Exploring English Language Needs: Business Students' and Teachers' Perspectives in a Saudi Undergraduate Context

Ahmed Alghamdi
English Language Institute
King Abdul-Aziz University
Jeddah, Saudi Arabia
amoalghamdi@kau.edu.sa

Abstract

The main purpose of this study was to explore the English language needs of business major students at the undergraduate level. The impetus for the research was therefore the need to explore ways of identifying the students' English language needs for academic purposes as viewed by the students, their language teachers and business lecturers. In particular, the author was interested in conducting what various researchers Al-Khatib (2005), Al Mamun and Rahman (2017) and Forey (2004) indicated that bridging the gap between the objectives of educational institutions and English language skills required in the academia will prepare students to meet their real-world needs and expectations. It should be noted that, it is a requirement in Saudi Arabia that students who wish to participate fully in the business environment require greater control of the English language for their future careers. A mixed-methods approach was employed, involving both quantitative and qualitative (naturalistic) data and data analysis. Participants included business students (n = 254), language teachers (n = 20), and business lecturers (n = 3). Analysis of data from numerous sources (questionnaires and semi-structured interviews) indicated differences among the participants about perceptions of English language needs for academic purposes, but in general it was clear that the English language programme in its current form is not meeting the students' language needs.

Keywords: English for specific purposes (ESP), Needs analysis (NA), Present situation analysis (PSA), Saudi undergraduate context, Target situation analysis (TSA)

1.Introduction

Needs analysis was used as early as the 1920s in India by Michael West (Brown, 2001). In the 1960s, the demand for language programmes, especially ESP programmes grew. As a result, applied linguists in particular began to employ needs analysis procedures in their language teaching processes. In the 1980s, needs analysis emerged in various aspects of language teaching with respect to ESP and vocationally-related programmes. The beginning of the conceptualization and application of communicative language teaching (CLT) had already taken place in the 1970s. This, in turn, played a significant role regarding providing a new chapter in needs analysis in English teaching contexts around the world. Needs analysis can be conducted to evaluate an existing programme for the purposes of accountability (Long, 2005; Richards, 2001). Therefore, the current study aims to explore whether there is a need to modify English language teaching objectives in line to the business English courses based on the results of this study.

1.1 Research Problem and Rationale

As English is a global language, the contemporary labor market - more specifically the business world in Saudi Arabia - is both in need of a sizeable workforce and reliant on those who are proficient in English. However, in Saudi Arabia in most university departments for instance, business management and computer science, English is used as a medium of instruction (Al-Seghayer, 2012). Despite this, the type of English still being taught at some of these departments is English for general purposes (EGP), rather than English for specific purposes (ESP). Therefore, the language skills of the students are often underdeveloped, and they need to learn business English skills to understand their specialist subject (Akar et al., 2016; Al-Roomy, 2017; Alharbi, 2015; Fadel & Rajab, 2017). This study has sought to accomplish two objectives: (a) to recognize the students' and instructors' perceptions toward the reasons for studying English at the university level; (b) to identify the students' academic English language needs as perceived by English language instructors, business lecturers, and their students.

2.0 Literature Review

2.1 Definitions of Needs Analysis

Needs analysis is also known as needs assessment and refers to the gathering and interpreting of information on course design, materials development and assessment (Bacha & Bahous, 2008; Brown, 2016; Graves, 1996; Munby, 1981; Richards, 2001). Richards (2001) describes needs analysis as: "a procedure used to collect information about learners' needs" (p. 51). According to Brown (2001), needs analysis is: "the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular institutions involved in the learning situation" (p. 21). Thus, information should not only be gathered but also analyzed, and both should be done systematically (Kondo-Brown & Brown, 2017). Furthermore, Richards (2001) points out that needs analysis constitutes part of the evaluation procedure. It is a device used to evaluate specific parts of a programme, for example, the programme stakeholders and the features of the programme to be evaluated. Programme evaluation precedes and follows a needs analysis. Needs analysis also described as a specific process designed for a particular situation to meet the objectives of the evaluation project (Graves, 1996).

2.2 Purpose of Needs Analysis

(Richards, 2001) points out that the first step in conducting a needs analysis is to: "decide exactly what its purpose or purposes are" (p. 52). Robinson (1991) suggests that the purpose of a needs analysis, particularly in an ELT programme, is to determine the specific reasons for learning the language. In more formal terms, a needs analysis is: "the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities" (Richard, Platt, & Platt, 1992, p. 242). Needs analysis can also be conducted to evaluate an existing programme for the purposes of accountability (Long, 2005; Richards, 2001).

2.3 Theoretical Framework

Approaches to needs analysis have been discussed by some authors from different perspectives. Researchers have identified diverse approaches to the analysis of language learners' needs, including target situation analysis (TSA), present situation analysis (PSA) and environmental analysis (EA) (Hyland, 2006; Kim, 2006; West, 1994).

2.3.1 Present Situation Analysis

The process of PSA involves establishing students' knowledge of English at the beginning of the course and determining their strengths and weaknesses to aid decisions regarding students' language learning needs in that specific context. Thus, PSA is focused on the language-learning context (Hutchinson & Waters, 1987). However, in the case of this study, the needs determined in PSA relate to the competencies students need for their academic studies, which are in turn linked to the requirements of the workplace. Johns (1981) argues that if language institutes and service courses are to prepare students for their university studies, they must concentrate on those skills which are considered most important in academic settings.

2.3.2 Target Situation Analysis

Both PSA and TSA complement each other and are used in conjunction in order to establish and give priority to learning objectives. Thus, needs analysis is seen as a combination of PSA and TSA (Al-Husseini, 2004). Moreover, TSA is the analysis of the learners' language needs in the target context. Related to this, Dudley-Evans, St John, and Saint John (1998) outlined the concept of needs analysis in ESP by listing the type of information which needs to be gathered to be used as a procedure which consists of parameters, which can be phrased as questions, for analyzing language learners' needs. These procedures are: professional and personal information of the learners, learners' English language proficiency, the gap between the learner professional and language proficiency, knowledge of how language and skills are used in the target situation, identifying the needs of the course and information on the environment in which the course will be conducted.

2.3.3 Related Studies on Needs Analysis

In the Arab world, Al-Khatib (2005) investigated English language communication needs in the fields of tourism and banking in Jordan, identifying employees' attitudes towards English and its use in the workplace. Data collection procedures include questionnaire, interviews and the analysis of workplace texts. The results showed that English communication skills were considered crucial for all of the participants of the study. Furthermore, positive attitudes emerged amongst almost all of the respondents with regard to the use of English to achieve multiple purposes. According to

Al-Khatib (2005), it is very important prior to designing ESP courses to consider the workers or business students' communication needs at the target situation.

In the Greek's Context, Chostelidou (2011) recently carried out needs analysis in order to identify the needs of a target group of learners and introduce a needs-based course design. The data were gathered using a questionnaire with closed and open-ended questions administered to 395 students and also semi-structured interviews with 35 students. Some recommendations were made as a result of the findings. The study stressed the need for specific ESP language courses with a clear focus on the target discipline. The provision of ESP training was designed to attend to the learners' immediate needs as students and their long-term needs as professionals. In the Saudi Arabian context, Almulhim (2002) conducted a study to investigate the English language needs of employees in 101 companies in the eastern province of Saudi Arabia which represent different business sectors. The investigation measured the levels of proficiency required in the four English skills. Three hundred eight employees and managers completed a questionnaire distributed to various companies. The results show that English language knowledge is a requirement for employment by most companies, but that the level of proficiency needed varied amongst the various companies. Concerning language skills, managers and employees rated listening as the most important skill, followed by speaking, reading and writing. The author concluded that while English is needed in the private sector, an intermediate level of proficiency is generally sufficient. Another study by Basturkmen (1998) conducted to identify the communicative language needs of the petroleum and Engineering students at the Kuwaiti university. Data were gathered on perceptions through interviews with faculty, teaching assistants and students and from the observation of classes to determine types of English language tasks. The results showed the importance of English for engineering students' academic needs.

2.4 English for Specific Purposes (ESP)

What distinguishes ESP from other branches of applied linguistics and language teaching areas is the process of studying language discourses, the contexts of use and student needs in the broadest sense and the application of these findings to educational practices (Gatehouse, 2001).

2.4.1 Definitions and characteristics of ESP

With regard to definitions of ESP, Robinson (1991) suggests that the concept of ESP is based on specific criteria and characteristics. In particular, ESP is "normally goal-directed and ESP courses develop from a needs analysis, which aims to specify as closely as possible what it is exactly that students have to go through the medium of English" (Robinson, 1991, p. 3). Furthermore, ESP courses are generally undertaken within a limited time period (Robinson, 1991). According to Hutchinson and Waters (1987), ESP is not a particular kind of language or methodology; rather, it is an approach to language learning in which the content and methods are based on the learners' particular needs in learning the language. Munby (1981) defines ESP courses as: "those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner" (p. 2). Thus, the focus is on the purpose of learning the language. Classroom methodology can be a cause of disagreement amongst ESP scholars. Widdowson (1983) contended that language teaching methodology had generally been neglected in ESP, the emphasis being on needs analysis and content. A little later, Munby (1981) presented the concept of communication in his definition, nonetheless Hutchinson and Waters (1987) argue that: "ESP is first and foremost

a learning process, and it is not possible to have a communicative approach in ESP unless ESP is seen as primarily an educational matter" (p. 112). However, Smoak (2003) considers that a communicative approach can be incorporated, for example by introducing real-life tasks, emphasizing that: "ESP is English instruction based on actual and immediate needs of learners who have to successfully perform real-life tasks unrelated to merely passing an English class or examination. ESP is needs based and task oriented" (p.27). Consistent with the above, it should be noted that the definitions do not specify the types of tasks that should be employed, such as social or vocational tasks, as the learners' needs determine these. Furthermore, Dudley-Evans et al. (1998) clarify what they mean by methodology in ESP classes, stating that the definition of ESP should reflect the fact that teaching methodology in ESP differs from that used in EGP, especially when it is used to teach language skills related to a specific profession or discipline. In other words, they stress that their definition of ESP is based on two key points: (a) all ESP teaching should reflect the methodology of the discipline and professions it serves; (b) the nature of the interaction between the teachers and learners may be very different from that in a general English language teaching class. The role of the teacher in more specific ESP classes is described as that of a language consultant enjoying equal status with learners who have their own knowledge of the subject matter (Dudley-Evans et al., 1998). Furthermore, Kim (2006) states that: "adult language learners have more compelling and specific needs to learn a foreign language" (p. 1).

2.4.2 Types of ESP
According to Dudley-Evans et al. (1998) ESP includes (a) English for academic purposes (EAP) and; (b) English for occupational purposes (EOP). According to Flowerdew and Peacock (2001), EAP is: "designed to help language learners in an educational context" (p. 8), whereas EOP relates to students' work or professions for which they require a certain level of English language proficiency to perform a specific work-related task (Kim, 2006). These purposes according to Dudley-Evans (2001) are the starting points for determining the language which needs to be taught. With regard to the key stages in the design of ESP teaching, Dudley-Evans et al. (1998) present the following steps: needs analysis, determining the goals and purposes of the course, the details of the course, materials design, and assessment and evaluation. These stages are not separate but overlap and are interdependent. The most important focus in these stages is on practical outcomes and preparing learners to communicate effectively in the tasks prescribed by their study or work situations.   Thus, ESP is to be viewed as the teaching of language whereby students' needs can be specified within academic or professional settings. In this study, ESP refers to the teaching – and learning – of business English at university, involving adult learners who will require specific English language skills in their immediate academic settings.

3. Methodology
3.1 Research Questions
This study aims to addresses the following two research questions:
1. To what extent is the importance of studying English for business major students at university level?
2. What are the students' academic English language needs based on the students, English language and business instructors' perspectives?

In this study, a mixed-methods approach was employed, involving both quantitative and qualitative (naturalistic) data and data analysis. Participants included business students (n = 254), language teachers (n = 20), and business lecturers (n = 3).

3.2 Research Design
3.2.1Research Participants
In this study, a random sampling which takes a small number of participants from business and language department was employed (Tarone, Yule, & Yule, 1989). The participants in the study include business major students (n = 254) from the Faculty of Economics and Administration, enrolled as full-time students at a Saudi university, who were asked to complete questionnaires. Questionnaires were also given to English language instructors (n = 20) business lecturers (n = 5). In addition, to obtain more in-depth data, semi-structured interviews were conducted with students (n = 12), English language instructors (n = 6), business lecturers (n = 3).

3.3 Data Collection
       This section addresses the collection of data from the participants. Questionnaires and interviews were used with a sample of Saudi business major students, language instructors and business lecturers.

3.3.1 Structure of the Questionnaire
The structure of the questionnaire is illustrated in Table 1.

Table 1: *The three sections of the structure of the questionnaire:*

Sections	Procedures
Section 1	**Collecting personal information of the research participants (i.e., Age, Qualification, Nationality, and Teaching experience).**
Section 2	**Likert-scale (7 items): Rating the need to sub-skills and English language in general in their academic and professional settings. Participants specified the extent to which the sub-skills and language-based activities are important to them.**
Section 3	**Likert-scale (1 item). The participants' views towards business related skills as a whole were measured using a 4-point Likert type attitude scale.**

In addition, participants were asked to add their comments as an answer to the open-ended question to help the researcher to triangulate the respondents' answers.

3.3.2 Structure of the Interviews
Narcy-Combes (2008) emphasizes that interviews can be characterized in terms of their degree of structure in the process, and explains four types of interviews as illustrated in table 2:

Table 2 *The four types of interviews.*

Single or multiple sessions	In which the researcher administers one or a sequence of interviews with the same participant to acquire sufficient depth and breadth information.
Structured interviews	In which the agenda is totally predetermined by the researcher who works through a set of question in a predetermined order.
Unstructured interviews	In which the researchers are guided by the interviewee's responses and the researcher's ones.
Semi-structured interviews	This structure can be applied when the participants have a general idea of where they want to go and what should come out of it.

In this study, the researcher used semi-structured interviews. Also, interviews' questions will be determined in advance to meet up with the study's research questions (Zoltán, 2007).

4 Results and Discussion
The needs analysis involved gathering information from a variety of sources, including business major students, English language teachers and business lecturers. In the following section, data are analyzed and discussed according to the two research questions. Each question provides the qualitative and quantitative findings collectively in an organized manner. The process and purpose of the needs analysis conducted for this study is determined as discussed in the literature review.

4.1 Research Question One: *To what extent it's important studying English for business major students at university level?*

4.1.1 Students' Responses
Students were first asked to explain their reasons for studying English at university. Figure .1 below illustrates the results obtained from the students with regard to the research question one.
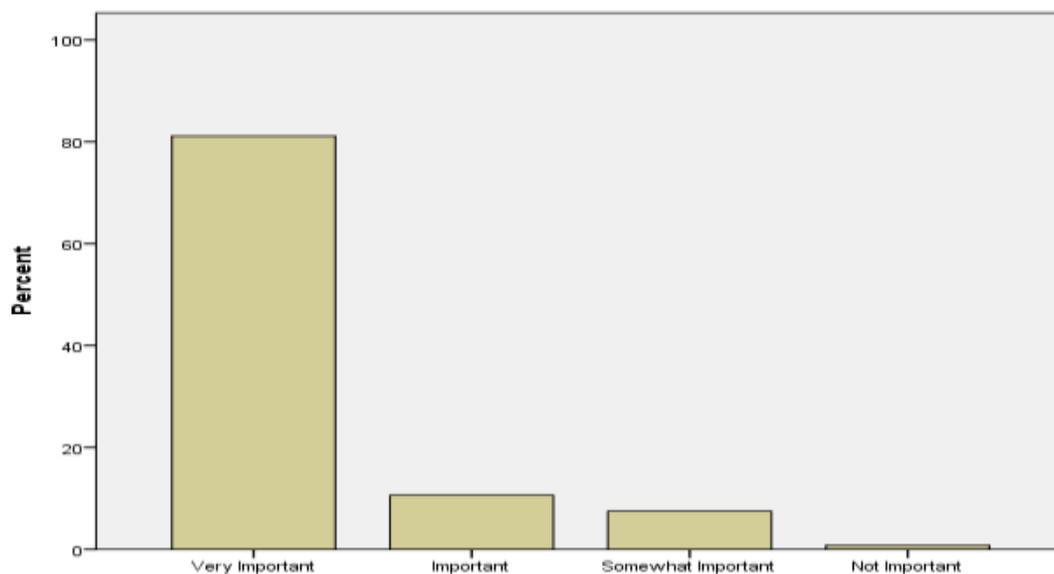
Figure 1 Students' responses on the reasons for studying English for business at university level (N= 254) presented the following result.

According to Figure 1, 81.1% of the students believe that studying English is important, whereas 7.5% of the students consider this to be only somewhat important. The following response emerged from the interviews:

> *"English is what we need to develop. In other words, we need English language in order to understand various business-related English texts in our field of study" (ST1).*

Another student added the following comment:

> *"The world around us communicates in English. Therefore, we need to understand English in order to communicate with others" (ST3).*

The students are clearly aware of the importance of learning English. They recognize the significance of English as an essential means of understanding the world around them and it is also seen as an important tool for grasping essential business terms, reading business texts and ultimately gaining an appropriate job in the future.
Most participants say that they need English for a number of reasons. They perceive English, for instance, as an essential skill to the business world in enabling them to comprehend the specialized texts they have to read and study. English is identified as the most important subject students need for success in their academic settings.

4.1.2 Teachers' Responses

Twenty English language teachers were asked to explain the importance of studying English at university. In the teachers' questionnaire, Q5 asked *"Is it necessary to learn English at university?* The following figure summarizes the results obtained from the teachers' responses to this question.
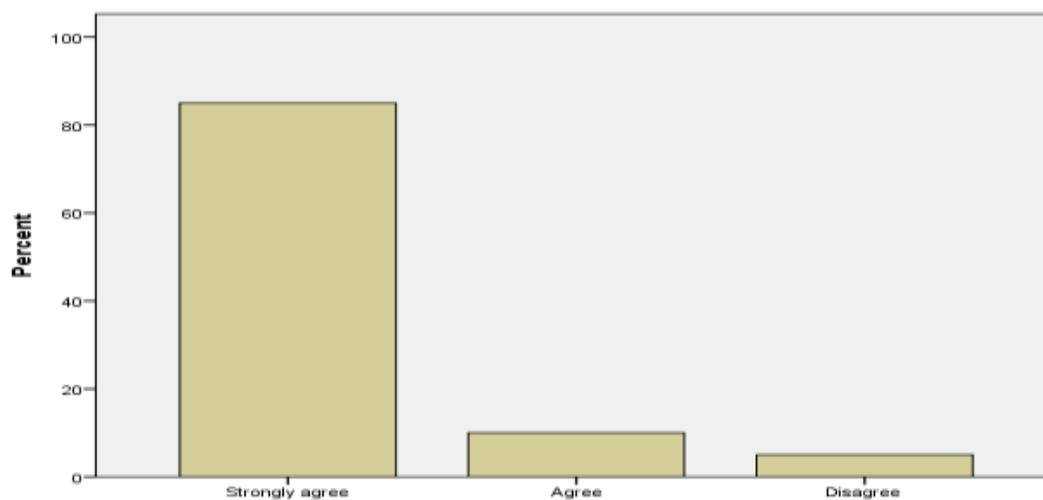

Figure 2 Summary of teachers' responses regarding the importance of studying English at university (N=20)

As can be seen from Figure 2, the majority of English language teachers (85%) strongly agree that English language is necessary at university, with a further 10% saying they agree and only 5% disagreeing. Moreover, it can be noted from both the figures given above that 85% of teachers and 81% of students respectively share the opinion that English is necessary at university; none considered it "not important", which indicates that they are very aware of the importance of studying English at university. Most teachers state that English is necessary as it enables their students to develop their linguistic capacity to understand various business English foundations in their subject matter field. Students acknowledge that the majority of the teaching resources, particularly in the business school, are in English and students need to grasp these subjects properly.

A common quote is:

> *"As far as language courses are concerned, we think English is a great help to students at university. It is the language of many books and students must be interested in learning English because they need to read these books and they want to communicate with both native and non-native speakers of English" (LT 4,2,5).*

4.2 Research Question two: What are the students' academic English language needs based on the students, English language and business instructors' perspectives?

4.2.1 Students' Responses

The students were asked to indicate their opinions concerning the importance of the four English language skills, including vocabulary and grammar, which relate to their academic studies on a scale of 1=most important, 2=important, 3=somewhat important and 4=least important. Table 3 below presents the data obtained, showing frequencies and percentages of the students' responses to this question.

Table 3 *Summary of students' responses with regard the four English language skills to the academic studies (N=254)*

English language Skills	Most important		Important		Somewhat important		**Least important**	
	No	%	No	%	No	%	No	**%**
Reading	120	47.2	88	34.7	36	14.2	10	**3.9**
Writing	135	53.1	77	30.3	29	11.4	13	**5.1**
Listening	127	50.0	108	42.6	10	3.9	9	**3.5**
Speaking	191	76.4	43	18.5	8	3.1	5	**2.0**
Vocabulary	117	46.1	111	43.7	17	6.7	9	**3.5**
Grammar	129	50.8	81	31.9	25	9.8	19	**7.5**

Table 3 shows that the students rate the importance of speaking, writing, grammar and listening skills as "most important" with percentages of 76%, 53.1%, 50.8% and 50% respectively. However, their perceptions of reading and vocabulary are different with reading being evaluated as "least important" by 47.2% and vocabulary considered "least important" by 46.1%. Furthermore, in the interviews, students expressed the view that not only reading and vocabulary, but all English language skills would improve if teachers paid more attention to them. This could be achieved, in their opinion, by proper use of classroom time, creating opportunities to practice different types of language skills and allowing student–student as well as teacher–student interaction. In addition, students perceived a discrepancy between what they learn in the English language classroom and what is actually required in their subject area (business, economics and finance). For instance, students in Y3 and Y4 stated that business terms were very important in their subject areas, with one student saying that:

> *"Due to our poor knowledge of business terms we cannot understand most of the statements in some of our advanced international business courses. Teachers prefer using Arabic to deliver the meaning" (ST 2, 3).*

Another student added
> *"What we have studied at the English Language Institute does not help us to follow and comprehend most business-related terms. We need specific courses for business major students" (ST 4, 5).*

Furthermore, when asked about the importance of other English language skills, one student responded:
> *"I believe reading business texts are important to some extent because I need to participate and be able to understand what teachers are talking about in class…However, writing and speaking are also very important in our field. Therefore, English*

language courses should focus on what business students need during their academic studies" (ST1).

4.2.2 Teachers' Responses
English language teachers were asked to rate the importance of the four English language skills with regard to the students' academic studies.
Table 4 shows the results obtained from the teachers' responses to this question.

Table 4 *Teachers' views of the importance of English language skills as regards their students' academic studies (N=20)*

English language Skills	Most important		Important		Somewhat important		**Least important**	
	No	%	No	%	No	%	No	**%**
Reading	8	40	6	30	4	20	2	**10**
Writing	9	45	7	35	2	10	2	**10**
Listening	7	35	5	25	4	20	4	**20**
Speaking	10	50	4	20	3	15	3	**15**

Overall, a clear majority of English language teachers consider all four English skills to be "most important" or "important" for business major students. Speaking is seen as a vital skill and receives the highest percentage, with 50% of teachers selecting the "most important" response, followed by 45% of teachers choosing writing as "most important". The importance of all English language skills for the students is emphasized in the interviews by the teachers. One teacher stated that

> *"Our students have different language needs depending on the use that is going to be made of them in the future. Therefore, each skill needs to be given equal weight and students also needed to pay attention to how to use these skills effectively" (LT3).*

During the interviews, some teachers suggested that there is a discrepancy in terms of what needs to be learned in order to fulfil the students' target needs. Participants stated that currently the students' language needs are not identified for various reasons. As one of the teachers said,

> *"It is obvious that there is an absence of any type of coordination between the two departments (ELI and Business School) in terms of identifying, analyzing and understanding our students' academic as well as professional language needs. I believe analyzing students' language needs would help them to improve and would also provide solutions to most current language teaching problems" (BT2).*

Despite the perceived importance of English, teachers believe that the current programme does not provide language students with all the necessary skills they require for their academic and future settings. In this regard, one of the business teachers argued that programme leaders or curriculum designers at the ELI should work together with the Business School to identify the various types

of activities and business-related terms which need to be included in the English language courses before business students start their academic studies.

One of the teachers declared:
> *"Both departments need to work together to identify business students' English language needs. We must meet regularly if it is necessary for our students to improve their academic and professional language skills" (BT1).*

5. Limitations of the Study
The results of this paper do have some limitations. Multiple sources were employed, and a mixed methods approach was adopted. However, the results would have be augmented had it been possible to undertake participant observations in workplace settings (to establish actual use of English and consequently, needs).

6. Conclusions and Recommendations
The findings of the needs analysis reveal that this process – a major step in any language programme design (Richards, 2001) – has been neglected. This has had an impact on planning the programme objectives, such as they are. From analysis of the teachers' and students' interview data, it appears that programme objectives have loosely been determined based on some pre-identified expectations of the programme administrators, but nowhere is it clearly articulated what these are. Moreover, in developing any goals, the views of the teachers and students with respect to the students' academic and target language needs have been disregarded. The three groups of university participants (language teachers, business lecturers and students) declared that they are quite aware that English is necessary for business students. The English language teachers' perceptions of the goals of the English courses were mainly to meet the students' academic needs (rather than professional) but the students' expectations are not being met and nor do the teachers consider their needs are being met. Furthermore, the needs analysis procedure used in this paper could be expanded to allow for the addition of more data sources. One of the most important sources for future expansion of the procedure is the inclusion of more input by observing business workplaces. This applies in particular to the collection and analysis of language samples and language-based data from actual situations (e.g. bank, hospital, or company) in which communication in English takes place on a daily basis. There is also the possibility of expanding the use of the needs analysis framework in the same institute at the university, or eventually to other Saudi universities, the idea being to work towards developing a second cyclical turn for the needs analysis process once the current findings have been implemented.

About the author:
Dr Ahmed Alghamdi is an Assistant Professor at the ELI at King Abdulaziz University (KAU). He has a BA from KAU, a Master in TESOL from United States of America, and a PhD from Newcastle, UK. Dr Alghamdi's major area of specialization is English language programme evaluation, as well as Needs assessment, ESP and exclusively narrowing the gap between the universities' English language teaching outputs and the Saudi job market requirements.
ORCiD: https://orcid.org/0000-0002-9512-9178

References

Akar, D., Akar, D., Louhiala-Salminen, L., Bargiela-Chiappini, F., Nickerson, C., Austin, J., . . . Nickerson, C. (2016). Business English students learning to write for international business: What do international business practitioners have to say about their texts? In *Introducing Business English* (Vol. 40, pp. 1-24): ACM Harlow.

Al-Husseini, S. S. N. (2004). *An analysis of the English needs of Omani students on vocational and technical courses with implications for the design of foundation year English language programmes.* University of Leeds,

Al-Khatib, M. (2005). English in the workplace: An analysis of the communication needs of tourism and banking personnel. *Asian EFL Journal, 7*(2), 174-194.

Al-Roomy, M. (2017). ESP in a Saudi Context: Where Does It Stand? *Journal of Language Teaching and Research, 8*(6), 1109-1115.

Al-Seghayer, K. (2012). Status and functions of English in Saudi Arabia. *Saudi Gazette, 11*.

Al Mamun, M. A., & Rahman, M. M. (2017). AN ANALYSIS OF ACADEMIC NEEDS OF THE ENGLISH DEPARTMENT STUDENTS OF BANGLADESHI UNIVERSITIES. *Journal of Jessore University of Science and Technology ISSN, 2521*, 5493.

Alharbi, H. A. (2015). Improving Students' English Speaking Proficiency in Saudi Public Schools. *International Journal of Instruction, 8*(1), 105-116.

Almulhim, A. M. (2002). An English language needs assessment of Saudi college-of-technology students with respect to a number of business sectors in Saudi Arabia.

Bacha, N. N., & Bahous, R. (2008). Contrasting views of business students' writing needs in an EFL environment. *English for Specific Purposes, 27*(1), 74-93.

Basturkmen, H. (1998). *Refining Procedures: A Needs Analysis Project at Kuwait University.* Paper presented at the Forum.

Brown, J. D. (2001). *Using surveys in language programs*: Cambridge University Press.

Brown, J. D. (2016). *Introducing needs analysis and English for specific purposes*: Routledge.

Chostelidou, D. (2011). Needs-based course design: the impact of general English knowledge on the effectiveness of an ESP teaching intervention. *Procedia-Social and Behavioral Sciences, 15*, 403-409.

Dudley-Evans, T. (2001). English for Specific Purposes' in The Cambridge Guide to TESOL. In: Cambridge University Press.

Dudley-Evans, T., St John, M. J., & Saint John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*: Cambridge university press.

Fadel, S., & Rajab, H. (2017). Investigating the English Language Needs of the Female Students at the Faculty of Computing and Information Technology at King Abdulaziz University in Saudi Arabia. *English Language Teaching, 10*(6), 69-82.

Flowerdew, J., & Peacock, M. (2001). *Research perspectives on English for academic purposes*: Ernst Klett Sprachen.

Forey, G. (2004). Workplace texts: do they mean the same for teachers and business people? *English for Specific Purposes, 23*(4), 447-469.

Gatehouse, K. (2001). Key issues in English for specific purposes (ESP) curriculum development.

Graves, K. (1996). A framework of course development processes. *Teachers as course developers*, 12-38.

Hutchinson, T., & Waters, A. (1987). *English for specific purposes*: Cambridge University Press.

Hyland, K. (2006). *English for academic purposes: An advanced resource book*: Routledge.

Johns, A. M. (1981). Necessary English: A faculty survey. *Tesol Quarterly, 15*(1), 51-57.

Kim, H.-O. (2006). *Needs analysis in English for Specific Purposes revisited.* Paper presented at the Kate Forum.

Kondo-Brown, K., & Brown, J. D. (2017). *Teaching Chinese, Japanese, and Korean heritage language students: Curriculum needs, materials, and assessment*: Routledge.

Long, M. H. (2005). *Second language needs analysis*: Cambridge University Press.

Munby, J. (1981). *Communicative syllabus design: A sociolinguistic model for designing the content of purpose-specific language programmes*: Cambridge University Press.

Narcy-Combes, M.-F. (2008). Zoltàn Dörnyei, Research Methods in Applied Linguistics. Oxford: Oxford University Press, 2007. *ASp. la revue du GERAS*(53-54), 197-198.

Richard, J. C., Platt, J., & Platt, H. (1992). Dictionary of language teaching & applied linguistics. *Essex: Longman*.

Richards, J. C. (2001). *Curriculum development in language teaching*: Ernst Klett Sprachen.

Robinson, P. C. (1991). *ESP today: A practitioner's guide*: Prentice Hall Hemel Hempstead.

Smoak, R. (2003). *What is English for specific purposes.* Paper presented at the English Teaching Forum.

Tarone, E., Yule, G., & Yule, G. (1989). *Focus on the language learner: Approaches to identifying and meeting the needs of second language learners*: Oxford University Press Oxford.

West, R. (1994). Needs analysis in language teaching. *Language Teaching, 27*(1), 1-19.

Widdowson, H. G. (1983). *Learning purpose and language use*: Oxford Univ Pr.

Zoltán, D. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*: Oxford University Press.