

Salem Zemali, Mohammed Naoua
Investigating the Impact of Needs Analysis on ESP Test Development:
Insights from Algerian Universities

**Investigating the Impact of Needs Analysis on ESP Test Development:
Insights from Algerian Universities**

Salem Zemali^{1,*}, Mohammed Naoua²

¹ Laboratory of Pragmatics and Discourse Analysis, English language department, Faculty of Arts and languages, University of Eloued (Algeria)

² Laboratory of Pragmatics and Discourse Analysis, English language department, Faculty of Arts and languages, University of Eloued (Algeria)

Date of submission: 02/04/2025

Date of acceptance: 16/06/2025

Date of publication: 01/07/2025

Abstract:

Needs analysis plays an important role in English for Specific Purposes (ESP) tests development; it ensures that ESP tests reflect the real-world language needs of test-takers. This study investigates Algerian university ESP teachers' awareness, perceptions, and challenges in implementing needs analysis. Data were collected from 35 ESP teachers from different Algerian universities through a structured online questionnaire. Findings revealed that the challenges include a lack of training in ESP test design, institutional constraints, time limitations, and limited collaboration with subject-specialist informants. The results have also shown that many Algerian ESP teachers rely on existing materials rather than conducting independent needs analysis. The study highlights the need for institutional policies promoting needs analysis, training programs, and interdisciplinary collaboration. Results analysis demonstrated that integrating needs analysis into ESP test development can enhance test validity and relevance.

Key words: *ESP test design, institutional constraints, language assessment, needs analysis, test validity.*

1. Introduction

English for Specific Purposes (ESP) is designed to equip learners with the language skills necessary for their academic and professional fields. Unlike general English, ESP instruction is designed to meet the specific communicative needs of students. Consequently, ESP test design should align with these specialized needs to ensure that assessments accurately measure relevant language competencies. Needs analysis is a fundamental step in this process, as it helps identify the specific linguistic and communicative demands of different fields. It provides valuable insights into the target language use situations, enabling test developers to design assessments that reflect real-world tasks and challenges. By conducting a thorough needs analysis, educators can determine the key skills, vocabulary, and discourse features required in a given profession or academic discipline. This ensures that ESP tests assess not just general proficiency but the actual communicative competence needed for success in specialized contexts. Moreover, needs analysis helps maintain test validity by ensuring that the content and structure of the assessment align with the learners' practical language needs. Without this crucial step, ESP tests risk being too generic or irrelevant, failing to measure the specific competencies required for real-world application.

1.1. Problem Statement

The absence of needs analysis in ESP test development creates a gap between language instruction and assessment. When ESP tests do not align with students' academic and professional requirements, they can fail to provide an accurate measure of their proficiency in real-world contexts. While previous studies have emphasized the importance of needs analysis in ESP curriculum development, little research has examined the extent to which Algerian university teachers integrate this process into their test design. Understanding the factors that hinder ESP teachers from conducting needs analysis is essential for improving assessment practices and ensuring that ESP tests are fit for purpose.

* Salem Zemali.

Salem Zemali, Mohammed Naoua
Investigating the Impact of Needs Analysis on ESP Test Development:
Insights from Algerian Universities

1.2. Significance of the Study

This study contributes to the field of ESP test design by identifying gaps in current assessment practices and proposing practical solutions for improving ESP test validity. By understanding the challenges ESP teachers face, universities and policymakers can develop targeted interventions, such as teacher training programs, institutional policies, and interdisciplinary collaborations. Ultimately, incorporating needs analysis into ESP test development would enhance the effectiveness of ESP instruction and assessment, better preparing students for their professional and academic careers.

1.3. Research Objectives

The study aims to investigate the reasons behind the lack of needs analysis in ESP test development among Algerian university teachers and to explore potential solutions. The specific objectives are:

- *To examine ESP teachers' awareness and perceptions of needs analysis in test development.*
- *To identify the main challenges preventing ESP teachers from conducting needs analysis before designing tests.*
- *To explore institutional and pedagogical factors influencing the implementation of needs analysis in ESP assessment.*
- *To assess the extent of collaboration between ESP teachers and subject-specialist informants in test design.*
- *To propose recommendations for integrating needs analysis into ESP test development to enhance test validity and relevance.*

1.4. Research Questions

This study seeks to answer the following key questions:

- *What are ESP teachers' levels of awareness and perceptions regarding needs analysis in test development?*
- *What are the main reasons standing behind Algerian university ESP teachers' hesitation to conduct needs analysis before designing their tests?*
- *What institutional and pedagogical factors that influence the implementation of needs analysis in ESP test development?*
- *To what extent do ESP teachers collaborate with subject-specialist informants when designing ESP tests?*
- *What strategies can be proposed to encourage ESP teachers to integrate needs analysis into their test development process?*

1.5. Research Hypotheses

In order to highlight the importance of incorporating needs analysis results in ESP test development, the research formulates these hypotheses:

- 1- *Conducting needs analysis in the field of ESP could maximize learners' motivation for learning.*
- 2- *The inclusion of relevant subject-specialist knowledge in ESP tests would engage the examinees to interact positively with the test input.*
- 3- *If needs analysis is conducted appropriately, learners' achievement would rise.*
- 4- *If the test content is rich with subject-specialist cues, test takers would obtain better scores.*

2. Literature Review

Before highlighting the role of needs analysis in test development, we find it useful to offer a definition to this process. Needs analysis can refer to:

Salem Zemali, Mohammed Naoua
Investigating the Impact of Needs Analysis on ESP Test Development:
Insights from Algerian Universities

a course development process. In this process the language and skills that the learners will use in their target professional or vocational workplace or in their study areas are identified and considered in relation to the present state of knowledge of the learners, their perceptions of their needs and the practical possibilities and constraints of the teaching context. The information obtained from this process is used in determining and refining the content and method of the ESP course. (Basturkmen, 2010, p. 17)

Needs analysis ensures ESP instruction and assessment align with learners' real-world communicative needs (Hutchinson & Waters, 1987). It identifies linguistic and functional requirements in academic and professional settings, making it essential for ESP test validity (Dudley-Evans & St John, 1998). Without needs analysis, tests risk assessing general English rather than discipline-specific language skills (Douglas, 2000). Research highlights its role in enhancing test authenticity by incorporating domain-specific tasks (Fulcher, 2010).

2.2. Methods of Conducting Needs Analysis in ESP

Needs analysis data collection methods include surveys, interviews, observations, and content analysis; it comprises Target Situation Analysis (TSA), identifying required language skills, and Present Situation Analysis (PSA), assessing learners' current proficiency. A combination of TSA and PSA ensures ESP tests bridge learning gaps. Discourse analysis helps refine assessments by examining field-specific genres, while corpus-based research identifies key vocabulary and structures. Despite these advances, many ESP teachers rely on intuition rather than systematic needs analysis (Munby, 1978; Long, 2005; Hyland, 2006; Basturkmen; 2010; Eslami, 2010; Flowerdew, 2013).

To enhance the effectiveness of ESP test design, integrating multiple needs analysis methods is important. A data-driven approach ensures that assessments align with learners' professional and academic demands. Moreover, collaboration with subject-matter experts can provide deeper insights into discipline-specific linguistic requirements.

2.3. Challenges in Implementing Needs Analysis in ESP Testing

Challenges include a lack of teacher training in ESP assessment (Alderson, 2009), as many instructors come from general English backgrounds and are unfamiliar with testing principles (Hamp-Lyons, 2001). Institutional constraints, such as rigid curricula and lack of support for ESP needs analysis, further hinder its implementation (West, 1994; Anthony, 2018). Additionally, time and resource limitations make thorough needs analysis difficult in large university settings. (Nunan, 1988; Graves, 2000)

Addressing these challenges requires targeted professional development programs that equip teachers with ESP testing expertise. Institutional policies should also be more flexible, allowing for the integration of systematic needs analysis into curriculum design. Moreover, adopting technology-driven solutions, such as automated data collection tools and corpus-based research methods, can help streamline the process and make needs analysis more feasible. By overcoming these obstacles, ESP testing can better serve learners' specific linguistic and professional requirements.

2.4. The Role of Collaboration in ESP Test Design

Collaboration between language teachers and subject-specialist informants enhances ESP test authenticity and validity. However, many ESP teachers work in isolation, leading to tests that emphasize language proficiency over field-specific competencies. Institutional policies promoting interdisciplinary cooperation can help improve ESP test design (Widdowson, 1983; McNamara, 2000; Douglas, 2001; O'Sullivan, 2012; Harding, 2014).

Salem Zemali, Mohammed Naoua
Investigating the Impact of Needs Analysis on ESP Test Development:
Insights from Algerian Universities

Encouraging regular dialogue between language instructors and domain experts can ensure that ESP tests accurately reflect real-world communication demands. Joint training workshops and collaborative research projects can further strengthen this partnership, fostering a shared understanding of assessment goals. Additionally, integrating subject-matter experts into the test development process from the outset can lead to more balanced assessments that equally value linguistic and professional competencies.

2.5. Addressing the Gap: Encouraging Needs Analysis in ESP Test Development

Despite its importance, needs analysis is often neglected in ESP test development due to reliance on intuition and a lack of institutional guidelines (Hamel, 2019; Benmostefa, 2020). Many educators and test developers rely on assumptions rather than systematic data collection, leading to assessments that may not accurately reflect learners' actual language needs. This gap can result in tests that fail to measure the specific competencies required in professional or academic settings.

To bridge this gap, providing specialized training for ESP practitioners can equip them with the necessary skills to conduct data-driven analyses. Workshops and professional development programs focusing on research methodologies, survey design, and stakeholder engagement can empower educators to integrate needs analysis into their test development process. Additionally, embedding needs analysis as a core component of ESP teacher training programs can ensure that future practitioners recognize its significance from the outset of their careers.

Fostering a research culture that prioritizes empirical studies on learners' needs can also contribute to more effective and relevant ESP assessments. Encouraging educators and test developers to conduct case studies, action research, and longitudinal analyses of students' language use in professional and academic contexts can provide valuable insights. Journals, conferences, and funding opportunities dedicated to ESP research can further motivate practitioners to engage in systematic needs analysis.

Institutional support plays a crucial role in sustaining these efforts. Universities and language centers can implement policies that require periodic needs assessments as part of curriculum and test development processes. Providing financial and logistical resources, such as access to data collection tools and collaboration platforms, can facilitate thorough analyses. Additionally, forming interdisciplinary committees that bring together educators, language assessment specialists, and subject-matter experts can enhance the accuracy and relevance of ESP tests.

Collaboration between educators and industry professionals is another essential strategy to ensure that ESP testing aligns with real-world language demands. Establishing partnerships with employers, professional organizations, and graduates working in specific fields can provide first-hand insights into the linguistic skills needed in the workplace. Engaging industry representatives in test validation processes, through interviews, focus groups, or pilot testing, can further refine ESP assessments to better reflect actual communicative requirements.

ESP test developers can move beyond intuition-based assessments and adopt a more systematic, evidence-driven approach. This will lead to more valid and reliable ESP tests that effectively measure the language competencies of the test-takers.

3. Research Methodology

This study adopts a mixed-methods approach, combining quantitative and qualitative data collection techniques to investigate the lack of needs analysis in ESP test development among Algerian university teachers.

3.1. Research Design

The study employs a descriptive survey research design, which aims to gather insights into teachers' awareness, practices, and challenges regarding needs analysis in ESP test development.

Salem Zemali, Mohammed Naoua
Investigating the Impact of Needs Analysis on ESP Test Development:
Insights from Algerian Universities

Both questionnaire-based quantitative data and qualitative insights from open-ended responses are used to provide a comprehensive understanding of the issue.

3.2. Participants

- *The participants are Algerian university ESP teachers from various fields, including Business English, English for Engineering, English for Medical Sciences, and English for Legal Studies.*
- *A total of 35 ESP teachers from different Algerian universities participated in the study, selected through willingness to respond to the online questionnaire.*

3.3. Data Collection Instrument

- *A structured questionnaire was used to collect data, consisting of both closed-ended and open-ended questions to explore teachers' perspectives on needs analysis.*
- *The questionnaire covered five key sections:*
 - *General Information (teaching experience, training, and specialization)*
 - *Knowledge and Perception of Needs Analysis*
 - *Challenges in Conducting Needs Analysis*
 - *Institutional and Pedagogical Factors*
 - *Recommendations and Solutions*

3.4. Data Collection Procedure

- *The questionnaire was distributed online via Google Forms and shared with university ESP teachers in different regions of Algeria.*
- *Responses were collected over a four-week period, ensuring a diverse sample of ESP instructors.*

3.5. Data Analysis

- *Quantitative data (from closed-ended questions) were analyzed using descriptive statistics (percentages, frequencies) and presented in tables for easy interpretation.*
- *Qualitative data (from open-ended responses) were analyzed using thematic analysis to identify common patterns and insights regarding teachers' challenges and recommendations.*

3.6. Ethical Considerations

- *Participation was voluntary, and all responses were kept anonymous to protect the privacy of respondents.*
- *The study emphasized that data would be used solely for academic purposes to improve ESP test design practices.*

This methodology ensures a balanced and in-depth exploration of the issue by combining statistical trends with qualitative insights, leading to practical recommendations for improving ESP test development through needs analysis.

4. Findings and Discussion

4.1. Teacher's Academic Background and Experience

Salem Zemali, Mohammed Naoua
Investigating the Impact of Needs Analysis on ESP Test Development:
Insights from Algerian Universities

Table 1. Teachers' Academic Background and Experience

| <i>Variable</i> | <i>Categories</i> | <i>Percentage (%)</i> |
|---|--|-----------------------|
| <i>Academic Background</i> | <i>English Language and Literature</i> | <i>40%</i> |
| | <i>Applied Linguistics</i> | <i>25%</i> |
| | <i>ESP/ELT</i> | <i>20%</i> |
| | <i>Other</i> | <i>15%</i> |
| <i>Years of ESP Teaching</i> | <i>Less than 1 year</i> | <i>10%</i> |
| | <i>1–3 years</i> | <i>30%</i> |
| | <i>4–6 years</i> | <i>35%</i> |
| | <i>More than 6 years</i> | <i>25%</i> |
| <i>Formal Training in ESP Test Design</i> | <i>Yes</i> | <i>30%</i> |
| | <i>No</i> | <i>70%</i> |

The results indicate that a majority of ESP teachers in the study come from English Language and Literature (40%) or Applied Linguistics (25%) backgrounds, while only 20% have specialized training in ESP/ELT, and 15% come from other fields. In terms of teaching experience, most teachers have between 4–6 years (35%) or 1–3 years (30%) of ESP teaching experience, while fewer have more than six years (25%) or less than one year (10%). Notably, formal training in ESP test design is limited, with only 30% of teachers having received such training, while 70% lack any formal preparation in this area. This suggests potential challenges in ESP test development due to insufficient specialized training.

4.2. Knowledge and Perception of Needs Analysis

Table 2. Knowledge and Perception of Needs Analysis

| <i>Question</i> | <i>Categories</i> | <i>Percentage (%)</i> |
|---|---|-----------------------|
| <i>Familiarity with Needs Analysis</i> | <i>Not familiar at all</i> | <i>15%</i> |
| | <i>Somewhat familiar</i> | <i>35%</i> |
| | <i>Familiar but do not apply it</i> | <i>30%</i> |
| | <i>Very familiar and apply it regularly</i> | <i>20%</i> |
| <i>Perceived Importance of Needs Analysis</i> | <i>Not important at all</i> | <i>5%</i> |
| | <i>Important</i> | <i>40%</i> |
| | <i>Very important</i> | <i>30%</i> |
| | <i>Not very important</i> | <i>25%</i> |
| <i>Useful Methods for Needs Analysis</i> | <i>Surveys/questionnaires</i> | <i>55%</i> |
| | <i>Interviews with students/subject specialists</i> | <i>45%</i> |
| | <i>Observing academic/professional tasks</i> | <i>30%</i> |
| | <i>Reviewing textbooks/course materials</i> | <i>50%</i> |

The results reveal that while most teachers have some level of familiarity with needs analysis, its practical application remains limited. Only 20% are very familiar with and regularly apply needs analysis, while 30% understand it but do not implement it, 35% are somewhat familiar, and 15% are not familiar at all. Despite this, a majority recognize its importance, with 40% considering it important and 30% viewing it as very important, though 25% see it as only somewhat important, and 5% do not find it important at all. Regarding preferred methods, surveys and questionnaires are the most commonly valued (55%), followed by textbook and course material

Salem Zemali, Mohammed Naoua
Investigating the Impact of Needs Analysis on ESP Test Development:
Insights from Algerian Universities

reviews (50%), interviews with students and subject specialists (45%), and direct observation of academic or professional tasks (30%). These findings highlight a gap between awareness and practical implementation, suggesting the need for more training and institutional support to enhance the integration of needs analysis in ESP test development.

4.3. Challenges in Conducting Needs Analysis

Table 3. Challenges in Conducting Needs Analysis

| <i>Question</i> | <i>Categories</i> | <i>Percentage (%)</i> |
|--|---|-----------------------|
| <i>Have you conducted a needs analysis?</i> | <i>Yes</i> | <i>35%</i> |
| | <i>No</i> | <i>65%</i> |
| <i>Reasons for Not Conducting Needs Analysis</i> | <i>Lack of time</i> | <i>50%</i> |
| | <i>Lack of institutional support</i> | <i>45%</i> |
| | <i>Lack of knowledge on how to conduct it</i> | <i>40%</i> |
| | <i>Not required in university</i> | <i>35%</i> |
| | <i>Rely on textbooks/existing materials</i> | <i>30%</i> |
| <i>Biggest Challenges</i> | <i>Large class sizes</i> | <i>55%</i> |
| | <i>Limited access to academic/professional environments</i> | <i>50%</i> |
| | <i>Difficulty in analyzing data</i> | <i>40%</i> |
| | <i>Resistance from students/subject specialists</i> | <i>30%</i> |

The findings indicate that the majority of teachers (65%) have never conducted a needs analysis, despite 35% having done so. The main reasons for not conducting it include lack of time (50%), lack of institutional support (45%), and insufficient knowledge on how to conduct it (40%). Additionally, 35% do not perform needs analysis because it is not required by their university, while 30% rely on textbooks or existing materials instead. The biggest challenges faced in conducting needs analysis include large class sizes (55%), limited access to academic or professional environments (50%), difficulties in data analysis (40%), and resistance from students or subject specialists (30%). These results highlight the structural and logistical barriers that prevent teachers from effectively implementing needs analysis in ESP test design, emphasizing the need for institutional policies, training, and support mechanisms.

4.4. Institutional and Pedagogical Factors

Salem Zemali, Mohammed Naoua
Investigating the Impact of Needs Analysis on ESP Test Development:
Insights from Algerian Universities

Table 4. Institutional and Pedagogical Factors

| <i>Question</i> | <i>Categories</i> | <i>Percentage (%)</i> |
|--|---|-----------------------|
| <i>Does your university provide ESP test development training?</i> | <i>Yes</i> | <i>20%</i> |
| | <i>No</i> | <i>60%</i> |
| | <i>Not sure</i> | <i>20%</i> |
| <i>Does your university encourage needs analysis?</i> | <i>Yes, it is mandatory</i> | <i>10%</i> |
| | <i>Encouraged but not required</i> | <i>35%</i> |
| | <i>Not a priority</i> | <i>40%</i> |
| | <i>Not sure</i> | <i>15%</i> |
| <i>Collaboration with Subject Specialists</i> | <i>Yes, regularly</i> | <i>15%</i> |
| | <i>Sometimes</i> | <i>40%</i> |
| | <i>No, but I would like to</i> | <i>35%</i> |
| | <i>No, and I do not think it is necessary</i> | <i>10%</i> |

The results suggest a lack of institutional support for ESP test development and needs analysis. Only 20% of teachers report receiving ESP test development training at their universities, while 60% do not and 20% are unsure whether this does occur. Similarly, needs analysis is rarely mandated, with only 10% stating it is compulsory, 35% noting it is encouraged but not required, and 40% indicating it is not a priority. Additionally, collaboration with subject-specialist informants is inconsistent, only 15% engage in it regularly, while 40% do so occasionally. Notably, 35% express interest in collaboration but lack the opportunity, whereas 10% do not see it as necessary. These findings highlight the need for universities to implement structured training programs, emphasize the importance of needs analysis, and foster interdisciplinary collaboration to improve ESP test design.

4.5. Informants' Recommendations for Improving Needs Analysis

Table 5. Informants' Recommendations for Improving Needs Analysis

| <i>Suggested Solutions</i> | <i>Percentage (%)</i> |
|--|-----------------------|
| <i>Institutional support/policies</i> | <i>55%</i> |
| <i>Training on needs analysis/ESP test design</i> | <i>50%</i> |
| <i>Ready-made needs analysis tools</i> | <i>45%</i> |
| <i>More collaboration with subject specialists</i> | <i>40%</i> |
| <i>Reduced workload for teachers</i> | <i>35%</i> |

The findings highlight key recommendations for improving the implementation of needs analysis in ESP test design. The most widely suggested solution is increased institutional support and policy implementation (55%), followed by training programs on needs analysis and ESP test design (50%). Providing ready-made needs analysis tools, such as standardized surveys and checklists, is also seen as beneficial (45%). Additionally, 40% of respondents emphasize the need for greater collaboration with subject specialists to ensure assessments reflect real-world language use. Reducing teachers' workload (35%) is another important factor, as heavy teaching and

Salem Zemali, Mohammed Naoua
Investigating the Impact of Needs Analysis on ESP Test Development:
Insights from Algerian Universities

administrative responsibilities often prevent them from conducting thorough needs assessments. These recommendations underscore the necessity of structural and pedagogical reforms to enhance the effectiveness of ESP test development.

5. Recommendations

To improve the implementation of needs analysis in ESP test development among Algerian university teachers, a multi-level approach involving institutional policies, professional training, and pedagogical support is essential.

First, universities should establish clear institutional policies that mandate needs analysis as a fundamental component of ESP course design and assessment. This requires providing standardized frameworks, templates, and practical guidelines to ensure consistency and effectiveness.

Additionally, institutions must address teachers' heavy workloads by allocating dedicated time and resources for conducting thorough needs assessments.

Collaboration between ESP instructors and subject specialists should also be encouraged through joint workshops, seminars, and institutional networks that facilitate the exchange of best practices and discipline-specific insights.

To simplify the needs analysis process, universities should develop standardized tools such as ready-to-use questionnaires, surveys, and observation checklists while also training teachers in the use of digital tools like online survey platforms, learning analytics, and corpus analysis software.

Furthermore, fostering a culture of reflective teaching can enhance test quality by integrating needs analysis into course evaluations and promoting self-evaluation and peer reviews. Recognizing and rewarding teachers who successfully incorporate needs analysis into their ESP test development will further reinforce its importance, ultimately leading to more relevant and effective ESP assessments.

6. Conclusion

The lack of needs analysis in ESP test development among Algerian university teachers stems from a combination of institutional, pedagogical, and logistical factors. Addressing this issue requires teacher training in ESP test design, institutional policies promoting needs analysis, and greater collaboration between language teachers and subject specialists.

Encouraging teachers to integrate even basic forms of needs analysis such as student questionnaires or informal discussion with students can help bring about beneficial results.

The findings of the study indicate that a lack of training, institutional support, and time constraints are the primary reasons why Algerian university teachers do not conduct needs analysis in ESP test design. While most teachers recognize its importance, practical barriers prevent its implementation. Solutions include institutional policies that mandate needs analysis, professional training, and increased collaboration with subject specialists to enhance ESP test validity.

Encouraging ESP teachers to conduct needs analysis requires a multi-level approach involving institutional support, professional development, collaboration with subject specialist informants, and the provision of practical tools. By fostering a culture of evidence-based test design, universities can significantly enhance the validity, reliability, and relevance of ESP assessments for students' academic and professional needs.

References

- Alderson, J. C. (2009). *Airline pilot language proficiency and English for aviation: Issues in professional language assessment*. Cambridge University Press.
- Anthony, L. (2018). *Introducing English for specific purposes*. Routledge.

Salem Zemali, Mohammed Naoua
Investigating the Impact of Needs Analysis on ESP Test Development:
Insights from Algerian Universities

- Basturkmen, H. (2010). *Developing courses in English for specific purposes*. Palgrave Macmillan.
- Benmostefa, A. (2020). Challenges in implementing needs analysis in Algerian ESP classrooms. *Algerian Journal of Language Studies*, 5(2), 45-62.
- Douglas, D. (2000). *Assessing languages for specific purposes*. Cambridge University Press.
- Douglas, D. (2001). Language for specific purposes assessment criteria: Where do they come from? *Language Testing*, 18(2), 171–185.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge University Press.
- Eslami, Z. R. (2010). Teachers' voice vs. students' voice: A needs analysis approach to English for academic purposes (EAP) in Iran. *English Language Teaching*, 3(1), 3–11.
- Flowerdew, L. (2013). *Corpora and English for specific purposes*. Palgrave Macmillan.
- Fulcher, G. (2010). *Practical language testing*. Hodder Education.
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Heinle & Heinle.
- Hamel, S. (2019). Institutional policies and the neglect of needs analysis in Algerian higher education. *Journal of ESP Research*, 7(1), 112-129.
- Hamp-Lyons, L. (2001). *Assessing second language writing in academic contexts*. Ablex Publishing.
- Harding, L. (2014). Communicative language testing: Current issues and future research. *Language Assessment Quarterly*, 11(2), 186–209.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.
- Hyland, K. (2006). *English for academic purposes: An advanced resource book*. Routledge.
- Long, M. H. (2005). *Second language needs analysis*. Cambridge University Press.
- McNamara, T. (2000). *Language testing*. Oxford University Press.