

Target Situation Needs Analysis of English Language Skills Required by Syrians in the Arabian Gulf Area

Moustafa Armnazi^{1*} and Dr.M. Alegasan²

^{1*}Department of English and Foreign Languages, SRM Institute of Science and Technology, Kattankulathur, Chennai, India

²Department of English and Foreign Languages, SRM Institute of Science and Technology, Kattankulathur, Chennai, India

E-mail: ¹ma8282@srmist.edu.in, ²alagesam@srmist.edu.in

ORCID: ¹<https://orcid.org/0009-0008-9299-1249>, ²<https://orcid.org/0000-0002-1620-5487>

(Received 11 May 2024; Revised 22 June 2024, Accepted 24 July 2024; Available online 30 September 2024)

Abstract - The English language has always been a barrier facing Syrians who aim to find a better life and job opportunities in countries where English has excellent value. This research paper investigates and analyzes the linguistic skills needed by Syrians who are part of the field of business in the Arabian Gulf countries. The study utilizes a mixed-method approach for collecting data and analyzing it through a questionnaire and interviews. This research aims to specify the specific English language needs of Syrian students in countries where English is drastically needed for life and business to help design online English for Business course that aligns with those needs. The study aims to provide descriptive insights into the linguistic challenges faced by Syrian students and to propose recommendations for curriculum development in English for Business. The findings of this study can be useful for English language teachers, developers of curriculums, and policymakers.

Keywords: English, Syrians, Arabian Gulf Area, Skills, Needs Analysis

I. INTRODUCTION

"Tell me what you need English for, and I will tell you the English that you need." This quotation was the guideline of ESP after the Second World War when the focus of English shifted towards technology and commerce, which led to English for Specific Purposes (ESP) appearing as a field of language learning (Hutchinson & Waters, 1987). ESP became popular through the concept of special language or register analysis (Ramírez, 2015). In the 1960s and 1970s, Halliday, (1964), and (Swales, 1971) proposed the idea that language has various registers, i.e., English for medical has a register different from English for Academic studies or English for business for instance.

English For Specific Purposes Approach ESP to language learning (Mathur et al., 2024) is described as being learner-centered, which involves an in-depth analysis of learners' needs to conduct course content that is highly relevant to their specific fields (Hsiao et al., 2023). Being familiar with the needs of learners enables them to acquire language skills that are directly practical to their academic or professional contexts, making ESP an essential component of language

education (Arasu et al., 2024) in sectors such as business, medicine, engineering, and law (Ibrahim, 2020).

ESP is a valuable field of study for its scope of giving students the skills they need to be successful communicators (Belcher, 2009). For example, in the business field, ESP programs can support learners to improve their language proficiency for report writing, presenting, or negotiations, which widens learners' borders to work well in multinational corporate cultures. Similarly, ESP in engineering improves learners' technical language as well as the ability to understand and write documentation related to the industry.

Moreover, English for Specific Purposes goes beyond merely language skills. It rather aims to raise learners' awareness of the communicative protocols, ethical codes, and cultural insights, which enhances their professional development (Belcher, 2009). Therefore the need for ESP is expected to be highly demanded due to globalization which is leading to an increased interconnection of various fields of business, strengthening its position as an important component of the English language (Odrakiewicz, 2010).

English for Business (EFB) is a branch of English for Specific Purposes (ESP) that aims to provide learners with the specific language proficiency they need to improve themselves in the international business world (Alhasani, 2018). Proficiency in business-specific English has become essential for professionals in a variety of sectors, as English has become the international language (Tohma & Kutlu, 2020) of worldwide trade. This specialization includes mastering business communication channels, jargon, and cultural quirks that are necessary for productive interactions in professional settings.

Additionally, English for Business is essential for improving job advancement and employability. (Bhatia & Bremner, 2012). Business English fluency is frequently required in many industries for positions requiring communication with overseas partners, clients, or coworkers. This competence allows professionals to interact with international markets

more successfully in addition to providing access to more prospects. Speaking English fluently and confidently is considered a sign of professionalism and competence, which makes it an important talent in the cutthroat world of business environments (Shih, 2013).

Additionally, English for Business (EFB) courses are made to be extremely contextual, catering to the unique requirements of students in their respective fields of expertise. Following this approach to language learning, learners can grasp applicable abilities to be used practically in their jobs, such as calling, emailing, or presentations. After studying EFB, learners' contribution to their companies can be higher because acquiring a suitable contextual language of communication (Hidayati, 2024).

When it comes to language education (Llopiz-Guerra et al., 2024) and curriculum design, needs-analysis appears to be an essential procedure in the area of English for Specific Purposes (ESP) (Trujeque-Moreno, 2021). It aims to gather and examine data on the language requirements of learners, which eventually can be utilized to guide the creation of language courses. Needs analysis specifies the focus, and efficiency of language programs by unveiling the needs of students of language proficiency, materials to be used, and objectives of learning (Yolvi et al., 2023).

In the 1970s, needs-analysis became popular as teachers realized how important it was to modify language education to fit the unique requirements of students in different settings (Barghamadi, 2020). The main aim of the needs analysis is to provide an answer to the following query: "What do learners need to do with English?" This approach entails knowing the learners' current language ability, learning preferences, and goals in addition to the target situation linguistic requirements, or the circumstances in which learners will use English.

In terms of language learning, especially ESP, educators, and curriculum developers should have a zoomed-out view of the linguistic skills learners need to learn or acquire to save time and effort prioritizing the most needed skills in lesson plans and agenda of language courses.

The idea behind skill-based needs analysis is to break down language into its fundamental skills, speaking, writing, listening, and reading, and identify which are the most essential for students to study. In a corporate English language course, for instance, a skill-based needs analysis may indicate that students need to work on their presenting abilities, whereas an engineering needs analysis may stress the need for technical reading and writing abilities (Durmusoglu Köse et al., 2019).

Therefore, It is important to do a study that determines what English language skills Syrians in the business sector of the Arabian Gulf require the most. It makes it possible to create customized language programs that meet the demands of professionals, improving employability and fostering career progression. The results promote social and economic

integration by enhancing the communication abilities necessary for engaging in the commercial environment in the Gulf. Furthermore, by offering insights into the language requirements of a particular demographic in a particular situation, this study adds to English for Specific Purposes (ESP) research and guides policy and program development, resulting in better-targeted educational activities.

II. LITERATURE REVIEW

Regarding English for Specific Purposes (ESP), it is essential to mention that it is part of applied linguistics, which aims mainly to fulfill learners' various needs. Needs analysis is defined as the tool used to specify learners' needs. Widdowson, (1981) indicated that the accurate specification of learners' needs in learning a language facilitates the selection of language program contents to correlate with the learners' needs. Theoretically, the linguistic changes that occurred over decades in the ESP field since the 1960s led to the appearance of needs analysis. The first phase of planned designing language syllabuses for English for Specific Purposes was based on register analysis. Register analysis worked on the sentence level and language form (Alousque, 2016). Pioneers such as (Huddleston, 1968; Swales, 1971) adopted the register analysis, which led the ESP instructors to design courses based on the grammar and vocabulary needed for particular purposes giving less focus on the meaningful and semiotic features of the language. During the period between the mid-1970s to the mid of 1980s, an ideological shift happened in the field of ESP, i.e., communication started gaining the focus of researchers, and the material design began to be driven away from the notional functional and grammatical structural implementations (Alousque, 2016) and the next decade between the mid-1980s and 1990s held a dynamic linguistic and pedagogical change. The former is represented by discourse and genre analysis, to be discussed in the next section, and the latter follows a learner-centered approach formed by Hutchinson Tom, (1987). From 2000 until the present time, genre analysis of course design has been affected by many aspects, such as the sociological, cultural, and technological considerations of learners, in addition to the authenticity of the material to be used. Therefore, needs analysis appeared to be the most effective tool that can help researchers, syllabus designers and language teacher to investigate the present and target situations of learners, their communicative skills and wants, in addition to their cultural and pedagogical background for the course to go systematically according to the aims, wants and language proficiency of the specific learners.

Approaches of Needs Analysis

Many scholars and researchers try to find a way and an approach to the needs analysis of their learners. However, the various paths lead to one intention and purpose, which is the learners' maximum benefit from the language materials and the conducted course. According to Jordan, (1997), the main two approaches to needs analysis are Present Situation Analysis and Target Situation Analysis in addition to Discourse, Pedagogical, Register, and Genre Analysis.

Target Situation Analysis TSA

The Communication Needs Processor (CNP) model designed (Munby, 1978) represents the starting practical point of the Target Situation Needs Analysis approach (Alharby, 2005). This communicative language design prioritizes learners' needs in the needs analysis (Munby, 1978). Initially, the Communicative Needs processor describes the needs of a specific group of learners, which describes the learners' linguistic and communicative target needs. Mainly the CNP investigates seven elements to reach the output of the need profile; The Purposeful Domain is the field of ESP the learners are going through, such as business or medicine, or engineering; Setting refers to the time and places the learning process is to be conducted. Moreover, Interactions represent the mutualities and the relationships between learners. Instrumentality is the mode of education, whether face-to-face or online audio-visual media, and the language to be used, whether spoken or written. Dialect is the variety of language the learners aim to learn or produce in their target situation; communicative event talks about the participants in two ways, either productive or receptive; Communicative Key is the way the learners are going to participate in events and activities; the last element of the Communicative Need Processor is the Target Level which is the learners' language levels in the four skills after the learning process is over (Songhori, 2008). The model of the Communication Needs Processor of Munby's provides a comprehensive framework for researchers and teachers to identify the needs their learners target.

Present Situation Analysis (PSA)

While TSA aims to investigate the language to be learned through the course, Present Situation Analysis (PSA) deals with the learner's current language level and proficiency. Richterich & Chancerel, (1980) initiated the term Present Situation Analysis PSA by proposing the "Systematic Approach" to needs analysis when they were part of a project for the Council of Europe. PSA can be derived from the learners by conducting placement tests to know their proficiency in the target language and the background information of students, whether monolingual, bilingual, or multilingual. The period of learning English, the settings where the language is used, and their education and career can be considered as background information (Jordan, 1997). It is essential to mention that TSA and PAS are mutually indispensable for needs analysis, so it is not sufficient to conduct only PSA or TSA since the teacher or the researcher who aims to create a professional language learning environment must be aware of the present situation of the learners in addition to their aims and goals.

Pedagogic Needs Analysis

West, (1997) introduced "pedagogic needs analysis" as a broad term encompassing three critical aspects of needs analysis. This term addresses the limitations of TSA through data collection of learners and the environment of learning. The idea is to compensate for the shortcomings of target

needs analysis by considering the learner's characteristics and the resources available in the learning environment

Register Analysis

The register Analysis approach concerns the most appropriate grammar and vocabulary to be focused on in an ESP learning program. The main aim behind Register Approach is to help learners rely more on language courses pedagogically (Hutchinson Tom, 1987). Because language goes beyond grammar and vocabulary, many scholars criticized this approach. West, (1997) indicated that the register analysis gives boundaries to the text and limits it to the syntactical and vocabulary levels. Moreover, the materials designed following the register analysis approach lack variety and have a uniform pattern (Dudley-Evans & St John, 1998).

Discourse Analysis

Because of the limitations of the register approach to needs analysis, since it does not go beyond the word and sentence level, a need for a system that includes a broader linguistic vision was a must. Consequently, the discourse analysis approach floated to work on the text or discourse level (Songhori, 2008; Hutchinson Tom, 1987). Therefore, the discourse analysis can be considered a reaction to the register analysis. Discourse analysis focuses on performance in the context of discourses rather than competence. However, this approach was criticized for being unreliable in ESP settings, such as business or commerce, where communication is the key to success (Dudley-Evans & St John, 1998).

Genre Analysis

As discourse analysis can not face the challenges of the contextual environment where communication plays a vital role, genre analysis appears to tackle more formalities of structures that differentiate types of texts. Bhatia, (2002) found that genre analysis can be viewed as implementing the complex contexts of corporal communication and environment or a pedagogical tool that can help in the syllabus design of language teaching courses. Multidisciplinarity has always been the most compelling trait of genre analysis. Bhatia, (2002) advocated genre analysis against the myths claiming that genre analysis is only a simple reproduction of discourse analysis, and its descriptions are unvarying and fixed. He mentioned that genre analysis is adaptable and descriptive, has a broad vision, and tends to exploit and innovate.

Practical Needs Analysis Studies

Because of the need for needs analysis, a lot of research has been done to discover and investigate the needs of ESP learners. Alharby, (2005) started a needs analysis study in Riyadh, Saudi Arabia, to examine the language for communication of health professionals. Two hundred twenty-five health professionals from three hospitals filled out a questionnaire. This study explained the language skills used in the health sector, the quality of English Language

Programs at the college level, and the medical branches that most need the English Language. Moving to South Asia, particularly Bengkulu City, Indonesia, where (Salisna et al., 2019) launched mixed-method research on English language teachers, students, and stakeholders. A questionnaire and interviews were used to examine the linguistic needs of the Department of Tour and Travel at Vocational High School Negeri 1 and Vocational High School Negeri 7. This study showed that speaking and listening were the most needed skills by the Department of Tour and Travel. Chan, (2021) studied the Work-Integrated-Learning students' experiences and perceptions of this language-learning module. This study highlighted the significance of Work-Integrated-Learning and the necessity of ESP research to innovate in it since the learners who had such learning experience could know their target situation better, and they became more familiar with workplace discourse. Moreover, they got an idea about their language skills and lacks and the most effective channels of work place communication.

In the southern part of South America, Cheli, Arias-Contreras & Moore, (2022) aimed to discover the English language requirements for agricultural technicians in addition to the perspectives of the educators of those learners. The qualitative approach to data collection was used, and the study showed that the absence of vocational English language programs hinders teachers from teaching the students according to their needs.

More and more studies have been done on needs analysis in various spots in the world. However, no literature shows a study that has been done on the needs analysis of Syrian graduates working in the Arabian Gulf countries. Therefore, this research can contribute to the literature on English for Specific purposes and pave the way for more research to develop syllabuses and curricula to help this population improve their English language competence in business.

III.METHODOLOGY

The present study employed a skill-centered course design method, as outlined (Hutchinson & Waters, 1987), which focuses on developing the specific skills of the English language, namely, writing, listening, speaking, and reading, that ESP learners need to effectively manage the real-world situations they might face. This approach refers to the focus specific language skills' application, that helps learners to improve their communication in their professional or academic environments. By focusing on the specific skills required in these target communications, designing a course will be more focused on the tools needed for different channels of interactions, fulfilling job responsibilities, and achieving goals confidently. This approach prepares language learners to gain success in their respective fields by building a strong base of relevant, applicable language skills. Following the skill-centered approach proposed (Hutchinson & Waters, 1987); the current study aims to investigate the specific language skills that can enable Syrians who are working in international corporate cultures in the Arabian Gulf Area to find wider borders and break language boundaries through better and more confident language communication.

Data Collection

Data for this study were collected using a mixed-method approach through a questionnaire and interviews. The questionnaire was designed to gather both demographic information and detailed insights into the specific English language skills needed by Syrians who are working in the Arabian Gulf area. 16 questions were used in the questionnaire, with 4 questions dedicated to each of the core language skills: speaking, reading, listening, and writing. Respondents rated the needfulness of these skills on a Likert 5-point scale, ranging from 1 (Extremely not needed) to 5 (Extremely needed) (Joshi, 2015). The questionnaire was translated into Arabic too. A total of 150 Syrians working in various sectors across the Arabian Gulf completed the questionnaire

Table (I) shows the age groups of the participants.

TABLE I PARTICIPANTS' AGE GROUPS

		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	20-29	67	44.7	44.7	44.7	.0	.0	44.7	44.7
	30-39	75	50.0	50.0	94.7	.0	.0	50.0	50.0
	40-50	8	5.3	5.3	100.0	.0	.0	5.3	5.3
	Total	150	100.0	100.0		.0	.0	100.0	100.0

50% of the participants are between 30 to 40 years old while only 5.3 % are above 40 years old which shows that the questionnaire targets the adult group if people who are

building their careers in the Arabian Gulf Area. Table (II) refers to the nationality of the participants.

TABLE II PARTICIPANTS' NATIONALITY

		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	Srian	1	.7	.7	.7	.0	.7	.0	2.0
	Syria	1	.7	.7	1.3	.0	.6	.0	2.0
	Syrian	148	98.7	98.7	100.0	.0	.9	96.7	100.0
	Total	150	100.0	100.0		-12.2	32.7	.0	100.0

All the participants of this questionnaire are Syrians who live and work in the Arabian Gulf Area. Table (III) illustrates the countries Syrians are working in.

TABLE III THE COUNTRIES OF RESIDENCE OF THE PARTICIPANTS

		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	Oman	6	4.0	4.0	4.0	.0	1.6	1.3	7.3
	Others	13	8.7	8.7	12.7	.1	2.3	4.7	14.0
	Qatar	7	4.7	4.7	17.3	.0	1.7	2.0	8.0
	Saudi Arabi	25	16.7	16.7	34.0	.0	3.0	10.7	22.7
	UAE	99	66.0	66.0	100.0	-.1	3.8	58.7	72.7
	Total	150	100.0	100.0		.0	.0	100.0	100.0

The vast majority of the Syrians who participated in the questionnaire stay in UAE, and work either remotely or on-site. Table (IV) shows the mode of work.

TABLE IV MODE OF WORK

		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	both	28	18.7	18.7	18.7	-.1	3.2	12.0	25.3
	On-site	105	70.0	70.0	88.7	.1	3.8	62.7	77.3
	remote	17	11.3	11.3	100.0	.0	2.4	6.7	16.7
	Total	150	100.0	100.0		.0	.0	100.0	100.0

77.3 of the participant work on-site which requires a higher level of communication and interaction. Table (V) shows the field of work of the participants.

TABLE V THE FIELD OF WORK OF THE PARTICIPANTS

		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent ^a			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	Business Management	41	27.3	27.3	27.3	.0	3.6	20.7	34.7
	Commerce	27	18.0	18.0	45.3	.0	3.1	12.0	24.7
	Marketing	31	20.7	20.7	66.0	.0	3.3	14.0	27.3
	Others	51	34.0	34.0	100.0	.0	3.7	26.7	41.3
	Total	150	100.0	100.0		.0	.0	100.0	100.0

The participants work in various field ranging from business to management and commerce and other fields of business

in different countries of the Arabian Gulf Area. Table (VI) shows the level of education of the participants.

TABLE VI THE LEVEL OF EDUCATION OF THE PARTICIPANTS

		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent ^a			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	Bachelor Degree	89	59.3	59.3	59.3	-.3	3.9	51.3	66.7
	High schoolDegree	14	9.3	9.3	68.7	.0	2.3	5.3	14.0
	Masters	42	28.0	28.0	96.7	.2	3.7	21.3	35.3
	Others	1	.7	.7	97.3	.0	.7	.0	2.0
	PhD	4	2.7	2.7	100.0	.0	1.3	.7	5.3
	Total	150	100.0	100.0		.0	.0	100.0	100.0

Moreover, data were gathered qualitatively through interviews conducted via Zoom with 10 participants who had also completed the questionnaire. These interviews provided a deeper understanding of the participants' perspectives and experiences, offering richer insights into the specific language challenges they faced and are facing in their professional roles. Both the questionnaire and the interviews provided a comprehensive analysis of the English language skills needed by Syrians in the business environment in the Arabian Gulf area.

Data Analysis

Descriptive Statistics and Reliability Testing of data were performed using SPSS. Descriptive Statistics shows the means and standard deviations of the 16 questionnaire items, divided into four categories: reading, writing, listening, and speaking. This provided information on the most and least English skills needed by the participants, showing areas of high and low importance. For Reliability Testing, a Cronbach's Alpha test was conducted to check the internal consistency of the questionnaire items. This ensured that the items within each skill category reliably measured the respective English language skills. The analysis revealed the specific English language needs of Syrians in the Arabian Gulf area and validated the reliability of the questionnaire.

A transcription and examination of data gathered from the interviews were conducted. Along with data from a questionnaire, a more thorough and detailed understanding of the research findings can be gathered.

IV. FINDINGS AND DISCUSSION

Quantitative Findings

Tables (VII) and (VIII) show the results if Chronbach's Alpha reliability test which measures the reliability if the questions of the questionnaire using SPSS.

TABLE VII CASE PROCESSING SUMMARY

		N	%
Cases	Valid	150	100.0
	Excluded ^a	0	.0
	Total	150	100.0

TABLE VIII RELIABILITY STATISTICS

Cronbach's Alpha	N of Items
.821	16

A value of 0.821 shows an internal consistency among the 16 items in the questionnaire. A Cronbach's Alpha value above 0.8 is generally considered good in terms of reliability.

Internal consistency was shown after analyzing the 16 items in the questionnaire. This means that the same conceptual items were analyzed reliably through the questions of the questionnaire, and participants responded consistently.

Descriptive Analysis

Table (IX) illustrates the mean and standard deviation of the 4 questions of each skill (Speaking, Writing, Listening, and Reading)

TABLE IX DESCRIPTIVE STATISTICS

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Question (1) Speaking	150	2.0	5.0	4.320	.0546	.6688
Question (2) Speaking	150	1.0	5.0	4.327	.0679	.8314
Question (3) Speaking	150	2.0	5.0	4.413	.0545	.6674
Question (4) Speaking	150	1.0	5.0	4.340	.0700	.8579
Question (1) Writing	150	1.0	5.0	3.227	.0781	.9564
Question (2) Writing	150	1.0	5.0	3.113	.0963	1.1789
Question (3) Writing	150	1.0	5.0	3.180	.1015	1.2428
Question (4) Writing	150	1.0	5.0	3.087	.1010	1.2367
Question (1) Listening	150	2.0	5.0	4.200	.0635	.7772
Question (2) Listening	150	2.0	5.0	4.327	.0595	.7281
Question (3) Listening	150	1.0	5.0	4.260	.0665	.8145
Question (4) Listening	150	2.0	5.0	4.333	.0653	.7999
Question (1) Reading	150	1.0	5.0	3.093	.0938	1.1490
Question (2) Reading	150	1.0	5.0	2.807	.0982	1.2023
Question (3) Reading	150	1.0	5.0	2.833	.1021	1.2501
Question (4) Reading	150	1.0	5.0	2.940	.0980	1.1997
Valid N (listwise)	150					

Speaking Skills

- Q1 Speaking: Mean = 4.320, SD = 0.6688 (Range: 2.0 - 5.0)
- Q2 Speaking: Mean = 4.327, SD = 0.8314 (Range: 1.0 - 5.0)
- Q3 Speaking: Mean = 4.413, SD = 0.6674 (Range: 2.0 - 5.0)
- Q4 Speaking: Mean = 4.340, SD = 0.8579 (Range: 1.0 - 5.0)

Speaking skill is highly needed, as evidenced by the mean scores above 4 across all questions. Participants' responses

are consistent and close to the mean, showing a strong consensus on the importance of speaking skills. That appears through the relatively low standard deviations (ranging from 0.6674 to 0.8579).

Writing Skills

- Q1 Writing: Mean = 3.227, SD = 0.9564 (Range: 1.0 - 5.0)
- Q2 Writing: Mean = 3.113, SD = 1.1789 (Range: 1.0 - 5.0)
- Q3 Writing: Mean = 3.180, SD = 1.2428 (Range: 1.0 - 5.0)

Q4 Writing: Mean = 3.087, SD = 1.2367 (Range: 1.0 - 5.0)

Writing skill has a moderate need with mean scores around 3. The higher standard deviations (ranging from 0.9564 to 1.2428) suggest greater variability in responses.

Listening Skills

Q1 Listening: Mean = 4.200, SD = 0.7772 (Range: 2.0 - 5.0)

Q2 Listening: Mean = 4.327, SD = 0.7281 (Range: 2.0 - 5.0)

Q3 Listening: Mean = 4.260, SD = 0.8145 (Range: 1.0 - 5.0)

Q4 Listening: Mean = 4.333, SD = 0.7999 (Range: 2.0 - 5.0)

Listening skill is also highly needed, similar to speaking skills, with mean scores above 4. The standard deviations (ranging from 0.7281 to 0.8145) are relatively low.

Reading Skills

Q1 Reading: Mean = 3.093, SD = 1.1490 (Range: 1.0 - 5.0)

Q2 Reading: Mean = 2.807, SD = 1.2023 (Range: 1.0 - 5.0)

Q3 Reading: Mean = 2.833, SD = 1.2501 (Range: 1.0 - 5.0)

Q4 Reading: Mean = 2.940, SD = 1.1997 (Range: 1.0 - 5.0)

Reading skill has perceived as less important because it has lower mean scores compared to speaking and listening skills. There was more variability in responses, indicating differing opinions among participants. That is shown through the higher standard deviations (ranging from 1.1490 to 1.2501).

In General,

Speaking and listening skills are highly valued, with mean scores consistently above 4 and low variability, indicating strong agreement among participants.

Writing skill has moderate importance with mean scores around 3, but higher variability suggests differing opinions.

Reading skill is perceived as less important, with mean scores below 3 and higher variability, indicating a wider range of opinions.

These results suggest that participants need speaking and listening skills more than writing and reading skills. The consensus on the need for fullness of speaking and listening skills highlights their important role in the participants' business lives. The various scores in writing and reading responses refer to a different levels of needs and perspectives among the participants.

Qualitative Findings

The questions asked in the interviews aim to understand participants' English language needs and preferences in the business field in the Arabian Gulf Area. They seek to assess current proficiency, identify specific language needs and goals, review previous training, uncover challenges, gauge frequency of use, explore industry relevance, evaluate learning experience, determine preferences and constraints,

address technological issues, and gather feedback for designing a tailored and effective English language course.

Here are some insights from the 10 participants in the semi-structured interviews conducted virtually:

Question (1): Can you describe your specific business English language needs and goals? For example, do you need English for meetings, presentations, emails, or negotiations?

Most of the participants expressed their needs for all the options in question 1 such as the need for English for meetings, presentations, emails, or negotiations.

"I think also all of these is important, but the most is negotiations because here in gulf countries we need conversation a lot to speak and... (she continued in Arabic) people determine your level account to your speech and fluency".

Question (2): What are the main challenges you face when using English in a business context?

Some challenges facing Syrians in the field of business as expressed by the participants were explaining the subject in proper grammatically accurate sentences, being involved in conversation because of pronunciation, and understanding the different accents. These insights support the questionnaire's results that give importance to speaking and listening skills.

"I feel not comfortable or not confident when I speak with high-position people like CEOs or directors. I feel not comfortable when I speak not professional English or not fluently. Also I feel I don't take new words and I only use the words I have. I don't know the problem, but I always use what I have, but not new terms or words".

Question (3): How often do you engage in business-related communication in English, both in written and spoken form?

Most participants said that they speak and listen use English daily.

"I don't speak Arabic at all in my business, I have to speak and listen to English all the time".

Question (4): What motivates you to learn English for business purposes, and how do you envision applying it in your career?

The motivations for learning English for business as expressed by the participants were being able to express their ideas, explaining about products, communicating with other English speakers in the business field, and getting higher salaries and higher positions.

"Well, I think I want to communicate with people who speak the language in addition in YouTube in course, but I think the most important communication is with people who speak the language"

Question (5): What resources or materials do you believe would be helpful to support your learning in this course?

Some suggestions that were given by the participants about language learning materials were (YouTube videos, online tests, and applications in addition to books).

" If there is any application I enter five minutes a day ...she continued in Arabic it will encourage me study more"

V. CONCLUSION

The results of this study underscore the critical role that English language competency plays, especially in speaking and listening abilities, for Syrian professionals employed in the Arabian Gulf business community. In professional situations including meetings, presentations, negotiations, and day-to-day business interactions, having great oral communication skills is essential, as demonstrated by the data gathered using a mixed-method approach that incorporates both quantitative and qualitative methodologies. The results of the questionnaire showed a solid consensus among participants continuously high mean scores, and minimal variability, indicate that speaking and listening are the two most important language abilities. On the other hand, the variation in the scores of writing and reading skills in terms of needfulness indicates that these skills are somewhat less important.

The qualitative insights resulting from the interviews supported the questionnaire's insights. The participants expressed the difficulties they encounter with pronunciation, fluency, and confidence while speaking English, particularly in situations with significant business communication with native speakers. Moreover, they highlighted the need to use English daily and interactively to communicate more effectively, have greater earning potential, and grow in their careers by improving their language abilities. These results reveal clearly that speaking and listening skills should be given priority in English for Business courses for Syrians living in the Arabian Gulf, without totally forgetting writing and reading skills. This research provides a general plan on how curriculum designers and English language instructors plan their curricula to better accommodate the language needs of Syrians in the Arabian Gulf area. These insights can greatly improve participants' professional development and aid them to succeed in the international business culture.

REFERENCES

[1] Alharby, M. (2005). *ESP target situation needs analysis: The English language communicative needs as perceived by health professionals in the Riyadh area* (Doctoral dissertation, University of Georgia).

[2] Alhasani, M. D. (2018). A Comparative Analysis of the Deep Content-Based Esp Textbook To Balanced Esp: the Case of Business English. *Positioning English for Specific Purposes in an English Language Teaching Context*, 185.

[3] Alousque, I. N. (2016). Developments in ESP: from register analysis to a genre-based and CLIL-based approach. *Revista de Lenguas para Fines Especificos*, 22(1), 190-212.

[4] Arasu, R., Chitra, B., Anantha, R. A., Rajani, B., Stephen, A. L., & Priya, S. (2024). An E-learning Tools Acceptance System for

Higher Education Institutions in Developing Countries. *Journal of Internet Services and Information Security*, 14(3), 371-379.

[5] Arias-Contreras, C., & Moore, P. J. (2022). The role of English language in the field of agriculture: A needs analysis. *English for Specific Purposes*, 65, 95-106.

[6] Barghamadi, M. (2020). A critical study of the principles and approaches to needs analysis. *Studies in Educational Management*, 7, 1-16.

[7] Belcher, D. (2009). What ESP is and can be: An introduction. *English for specific purposes in theory practice*, 1-20.

[8] Bhatia, V. (2002). Applied genre analysis: A multi-perspective model. *Ibérica: Revista de la Asociación Europea de Lenguas para fines específicos (AELFE)*, (4), 3-19.

[9] Bhatia, V. K., & Bremner, S. (2012). English for business communication. *Language teaching*, 45(4), 410-445.

[10] Chan, C. S. (2021). Helping university students discover their workplace communication needs: An eclectic and interdisciplinary approach to facilitating on-the-job learning of workplace communication. *English for Specific Purposes*, 64, 55-71.

[11] Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes*. Cambridge university press.

[12] Durmusoglu Köse, G., Yüksel, I., Öztürk, Y., & Tömen, M. (2019). Turkish Academics' Foreign Language Academic Literacy: A Needs Analysis Study. *International Journal of Instruction*, 12(1), 717-736.

[13] Halliday, M. A. (1964). The linguistic sciences and language teaching. *The English Language Book Society and Longman Group Ltd.*

[14] Hidayati, A. F., Yuliati, Yuliati, Hutagalung, Fonny Dameaty. (2024). *The implementation of culturally responsive teaching in ELT classrooms within the concept of emancipated curriculum*. Paper presented at the ELT Forum: Journal of English Language Teaching.

[15] Hsiao, I. C. V., Hung, S. T. A., & Huang, H. T. D. (2023). The flipped classroom approach in an English for specific purposes (ESP) course: A quasi-experimental study on learners' self-efficacy, study process, and learning performances. *Journal of Research on Technology in Education*, 55(3), 507-526.

[16] Huddleston, R. D. (1968). *Sentence and clause in scientific English* (Vol. 5030). Communication Research Centre, University College.

[17] Hutchinson Tom, W. A. (1987). *English for specific purposes: A learning centered Approach*: Cambridge university press.

[18] Hutchinson, T., & Waters, A. (1987). *English for specific purposes*: Cambridge university press.

[19] Ibrahim, H. H. (2020). Needs analysis as a prerequisite for designing an ESP course for medical students. *Open Journal of Modern Linguistics*, 10(02), 83. <http://www.scirp.org/journal/Paperabs.aspx?PaperID=99429>

[20] Jordan, R. R. (1997). *English for academic purposes: A guide and resource book for teachers*. Cambridge: Cambridge University Press.

[21] Joshi, A., Kale, Saket, Chandel, Satish, Pal, D Kumar. (2015). Likert scale: Explored and explained. *British journal of applied science technology*, 7(4), 396-403.

[22] Llopiz-Guerra, K., Daline, U. R., Ronald, M. H., Valia, L. V. M., Jadira, D. R. J. N., Karla, R. S. (2024). Importance of Environmental Education in the Context of Natural Sustainability. *Natural and Engineering Sciences*, 9(1), 57-71.

[23] Mathur, G., Nathani, N., Chauhan, A. S., Kushwah, S. V., & Quttainah, M. A. (2024). Students' Satisfaction and Learning: Assessment of Teaching-Learning Process in Knowledge Organization. *Indian Journal of Information Sources and Services*, 14(1), 1-8

[24] Munby, J. (1978). *Communicative syllabus design: A sociolinguistic model for designing the content of purpose-specific language programmes*: Cambridge university press.

[25] Odrakiewicz, P. (2010). Business English as a managerial communication bridge in tourism and service industry. *Global Partnership Management Journal*, 1(1-2), 73-83.

- [26] Ramírez, C. G. (2015). English for specific purposes: Brief history and definitions. *Revista de lenguas modernas*, (23). <https://doi.org/10.15517/rlm.v0i23.22359>
- [27] Richterich, R., & Chancerel, J. (1980). *Identifying the Needs of Adults Learning a Foreign Language* Pergamon Press.
- [28] Salisna, R., Harahap, A., & Sofyan, D. (2019). Need analysis of English for tour and travel department of vocational high school in Bengkulu city. *JOALL*, 4(1), 1-12.
- [29] Shih, R. C. (2013). Effect of using Facebook to assist English for business communication course instruction. *Turkish Online Journal of Educational Technology-TOJET*, 12(1), 52-59.
- [30] Songhori, M. H. (2008). Introduction to needs analysis. *English for specific purposes world*, 4(20), 1-25.
- [31] Swales, J. (1971). *Writing Scientific English*. London: Nelson.
- [32] Tohma, K., & Kutlu, Y. (2020). Challenges Encountered in Turkish Natural Language Processing Studies. *Natural and Engineering Sciences*, 5(3), 204-211.
- [33] Trujeque-Moreno, E. E., Romero-Fernández, A., Esparragoza-Barragán, A., & Villa-Jaimes, C. J. (2021). Needs Analysis in the English for Specific Purposes (ESP) Approach: The Case of the Benemérita Universidad Autónoma de Puebla. *Mextesol Journal*, 45(2), n2.
- [34] West, R. (1997). Needs analysis: State of the art. *Teacher education for LSP*, 68, 79.
- [35] Widdowson, H. G. (1981). *English for specific purposes: Criteria for course design*, 1.
- [36] Yolvi, J. O. F., Walter, G. G., Luis, A. V. F., Segundo P. V. R., Huguette, F. D. Z., Jackeline R. H. F., & Marco, A. A. B. (2023). A Novel Approach to Predict the Early Childhood Special Education Learning Skills of Autistic Children Using Ensemble Machine Learning. *Journal of Wireless Mobile Networks, Ubiquitous Computing, and Dependable Applications*, 14(2), 59-65.