analysis shows that students have different preferences when it comes to learning methods. The majority of the students (36.36%), prefer group discussions, which suggests that many students enjoy interactive and collaborative learning environments, (27.27%) of the students like role-playing or simulations, while the same number prefer using online resources such as videos or learning apps. Only (6.06%) of the students chose traditional lectures as their favorite method. One student (3.03%) mentioned playing video games as a preferred way to learn English. These results show that most students prefer learning English through interactive and practical ways rather than only listening or reading.

Question 14 :Which aspects of the English language should be prioritized in the course? (You may select more than one.).

  This question aim to identify the specific aspects of the English language that students believe should be prioritized in the course to better meet their academic and professional needs.

Table 2.14: *Students' Priorities For English Language Course Content*

Options	Students number	Percentage
Case studies related to dentistry	6	9.83%
Vocabulary drills for dental terminology	9	14.75 %
Presentations in English	3	4.91%
Writing assignments (e.g., summaries of dental topics)	5	8.19%
Specific grammar	2	3.27%
General vocabulary	8	13.11 %
Reading comprehension	7	11.47%
Listening comprehension	7	11.47%
Communicative skills (e.g., discussions, interactions)	13	21.31%
Other	1	1.63%
Total	61	100%

This analysis shows that each group of students prioritizes a specific aspect of the English language during the course. 21.31% students believe that communicative skills, such as discussions and interactions, should be the top priority, while 14.75% of the students prefer focusing on Vocabulary drills for dental terminology. 8.19% of the students mentioned the need for Writing assignments, while 4.91% of them chose Presentations in English. Only 3.27% of the students pointed to the importance of specific grammar. Other students prioritize general vocabulary13.11%, reading comprehension 11.47%, and listening comprehension11.47% with similar percentages. Interestingly, one student stated that none of these aspects were important since medical subjects in Algeria are taught in French, which lowers the need for English. Based on these results, it seems that students aim to improve the skills that help them interact more in academic and medical settings using English, such as communication and specialized vocabulary.

Question 15: Are you satisfied with the current english for specific purposes (esp) curriculum?

This question aims to assess students' level of satisfaction with the current ESP curriculum and determine whether it meets their academic and professional expectations.

Table 2.15: *Students' Satisfaction With The Current Esp Curriculum*

Options	Students number	Percentage
Satisfied	**1**	**4,8 %**
Very satisfied	**4**	**19,0 %**
Neutral	**9**	**42,9 %**
Dissatisfied	**4**	**19,0 %**
Very dissatisfied	**3**	**14 ,3 %**
Total	**21**	**100%**

The table shows that of the 21 respondents, the majority (42.9%) chose the neutral option when asked about their satisfaction with the English for Specific Purposes (ESP) curriculum. 19% of students reported being satisfied, while the same percentage (19%) expressed dissatisfaction. 14.3% of participants indicated they were completely dissatisfied, and only 4.8% expressed they were very satisfied.

These results indicate that most students are either neutral or completely dissatisfied with the current ESP program. This may indicate a need to review or improve the curriculum to better meet students' expectations and learning needs.

Question 16 : What improvements would you suggest for the ESP curriculum?

The students' answers about how to improve ESP curriculum for dentistry students showed different ideas and concerns. We analyzed these answers using thematic analysis, which helped us organize the responses into six main themes to clearly understand their views and suggestions :

1. Focus on Vocabulary and Content Related to Dentistry:

First, many students talked about the importance of focusing more on vocabulary and content related to the dentistry field, they suggested including more medical terms during lessons and reading texts or articles from the field. They believe that it will help in making the lessons more relevant and motivating.

2. Need to Improve Communication Skills:

Second, students expressed their need to improve communication skills by organizing group discussions, which helps in creating chances for students to communicate with teachers and classmates, and using English in interactive situations to improve their speaking abilities.

3. Use of Modern Technology:

Third, some students suggested using modern technology to make English learning more interesting and more connected to the scientific world. For example, using digital tools and interactive platforms can help students stay engaged and understand the content better.

4. Improving Teaching Methods:

The fourth category talked about improving teaching methods, they wanted more practical exercises, simpler explanations of difficult terms, and more focus on using English (like speaking and writing), instead of only listening and memorizing.

5. Suggestions Related to the Academic Program :

While others, their suggestions were related to the academic program itself, they asked for more English courses and that English should be taught more seriously starting from the first year even though it is already part of the curriculum and this shows the important of English in their studies. Some of them also suggested supporting ESP through better teaching conditions, this support could include providing books, digital resources, learning software, and modern tools to help students understand and use medical terms more easily.

6. Using English Outside the Classroom :

Finally, a few students mentioned the need to use English outside of the classroom, through real activities in the university. Which means they believe that English should be a living language that they use in real life, not just a school subject.

2.6.Discussion of the finding :

The questionnaire results give a clear picture on the current state of English language learning among dentistry students, especially regarding what they need, lack, and what they want to improve. Many students showed awareness of the importance of English in their field, particularly when it comes to reading scientific articles, understanding medical terms, and communicating in professional settings such as

conferences or with international colleagues, which shows the necessity of English in their studies and future careers.

Communication skills, especially speaking and writing, were again mentioned as a priority because students believe these are the most needed in their academic and future work environments. In particular, they also said that speaking and writing are the skills they want to focus on most in class, which shows their strong desire to improve their ability to communicate effectively—something they feel is missing from their current learning experience, especially due to the lack of real opportunities to practice these skills in the university setting.

However, students also pointed out several difficulties that slow down their learning, such as a weak vocabulary base, a lack of practice in speaking and writing, and struggling to follow lectures given in English. Finally, several challenges were mentioned by students that make learning English harder for them. These include limited vocabulary, the fear of making mistakes when speaking, and difficulty in understanding lectures. Such issues create barriers to participation and slow down their learning process. These gaps highlight the difference between what they can do now and what their studies or future professions will require of them.

Moreover, when it comes to how they prefer to learn, students showed interest in more interactive lessons that involve group work and real-life situations, which reflects their belief that learning is more effective when they are actively involved, not just listening to lectures. To support this, they suggested activities such as discussions, presentations, and hands-on exercises. Some students also suggested using technology and digital tools to create a more engaging and modern classroom experience.

In terms of content, they want lessons to focus on topics directly related to dentistry, like medical terms and scientific texts, to make learning more relevant and useful.

These findings suggest that there's a need to rethink the teaching methods and create a learning environment where students feel safe to participate, where mistakes are seen as part of learning. This kind of atmosphere would help build their

confidence and motivation, making the whole learning experience more effective and encouraging

Conclusion

As presented in this chapter, the results obtained from the questionnaire provided a clear picture of dentistry students' needs, lacks, and preferences regarding English language learning. The findings confirmed that students are aware of the importance of English in their academic and professional future. They showed a strong desire to improve their speaking and writing skills and expressed a preference for interactive and relevant classroom activities. However, they also face several challenges, such as limited vocabulary and fear of making mistakes. These results highlight the need for more practical and engaging English courses that respond to students' real needs and help them overcome learning obstacles with confidence.

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General conclusion

General conclusion

Nowadays, English for Specific Purposes (ESP) has become a vital component in higher education, especially in fields like medicine and dentistry, where the ability to understand and communicate scientific knowledge in English is increasingly important. This study seeks to explore the specific English language needs of dentistry students, with a focus on identifying their necessities, lacks, and wants. It also aims to determine the types of content, skills, and classroom activities that would best support their learning, and to investigate the main challenges they encounter while studying English. By addressing these aspects, the research attempts to evaluate whether the current English courses align with the students' academic and professional expectations.

To this end, the research raised the following questions:

-What are the dentistry students English language necessities ,lacks and wants ?

-What types of content, skills, and class activities address the needs of dental students?

-What are the challenges that dentistry students face in learning English?

In order to answer these research questions, we hypothesize that:

1. Dentistry students lack the English skills they need to meet the demands of their studies, and they need language content that fits their field.

2. If English courses include content, skills, and classroom activities that are directly related to dentistry, they will better match the students' real needs and help them learn more effectively.

3. Dentistry students face difficulties in learning English because of reasons like limited time, lack of specialized content, and the dominance of the French language.

The questionnaire results showed that most students feel that the current English courses are too general and not related to their field. They expressed a strong need for content that includes dental terminology, medical vocabulary, and more speaking and writing tasks relevant to their studies. This confirms that their necessities (e.g., understanding medical texts), lacks (e.g., poor oral communication skills), and wants (e.g., desire for specialized content) are not being addressed.

Therefore, the first hypothesis is confirmed: students do lack the necessary English skills and need more specialized content tailored to dentistry.

Furthermore, the data revealed that students are more engaged and motivated when exposed to relevant content such as case studies, clinical dialogues, medical videos, and role-playing doctor-patient scenarios. These types of tasks make the language learning process more meaningful and contextualized.

This confirms the second hypothesis: when English lessons are directly connected to the field of dentistry, they become more effective and responsive to students' needs.

The study also identified several key challenges as the limited time devoted to English courses in their schedule, the lack of discipline-specific content in their instruction, and the dominance of the French language in their academic environment. These factors contribute to low exposure to English and hinder skill development, especially in listening and speaking.

Accordingly, the third hypothesis is validated: students face real difficulties due to time constraints, irrelevant content, and French being the dominant academic language.

This study showed that dentistry students at the University of Ghardaia have clear and specific English language needs that are not being fulfilled by current general English courses. The findings validated all three hypotheses and stressed the importance of redesigning English courses based on thorough Needs Analysis. By incorporating relevant content, specific skills, and appropriate classroom activities, educators can significantly enhance the learning experience and help students become more confident and competent in using English in both academic and professional dental contexts.

Based on the findings of this study regarding the target needs of dentistry students, the importance of communication skills, and the challenges they face in learning English, the following recommendations are proposed to improve English language learning in this context:

✓ Revise the English curriculum to incorporate more practical content that emphasizes speaking and writing skills, which were identified as the most critical areas of need.

- ✓ Adopt interactive classroom activities such as role-plays, group discussions, and case-based scenarios that mirror real-life communication situations in the dental field.

- ✓ Integrate technology into instruction, not only for vocabulary and grammar exercises, but also by using videos, digital simulations, and student-created content to present and analyze medical cases.

- ✓ Foster a supportive learning environment to reduce students' anxiety and increase their confidence in using English through encouragement and constructive feedback.

- ✓ Organize workshops aimed at helping students develop their English skills in both academic and professional contexts, especially in oral and written communication.

- ✓ Establish English clubs or peer-learning communities to provide students with additional opportunities for language practice outside the classroom setting.

- ✓ Ensure curriculum alignment by encouraging course designers and stakeholders to tailor English instruction according to the actual academic and career needs of dentistry students.

- ✓ These recommendations are intended to enhance the relevance and effectiveness of English language education for dentistry students and to support their academic success and future professional competence

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Appendices

Students' Needs Analysis Questionnaire

Dear student

This questionnaire is an essential part of my master's thesis on ESP needs analysis. Its objective is to identify students' target needs and emphasize the importance of English language skills for your academic future. Your voluntary participation in completing this questionnaire is greatly appreciate

1-**Gender:**
☐ Male
☐ Female

2--**How would you rate your overall English proficiency?**
☐ Beginner
☐ Intermediate
3-☐ Advanced

4--**How important is it for you to learn basic dental terminology in English?**
☐ Very important
☐ Important
☐ Not important

5-**How important do you think English is for your future career as a dentist?**
☐ Very important
☐ Important
☐ Neutral
☐ Not very important
☐ Not important at all

6-**In what situations do you think you will need English in your professional career?** *(Select all that apply)*
☐ Reading research papers and academic articles
☐ Attending international conferences and training
☐ Communicating with international colleagues or patients
☐ Writing reports or scientific articles
☐ Other (please specify):………………………………………………………………………………………
…………………………………………………………………………………..

6-**How would you rate your current ability in the following areas? For each area, please select a number from 1 (very poor) to 5 (excellent):**

Listening:
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Speaking:
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Reading:
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Writing:
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

7-**Which English skills do you find most challenging?**
☐ Reading
☐ Writing
☐ Speaking
☐ Listening

8-**Do you find it difficult to learn English while most of your coursework is in French?**
☐ Yes
☐ No

9-What specific challenges do you face in learning English for dentistry?
☐ Lack of dental-specific vocabulary
☐ Difficulty understanding English academic texts
☐ Lack of confidence in speaking English
☐ Difficulty transitioning between French and English
☐Other ………………………………………………………………………………….

10-Is the time allocated t the English course sufficient for you to use the language effectively?
☐ Yes =
☐ No =

11-How often you use the following English language skills for your academic studies:
A- Listening (e.g., lectures, presentations, podcasts):
☐ Daily
☐ Several times a week
☐ Once a week
☐ Rarely
☐ Never

B-Speaking (e.g., discussions, presentations , online communication apps …etc):
☐ Daily
☐ Several times a week
☐ Once a week
☐ Rarely
☐ Never

C-Reading (e.g., textbooks, research articles , journals….etc):
☐ Daily
☐ Several times a week
☐ Once a week
☐ Rarely
☐ Never1

D- Writing (e.g., reports, assignments,):
☐ Daily
☐ Several times a week
☐ Once a week
☐ Rarely
☐ Never

12-Which professional communication skills in English do you need to develop?
☐ Reading dental research papers
☐ Writing summaries or reports in English
☐ Presenting dental topics in English
☐ Listening to English lectures or presentations
☐ Other (please specify): …………………………………………………
13-What teaching methods do you prefer for learning English?
☐ Lectures
☐ Group discussions
☐ Role-playing or simulations
☐ Online resources (e.g., videos, apps)
☐ Other (please
specify): …………………………………………………………………………

14-Which aspects of the English language should be prioritized in the course? (You may select more than one.).
☐ Case studies related to dentistry
☐ Vocabulary drills for dental terminology
☐ Presentations in English
☐ Writing assignments (e.g., summaries of dental topics)
☐ Specific grammar
☐ General vocabulary
☐ Reading comprehension

☐ Listening comprehension
☐ Communicative skills (e.g., discussions, interactions)
☐ Other (please
specify)………………………………………………………………………………………………
……………………………………………………………………………

15. Are you satisfied with the current English for Specific Purposes (ESP) curriculum?
☐ Very satisfied
☐ Satisfied
☐ Neutral
☐ Dissatisfied
☐ Very dissatisfied
16. What improvements would you suggest for the ESP curriculum? *(Please specify)*

ملخص البحث

يهدف هذا البحث إلى استكشاف الاحتياجات اللغوية الإنجليزية المحددة لطلاب السنة الأولى في طب الأسنان بجامعة غرداية، مع التركيز على تحديد المهارات اللغوية المطلوبة في سياقاتهم الأكاديمية والمهنية. تلعب اللغة الإنجليزية دورًا حيويًا في مجال طب الأسنان، وخاصة في الوصول إلى الموارد العلمية والتواصل في الملتقيات الدولية ومواكبة التطورات العالمية. تبحث الدراسة في تصورات الطلاب للغة الإنجليزية والتحديات التي يواجهونها في تعلم هذه اللغة وكذا تفضيلاتهم فيما يتعلق بمحتوى الحصة وطرق التدريس . تم اعتماد تصميم بحث وصفي باستخدام نهج كمي قائم على استبيان تم إجراؤه على 21 طالبًا في طب الأسنان .حيث كشفت النتائج أن معظم الطلاب يعتبرون اللغة الإنجليزية مهمة لمهنهم المستقبلية، وخاصة في المهام المتعلقة بقراءة المواد الأكاديمية والتواصل مع زملائهم الدوليين وحضور الفعاليات المهنية. ومع ذلك، فإنهم يواجهون العديد من العقبات، مثل وقت التدريس المحدود وهيمنة اللغة الفرنسية على المقررات التعليمية في الجزائر وايضا تؤكد النتائج على أهمية تصميم منهج تعليم اللغة الإنجليزية لأغراض خاصة أكثر ملاءمة يتماشى مع الاحتياجات الحقيقية للطلاب حيساعد إجراء تحليل احتياجات مُنظّم جيدًا المعلمين ومصممي الدورات على تصميم دورات لغة إنجليزية أكثر ملاءمةً لاحتياجات الطلاب الفعلية. وهذا يُسهّل على المتعلمين تحقيق أهدافهم الأكاديمية والمهنية، وتحسين مهاراتهم في اللغة الإنجليزية بفعالية أكبر.

الكلمات الرئيسية :اللغة الإنجليزية لأغراض محددة(ESP) ، تحليل الاحتياجات، طلاب طب الأسنان، مهارات اللغة، تحديات التعلم، تصميم المناهج الدراسية.