

THE ROLE OF NEEDS ANALYSIS IN DESIGNING LESSONS DOVETAILING WITH WORKPLACE DEMANDS

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Abstract: As workforces increasingly grow, and as the demand for English language skills continues to evolve in many professional domains, English for Specific Purposes (ESP) has been established as an integral sector of language learning. In this paper, the essential role of both needs analysis and practical lesson preparation are discussed. To begin with, as part of our startup project –*LinguaMee*, a needs analysis questionnaire has been administered to a sample of 45 employees in different sectors (SOMIPHOS, SOMIFER, MOBILIS ATM, and SONALGAZ, hospitals, and CFPA). Based on the results, the sample expressed a need for English in several areas, including information access, data analysis, decision making, customer service, report writing, documentation, negotiations, and international collaborations. Moreover, participants reported the challenges they face in communication, time management, and learning opportunities. Therefore, these data form a solid ground to tailor lessons that cater to the target learners' needs. Accordingly, the integrated approach (language, skills, and learners) is used to design lessons that accommodate workplace language requirements. At the end, sample lessons in business and medicine are included as part of this ongoing project.

Keywords: ESP, lesson design, needs analysis, workplace

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1. Introduction

English has gained momentum in today's globalised world; it has become the international lingua franca that facilitates communication between people around the globe. Outemzabet (2020) refers to the International Maritime Organization (IMO) that adopted English in its maritime navigation and communication. Hadj Djelloul (2019) highlights the importance of English in Algerian tourism and hospitality because the country's development plan of the tourism industry necessitates English-speaking personnel who are able to communicate with foreign tourists.

English has also become the language used in teaching/learning several disciplines, especially after advocating the importance of English-Medium Instruction (EMI) in higher education. English for Specific Purposes (ESP) emerged as a significant field that targets English teaching that meets learners' needs in academic, professional, and vocational settings (Anthony, 2018; Basturkmen, 2006; Dudley-Evans & St John, 1998; Flowerdew & Peacock, 2001; Hyland, 2006; Jordan, 1997; Robinson, 1991; Strevens, 1988; Swales, 1990). Indeed, in-depth needs analysis serves as the cornerstone in identifying learners' language and skill requirements, and in designing effective ESP programs accordingly (Hutchinson & Waters, 1987). This paper highlights the significance of needs analysis and practical lesson design in ESP, focusing on the findings of a study on the English language needs of professionals from diverse sectors (SOMIPHOS, SOMIFER, MOBILIS ATM, and SONALGAZ, hospitals, and CFPA).

1.1. Problem Statement

Professionals and students from different specialised fields face linguistic difficulties and struggle to reconcile language needs and requirements for effective communication in professional settings. Indeed, professionals and students are burdened with career advancement and overall success, which cannot be achieved if subjected to traditional language learning methods. The latter fall short in addressing the specific needs as required by specialised domains as they are language oriented, and they fail to account for other needs for specific purposes.

1.2. Research Questions

This research grapples to answer the following research questions:

- What role does needs analysis play in ESP syllabus design?
- How are decisions on ESP syllabus design informed by learners' needs?

2. Literature Review

Academic, professional, and vocational settings are characterised by special learner English language requirements. ESP, a specialised English language teaching field, emerged to cover for the discrepancies in general English programs, addressing learners' language skills and knowledge relevant to their target situations. This paper posits that the effectiveness and success of ESP programs lie in identifying learners' needs that inform the design of their syllabi.

Hutchinson and Waters (1987) define needs analysis as a systematic approach to collecting and analysing information about learners' needs to design an effective ESP program. In ESP contexts, needs assessment is indispensable to identify learners' necessities, wants, and gaps, and to bridge the gap between learners' current language proficiency and their target and learning needs. Indeed, ESP practitioners would tailor ESP syllabi accordingly, addressing learners' language skills, vocabulary, and required genres

2.1. Needs Analysis as a Prerequisite to Syllabus Design

The literature is consistent with this claim: Needs analysis is integrative in ESP syllabus design. Dudley-Evans and St. John (1998) accentuate needs analysis as the cornerstone of ESP; it serves as the foundational framework on learners' current language skills, their motives to learn English, and target situation demands. Similarly, Basturkmen (2010) emphasises the role of needs analysis in identifying learners' necessities, lacks, and wants in their target situations. For instance, Outemzabet (2020) identified, through interviews, what maritime personnel at the Port of Bejaia need English for. Besides, needs analysis can also take the form of course evaluation in English for Academic Purposes (EAP) settings. For example, Kimouche and Idri (2019) identified the needs of graduate students after finishing their Master's programme and defending their dissertations. They posit that "Evaluation is considered as an essential process to insure the effectiveness and efficiency of any language course" (p. 31). Indeed, any lacks reported by students can inform future decision-making on improving course design.

Effective ESP syllabi heavily rely on situational analyses, encompassing the assessment of target needs and learning needs. Target needs include specific needs required by the target situation, by analysing authentic materials, observing workplace interactions, or consulting with subject matter experts (Dudley-Evans & St. John, 1998). Learning needs involve uncovering learning styles and the impetus behind learning specialised English. Hutchinson and Waters (1987) list surveys, interviews, and classroom observation as effective need-analysis procedures. Basturkmen (2010) also suggests placement tests and content analysis as workable procedures of assessing areas of strength and improvement in learners' current English proficiency (present situation analysis).

2.2. Contribution of Needs Analysis to Syllabus Design

Needs assessment informs decisions on the different processes of syllabus design (Richards, 2006). Indeed, identifying learners' needs enables educators to select appropriate and relevant content that matches learners' goals, to determine the language skills needed in learners' target situations, to devise meaningful, engaging learning activities catering to learners' needs, and to design tasks that represent learners' progress accurately. Therefore, needs assessment allows educators to design effective, efficient syllabi, ensuring instruction that goes hand in hand with learners' language learning goals.

2.3. Approaches to ESP Syllabus Design

The holistic approach to designing ESP syllabi is the integrated approach. It combines three core orientations: language-centred, skill-centred, and learning-centred. First, the language-centred approach considers specific, field-related linguistic features and discourses as the core of ESP syllabi (Dudley-Evans and St John, 1998), including grammatical structures, vocabulary, and functions. This approach supports the skill-centred approach that accentuates the skills necessary in a target context (Hutchinson & Waters, 1987). Indeed, learners are enabled to effectively function using language input from the first approach. The third approach is the learning-centred approach that advocates a learner-centred pedagogy (Basturkmen, 2010; Nunan, 1988), placing the learner at the heart of the process of syllabus design. This involves considering learners' needs, motivations, learning styles, and prior experiences. It emphasises learner autonomy, self-directed learning, and the development of metacognitive strategies that empower learners to take ownership of their learning journey.

An integrated ESP syllabus, therefore, does not just focus on teaching language or skills in isolation but strategically blends these components while being responsive to the individual needs and learning processes of the target audience, resulting in a more effective and engaging learning experience.

2.4. Benefits of Needs Analysis

Needs assessment is beneficial in ESP syllabus design as it empowers educators to understand the learners' needs and goals. It also helps tailor syllabi that account for learners' necessities, lacks, and wants, and that allow learners experience meaningful, engaging learning. Moreover, relevance of the course to learners' needs, backgrounds, learning styles, and goals encourages them to actively participate in the ESP program. Therefore, needs assessment promotes learner-centred pedagogy, and thus, learning outcomes would be improved, and learners would advance their careers successfully.

ESP practitioners' account for learners' needs leads to allocating only necessary and relevant programs and resources (Mizab et al., 2025, in progress; Ouarniki, 2022; Ouarniki & Boumediene, 2025). Indeed, this knowledge facilitates the creation of a curriculum that is relevant, engaging, and motivating. Besides, needs analysis helps optimize judicious resource allocation by ensuring instructional materials, activities, and assessments are aligned with the learners' requirements, maximizing the impact of limited resources. Finally, needs assessment plays a pivotal role in making decisions on course content, teaching methodologies, and assessment strategies.

As part of our start-up project, *LinguaMee*, that we created in 2024 within the framework of decree 1275 encouraging Algerians to launch start-ups, we aim at providing a personalised and digital ESP learning experience. *LinguaMee* is an innovative application for ESP learning that leverages artificial intelligence and data-driven insights, tailoring learning content to the needs of each user, and delivering English instruction for academic and professional purposes. Accordingly, learners' language proficiency and confidence in using it are achieved through customised programs that target needed language and skills. Our application, *LinguaMee*, abides by ESP principles that advocate the uniqueness of linguistic and learning needs particular to different contexts.

LinguaMee requires its users to take an AI-driven proficiency assessment to gauge their current level. Subsequently, *LinguaMee* dynamically generates customised syllabi that mediate students' proficiency levels and their target academic or professional domains. ESP practitioners at *LinguaMee* play a pivotal role in conducting such needs analyses and syllabi design. This application transcends instruction by meticulously tracking progress throughout learners' journey, providing constructive feedback and engaging, gamified activities to boost motivation and reinforce learning. *LinguaMee* serves as an adaptive, personalised approach to efficient and effective English learning that is closely related to learners' academic and professional needs.

3. Methodology

3.1. Context

Our postmodernist philosophy in this research challenges traditional notions of objective reality, universal truths, and scientific rationality. It is rather underpinned by authority deconstruction. Thus, instead of adopting ready-made ESP syllabi that are designed at the macro level (ministry for example), our stance advocates questioning and deconstructing traditional sources of authority, and promoting a more diffuse and less hierarchical approach by delving into the target participants' worldviews that determine future decision-making. Moreover, our philosophy in this research is based on a pluralistic epistemology wherein multiple ways of knowing are opted for, valuing multiple worldviews and the diversity of individual and community perspectives.

This study is exploratory, descriptive. It adopts the deductive approach to test the theory of the integrative role needs analysis plays in ESP syllabi design. Therefore, the study aims at confirming existing theories related to needs analysis in ESP. However, the study also

suggests sample lessons tailored on the basis of needs analysis results, which is an addition to the field of ESP pedagogy. Thus, the inductive approach also has a share in this research.

3.2. Participants

The sample of the study encompasses 45 employees from diverse sectors, including SOMIPHOS, SOMIFER, MOBILIS ATM, SONALGAZ, hospitals, and CFPA. The participants have different levels in English and different educational levels. They are chosen using the non-probability sampling strategy; particularly, the convenience sampling technique is used because these are the only companies in Tebessa that require ESP proficiency to excel in their roles.

3.3. Procedures

To achieve the aim of the research, a needs analysis questionnaire (Appendix A) is designed; it consists of items that help in the demographic description of the sample, and other items exploring the participants' perceptions of their English language needs, including specific skills, knowledge, and challenges faced in their professional roles. Thus, this study gathers quantitative data in the form of frequencies of occurrence of the sample's gaps and wants. The study is also qualitative in analysing the data and in designing syllabi tailored to the target sample. Thematic analysis is deployed to interpret qualitative data. It is a method that enables identification and analysis of themes extracted from the data. This analysis procedure unravels' participants' perspectives, experiences, and needs. Therefore, thematic analysis is suitable for research work informing decisions on syllabus design. Indeed, the study addresses the sample's needs by providing a comprehensive learning experience tailored to their professional contexts. This includes industry-specific vocabulary, relevant case studies, and practical exercises directly applicable to their daily work environments.

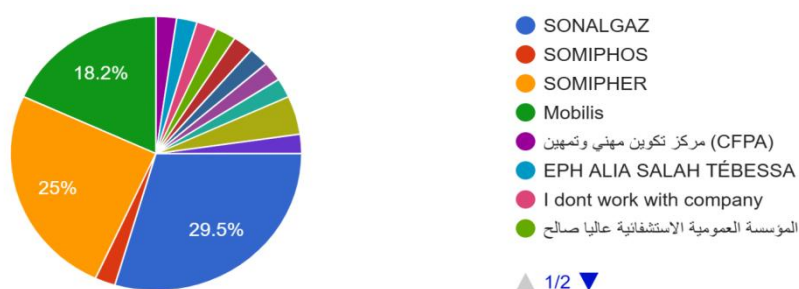
Nonetheless, these procedures are not without limitations. The sample is context-specific and is limited in number, which may affect the generalisability of the findings to other professional sectors and to the wider population. Besides, the data are collected from Tebessa only, which may be shaped by the cultural specificities of the region and the occupational culture. Therefore, to strengthen the results applicability, future research can widen the sample to other regions and to other professional settings.

4. Results

The sample participants are employees at different companies in Tebessa (Figure 1); however, it happened that some of the sample subjects were accidentally present during administering the questionnaire because they turned out to be outsiders to the sample companies. They represent 4.6% of the respondents, in addition to some participants working at OOREDOO, another network company, representing 2.3% of the sample.

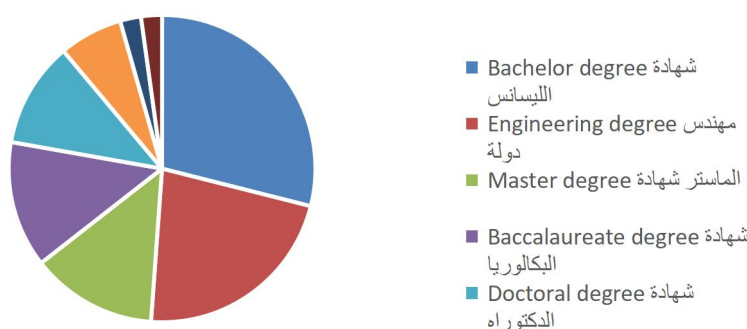
The majority of the sample work at SONALGAZ (29.5%). Response rates are also equally considerable from employees at SOMIPHER and Mobilis (25%). Hospital employees represent 6.9% of the sample, and respondents working at SOMIPHOS and CFPA equally constitute 2.3% of the sample

Figure 1: Samples' professions



The respondents hold different degrees as shown in Figure 2. The majority of them hold a bachelor degree (Licence, 28.9%). Notably, 22.2% of the participants hold an engineering degree. Besides, Master holders and Baccalaureate degree holders equally represent 13.3% of the sample while participants with a Doctorate degree consist 11.1%. Senior technicians constitute 6.7% of the sample, and technicians represent 2.2%. Non-holders of the baccalaureate (3rd year high school) are 2.2% of the whole sample

Figure 2: The samples' academic level



The sample's preferences of the most important features needed in ESP learning are shown in Figure 3. The respondents give much importance to interactive learning materials (31.1%), self-paced learning (28.9%), and live instructor interaction (24.4%). This denotes the participants' advocacy for the synchronous mode of instruction, as it provides them with opportunities for active learning, autonomy, and engagement. However, community forums and discussion boards are preferred by only 15.6% of the participants, which may indicate the undesirability of asynchronous learning.

Figure 3: The most important features in learning ESP

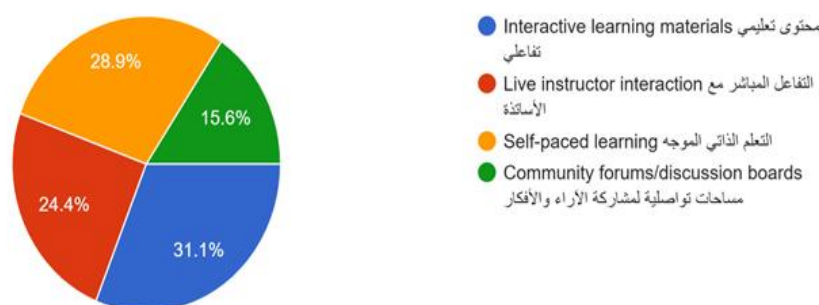
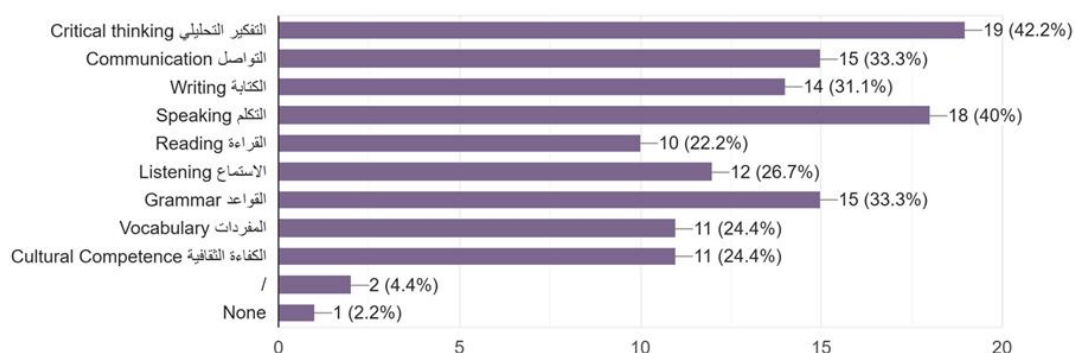


Figure 4 summarises the main weaknesses that the sample participants face in ESP learning. Some participants (6.6%) have not reported any difficulties, which is puzzling as far as their mastery of all English language-related and skill-related aspects.

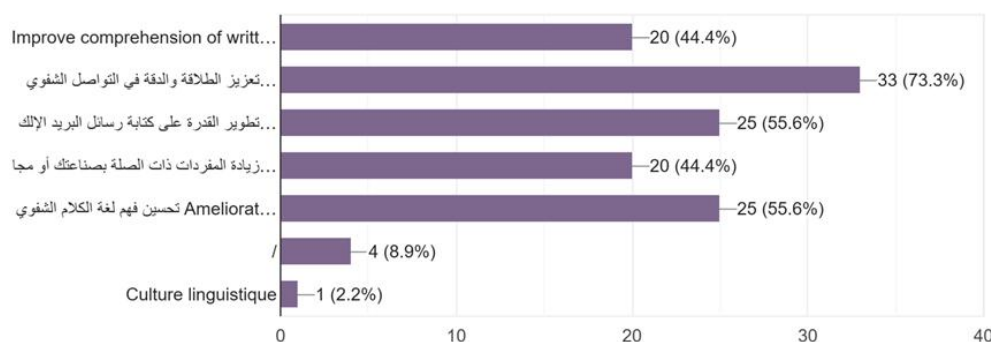
Results from the sample's responses reveal that critical thinking is the major difficulty (42.2%), which evinces their awareness of its pivotal role in analysing, interpreting, and communicating effectively in their professional settings. Besides, the majority of respondents reported a pertinent hurdle related to communication skills and self-expression in speaking (40%) and writing (31.1%), compared to receptive skills and vocabulary acquisition that do not pose problems to the majority of the sample. This may indicate the sample's urging need for developing productive skills that allow them to effectively and appropriately communicate in contexts as dictated by the workplace.

Figure 4: Weaknesses faced by the sample



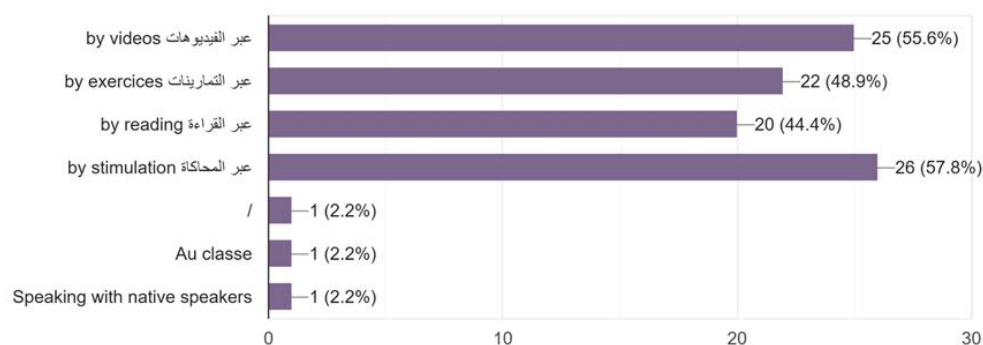
Indeed, Figure 5 further confirms such a result, as speaking and writing for work purposes are what burdens the majority of the respondents the most.

Figure 5: The Sample's wanted skills



The sample's learning styles are illustrated in Figure 6. The respondents seem to be visual, auditory, kinesthetic, verbal, and preferring to work via reading and writing.

Figure 6: The sample's learning styles



5. Discussion

5.1. Findings from the Questionnaire

Assessment of the sample professionals' needs revealed a variety of English Language necessities, lacks, and gaps. The major needs include:

- Access to information by means of deciphering English content in technical documents, research work, and industry news. Given the evolving nature of industries, professionals should have flexible mindset that facilitates their engagement with updated terminology and concepts.
- Decision-making requires careful analysis and interpretation of data, formulating findings, drawing conclusions, and effectively reporting them.
- Customer service requires professionals to structure argumentation logically and to adapt language to different customer needs, in written and oral modes. Indeed, communication is clear and effective, free of any misunderstanding.
- Writing up reports and documentation necessitates clear, well-structured, and informative productions.
- International collaborations and negotiations, referring to the needed skills in establishing international agreements, negotiating offers and deals, and participating in international meetings.
- Other needs (gaps) highlighted by the sample professionals include hurdles related to communication skills, time management, and access to learning opportunities.

ESP is not just about vocabulary; it is rather centred around applying specialised language in meaningful ways for professionals to be more articulate, persuasive, and confident in professional contexts. Shedding light on their specific needs is crucial as it informs decisions on tailoring corresponding, effective ESP syllabi and on creating real-world contexts where learners practice learning opportunities that dovetail with their needs.

5.2. Syllabus Design

The integrated approach to syllabus design has been adopted to design effective ESP syllabi. This approach has special focus on the combination of language, skills, and learning aspects (Richards & Rodgers, 2001).

The language-centred approach advocates a structured, linguistic framework to language learning, yet we aim at indulging learners in tailored, autonomous learning instances as well to promote conversational skills alongside linguistic structures.

The skills-centred approach ensures the syllabi are infiltrated with objectives, content, and material that improve language use in authentic contexts. Indeed, involving learners in metacognitive activities helps them develop several skills as required by the analogous settings they are experiencing

The learning-centred approach accentuates the active role and participation that learners should exhibit in their learning process. Thus, the syllabi are designed in a flexible, adjustable manner, addressing learners' individual requirements and preferences. This approach is beneficial when incorporated with strategies that boost learning (eg. Collaborative learning, peer review, etc).

Sample syllabi in business and medicine are developed to illustrate the application of the integrated approach to ESP syllabus design. For each syllabus, linguistic and skill-related needs are highlighted and are used as underpinnings of course objectives, assessment, and content.

5.2.1. Business English Syllabus

This syllabus (Belkis & Chahrazed, 2024) is designed for commercial employees with little to no prior English language experience. It focuses on developing essential communication skills for the workplace, with an emphasis on relevant vocabulary and grammar structures.

Target Level: A1 (Beginner) according to the Common European Framework of Reference for Languages (CEFR)

Language Focus: Business English vocabulary, idioms, and negotiation strategies.

Skills: Negotiating contracts, giving presentations, and writing business correspondence.

Course Objectives

By the end of the course, students will be able to

- Understand and use basic English for everyday commercial situations.
- Introduce themselves and others, ask and answer simple questions, and exchange greetings.
- Identify and use common commercial vocabulary related to their specific roles.
- Participate in basic conversations about products, services, and transactions.

Assessment

- Regular participation in class activities and discussions.
- Short quizzes and vocabulary checks.
- Role-playing exercises.
- A final project (e.g., short presentation on a commercial topic).

Lessons
<p>Unit 1: Introductions and Greetings</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Greet colleagues and customers. • Introduce yourself and others. • Exchange personal information. <p>Vocabulary: greetings, names, nationalities, jobs, numbers (1-10)</p> <p>Grammar structures: Present simple tense (be)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Role-playing introductions. • Conversation practice. • Matching exercises.
<p>Unit 2: Numbers and Quantities</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Understand and use numbers (1-20). • Ask and answer questions about quantities. • Express prices and discounts. <p>Vocabulary: numbers (1-20), quantities (e.g., a lot of, a few), prices, discounts.</p> <p>Grammar structures: Questions with "wh-" words (e.g., what, how much).</p> <p>Activities:</p> <ul style="list-style-type: none"> • Dialogues about prices and discounts. • Number games and activities. • Short quizzes.
<p>Unit 3: Products and Services</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Identify and name common products and services. • Ask and answer questions about product features. • Describe basic product benefits. <p>Vocabulary: product names, services (e.g., repair, delivery), colors, sizes</p> <p>Grammar structures: Present simple tense (regular verbs)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Role-playing customer service scenarios. • Product descriptions. • Matching exercises.
<p>Unit 4: Giving and Asking for Information</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Ask and answer questions about products and services. • Give basic instructions and directions • Understand and respond to simple requests. <p>Vocabulary: verbs for asking and giving (e.g., can I have...?), prepositions (e.g., on, in, next to), directions (e.g., left, right, straight)</p> <p>Grammar structures: Can/Can't for requests, prepositions of place</p> <p>Activities:</p> <ul style="list-style-type: none"> • Dialogues about asking for information. • Giving directions around the workplace. • Role-playing customer requests.

Unit 5: Making Simple Transactions

Learning objectives:

- Understand and use basic transaction vocabulary.
- Ask and answer questions about payment methods.
- Confirm and repeat information.

Vocabulary: payment methods (e.g., cash, credit card), currency, confirmation phrases (e.g., yes, please)

Grammar structures: Yes/No questions, repetition for confirmation

Activities:

- Role-playing buying and selling scenarios.
- Dialogues about payment options.
- Listening comprehension exercises.

Unit 6: Review and Wrap-up

Learning objectives:

- Review key vocabulary and grammar structures.
- Consolidate communication skills through role-playing and presentations.
- Provide feedback and self-assessment.

Activities:

- Review games and activities.
- Final presentations on commercial topics.
- Course evaluation.

5.2.2. Medical English Syllabus

Target audience in this syllabus (Belkis & Chahrazed, 2024) is dental professionals with little to no prior experience using English for professional communication.

The course at hand is devised to equip medical students, mainly dentists, with the necessary communicative skills pertaining to appropriate language use in their education and subsequent professional lives.

Target Level: A1 (Beginner)

Language Focus: Medical terminology, sentence structure, and discourse markers.

Skills: Reading medical articles, writing patient notes, and speaking in clinical settings.

Course Objectives

By the end of the course, students will be able to:

- employ successful communicative strategies utilizing appropriate discourse to accurately convey information during consultations and team meetings;
- introduce themselves and others, and engage in basic question-and-answer exchanges regarding personal details relevant to initial patient interactions (e.g., name, basic contact information);
- interact in a simple manner, provided the interlocutor speaks slowly and clearly and is prepared to offer assistance, in routine dental scenarios;
- respond and ask basic questions regarding appointment dates and patient demographics;
- read brief, uncomplicated written texts on oral health education and basic dental concepts;
- write short, concise written messages and notes on appointments and simple patient information;
- cultivate a sensitivity to fundamental intercultural concerns in patient communication.

Teaching Methodology

Forming the backbone of the teaching methodology of this course, communicative language teaching provides a plethora of activities and materials harnessing interactive learning including pair and group work, role-playing tasks (simulating interactions within the work environment), explicit corrective feedback, and the use of authentic materials (patient leaflet and appointment cards).

Assessment

- Participation rate is evaluated by the aggregation of students' engagement with the app including number of logins, participation in interactive activities and discussions, pair and group work, and games.
- Interactive activities: Quizzes, matching exercises, and gap-filling exercises to test comprehension of grammar and vocabulary.
- Simulations: Participate in simulated scenarios with virtual patients, allowing instructors to assess communication skills in action. Indeed, simulated patient interactions through role playing assessment powered by AI integrated in the App is set to evaluate learners' readiness to carry out whole comprehensive interactions in the working environment.
- Live role-playing exercises: Develop patient interaction expertise through realistic live role-playing exercises within the application, where you can practise interacting with virtual patients.
- Case study discussions: Following case study analysis, actively participate in online discussions to showcase your understanding and ability to communicate effectively in real-world scenarios.
- Vocabulary Assessments: Administration of regular vocabulary tests covering key terminology taught in the course.

Lessons

Unit 1: Foundations of Professional Communication

Lesson 01: Introductions and Professional Greetings

Introducing oneself and others (name, origin, role as a student dentist); using formal and informal greetings and farewells; asking for and giving basic personal information in a professional context; and understanding basic professional titles and affiliations.

- **Vocabulary:** Introduction to basic terminology pertaining to professional titles and greeting expressions.
- **Grammar:** Similarly, basic grammar knowledge about subject pronouns (for clear sentence construction), possessive adjectives (for discussing patients belongings), and wh- questions (for gathering information) are covered.
- **Activities:** Role-playing introductions, filling blank tasks answering basic questions, vocabulary matching exercises, and listening comprehension of simple dialogues.

Lesson 02: Basic Patient Interaction

Initiating simple conversations with patients; using polite phrases; asking and answering fundamental questions about well-being in a professional context; providing basic reassurances; and understanding and using simple expressions of courtesy.

- **Vocabulary:** Common polite phrases (Excuse me, please, thank you, you're welcome), basic health-related inquiries (How are you feeling? Are you okay?), expressions and answers of reassurance (It's alright, don't worry), basic action verbs (feel, have).
- **Grammar:** Simple present tense for routine actions, basic Wh- and yes-no question formation with "How" and "Are you?", and using the conjunction "and" to connect simple sentences.
- **Activities:** creating short dialogues, listening to and analysing simple patient-doctor

interactions, and practicing pronunciation of key phrases

Unit 02: Managing Appointments and Patient Information

Lesson 01: Scheduling and Confirming Appointments

Asking about and stating appointment times; understanding and responding to appointment confirmations; making basic inquiries about rescheduling; and using basic time expressions.

- **Vocabulary:** Time-related vocabulary (hour, day, week, month, o'clock, half past, quarter past/to), appointment-related terms (schedule, confirm, cancel, reschedule, appointment), and days of the week.
- **Grammar:** For more elaborate conversations to take place, prepositions of time, simple present tense, and the use of "can" to make requests are presented.

Lesson 02: Obtaining Basic Patient Information

Learners are trained to make inquiries about patients' personal information and medical history.

- **Vocabulary:** Building on the previous unit, solidifying terminology related to personal information, and simple medical terms.
- **Grammar:** Reiteration of simple present tense along with instruction about possessive pronouns and the coordinating conjunction "and."
- **Activities:** Tasks requiring learners to fill out simple patient forms and listening to doctor-patient exchanges.

Unit 03: Promoting Oral Health

Lesson 01: Discussing Healthy Habits for Oral Health

Students are introduced to terminology related to oral health by discussing good health habits, such as the impact of food and beverages on teeth and how often to brush and floss.

- **Vocabulary:** Lexicon related to describing the foods and beverages that influence teeth, and including adverbs and phrases pertaining to everyday activities.

Grammar: The use of some/any with countable and uncountable nouns (introduction); expressing habits using simple present tense; and introducing the use of should and shouldn't to express recommendation.

Activities include classifying foods and beverages, talking about healthy practices in app vlogs, and coming up with short phrases on oral health advice.

Lesson 02: Asking Basic Questions about Oral Hygiene Habits

Asking questions about oral hygiene habits like the frequency of brushing and flossing; and providing helpful feedback on preserving good habits and changing negative ones.

- **Vocabulary:** terms and expressions used to ask about the frequency of actions and habits, describe oral hygiene actions, and express recommendations.
- **Grammar:** asking questions using the simple present tense about patients' habits with short answers.
- **Activities:** administration of simulated real-life scenarios to practice-doctor patient conversation, with practice on pronunciation and intonation.

Unit 04: Describing Symptoms and Providing Basic Instructions

Lesson 01: Identifying Structures of the Oral Cavity

Instruction on acquisition of mouth anatomy and its placement.

- **Vocabulary:** Anatomical terms (tooth/teeth, gum/gingiva, tongue, lip, palate, crown, root), types of teeth (incisor, canine, premolar, molar - basic recognition), directional terms

(upper, lower, front, back, inside, outside).

- **Grammar:** The use of "there is/there are" to express the presence of structures; demonstrative pronouns (this, that, these, those); introduction to regular and irregular forms of singular and plural nouns.

- **Activities:** Students practice naming different parts of the oral cavity, match them with their definitions, and write simple sentences about location.

Lesson 02: Describing Location and Intensity of Pain

Introducing terminology to determine pain related the oral cavity and explain its features, including intensity.

- **Vocabulary:** Words expressing location (here, there, front, back, upper, lower, side), adjectives used to describe pain (sharp, dull, mild, strong, bad), and adverbs of intensity (a little, very).

- **Grammar:** Using "it hurts" to describe pain; the use of prepositions of place (in, on, and at)

- **Activities:** using diagrams to indicate the location of the pain and describe it; patient role-play to describe pain using appropriate descriptors.

Lesson 03: Common Dental Problems - An Introduction

Naming and defining common dental disorders (dental caries/cavities, gingivitis/gum disease, toothache); describing basic symptoms in simple terms; basic causes (introduction).

- **Vocabulary:** Most typical dental problems (cavity, decay, gum disease) and accompanying pain, infection, descriptive adjectives (sensitive, sore, bleeding, swollen), simple causes (sugar, bacteria - introduction).

- **Grammar:** "Have/has got" to talk about symptoms, simple present tense to talk about conditions, using "because" to explain simple reasons.

- **Activities:** Matching conditions to their descriptions, describing symptoms from visual cues, question-and-answer on basic common issues.

Unit 05: Giving Instructions about Treatment and Teeth Protection

● Lesson 01: Giving Simple Pre- and Post-Operative Instructions

Using clear and straightforward language to give instructions to patients after dental treatment (avoiding particular foods and beverages, washing, etc.)

- **Vocabulary:** Action verbs used to give commands (open, close, rinse, bite, wait, avoid, eat, drink), time markers (before, after, for), and descriptions of food/drink types (hot, cold, hard, soft).

- **Grammar:** Instruction on the use of "don't" to express imperatives and instructions and "for" to indicate time span.

- **Activities:** As a core tenet of the teaching methodology, role-playing continues to dominate the type of activities focusing now on providing, understanding and writing instruction along with appropriate sequencing of pre and post operative steps.

Lesson 02: Discussing Fundamental Oral Hygiene Practices

Oral hygiene practices are to be explained through instructions.

- **Vocabulary:** Oral hygiene tools (toothbrush, toothpaste, dental floss, mouthwash), action verbs (brush, floss, rinse, clean), adverbs of frequency (daily, twice a day, once a day), time expressions (morning, evening, after meals).

- **Grammar:** describing tools using "with," expressing routines using the simple present tense, and giving instructions using the imperative form.

- **Activities:** Role-plays, sing spoken and written instructions to demonstrate proper procedures to maintain dental hygiene

Unit 06: Review and Clinical Communication

Lesson 01: Overview of Most Useful Vocabulary and Grammar

Consolidation of key lexis and grammar presented in the course (vocabulary: parts of the body, instruments, common complaints and instructions; present simple; to be; have got; imperatives; prepositions of time and place).

- **Activities:** Grammar drills, filling the gap exercises, vocabulary games, and mini-review tests.

Lesson 02: Clinical Communication Scenarios

Role plays are used to practice basic conversational skills, including greetings, asking about reasons of patients' visit, explaining simple results, and giving advice.

- **Activities:** basic dentist-patient conversations, group discussion on strategies of communication, and role play scenarios using the language aspects and terminology taught.

6. Implications

Needs assessment contributes to policy, theory, practice, and research implications. Indeed, not only is ESP improved, but Language for Specific Purposes (LSP) at large is also promoted.

6.1. English for Specific Purposes

ESP course design should be monitored for needs assessment implementation to ensure they are effective and relevant to learners' needs. Indeed, institutions –even funding bodies- can choose to prioritise ESP programs that are based on needs assessment. Undoubtedly, supporting needs assessment instills advocacy of learner-centred approaches in ESP, for they both necessitate motivation and engagement. Besides, needs assessment goes hand in hand with the theories of genre and discourse analyses that aim at determining language features specific to target fields. Practically speaking, needs assessment facilitates the creation of customised lesson plans that account for learners' needs and learning materials that mirror real-world language use. Further research can revolve around learner satisfaction with ESP courses based on their needs.

6.2. Language for Specific Purposes

Needs analysis can be mandated at the macro level as a prerequisite in designing LSP programs particular to specific industries and aligned with professional requirements. The latter can be achieved through collaborations between language educators and professionals. Besides, the theoretical underpinnings of LSP can be reinforced by means of needs assessment that bridges the gap between language use and professional contexts, and that advocates real-world interactions that develop learners' communicative competence. Moreover, the practical implications of needs assessment lies in designing programs addressing learners' linguistic and communicative needs and materials that boost professional demands. Finally, future research can delve into evolving demands that inform updated programs and into the effectiveness of needs assessment in learners' outcome improvement in LSP.

In a conference presentation by Idri (2025), she brought to light Algeria's Vision 2030 and how it can revolutionise and modernise Algerian higher education. The vision underscores internationalisation at home by adopting both ESP and EMI, enabling students to boost their academic performance and employability opportunities while learning discipline-specific language skills. Therefore, regardless of the impetus behind this national strategy (international competitiveness and meeting international standards in higher education and marketplace), this policy should be converted into real-world practice by (a) improving EMI

delivery which necessitates devising teacher training programs, and (b) embedding ESP into other disciplines which requires reforming/adjusting curricula.

7. Conclusion

Effective ESP syllabus design is contingent on an essential foundation, which is needs assessment. Indeed, the systematic collection and analysis of learners' needs enable articulating grips on their necessities, lacks, and wants; probing target situations and current proficiencies; and tailoring syllabi that maximise learning outcomes. This research joins its voice to the wider ESP community on the integrative role of needs assessment and its beneficiaries in ESP syllabus design as it empowers learners to develop the language skills that help them excel in their fields.

Indeed, the use of authentic materials in ESP programs boost learners' engagement and motivation to learn the language they need, to gain deeper understanding when instruction is contextualized, and to experience successful, enjoyable learning. Therefore, the ESP community, including educators, at the macro and micro levels should join efforts to personalise programs and lessons that dovetail with learners' needs, and to inquire into the professional development and career advancement of these learners in the long run.

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Appendices

Appendix A: Needs Analysis Questionnaire

Needs Analysis

دراسة احتياجات

Thank you for taking the time to complete this brief survey. We are developing a platform for online Language for Specific Purposes (LSP) learning and we would appreciate your insights. This survey should take approximately 10 minutes and your responses will remain anonymous.

نشكركم جزيل الشكر على الوقت الذي قضيته في الإجابة على هذا الاستبيان القصير. نحن نعمل على تطوير منصة لتعليم اللغة لأسباب خاصة و سنقدر إجابتك على الأسئلة. من المتوقع أن يستغرق هذا الاستبيان حوالي 10 دقائق مع التأكيد على بقاء إجاباتكم مجهولة

(LSP stands for Language for Specific Purposes. It means the specialized way language is used in different fields).

(اللغة لأغراض خاصة تعني اللغة التي تُستخدم في سياق وظيفي محدد)

Section 1 : General information

معلومات عامة

This section will take about 2min

سيستغرق هذا الجزء حوالي دقيقتين

- How old are you ?
18-25
26-33
34-41
more than 41
- Which company do you work at?
SONALGAZ
SOMIPHOS

- كم عمرك؟
18-25
26-33
34-41
أكثر من 41
- ما اسم الشركة التي تعمل فيها؟
SONALGAZ
SOMIPHOS

SOMIPHER

Other...

3. What is your job?

4. Do you speak a second language fluently?(writing and speaking)

yes

no

5. What is your educational level?

Baccalaureate degree

Licence degree

Master degree

Doctoral degree

Engineering degree

Technical

Senior technical

Other...

Section 2 : Interest in Online Learning

This section will take about 5min

6. How much are you interested in online learning?

not interested 1 2 3 4 5 so interested

7. In the past years, have you taken any online courses for specific development?

yes

no

8. If yes, what was(were) the course(s)?

9. What factors influenced your decision to take online courses for professional development?

Flexibility

Cost effectiveness

Subject matter not available in-person

Other...

10. Thinking about LSP, which language(s) would you like to learn?

French

English

Italian

Spanish

Other...

11. Learning an LSP specifically, which online learning features would be most important to you?

Interactive learning materials

Live instructor interaction

Self-paced learning

Community forums/discussion boards

SOMIPHER

آخر...

3. ما هي وظيفتك؟

4. هل تتحدث لغة ثانية بطلاقة؟ (كتابة و محادثة)

نعم

لا

5. ما هو مستواك التعليمي؟

شهادة بكالوريا

شهادة ليسانس

شهادة ماستر

شهادة دكتوراه

مهندس دولة

تقني

تقني سامي

آخر...

الاهتمام بالتعلم عبر الخط

سيستغرق هذا الجزء حوالي 5 دقائق.

6. إلى أي مدى تهتم بالتعلم عن بعد؟

غير مهتم 1 2 3 4 5 جد مهتم

7. هل قمت بأخذ أي دورات عن بعد لتطوير مهارات محددة خلال السنوات الأخيرة؟

نعم

لا

8. إذا كانت الاجابة نعم، ما هي الدورة أو الدورات التي قمت بأخذها؟

9. ما هي العوامل التي أثرت في قرارك بأخذ دورات عن بعد لتطوير مهني؟

مرونة الجدول الزمني في التعلم

الفعالية من حيث التكلفة

عدم توفر المادة الدراسية بشكل حضوري

آخر...

10. فيما يتعلق باللغات لأغراض محددة، أي لغة أو لغات تود تعلمها

اللغة الفرنسية

اللغة الإنجليزية

اللغة الإيطالية

اللغة الإسبانية

آخر...

11. أثناء تعلم لغة لأغراض خاصة عن بعد،

ما هي الميزات التعليمية التي تعتبرها

أكثر أهمية بالنسبة لك؟

محتوى تعليمي تفاعلي

التفاعل المباشر مع الأساتذة

التعلم الذاتي الموجه

مساحات تواصلية لمشاركة الآراء والأفكار

12. Are there any other features that would make learning LSP more efficient and effective?

12. هل هناك أي خصائص أخرى تجعل تعلم لغة لأغراض خاصة أكثر كفاءة وفعالية؟

Section 3 : Willingness to study for a fee

This part will take about 4 min

13. When considering online LSP courses, how important is affordability?

not important at all 1 2 3 4 5 very important

14. What is the maximum monthly fee you would be willing to pay for a comprehensive online LSP course that meets your learning needs?

الاستعداد للاستثمار في التعلم

سيأخذ منك هذا الجزء حوالي 4 دقائق

13. بالحديث عن تعلم لغة لأغراض خاصة، إلى أي مدى تكمن أهمية تحمل تكاليف التعليم؟

غير مهمة أبدا 1 2 3 4 5 جد مهمة

14. كم هي القيمة الشهرية القصوى التي تعتبرها معقولة للاستثمار في برنامج لغة لأغراض خاصة عبر الخط؟

15. In addition to the course content, what additional features would make you more likely to pay for an online LSP course?

Career development resources

Certification upon completion

Networking opportunities

Job placement assistance

Other...

Section 4: Preferences and Expectations

last section will take about 5min

16. Which specific LSP areas are you most interested in learning?

Business register

Legal register

Medical register

Engineering register

Other...

17. Which language do you prefer to study in?

French

English

Italian

Spanish

18. What are your strengths in the chosen language?

Writing

Speaking

Listening

Reading

Communication

Critical thinking

Cultural competence

Vocabulary

Grammar

Other...

15. إضافة إلى محتوى البرنامج، ما هي الميزات الإضافية التي تجعلك أكثر استعداداً للاستثمار في برنامج لغات لأغراض خاصة عبر الخط؟

أدوات ومواد التطوير المهني

منح شهادة عند الانتهاء من البرنامج

فرص للتواصل المهني

دعم توظيف

آخر...

التفضيلات و التوقعات

سيأخذ منك هذا الجزء حوالي 5 دقائق

16. ما هي مجالات اللغة لأغراض خاصة التي ترغب في اكتساب مهارات فيها؟

الجانب التجاري

الجانب القانوني

الجانب الطبي

الجانب الهندسي

آخر...

17. ما اللغة التي تفضل الدراسة بها؟

اللغة الفرنسية

اللغة الانجليزية

اللغة الإيطالية

اللغة الإسبانية

18. ما هي نقاط قوتك في اللغة المختارة؟

مهارة الكتابة

مهارة التواصل الشفوي

مهارة الاستماع

القراءة

التواصل

التفكير التحليلي

الكفاءة الثقافية

المفردات

القواعد

آخر...

19. What are your weaknesses in the chosen language?
 Critical thinking
 Communication
 Writing
 Speaking
 Reading
 Listening
 Grammar
 Vocabulary
 Cultural Competence¹
 Other...

20. How many hours per week would you be willing to dedicate to studying LSP online?

1-2 hours
 3-4 hours
 5-6 hours
 7+ hours

21. How do you learn best?
 by videos
 by exercises
 by reading
 by stimulation
 Other...

22. Briefly describe your current professional role and responsibilities?

23. In your current role, what specific situations or tasks do you encounter where language barriers create challenges?

24. What specific language skills do you hope to gain through this LSP course?

Improve comprehension of written LSP material
 Enhance fluency and accuracy in spoken communication
 Develop the ability to write professional emails and documents in LSP
 Increase vocabulary relevant to your specific industry or field.
 Ameliorate understanding of spoken LSP.
 Other...

Section 5: Suggestions

25. If you have any suggestions, please drop them here.

19. ما هي نقاط ضعفك في اللغة المختارة؟

التفكير التحليلي
 التواصل
 الكتابة
 التكلم
 القراءة
 الاستماع
 القواعد
 المفردات
 لكفاءة الثقافية
 آخر...

20. كم ساعة في الأسبوع أنت على استعداد لتكريسها لدراسة لغة لأغراض خاصة عن بعد؟

ساعة حتى ساعتين
 ثلاث ساعات حتى أربع ساعات
 خمس ساعات حتى ستة ساعات
 سبع ساعات فما أكثر

21. ما هي أساليب التعلم التي تفضلها؟
 عبر الفيديوها
 عبر التمارينات
 عبر القراءة
 عبر المحاكاة
 آخر...

22. صف بإيجاز دورك المهني ومسؤولياتك المهنية الحالية؟

23. في دورك المهني الحالي، ما هي المواقف أو المهام المحددة التي تواجهها حيث تخلق حواجز اللغة تحديات؟

24. ما هي المهارات اللغوية المحددة التي تأمل في اكتسابها من خلال دورة كهذه؟
 تحسين فهم المواد المكتوبة
 تعزيز الطلاقة والدقة في التواصل الشفوي

تطوير القدرة على كتابة رسائل البريد الإلكتروني والمستندات المهنية
 زيادة المفردات ذات الصلة بصناعتك أو مجالك المحدد
 تحسين فهم لغة الكلام الشفوي
 آخر..

اقتراحات

25. إذا كانت لديك اقتراحات أخرى، اكتب لنا من فضلك