



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Eshahid Sheikh Larbi Tbessi University, Tebessa
Faculty of Letters and Languages
Department of English Language and Literature



Participation Certificate

This is to certify that

Dr. Imane Cheriet

Has participated in the international conference on "ESP Teaching at the Crossroads of the Marketplace Demands" on December 4-5, 2023,
with a paper entitled
Assessing The Academic English Needs of Doctoral Students in Educational Sciences

Vice-dean of Post-graduation
and External Relations

د ذويب عز الدين
قائب عميد مكلف بالدراسات
و البحث العلمي و العلاقات
الخارجية

Conference President



Dr. Manel MIZAB



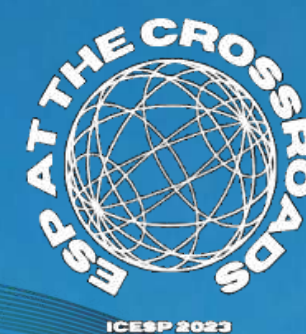
Signature of Dr. Imane Cheriet

Dean

عميد كلية الآداب والعلوم
كلية الآداب والعلوم
بجامعة البليدة



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Eshahid Esheikh Larbi Tbessi, Tebessa University
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The First Multidisciplinary Hybrid International Conference on “ESP Teaching at the Crossroads of the Marketplace Demands”



December 4-5, 2023

Conference Agenda

Day I: December 4th, 2023 (Onsite)

8:00-9:00

Registration

9:00-10:00

Opening session

Streaming on: University YouTube Channel: (3) Larbi Tebessi University - Tebessa - YouTube

Quranic Verses

National Hymn

Dr. Manel MIZAB, Conference President

Dr. Salah DAIRA, Conference Scientific Committee President

Pr. Adel BOUDIAR, Dean of the Faculty

Pr. Souad NEFFAR, Vice-rector of External Relations

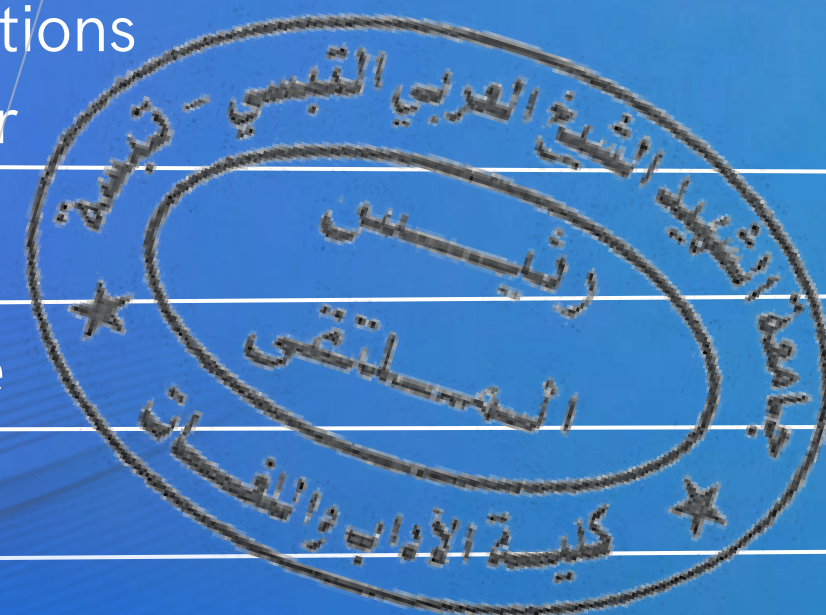
Pr. Abdelkrim GOUASMIA, University Rector

The Doctors' School Director

Director of Tourism and Handicrafts Directorate

Director of Cement Company, Tebessa

Director of SOMIPHOS



Plenary Session I: ESP for Marketplace Demands

10:00-11:45	President: Rabie ABDERRAHMANE (Tebessa University, Algeria) Streaming on: University YouTube Channel: (3) Larbi Tebessi University - Tebessa - YouTube
10:00-10:20	Pr. Shahid ABRAR-UL-HASSAN (Yorkville University, Canada) New directions in ESP assessment: Bracing for the challenge
10:20-10:40	Pr. Ahmed Chaouki HOADJLI (Biskra University, Algeria) ESP and Testing in Higher Education: Revisiting some Fundamental Considerations and Procedure
10:40-11:00	Pr. Youssif ZAGHWANI OMAR (University of Benghazi Language Centre, Libya) Basic Academic Writing Steps for Conducting Academic Papers
11:00-11:20	Dr. Mhammed KRIFA (Kairouan University, Tunisia) Aligning ESP Courses with the Translation Curriculum for Better Market Integration
11:20-11:45	Discussion

11:45-12:00	Coffee break
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Plenary Session 2: EMI Implementation in Algeria

12:00-13:00	President: Pr. Ahmed Chaouki HOADJLI (Biskra University, Algeria) Streaming on: University YouTube Channel: (3) Larbi Tebessi University - Tebessa - YouTube
12:00-12:20	Pr. Mouna BOUHELAL (Physics Department, Tebessa University, Algeria) Challenges of Teaching in English in Scientific Disciplines
12:20-12:40	Dr. Wafaa FALI (Oran-2 University, Algeria) The Immersion of ESP in Teachers' Formation of English at CEIL univ-Oran2: Challenges and Prospects
12:40-13:00	Discussion

13:00-14:00	Lunch break
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Parallel Panels

14:00-15:30	Panel Session 1: ESP and EMI Training Moderator: Wafaa FALI (Oran-2 University, Algeria) Link: https://meet.google.com/dwr-gqdv-roe
14:00-14:15	Dr. Karima TAYAA (Tebessa University, Algeria), Ikram OUNIS (Tebessa University, Algeria), & Abdelhamid DJGHOUUBBI (Ouargla University, Algeria) Revolutionizing English for Professional Purposes for Algerian Teachers through MOOC Platforms
14:15-14:30	Dr. Salah DAIRA & Rabie ABDERRAHMANE (Tebessa University, Algeria) Unveiling the Dynamics of Business English: An In-Depth Inquiry into Objectives, Features, and Users within General and Specific Business Environments
14:30-14:45	Mammar DJOUAHI & Dr. Mohammed GHEDEIR BRAHIM (El-Oued University, Algeria) The Importance of Honing the Intercultural Skill for Petroleum Engineering Students at the University of Kasdi Merbah Ouargla.
14:45-15:00	Souhaila FARES (Khenchela University, Algeria) Enhancing ESP Learning through Technology Integration: Teachers' Attitudes at Tebessa University
15:00-15:15	Nour Elislem BEKKAI (Tebessa University, Algeria) Teachers' and Students' Attitudes towards English for Specific Purposes: The Case Study of Third Year Students of Biology at Cheikh Larbi Tebessi University - Tebessa
15:00-15:30	Discussion



14:00-15:30	Panel Session 2: ESP Teaching Methodologies Moderator: Dr. Amina BOUAZIZ (Tebessa University, Algeria) Link: https://meet.google.com/zvo-ayha-zjx
14:00-14:15	Dr. Kaouther BOUDJEMAA (Constantine 1 University, Algeria) The Importance of Needs Analysis in ESP and ESP Teaching Methodologies
14:15-14:30	Imen BOUAMRA (University of Manouba, Tunisia) A Critical Analysis of ESP Teaching Methodologies: Approaches and Techniques
14:30-14:45	Dr. Aissa Hamzaoui, Malak GATTAF & Sirine ZIANI (Tebessa University, Algeria) A Study of the Interpersonal Meaning in “@tourism_algerias” Instagram Account Posts: A Systemic Functional Approach
14:45-15:00	Sara BOULAARES & Garmia ABID (Tebessa University, Algeria) Enhancing Students' Vocabulary in ESP Classes: The Crucial Role of Teacher
15:00-15:30	Discussion

16:00	City tour
19:00	Dinner

Day 2: December 5th, 2023 (Online)

Plenary Session

8:30-10:00	President: Dr. Manel MIZAB (Tebessa University, Algeria) Streaming on: University YouTube Channel: (3) Larbi Tebessi University - Tebessa - YouTube
8:30-8:50	Pr. Meltem HURI BATURAY (Konya Food and Agriculture University, Türkiye) Language Precision in the Digital Age: AI-enhanced English for Specific Purposes
8:50-9:10	Pr. Karen FERREIRA-MEYERS (Institute of Distance Education, University of Eswatini, Eswatini) Virtual Reality, Augmented Reality and Artificial Intelligence for Better Learning Outcomes in ESP classes at the Higher Education Level.
9:10-9:30	Dr. Ouacila AIT EL DJOUDI (Southampton University, UK) English-Medium Instruction (EMI) Implementation in the Algerian Higher Education: Teachers’ Attitudes and Preparedness
9:30-10:00	Discussion

Parallel Sessions

10:00-11:45	<i>Panel 1: EMI in the Algerian Context</i> Moderator: Dr. Karima TAYAA (Tebessa University, Algeria) Link: https://meet.google.com/yow-eypk-inu
10:00-10:15	Dr. Hanane KICHOU (Setif 2 University, Algeria) The same or different? Considerations of EMI and CLIL for language instruction.
10:15-10:30	Dr. Keltoum MANSOURI (Oum El Bouaghi University, Algeria) English as a Medium of Instruction in Higher Education: Lecturers’ Perceptions and Self-efficacy.
10:30-10:45	Dr. Hassina BELGHOUL (Oum El Bouaghi University, Algeria) Designing an Effective EAP Course for EMI Teachers: A Theoretical Support
10:45-11:00	Dr. Mounya ABDAOUI & Dr. Amina EL AGGOUNE (Guelma University, Algeria) English as a Medium of Instruction in the Department of Economics at 8 May 1945University-Guelma: Resistance and Resilience
11:00-11:15	Fatma Zohra TAABLI (Eloued University, Algeria) Training Content-Area Teachers on Technical English: Exploring the Prospects of CLIL and EMI in Algeria
11:30-11:45	Discussion

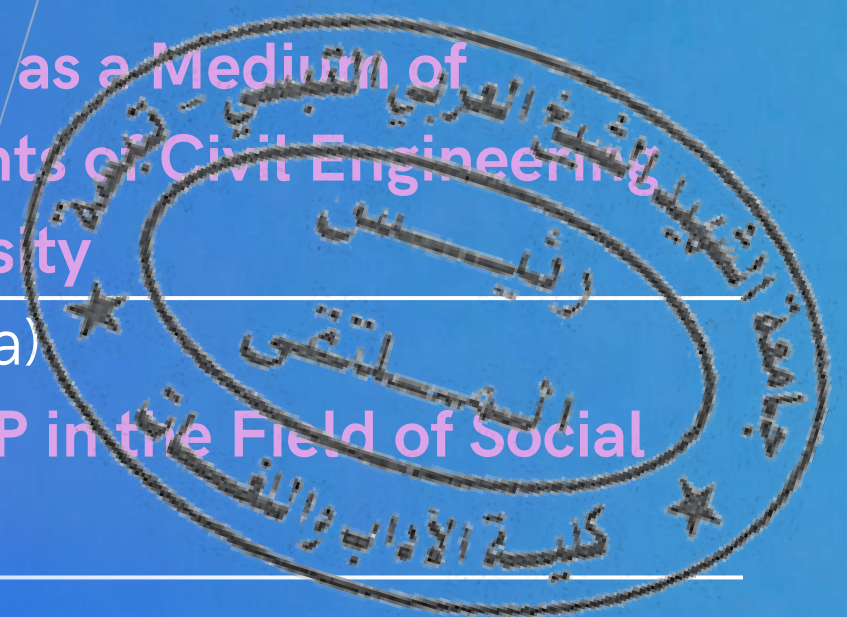
10:00-11:45	<i>Panel 2: Employability Skills & Teacher Training to Teach ESP</i> Moderator: Dr. Aissa HAMZAoui (Tebessa University, Algeria) Link: https://meet.google.com/rfr-ayzh-bcb
10:00-10:15	Dr. Djamila BENCHENNANE (Mascara University, Algeria) Urgent Call for Training ESP Teachers
10:15-10:30	Dr. Farouk BOUAFIA (Skikda University, Algeria) ESP Teachers’ Readiness for Higher Education and Market place New Demands: The Case of Skikda University, Algeria
10:30-10:45	Dr. Ahlem HAMZAoui (Blida 2 University, Algeria) The Importance of ESP Teachers Training for an Effective Teaching/ Learning Process
10:45-11:00	Soraya BELMEHDI (Oran 2 University, Algeria) University of Oran 2 between Expectations and Reality among Undergraduate Master Students in Oran University "2" Mohamed Ben Ahmed, undergraduate students, expectations, reality, labor market
11:00-11:15	Manel BRAHMI & Dr. Asma NESBA (El Oued University, Algeria) Boosting Employability: Soft Skills in ESP Programs
11:15-11:30	Nardjes LABED (Tlemcen University) Enhancing Employability through English for Specific Purposes (ESP) Programs
11:30-11:45	Discussion



10:00-11:45	<i>Panel 3: Syllabi and Curricula Development and Material Selection</i> Moderator: Dr. Mouna KOHIL (ENSTI-Annaba, Algeria) Link: https://meet.google.com/cgj-vnhm-ktq
10:00-10:15	Dr. Lamis ISMAIL OMAR & Abdelrahman ABDALLA SALIH (Dhofar University, Oman) Digital Materials for Enhancing Globalized English Users' Communicative and Conversational Competencies
10:15-10:30	Dr. Khawla BENDJEMIL (Guelma University, Algeria) Enhancing ESP Courses for Psychology PhD Students: A Survey-Based Strategy for Optimal Language Learning
10:30-10:45	Dr. Mouna KOHIL (ENSTI-Annaba, Algeria) & Dr. Hayat Mokeddem (Saida University, Algeria) ESP in the Wake of Covid 19 Pandemic: Strategies and Innovations in Teaching English to 1st Year Students in Ecole Nationale Supérieure de Technologie et d'Ingénierie-Annaba and Lausanne University
10:45-11:00	Dr. Hanane OUIS (Eltarf University, Algeria) Investigating the Effectiveness of Using Chat GPT to Enhance ESP Students' Writing Proficiency
11:00-11:15	Khaoula BOUCEKKINE (Bejaia University, Algeria) The Challenges and the Strategies of Business English Teachers in Selecting Appropriate Teaching Materials for Enhancing Business English Vocabulary Learning: Case of Business English Teachers at the Faculty of Economics and Commercial Sciences and Management at el-Bez Sétif 1 University
11:15-11:45	Discussion

10:00-11:45	<i>Panel 4(A): Teachers' and Students' Attitudes Towards ESP in their Fields of Study.</i> Moderator: Dr. Ouafa OUARNIKI (Djelfa University, Algeria) Link: https://meet.google.com/ffv-mxqq-euh
10:00-10:15	Dr. Ouafa OUARNIKI (Djelfa University, Algeria) & Dr. Houda BOUMEDIENE (Laghout University, Algeria) Unveiling the ESP Landscape in Algeria: Insights, Challenges, and Implications
10:15-10:30	Dr. Fahima NOUICHI (Mila University Centre, Algeria) & Dr. Imane CHAALAL (ENS Setif, Algeria) Teachers' and Learners' Perspectives towards ESP Instruction Case of Second Year Speech Therapy Students at Constantine-3 University
10:30-10:45	Dr. Chahrazed HAMZAOU (Ain-Temouchent University, Algeria) Attitudes towards Learning English for Specific Purposes among Law Algerian University Students
10:45-11:00	Khadidja KHALILI (Ouargla University, Algeria) The Role of Translation in Teaching English for Islamic Studies: The Case of Third-Year Sharia and Law Undergraduate Students at Adrar University
11:00-11:15	Mohamed Lamine BENABDERAHMANE & Dr. Ahmed Noureddine BELARBI (Ouargla University, Algeria) The Placement of Academic Writing to Algerian ESP Students: The Case of English for Business Purposes
11:15-11:45	Discussion

10:00-11:45	<i>Panel 4(B): Teachers` and Students` Attitudes Towards ESP in their Fields of Study.</i> Moderator: Dr. Nadia GHOUNANE (Saida University, Algeria) Link: https://meet.google.com/szp-cmwv-gct
10:00-10:20	Dr. Soraya ZIDANI (Batna 2 University, Algeria) English Transformation and Teachers' Attitude towards ESP: A Search for Specific-field Practitioners
10:20-10:40	Dr. Farouk BENABDI (Mostaganem University, Algeria) Teachers' Perception on ESP Coursebook Design from Specialism in English to Specialism in Scientific and Technical fields Case of Study: Teachers of Mostaganem University and the Higher School of Agronomy, Mostaganem
10:40-11:00	Bochra BENAICHA (Tlemcen Univeristy, Algeria) & Dr. Rym ALLAL AYHAN (Ain Temouchent University, Algeria) Teachers' Perceptions and Readiness to use English as a Medium of Instruction: The Case of Teachers at the Departments of Civil Engineering and Economic Sciences at Belhadj Bouchaib University
11:00-11:20	Meryem BELKHIR (Khemis Miliana University, Algeria) The Attitudes of Teachers and Learners towards ESP in the Field of Social Sciences. A Case Study
11:20-11:45	Discussion



10:00-11:45	<i>Panel 5: Needs Assessment</i> Moderator: Dr. Karima ACHOURI (Tebessa University, Algeria) Link: https://meet.google.com/axw-kjaz-uyr
10:00-10:20	Dr. Karima ACHOURI (Tebessa University, Algeria) Needs Analysis as an Assessment Tool in Designing Effective Courses: The Case of Biology Students
10:20-10:40	Dr. Seghir BOUKADI & Dr. Riadh BOUKHETALA (Sétif 2 University, Algeria) A Comprehensive Analysis of Doctoral Students' English Language Needs at Setif 2 University
10:40-11:00	Samira MENAOUI (Badji Mokhtar-Annaba University, Algeria) Exploring the Specific Needs of Learners in ESP Courses: The Case of Master One Audit and Accountancy Students, Badji Mokhtar-Annaba University
11:00-11:20	Henen CHERIET (Biskra University, Algeria) & Imane CHERIET (M'sila University, Algeria) Assessing the Academic English Needs of Doctoral Students in Educational Sciences
11:20-11:45	Discussion

10:00-11:45	<p>Panel 6: Learning English in Specialised Contexts</p> <p>Moderator: Dr. Salah DAIRA (Tebessa University, Algeria)</p> <p>Link: https://meet.google.com/rxn-ccrt-vrz</p>
10:00-10:15	<p>Dr. Hicham BOUKHECHBA (Djelfa University, Algeria)</p> <p>Challenges in the Effective Deployment of English for Specific Purposes (ESP) in Real-Life Teaching Scenarios</p>
10:15-10:30	<p>Dr. Yosra SELLAMI-SELLAMI (Faculty of Letters and Humanities of Sfax, Tunisia)</p> <p>Teaching English for Specific Purposes in the 21st Century</p>
10:30-10:45	<p>Dr. Hamida BOUZEKRIA (Jijel University, Algeria)</p> <p>Production of pragmatic routines by Algerian EFL learners: The effect of corpus-based instruction</p>
10:45-11:00	<p>Dr. Hanane BENNOUIOUA, Dr. Asma KHATTALA & Dr. Amira BOUFLIH (Setif 2 University, Algeria)</p> <p>Empowering Success for Algerian Business English Learners: Integrating Intercultural Competence for Cross-Cultural Negotiations</p>
11:00-11:15	<p>Chifa SAKER & Dr. Mohammed GHEDEIR BRAHIM (El-Qued University, Algeria)</p> <p>Intercultural Communication in Service of ESP Instruction</p>
11:15-11:45	<p>Discussion</p>
10:00-11:45	<p>Panel 7 : ESP Teaching Methodologies</p> <p>Moderator: Dr. Samia MOUAS (Batna-2 University, Algeria)</p> <p>Link: https://meet.google.com/pqq-qyeg-onx</p>
10:00-10:15	<p>Dr. Soraya HAMANE (Oran 2 University, Algeria) & Takoua SAADI (Chlef University, Algeria)</p> <p>Exploring Interculturality in English for Specific Purposes</p>
10:15-10:30	<p>Dr. Asma DJAIDJA (Barika University Centre, Algeria) & Abba AHMED KADI (M'sila University, Algeria)</p> <p>ESP Evolution: Pioneering Pedagogical Paradigms for Proficiency in Professional Communication</p>
10:30-10:45	<p>Dr. Samira SAYAH LEMBAREK (Ouargla University, Algeria)</p> <p>Multimodality as an Approach to ESP Teaching</p>
10:45-11:00	<p>Dr. Djihed MESSIKH (Skikda University, Algeria)</p> <p>A Systematic Review of Major Trends and Pedagogical Outcomes of Using the Eclectic Approach in ESP Teaching</p>
11:00-11:15	<p>Zohra GHANI & Dr. Yamina GHANI (Ghardaia University, Algeria)</p> <p>Interdisciplinary Task-based Approach as a Tool for Overcoming Gender Gap in Needs Analysis for Enhancing ESP Students' Academic Writing: Case Study of 3rd Year Secondary School</p>
11:15-11:45	<p>Discussion</p>
Closing session	<p>Moderator: Dr. Salah DAIRA</p> <p>Streaming on: University YouTube Channel: (3) Larbi Tebessi University - Tebessa - YouTube</p>
12:00	<p>Conference Recommendations</p> <p>Final words</p> <p>Closure</p>

Assessing the Academic English Needs of Algerian Doctoral Students in Educational Sciences

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Abstract

English is a versatile language that is globally accredited as the lingua franca of science and research. In this regard, developing a satisfactory level of English language proficiency is one of the crucial responsibilities of a researcher in order to access the latest research findings and to globally communicate their own work to other researchers. In equipping their doctoral students with appropriate English language skills, understanding their Academic English needs would definitely enable doctoral programs to develop and implement targeted interventions and proper training options. Within this scope, this study is an analysis of the academic English needs of doctoral students in educational sciences doctoral programs. The study surveyed 80 doctoral students and 35 doctoral tutors in educational sciences programs in different Algerian universities using semi-structured interviews as the main research tools. The survey explored doctoral students' use of English in their academic work, and their perceived English language needs. The findings of this study provide insights about the academic English needs in the field of education necessary to inform English language teaching and support doctoral programs plans to prepare adept researchers.

Key words: Academic English; English for academic purposes; educational sciences, doctoral education

1. Introduction

The increasing globalization of higher education has placed a growing demand for proficiency in English among doctoral students, particularly in fields such as educational sciences. Similar to doctoral students in the other fields, educational sciences students engage in various academic activities that necessitate a strong foundation in English language skills in addition to a strong grasp of their specialized language to effectively engage in research and discourse within their chosen subfield including the terminology, specialized vocabulary and theoretical frameworks. Accordingly, addressing these academic English language needs requires a comprehensive approach that encompasses both general English language proficiency development and specialized language training tailored to the specific needs of the field.

By addressing the academic English language needs of doctoral students in educational sciences, doctoral programs can foster a more inclusive and supportive

learning environment, enabling students from diverse linguistic backgrounds to thrive in their research endeavors. This paper delves into the academic English language needs of doctoral students in educational sciences, highlighting the specific skills and competencies required for effective participation in the academic community. It asks the following questions:

- What are educational sciences doctoral students' current use and practices of EAP?
- What are educational sciences doctoral students' perceptions of their needs of EAP?
- What are doctoral tutors and supervisors' perceptions of their students and candidates' needs of EAP?

2. Theoretical Background

2.1 English for Academic Purposes

As a first step to understanding the nature and importance of English for Academic Purposes, it is crucial to define academic English. Academic language is generally attributed to the oral and written language proficiency learned in schools and academic programs. According to Chamot and O'Malley (1994), academic language is "the language that is used by teachers and students for the purpose of acquiring new knowledge and skills" (p. 40). As for Scarcella (2003) "Academic English language represents the specific and general vocabulary, syntax, sentence structures, discourse genres, and identities that students must be able to manipulate in order to successfully engage in school-based literacies" (p.5).

Sato and Curis (2005) conceptualize academic language as the type of language needed by students to understand and communicate in different academic disciplines. They suggest that it includes productive and receptive skills, specialized vocabulary, conventional text structures, such as essays, lab reports, and other language-related undertakings relevant to academic activities, such as expressing disagreement, discussing an issue, or asking for clarification.

Further Bower et al. (2010) suggest that academic language does not only the specialized vocabulary or the syntax but also the critical and analytical abilities that are used to comprehend the provided materials and related literature. This was confirmed also by Dutro and Moran (2003) stating that developing Academic Language means developing the ability to "interpret and infer meaning from oral and written language, discern precise meaning and information from texts, relate ideas and information, recognize the

conventions of various genres, and enlist a variety of linguistic strategies on behalf of a wide range of communicative purposes” (pp. 230–231).

2.2 Use of English for Academic Purposes

As it has been mentioned earlier, this formal academic language is used for learning, instruction, and in writing academic papers and dissertations in various fields. According to Saville-Troike (1984 as cited in Dudley-Evans and St John, 1998, p. 41), academic English can be used to accomplish various tasks in a variety of genres, such as:

- Producing research projects, articles, dissertations, and essays.
- Formulating abstracts and reports.
- Making summaries
- Providing critiques
- Listening, understanding, and taking notes in lectures
- Participating in supervisions, seminars, study days, and lectures
- Reading and comprehending relevant material including any piece of writing related to the target field of study.

These tasks require students to use academic language and conventions to communicate effectively in a variety of contexts. Therefore, it has become a requirement and a need to learn the formal academic language in order to be integrated into the world of research and academia. This need paved the way for the emergence of English for Academic Purposes (EAP) as a new branch of English for Specific Purposes (ESP) that emphasized on teaching English to researchers or learners who are attentive to using English do any academic endeavours (Elsaid, & Nur, 2018).

Recently, EAP has become so essential and widespread because of the increasing number of international students around the world. For these students, English serves as the key medium of communication and learning (Hyland, 2006). Therefore, EAP aims at developing learners’ academic communication skills which are required for academic purposes and for educational and professional reasons (Jordan, 1997).

2.3. Academic Language Needs

Among the commonly recognized needs of EAP is academic writing as the most needed skills to develop among researchers (Hyland, 2006) and knowledge of the subject-specialized terminology, language structures and discourse/register features (Bailey, 2007).

Hutchinson and Waters (1987) classified the learners' needs into two types of needs. The first type of needs is the target needs which involve the requirements for the use of the language within a context in a specific situation. This type of needs is further categorized into three distinct sub categories:

- **The necessities:** representing the essential experiences students must undergo to effectively perform in the target situation.
- **The lacks:** signifying the disparity between students' current knowledge and the knowledge required for the target situation.
- **The wants:** which express the perceived requirements of the students themselves.

The second type of the learners' needs, according to Hutchinson and Waters' (1987) classification, is "learning needs." This aspect encompasses various factors such as understanding the learners' preferred learning styles, their motivations for learning the language, and practical considerations like the time and location of the course.

2.4. Needs Assessment

Needs assessment is an essential step in identifying the learners' specific language needs. Brown (1995) introduced needs assessment as "the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation" (p. 36).

There is a variety of methods and tools that can be used for needs assessment, including questionnaires, interviews, and focus groups as well as the analysis of the spoken and written productions of the learners (Long, 2005; Hyland, 2006; Brown, 2009; Ibrahim, 2017).

3. Research Design

The research method which serves the achievement of the present study research objectives is the descriptive method. The study was conducted in the first semester of the academic year 2022/2023. The targeted population of this study are doctoral students in educational sciences from which a sample of 80 doctoral students and candidates participated in the study, in addition to 35 doctoral tutors and supervisors that were also interviewed to collect a holistic picture about the EAP need of their doctoral students and candidates.

The research tools used to assess educational sciences doctoral students EAP needs and candidates are semi-structured interviews which are designed to explore current use of English among the doctoral students in addition to their perceptions of their real needs. The interviews were administered through different mediums namely; face-to-face and online through Facebook Messenger, and WhatsApp. Similarly, doctoral teachers and supervisors were interviewed to collect their perceptions about the needs of their students and doctoral programs EAP training objectives and current practices of teaching English language.

4. Data Analysis and Findings Discussion

The data of the interviews were thematically classified into two main categories, first, current use and practices of EAP among doctoral students in educational sciences, and their perceived EAP needs

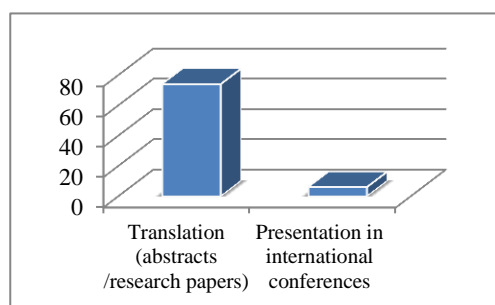
4.1 Actual use and practices of EAP among doctoral students and candidates

The analysis of students' interviews data related to the first question is summarized in the following table and graph.

Table 1.

Doctoral Students use and practices of EAP

Sub-Theme	Freq	%
Translation (abstracts /research papers)	74	92,5
Presentation in international conferences	6	7,5



From table 1, it was found that the use of EAP is limited to translation activities (74%), exactly abstract translation which is, in most cases according to the respondents, generated through machine translation mediums including Google and Reverso or translated by translators. This finding is clearly illustrated in the following quote of a fourth year doctoral candidate “ *I am in my forth year, about to finish my studies, and I have never used English or studied it well, the only use of English was in the abstract of conferences and articles I had to write and it was not my work honestly I asked English teachers and used Google...*”. When asked about their attempts to develop their English language proficiency, 28% of the participants confirmed that they are enrolled in the CEIL centre, 19% enrolled in private schools and 33% are not enrolled in any language skills training. However, the majority of those enrolled in trainings confirmed that it was sufficient to equip them with the skills they need.

Moreover, from table 1, it seems that only a few (7,5%) confirmed that they use English language in a further activity which is communication in international conferences. These students were asked about their training in English language. Their answers revealed that they were autonomous and their levels are due to their own efforts. Interestingly, one candidate confirmed that it was due to her secondary school major which was in foreign languages. This finding is confirmed by teachers' interviews since the majority (69%) confirmed the weak level of their candidates in English language and the limited use in the academic activities.

Students showed good levels of awareness of the importance of developing their English language skills and the importance of EAP in their academic careers. However, most of them (95%) confirmed that they received insufficient general English language training which does not address their academic needs. This finding is illustrated in this candidate statement *"I understand the necessity of learning English and its reflections in my success as a scholar, however, our doctoral programs did not provide us with enough training in English"*. Yet, according to their doctoral tutors and supervisors developing English language proficiency is an important objective of doctoral programs. *This is clear in this quotation "...the Ministry is promoting the integration of English use among researchers to increases the visibility of the Algerian universities on the global stage, so it is a must in doctoral programs"*. Indeed English language skills constitute 6 points of the total score of the theoretical year of training as documented in the doctoral student notebook.

The teachers explained the highlighted issues in EAP training by the doctoral programs plans and training support that differs from one program to another, in addition to the lack of interest among the doctoral students. At this point, it is revealed that in spite of global trends to promote internationalization of scientific research through the use of English language in scientific writing and publication (Cook, 2008, Brown, 2009), some Algerian doctoral programs are still struggling to plan and organize proper EAP training for their students. This fact would definitely impact the scientific due to researchers' limited contributions to their field that is the result of limited access to related research written in English and ability to globally share their research.

4.1 Doctoral students and their tutors perceived EAP needs

The collected needs highlighted by the teachers and the students are summarize in the following table and graph.

Table 2.
Educational sciences doctoral students perceived EAP needs

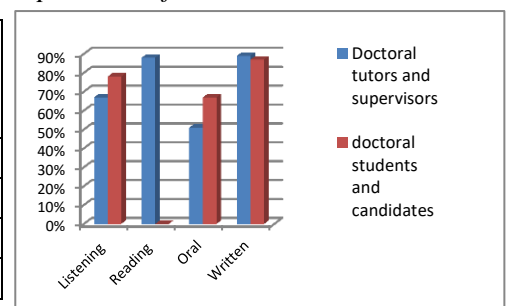
Theme: Needs of EAP	Freq	%
Sub-themes		
Translating abstracts	75	93,75
Reading up-to-date research in their field	80	100
Writing research Articles	80	100
Attend international conferences,	75	93,75
Communication with researchers from other countries	67	83,75

From table 2, both reading up –to-date research in their field and writing research articles received census among the participants. Translating abstract and attending international conferences are also among the highly pointed needs. Communication with foreign researchers as mentioned by 83,75% of the respondents. Compared to their teachers’ perceptions, there were no differences except for two needs that were highlighted by teachers namely; the need to have access to original resources (35%) and employability and job hunting (75%) since, according to teachers, one of the requirements of university recruitment is the master of acceptable to good levels of English. these findings reveal that students hold good perceptions about their academic needs. The difference sin their teachers’ perceptions are due to their experience being established researchers who are more aware of real needs of English language. However, all the perceived needs seem more like general EAP needs which refer, according to Hyland (2016), to skills, language forms and study activities that are tailored to fit all disciplines. However, there are specific language needs that are field related including, for instance, developing a field-specific language repertoire, writing field specific research papers or to be able to analyze, interpret and explain research findings in their research field.

Doctoral students and their tutors were asked about the skills and their importance. Interestingly, they Doctoral students and their supervisors highlighted the purpose behind every skill they rated and explained its importance in their academic activity. Tables 3 and the corresponding graph display the findings of this question.

Table 3.
Educational sciences doctoral students and teachers perceived importance of EAP skills

	Doctoral tutors and supervisors	doctoral students and candidates
Listening Comprehension	67%	78%
Reading Comprehension	88%	85%
Oral Expression	51%	73%
Written Expression	92%	95%



The skills that were ranked first by the students and the teachers are reading (88%, 85%) and writing (92%, 95%). These two skills for students are useful to read up-to-date scientific publication and to write research articles and abstracts. To teachers they are useful to read original sources and to be able to publish in “A” class journals. Oral expression was less ranked by teachers (51%) compared to students (73%). This finding reveals that teachers perceive it as less important due to the lack of communication in English with other researchers, and the lack of the practice of presenting in English. Similarly, their ranking to listening comprehension (67%) was less than reading and writing. Again, this finding is explained by the rare practice that requires these two skills use in their field. For the candidates the oral expression skills purposes are interactions with colleagues from abroad and presentation in international online conferences, while for teachers defending a scientific result, transmitting scientific data, besides attending training abroad. This difference in perceived needs is due to experience, thus we can say that students awareness about their needs is limited due to their limited experiences.

The finding related to skills importance goes along with Koriche (2022) EAP needs’ analysis in the department of sciences and technology confirming similar perceptions of EAP needs across disciplines. This confirms that the common perceived EAP needs are general needs. However, planning a successful EAP program takes into consideration both general and specific needs of the learners (Hyland, 2016).

5. Conclusion

This small scale study piloted the EAP needs as perceived by doctoral students and candidates and their doctoral tutors and supervisors. Thus, it is worth nothing that it only offers suggestions about this area that can serve as an eye-opener for researchers to conduct more research in this area of doctoral education and for doctoral programs organizers to consider needs analysis as a crucial step in the development of EAP programs. To develop a comprehensive content that addresses all the potential needs and serves in the promotion of doctoral students academic careers in any field of expertise, needs’ analysis should consider both teachers and students perceptions in addition to other sources of information. Moreover, it should consider both general and specific needs of learning English.

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