

# NOTE TO USERS

This reproduction is the best copy available.

**UMI<sup>®</sup>**



**A LANGUAGE CURRICULUM MODEL:**

**A CASE STUDY IN SAUDI ARABIA**

**A DISSERTATION**

**SUBMITTED TO THE GRADUATE SCHOOL**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS**

**FOR THE DEGREE**

**DOCTOR OF PHILOSOPHY**

**BY**

**HUSAM M. MADKHALI**

**DISSERTATION ADVISOR : DR. MARY THERESA SEIG**

**BALL STATE UNIVERSITY**

**MUNCIE, INDIANA**

**JULY 2005**

UMI Number: 3179576

### INFORMATION TO USERS

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleed-through, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

**UMI<sup>®</sup>**

---

UMI Microform 3179576

Copyright 2005 by ProQuest Information and Learning Company.

All rights reserved. This microform edition is protected against unauthorized copying under Title 17, United States Code.

ProQuest Information and Learning Company  
300 North Zeeb Road  
P.O. Box 1346  
Ann Arbor, MI 48106-1346

A LANGUAGE CURRICULUM MODEL:

A CASE STUDY IN SAUDI ARABIA

A DISSERTATION

SUBMITTED TO THE GRADUATE SCHOOL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE

DOCTOR OF PHILOSOPHY

BY

HUSAM M. MADKHALI

APPROVED BY:

Mary Theresa Seig  
Committee Chairperson

05/24/05  
Date

Carol J. Mantay  
Committee Member

5/24/05  
Date

Frank R. P. ...  
Committee Member

5/24/05  
Date

Gifford S. ...  
Committee Member

5/24/05  
Date

BALL STATE UNIVERSITY

MUNCIE, INDIANA

JULY 2005

Sp. 011  
7/11/13  
40  
2489  
263  
2025  
1733

## ABSTRACT

This study is threefold: 1) To investigate the needs of English for Academic Purposes at the Institute of Public Administration (IPA) in Riyadh, Saudi Arabia (SA), and the needs of English for Job Purposes in the Saudi private sector; 2) To establish goals based on the needs found; and 3) To propose an alternate design for the current English Language Center at the IPA in SA. The researcher used multi-modal approach to data collection that included questionnaires, focus groups, and interviews with different populations: managers, employees, human resource managers, students, and teachers. In business settings, the results showed that English is often used in the private sector for the following reasons: existence of non-native speakers of Arabic expatriates in the private sector in SA, nature of the company, dealing with international companies, agents of some international companies, and the company itself is not Saudi. In academic settings, students faced difficulties mainly in three skill area: reading, writing, and speaking. Based on the needs found, the researcher suggested teaching two business courses: *Business Correspondence* and *Business Communication*. In addition, the researcher proposed an alternate design for the current program at the English Language Center which should focus on General English, rather than English for Specific Purposes.

## ACKNOWLEDGMENTS

I take this opportunity to thank my committee members: Dr. Seig, Dr. MacKay, Dr. Trechsel, Dr. and Dr. Hornsby. I am especially thankful to my advisor Dr. Seig for her guidance and support during my dissertation. I am grateful for the opportunity she provides me to expand my scientific thoughts.

I am grateful to my father and my mother whose sacrifices, prayers, and continuous support made it much easier to achieve this work. I owe my aunt, Rugayya, a great debt of appreciation for her unlimited support and encouragement during my doctoral study.

Special thanks go to my lovely wife, Shaikah, for her unconditional support and wonderful insights. Without her support, this study would not have been accomplished. My love and thanks go to my son, Sultan, for the the joy that he brings to my life.

## LIST OF ABBREVIATIONS

English for Academic Purposes	EAP
English for Business Purposes	EBP
English Language Center	ELC
English for Specific Purposes	ESP
English as a Second Language	ESL
Institute of Public Administration	IPA
Private Sector Department	PSD



## TABLE OF CONTENTS

<b>CHAPTER ONE .....</b>	<b>1</b>
1.1. Introduction.....	1
1.2 Background of the Setting .....	2
1.3. Purpose of the Study .....	4
1.4. Statement of the Problem.....	4
1.5. Research Questions .....	6
1.6. Significance of the Study .....	7
1.7. Dissertation Outline .....	8
<b>CHAPTER TWO: LITERATURE REVIEW.....</b>	<b>9</b>
2.1. Introduction.....	9
2.2. Curriculum Development Models.....	9
2.3. Definition of Need and Needs Assessment.....	17
2.4. Goals .....	20
2.5. Theoretical Development of Need Analysis .....	25
2.6. Need Assessment Studies .....	30
2.6.1. Need Assessment Studies in English for Academic Purposes (EAP).....	30
2.6.2. Need Assessment Studies in English for Business Purposes (EBP).....	36
2.6.3. Business English in the Arab World.....	41
2.7. Summary .....	44
<b>CHAPTER THREE: METHODOLOGY .....</b>	<b>46</b>
3.1. Introduction.....	46
3.2. Participants.....	48
3.2.1. Focus Groups with ESL Teachers at the English Language Center .....	49
3.2.2. Focus Groups with Teachers in the Private Sector Department .....	50
3.2.3. Focus Groups with Students in the Private Sector Department.....	51
3.2.4. Interview with Human Resource Managers.....	52
3.2.5. Focus Groups with IPA Alumni .....	53
3.3. Questionnaire .....	54
3.3.1. Development of the Questionnaire: .....	55
3.3.1.1. Adaptation.....	55
3.3.1.2. Translation .....	55
3.3.1.3. Piloting.....	56
3.3.2. Procedure .....	56
3.4. Summary .....	58
<b>CHAPTER FOUR: RESULTS AND ANALYSIS OF ENGLISH FOR JOB PURPOSES.....</b>	<b>61</b>
4.1. Introduction.....	61
4.2. Employee and Employer Questionnaires.....	61
4.2.1. The Use of the English Language in the Company .....	62
4.2.1.1. Summary .....	82
4.3.1. The Competency of the English Language in the Company .....	83
4.3.1.1. Summary .....	98
4.4.1. The Requirement of English in the Company.....	99

4.4.1.1. Summary .....	112
4.3. Focus Groups with IPA Alumni in Five Different Firms .....	114
4.4. Interviews with Human Resource Managers in the Private Sector.....	117
4.5. Summary .....	125
<b>CHAPTER FIVE: RESULTS AND ANALYSIS OF ENGLISH FOR ACADEMIC</b>	
<b>PURPOSES.....</b>	<b>126</b>
5.1. Introduction.....	126
5.2. Student Questionnaire in the Private Sector Department .....	126
5.2.1. Summary .....	137
5.3. Focus Groups with Students in the Private Sector Department.....	138
5.3.1. Summary .....	143
5.4. Focus Groups with Teachers in the Private Sector Department .....	144
5.4.1. Summary .....	147
5.5. Focus Groups with Teachers at the English Language Center .....	147
5.6. Summary .....	152
<b>CHAPTER SIX: CONCLUSION.....</b>	<b>153</b>
6.1. Introduction.....	153
6.2. Needs Assessment: A Cautionary Tale.....	153
6.2. A Final Thought.....	158
6.3. Discussion and Conclusion .....	158
6.3.1. English for Specific Purposes .....	158
6.3.2. English for Academic Purposes .....	165
6.4. Implications for Future Research.....	170
6.5. Final Recommendations.....	171
6.5.1. Overall Goals .....	171
6.5.2. Program Revision.....	173
6.5.2.1. Layout of the Program .....	176
6.7. Conclusion .....	177
References.....	178
Appendix A: Manager and Employee Questionnaires.....	190
Appendix B: EAP Questionnaire .....	211

## LIST OF TABLES

Table 1. 1 Courses offered at the English Language Center.....	3
Table 1. 2 Current program at the English Language Center at the IPA.....	3
Table 4. 1 Distribution Of The Percentage Of How Often Is English Used In The Company And The T-Test .....	64
Table 4. 2 Distribution Of The Percentage Of The Four Skills Of How Often Is English Used At The Company And The T-Test.....	65
Table 4. 3 Distribution Of The Percentage Of The Four Skills Of How Often Is English Used When Communicating With Supervisors/Managers At Work And The T-Test. ....	68
Table 4. 4 When Communicating With Colleagues (Co-Workers) At Work And The T- Test.....	68
Table 4. 5 When Communicating With Employees At Work And T-Test.....	69
Table 4. 6 When Communicating With Customers/Clients At Work. ....	69
Table 4. 7 When Communicating With Consultants/Experts At Work.....	70
Table 4. 8 Distribution Of The Percentage Of The Two Skills Of How Often English Is Used When Telephoning And The T-Test.....	72
Table 4. 9 When Participating In Small Talk/Socializing With colleagues/Customers/ Clients .....	72
Table 4. 10 When Discussing Work Duties And Tasks.....	72
Table 4. 11 In Letters .....	74
Table 4. 12 In Memos .....	74
Table 4. 13 In E-Mails .....	74
Table 4. 14 In Faxes.....	75
Table 4. 15 In Forms/Applications .....	75
Table 4. 16 In Manuals/Instructions .....	75
Table 4. 17 In Company's Regulations.....	76
Table 4. 18 In Contract/Legal Document .....	76
Table 4. 19 In Project Plans .....	76
Table 4. 20 In Using Computers.....	77
Table 4. 21 In Meetings .....	79
Table 4. 22 In Negotiations.....	79
Table 4. 23 In Giving A Report .....	80
Table 4. 24 In Giving And Understanding Instructions.....	80
Table 4. 25 In Note Taking.....	81
Table 4. 26 In Phone Messages: .....	81
Table 4. 27 In Presentations.....	82
Table 4. 28 Distribution Of The Percentage Of How Competent Employees In English Language And The T-Test.....	84
Table 4. 29 Distribution Of The Percentage Of The Four Skills Of How Competent Employees In English Language At The Company And The –Test.....	85

Table 4. 30 Distribution Of The Percentage Of The Four Skills Of How Competent Employees In English When Communicating With Supervisors/Managers At Work And The T-Test.....	86
Table 4. 31 Distribution Of The Percentage Of The Four Skills Of How Competent Employees In English When Communicating With Colleagues At Work And The T-Test.....	87
Table 4. 32 Distribution Of The Percentage Of The Four Skills Of How Competent Employees In English When Communicating With Employees At Work And The T-Test.....	87
Table 4. 33 Distribution Of The Percentage Of The Four Skills Of How Competent Employees In English When Communicating With Customers At Work And The T-Test.....	88
Table 4. 34 Distribution Of The Percentage Of The Four Skills Of How Competent Employees In English When Communicating With Consultants At Work And The T-Test.....	88
Table 4. 35 Distribution Of The Percentage Of The Two Skills Of How Competent An Employee Is When Telephoning And The T-Test.....	89
Table 4. 36 When Participating In Small Talk/Socializing With Colleagues/Customers/Clients.....	89
Table 4. 37 When Discussing Work Duties And Tasks.....	90
Table 4. 38 In Letters.....	91
Table 4. 39 In Memos.....	91
Table 4. 40 In E-Mails.....	91
Table 4. 41 In Faxes.....	92
Table 4. 42 In Forms/Applications:.....	92
Table 4. 43 In Manuals/Instructions.....	92
Table 4. 44 In Company's Regulations.....	93
Table 4. 45 In Contracts/Legal Documents.....	93
Table 4. 46 In Project Plans:.....	93
Table 4. 47 In Using Computers:.....	94
Table 4. 48 In Meetings.....	95
Table 4. 49 In Negotiations.....	95
Table 4. 50 In Giving A Report.....	96
Table 4. 51 Giving And Understanding Instructions.....	96
Table 4. 52 In Note Taking.....	97
Table 4. 53 In Phone Messages:.....	97
Table 4. 54 In Presentations.....	98
Table 4. 55 Distribution Of The Percentage Of What Level Of English Is Required For Employees.....	100
Table 4. 56 Distribution Of The Percentage Of The Four Skills Of What Level Is Required For Employees.....	101
Table 4. 57 Of The Percentage Of The Four Skills Of What Level Of English Language Is Required When Communicating With Supervisors/Managers At Work.....	103
Table 4. 58 Distribution Of The Percentage Of The Four Skills Of What Level Of English Language Is Required When Communicating With Colleagues At Work.....	103

Table 4. 59 When Communicating With Employees At Work .....	103
Table 4. 60 When Communicating With Customers/Clients.....	104
Table 4. 61 When Communicating With Consultants/Experts.....	104
Table 4. 62 Distribution Of The Percentage Of The Two Skills Of What English Language Is Required When Telephoning. ....	106
Table 4. 63 When Participating In Small Talk/Socializing With Colleagues/Customers/Clients .....	106
Table 4. 64 When Discussing Work Duties And Tasks.....	106
Table 4. 65 In Letters .....	108
Table 4. 66 In Memos .....	108
Table 4. 67 In E-Mails .....	108
Table 4. 68 In Faxes.....	108
Table 4. 69 In Forms/Applications .....	108
Table 4. 70 In Manuals/Instructions .....	109
Table 4. 71 In Company's Regulation .....	109
Table 4. 72 In Contract/Legal Document .....	109
Table 4. 73 In Project Plans .....	109
Table 4. 74 In Using Computers .....	109
Table 4. 75 In Meetings .....	111
Table 4. 76 In Negotiations.....	111
Table 4. 77 In Giving A Report .....	111
Table 4. 78 In Giving And Understanding Instructions.....	111
Table 4. 79 In Note Taking .....	112
Table 4. 80 In phone messages .....	112
Table 4. 81 In Presentations.....	112
Table 5. 1 How Often Do You Have Difficulty with Reading .....	127
Table 5. 2 How Often Do You Have Difficulty With Writing .....	127
Table 5. 3 How Often Do You Have Difficulty With Speaking.....	128
Table 5. 4 How Often Do You Have Difficulty With Listening .....	128
Table 5. 5 Have Difficulty Giving Oral Presentation .....	129
Table 5. 6 Have Trouble Wordng What You Want To Say Quickly Enough.....	129
Table 5. 7 Worry About Saying Something In Case You Make A Mistake In Your English .....	129
Table 5. 8 Not Know How To Say Something In English.....	130
Table 5. 9 Not Know The Best Way To Say Something In English .....	130
Table 5. 10 Have difficulty with your pronunciation of words .....	130
Table 5. 11 Find It Difficult To Enter Discussion .....	130
Table 5. 12 Have Trouble Understanding Lectures .....	131
Table 5. 13 Have Trouble Taking Effective Notes .....	131
Table 5. 14 Have To Ask Staff Questions To Clarify Material You Have Been Taught	132
Table 5. 15 Have Trouble Understanding Lengthy Descriptions In English.....	132
Table 5. 16 Have Trouble Understanding Spoken Instructions.....	132
Table 5. 17 Have Trouble Understanding Informal Language .....	132
Table 5. 18 Have Trouble Understanding The Subject Matter Of Talk .....	132

Table 5. 19 Using Correct Punctuation.....	133
Table 5. 20 Using Correct Spelling.....	133
Table 5. 21 Structuring Sentences .....	133
Table 5. 22 Using Appropriate Vocabulary .....	133
Table 5. 23 Organizing Paragraphs.....	134
Table 5. 24 Organizing The Overall Assignment.....	134
Table 5. 25 Expressing Ideas Appropriately.....	134
Table 5. 26 Developing Ideas .....	134
Table 5. 27 Expressing What You Want To Say Clearly .....	134
Table 5. 28 Adopting Appropriate Style And Tone.....	134
Table 5. 29 Following Instructions And Directions.....	134
Table 5. 30 Evaluating And Revising Your Writing .....	134
Table 5. 31 Overall Writing Ability.....	134
Table 5. 32 Completing Written Tasks (E.G., Exams) Within The Time Available.....	135
Table 5. 33 Understanding The Main Points Of Text.....	136
Table 5. 34 Reading A Text Quickly In Order To Establish A General Idea Of The Content (Skimming).....	136
Table 5. 35 Reading a text slowly and carefully in order to understand the details of the text.....	136
Table 5. 36 Looking Through A Text Quickly In Order To Locate Specific Information (Scanning).....	137
Table 5. 37 Guessing Unknown Words In A Text.....	137
Table 5. 38 Understanding Text Organization.....	137
Table 5. 39 Understanding Specialist Vocabulary In A Text .....	137
Table 5. 40 Reading in order to respond critically.....	137
Table 5. 41 Understanding A Writer's Attitude And Purpose.....	137
Table 5. 42 General Comprehension .....	137

## **LIST OF FIGURES**

Figure 3. 1 Flow chart of different participants in the study .....	60
Figure 4. 1 Reasons Why English is Used in the Private Sector in Saudi Arabia .....	120
Figure 4. 2 The Assessment of Applicants in the Interview .....	121
Figure 4. 3 Focusing on General English or Business English.....	123
Figure 5. 1 Comparison between the Perception of Employees and Managers.....	164

# **CHAPTER ONE**

## **1.1. Introduction**

English as a second language (ESL) is in substantial use around the world. This use has spread to colleges and institutes. For instance, the College of Medicine at King Saud University in Saudi Arabia and the College of Business at the University of Nottingham Malaysia in Malaysia use English as the language of teaching and learning. However, the teaching and learning of English as a second language in many schools around the globe, and in Saudi Arabia in particular, are far from satisfactory. This shortcoming may be associated with the uncertainty about the actual use of English in the work setting and the use of English in the academic setting. Neither English for Specific Purposes (ESP)/ English for Academic Purposes (EAP) practitioners, nor ESP/EAP programs are acquainted with the specific needs for English in the school environment, or the work environment. Consequently, teachers in academic schools and employers in the private sector are not satisfied with the competency of the students (prospective employees) when it comes to the use of English. Because needs analyses have not been



conducted for these settings, the curriculum in some language schools is out-of-date. In other words, the current English curriculum in some business colleges in general and the Institute of Public Administration in Saudi Arabia in particular does not meet the present-day needs for EAP and ESP. The purpose of this study is to identify EAP and ESP needs in order to improve the quality of the English language programs in Saudi Arabia and at the Institute of Public Administration specifically.

## **1.2 Background of the Setting**

The setting of this study is the Institute of Public Administration (IPA), which is a Saudi Arabian government agency. It offers many types of training to employees working in different government sectors. The IPA goal is to promote the efficiency of government civil servants by preparing them to carry out their responsibilities at a high level of administrative quality.

In addition to training government employees, the IPA also offers associate diplomas, which are geared toward the private sector. High school and university graduates can study at the IPA in the field of business (e.g. accounting, marketing, sales, and banking). Students study for two to two and a half years depending on their major, including one year of intensive English language study. All students have to take an entry English exam.

As shown in Tables 1.1 and 1.2, there are four levels in the English language program: preparatory, elementary, intermediate, and advanced. Each level lasts two months. Students study intensive English for twenty-five hours a week. They study grammar, writing, reading, listening, and speaking. The first two levels (preparatory and elementary) are General English and the last two levels (intermediate and advanced) are

English for Specific Purposes (ESP). To illustrate, in all four levels -- grammar, speaking, and listening -- are taught in General English. In addition, writing and reading are taught in General English in the first two levels. However, reading and writing focus on ESP in the last two levels. In addition to the four language skills, the ELC program in recent years has been moving toward computer-assisted language learning (CALL). For instance, they are using DynEd software to reinforce classroom learning.

**Table 1. 1 Courses offered at the English Language Center**

	<b><i>Grammar</i></b>	<b><i>Writing</i></b>	<b><i>Reading</i></b>	<b><i>Oral</i></b>	<b><i>Listening</i></b>
<b><i>Preparatory</i></b>	Fundamentals of English Grammar	Keep Writing 1	Basic Reading Power	Side by Side 1	Basics in Listening
<b><i>Elementary</i></b>	Fundamentals of English Grammar	Keep Writing 2	Reading Power	Side by Side 2	Basics in Listening
<b><i>Intermediate</i></b>	Fundamentals of English Grammar	Business Correspondence	Business Concepts of English Practice	In-House Prepared materials & Side by Side	Introductory Topics
<b><i>Advanced</i></b>	Fundamentals of English Grammar	Business Correspondence	Business Concepts of English Practice	In-House Prepared Materials	Selected Topics

**Table 1. 2 Current program at the English Language Center at the IPA**

	Hours	Lab	Total hours per week
Grammar	4	2	6
Reading	5	0	5
Writing	5	0	5
Listening	2	1	3
Oral	5	0	5

### **1.3. Purpose of the Study**

The purpose of this study is to accomplish the following aims:

1. To investigate the needs of the Private Sector Department (i.e., English for Academic Purposes) and the needs of the private sector (i.e., English for Business Purposes).
2. To establish program goals based on the needs found.
3. To propose an alternate design for the current English Language Center (ELC) at the IPA in Saudi Arabia.

### **1.4. Statement of the Problem**

Teachers in the private sector department (PSD) complained informally about the weakness of their students in English language skills. The director of the English Language Center (ELC) decided to improve the quality of the ELC's program in 1999. Thus, a curriculum committee was formed, and I was a member of this team. None of the committee members had experience in curriculum theory and practice. The team conducted no needs analysis to determine the needs of the students, the private sector department, and the employers in the private sector. The committee chose several textbooks to review. The team circulated the textbooks among ESL teachers at the English Language Center. Some teachers preferred certain textbooks, but others did not. Based on the feedback of the ESL teachers, as well as the team's preference, the team chose certain textbooks to use for teaching. The team chose no specific type of methodological instrument (i.e. questionnaire or interview) to obtain information about the evaluation and selection of the textbooks that were circulated. The method for

obtaining responses was informal. The ESL teachers informed the team orally about their preference. The team's choice was based on content and quality when selecting these English language teaching textbooks.

When students apply to study at the IPA, they first have to choose their majors (e.g., banking). If the English placement test indicates that a student majoring in banking is not competent in English, the student will be directed to study intensive English with others who similarly lack competency and have the same major. In such a case, there would be many groups learning the English language (e.g., a banking group, a marketing group, a sales group). The team realized that placing each major in a separate group was a waste of money and resources when these students would still be studying the English language. Thus, the team suggested that students in marketing, sales, travel and tourism, banking should be placed in one group called the Business English group. The rationale for this decision was to save money and resources. In summary, I experienced the following:

1. The team followed no systematic method in redesigning the program (e.g., conducting needs assessment).
2. The team implemented what they thought to be important regardless of the teachers' voice. For instance, when the team circulated the textbooks to the English language teachers, the team had already made their decision as to what textbooks they would use.
3. The team did not involve participants such as teachers and students in redesigning the program.

This project addresses these lapses by using a systematic method in curriculum development (i.e., needs assessment) and involving many representative participants (e.g., teachers, students, and employers.)

### **1.5. Research Questions**

#### **1. English for Specific Purposes:**

- a. What does the private sector in Saudi Arabia require in terms of English proficiency?
- b. To what extent is English used in the private sector?
- c. What kind of skills (reading, writing, speaking, and listening) are more emphasized in the private sector?
- d. What are the requirements of English in the companies?
- e. What are the weaknesses of employees in English skills?
- f. What are the uses of English in the companies?
- g. Is there a correlation between the perception of employees and their managers in terms of the use of English and English language competency?
- h. Is there a relationship between job position and English proficiency?
- i. What are the employment requirements in terms of English?
- j. How does the company handle the deficiency of their employees in English, and what are the remedies?

#### **2. English for Academic Purposes:**

- a. What are the difficulties the students encounter in learning the English language?

- b. What are the specific problems the students encounter in learning listening, speaking, writing, and reading?
- 3. What will the established curriculum goals be?
  - a. What is the order of goals in terms of importance in language teaching?
  - b. Are these goals achievable in learning?
  - c. Can these goals be achieved within the teaching and learning environment of the IPA?
- 4. What will the ELC program look like?
  - a. Will the discovered needs be the same among all groups (e.g., students, teachers, employers, and employees)?
  - b. What will the curriculum design model suggested by the English language skills leaders consist of?

## **1.6. Significance of the Study**

This study is relevant for ESP and EAP practitioners in general and in Saudi Arabia specifically. A number of studies have been conducted in needs analysis in EAP (e.g., Ostler, 1980; Johns, 1981; Shoemaker, 1983; Zughoul & Hussein, 1985), EBP (e.g., Harrison et al, 1975; Almulhim, 2001), EAP and EBP (e.g., Mohamad Jafre, 1992; Al-Busairi, 1993) and studies in curriculum development (e.g., Lin, 1988; Kaewsanchai, 1988; Al-Bazzaz, 1994). However, few studies in needs analysis have been undertaken in Saudi Arabia for business English in the private sector, for needs analysis of academic English, or for curriculum development. Based on the needs, this study will provide colleges and institutes in Saudi Arabia with a detailed assessment of the requirements for

business English for companies and for the academic English programs in Saudi Arabia, as well as for a curriculum design model that better suits the IPA or other institutions.

Finally, this study is important for the private sector firms because it provides a straightforward picture of how business English is used in reality, so that these firms can implement improved training programs. In addition, it will show the prospective employee how important General English and Business English are in the private sector for hiring, job positions, and promotions.

### **1.7. Dissertation Outline**

This dissertation consists of six chapters. The first chapter presents the introduction, background of the setting, purpose of the study, statement of the problem, research questions, and significance of the study. The second chapter presents some models in curriculum developments and needs assessment, and some studies that have investigated ESP and EAP needs. The third chapter discusses the methodology and the procedures that are used in this study. The fourth and the fifth chapter present and analyze the identified ESP/EAP needs that are obtained from different participants. Finally, the sixth chapter provides background and procedures of the study, discussion and conclusions, further research studies, and recommendations.