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Editorial...

Writing in English literature is a global phenomenon. It represents ideologies and cultures of the particular region. Different forms of literature like drama, poetry, novel, non-fiction, short story etc. are used to express one's impressions and experiences about the socio-politico-religio-cultural and economic happenings of the regions. The World War II brings vital changes in the outlook of authors in the world. Nietzsche's declaration of death of God and the appearance of writers like Edward Said, Michele Foucault, Homi Bhabha, and Derrida bring changes in the exact function of literature in moulding the human life. Due to Globalization and liberalization, society moves to the post-industrial phase. Migration and immigration become common features of postmodern society. These movements give birth to issues like race, ethnicity, gender, crisis for identity, cultural conflict, dislocation, isolation and many others. Thus multiculturalism becomes the key note of new literatures written in English. The colonial legacy, immigrants and migrated authors attempt to define Britishness in literature and the result is postethnicity in English literature. The writers like Salman Rushdie, Hanif Kureishi, Andrea Levy and many others attempted to redefine and reevaluate the singular authority of text and plead for the plurality of themes. There is another form of literature growing consciously in the country like India. This literature is called as Fourth World Literature or the literature of protest. The marginalized sections of society attempt to protest against upper caste ideologies in Dalit Literature. All these issues are reflected in the present issue of Literary Endeavour.

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01

EXPLORING STUDENTS' NEEDS AND ATTITUDES TOWARD BUSINESS ENGLISH PROGRAM CURRICULUM IN THE FACULTY OF LANGUAGES, ADEN UNIVERSITY

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Abstract :

Business English is a rapidly growing field within the area of English Language Teaching and English for Specific Purposes (ESP). The study aims to explore the needs of students pursuing the BEP and how they think about teaching materials, teaching methods and teachers of the BE courses. Because needs analysis provides a means of obtaining wider input into the content, design and implementation of a language programme. Moreover, the study investigates to what extent the BEP courses equip the students with knowledge that will help them to meet their future needs. To collect the required data a questionnaire was used. A total of 40 students (35 females and 5 males) who were randomly selected from the fourth level at the Faculty of Languages, University of Aden participated to respond to the questionnaire. The findings of the study confirmed that nearly all the participants overvalued the need of all the activities and related topics of the business jobs, the courses that are taught, and the courses that are not taught as well. Additionally, it is found that most of the participants have no enough knowledge in such courses that might help them in future careers. It was also found that the majority of the participants (77.5%) mostly interested in the Business English textbooks concerning learners' needs in various business fields. This research recommends that needs analysis should be conducted to make a review of the contents of the current program courses, as well as selecting effective methods to implement such courses.

Key words: *Business English, attitude, Needs analysis, Business English Programme (BEP)*

Introductions

The flourishing of business has been a great influence on the development of Business English and the demand for Business English grows noticeably. Even though Business English teaching has become popular, for years the instruction has been limited to an approach which fundamentally focuses on the language skills and ignores the social needs and learners' personal interests. This often leads to students' low motivation in Business English study and their poor performance of language use in their future profession. In Yemen, to the knowledge of the researcher, Business English Program (BEP) is taught only at the Faculty of Languages at Aden University. However, due to the influence of traditional teaching opinions and limited knowledge of needs analysis theories, in Yemeni context, needs analysis is either neglected or cannot be carried out effectively. In order to shed more light on these phenomena, a closer look at BEP courses, and pedagogical and professional ins and outs should be done. The aims of this research are to explore the students' needs and their expectations that motivate them to enroll in Business English Program, and try out their attitudes regarding the curriculum of this program as well. Exploring students' needs and attitudes makes us offer some important insights supporting effective Business English program curriculum.

Statement of the Problem

Business English is a rapidly growing field within the area of English Language Teaching and English for Specific Purposes (ESP). The topic of this research is to explore Students' Needs and Attitudes toward Business English Program Curriculum in the Faculty of Languages, Aden University. Business

English is a four year program which is the only program taught by the Faculty of Languages, Aden University in Yemen. However, no study has been conducted to analyse the needs of students who study at Business English Program. As a result, Business English teaching in the Faculty of Languages is facing many challenges including developing program courses, setting teaching objectives, updating teaching methods, and training teachers. Identification and analysis of learners' needs, interests, and their purpose for ESP learning will facilitate setting learning objectives, and goals, setting up a positive language learning environment, enhancing learners motivation, and evaluating their progress. The importance of needs analysis is to help teachers, administrators, and students to develop learning materials, curriculum, and teacher trainings. Therefore, this review study is conducted to fill such a gap in the BEP.

Significance of the Study

In Yemen, the literature on English language needs, as perceived by students and employers, is limited. This paper might be considered important; it provides at least some empirical information on specific needs of students enrolled at the BEP, since there is no other study has been conducted in this respect. This will help to review the current BEP curriculum content to meet the students' expectations. Moreover, the study explores the students' attitudes towards the program courses and the resources used in teaching. It also positively contributes to recommend to add other courses that might be useful and related to Business English field.

Limitations

The focus of this research is to explore the students' needs of the BEP. The attitudes of the students and their proficiency level of various business activities, topics or taught courses of the program are investigated as well. Identifying the English language needs of the learners alone is not enough; employers' language needs must be identified and put into consideration. Therefore, a needs analysis study must be conducted to identify real needs of labor market in Yemen.

Research Questions

- What are the needs of students pursuing the BEP as perceived by the students?
- What do business English students think about teaching materials, teaching methods and teachers of the BE courses?
- From the students' point of view, to what extent do the BEP courses equip them with knowledge that will help to meet their future needs?

Aims of the Study

- Identifying the students' needs who pursuing the BEP and providing such identified needs to the principals of the program to revise the curriculum in order to support an effective Business English program curriculum
- Exploring the opinions of the students concerning materials, teaching methods, and teachers of the program courses
- Recognizing the students' proficiency level with reference to some business activities and topics as well as the core courses of the BEP

Review of the Literature

Language needs analyses have been widely used since the 1970s, yet not very much studied, though they can provide vital information for the benefit of language policy and language program planning and of curriculum content design. Hutchinson and Waters (1987, p. 8) succinctly indicate that 'tell me what you need English for and I will tell you the English that you need'.

There are many definitions of ESP. Hutchinson and Waters (1987) define ESP as “an approach to language teaching, course design and materials development in which all decisions as to context and method are based on learners' reason for learning” (p.19). ESP is an important branch of English as a Foreign/ Second Language (EFL/ ESL) and there are various branches of ESP, for example English for Academic Purposes (EAP), and English for Occupational Purposes (EOP), etc.

There are features that distinguish ESP courses from the other courses and these help an ESP practitioners to judge whether a course is tailored to meet learners' specific needs or it is just a duplication of a general English course. They include the following:

1. Authentic materials: Use actual text from the discipline or occupation in modified or unmodified form (books, forms, charts, graphs etc.)
2. Purpose related orientation: Simulating real tasks required of the target setting such as reading of papers written by others, practice note-taking, etc.
3. Self-direction: Learners must have a certain amount of freedom to decide what to study and how they will approach the topic. Facilitating this freedom might include teaching specific learning strategies related to the discipline or occupation. (Carver, 1983; Gatehouse, 2001).

In addition to such features, Hutchinson & Waters (1992) argue that if learners, sponsors, and teachers know why learners need English, that awareness will have an influence on what will be accepted as reasonable content in the language course and what potential can be exploited.

Defining Business English

Business English is a rapidly growing field in the area of ESP. It has become the major branch of English for Specific Purposes. Business English is a branch of ESP, according to Johns and Dudley-Evans' (1991, p. 298) definition: "ESP requires the careful research and design of pedagogical materials and activities for an identifiable group of adult learners within a specific learning context."

Business English is an area of ESP, and must be seen in the overall context of ESP, as it shares the important elements of needs analysis, syllabus design, course design, and materials selection and development which are common to all fields of work in ESP. However, Ellis and Johnson (2002) claim that Business English differs from other varieties of ESP in that it is often a mix of specific content (relating to a particular job area or industry), and general content (relating to general ability to communicate more effectively, especially in the business situations).

Needs Analysis

The role of needs analysis in any ESP is important. Needs analysis refers to "the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students" (Brown, 1995, p.35). Nunan (1994, p 54) states that "needs analysis is a set of procedures for specifying the parameters of a course of study. Such parameters include the criteria and rationale for grouping learners, the selection and sequencing of course content, methodology, course length, and intensity and duration". Moreover, Dudley-Evans and St John (1998, p 125) assert that "needs analysis is also considered as one of the key stages in ESP, the others being the syllabus design, selection and production of materials, teaching and learning, and evaluation." Brown (2001 cited in Li, 2014) claims that once identified, needs can serve as the basis for designing tests, compiling materials, designing teaching activities, and evaluating strategies, as well as for reevaluating the precision and accuracy of the original needs analysis. It is regarded as an indivisible part of systematic curriculum design. Regarding the importance of NA in language teaching, Richards et al. (1992, pp. 242-243) define needs analysis as:

...The process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. It makes use of both subjective and objective information. The analysis seeks to obtain information on the situation in which a language will be used including whom it will be used with, the objectives and purposes for which the language is needed, the type of communication that will be used, and the level of proficiency that will be required... (pp. 242-243).

Awareness for the language needs of learners based on the analysis of the linguistic characteristics of their specific area of learning and occupational language purposes gained broader acceptance that mostly focus more on learners. Rodgers (1969, as cited in Hutchinson and Waters, 1987, p. 8) indicates that "taking the

various needs, interests and attitudes of the learner in the teaching learning process and these will have a paramount significance in motivation of learners". Supporting these ideas, Richterich (1984, p.29) states that "... a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment". Moreover, Richards (2001) states that need analysis in language teaching can be used for a number of different purposes, for example:

- To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide or university student
- To help determine if an existing course adequately addresses the needs of potential students
- To determine which students from a group are most in need of training in particular language skills
- To identify a change of direction that people in a reference group feel is important
- To identify a gap between what students are able to do and what they need to be able to do
- To collect information about a particular problem learners are experiencing (p.52)

There are a lot of advantages of implementing needs analysis, Mousavi (2002) has argued that needs analysis also aids teachers in detecting students' weaknesses in their overall academic achievement, and helps schools to decide the needs of teachers for additional training.

The teachers of ESP are basically language teachers and despite the multiplicity and diversity of roles, they must be viewed within the broad context of ELT pedagogy. Robinson (1991, p. 1, as cited in Yasin, 1999) claims that ESP teachers are "researchers, course designers, materials writers, testers, evaluators as well as classroom teachers" (p. 67).

The various roles of the ESP teachers give rise to challenges and problems are faced when teaching ESP classes. Hutchinson & Waters (1993, p. 158) draw attention to three problems which face the ESP teachers, such as the interdisciplinary nature of ESP in which they need to be familiar with the students' subject knowledge. The second problem is the change of the role from a general English language teacher to ESP practitioner, and the final problem is that ESP is relatively new and it therefore, lacks traditions. Due to these factors an ESP teacher often needs to exert more effort to prepare more authentic materials and choose the suitable methodology to teaching.

The answer to how educators and practitioners develop effective curricula often lies in needs analysis, which is recognized as a very powerful tool that helps clarify true needs of the learners (Hutchinson & Waters, 1987; Tarone & Yule, 1989; Seedhouse, 1995; Long, 2005; Akyel & Ozek, 2010; Basturkmen, 1998). Additionally, need analysis enables educators to develop a curriculum that bases the content of language courses on the needs and interests of the learners (Lepetit & Cichocki, 2002). Without needs analysis, curriculum designers might have difficulties in identifying true needs of the learners, leading to the formulation of an ineffective language program that does not address both the learners' and employers' language needs. Needs analysis provides a means of obtaining wider input into the content, design and implementation of a language programme; it can be used in developing goals, objectives and content; and it can provide data for reviewing and evaluating an existing programme. (Richards, 1984, p.5)

To sum up, needs analysis aims to know: language users and language learners; how language learning and skills can be maximized for a given learner group; the target situations and learning environments so that data can be appropriately interpreted. All these are done with the interest of the learner at heart.

Empirical Studies on Needs Analysis

Students' needs analysis has been the focus of a number of recent studies (see for example, Atai, 2000; and Mazdayasna 2008). While these studies highlighted the significance of considering not only the learners' perspectives but also their instructors' perspectives, they raised lack of needs-based course design, instruction time, materials and methods, and evaluation of learning, "the challenges will necessarily involve developing true specific-purpose curricula based on learners' needs which would provide the appropriate context for sustainable language programs". (Eslami Rasekh, 2010 as cited in

Fatemeh and Amir, 2014).

Chia et al. (1999) conducted study on English language needs for medical college students and faculties in Taiwan, trying to identify the perceptions that medical college students and faculties had of the English language needs in medical contexts. Survey information included respondents' opinions on the importance of English language use in students' studies and their future careers, and suggestions for development of an English curriculum. Results showed that students wanted a Basic English language course at the freshmen level, naming listening as the most important skill to improve.

Seng (2015) illustrates that other researchers also confirm that English needs analysis is a vital tool used for preparing an appropriate language program that meets the needs of the labor market (Stevens, 2005; Kassim & Ali, 2010; Smith, 2000; Lan, Khaun, & Singh, 2011; Moslehifar & Ibrahim, 2012). In 2011, Lan, Khaun, and Singh did a study to determine language skills and competencies which a group of university students need at the workplace and to investigate if their career needs are being met by the existing English language programs at the university, using a survey questionnaire with students and structured interviews with representatives of related industries. They found English to be widely used in the surveyed organizations because tasks and transactions are performed in English. They also stress that all the four skills, namely speaking, listening, reading, and writing, are required for these tasks. Findings show that there are lacks of proficiency in and mastery of English language. The problems encountered are speaking and writing skills. Based on these findings, they suggest that English courses for the workplace provided by the university should include learning and teaching materials for speaking and writing skills.

Zainol-Abidin (1992) (as cited in Alharby, 2005) investigated English language needs for business purposes in Malaysia for science graduates. A questionnaire was distributed to the science students at the University of Malaysia and another questionnaire was distributed to personnel managers and employees in different companies in Malaysia. The most important findings were that the participants ranked the use of English and the important of each language skill. The findings indicated that students ranked reading as the most important skill, while employees ranked each skill differently based on the nature of their jobs. However, all skills were needed to perform basic tasks. The study recommended that 1) university courses should consider students' needs, 2) reading skills should be emphasized more in the academic environment, 3) students should participate in the identification of study texts, and 4) teachers should pay close attention to individual needs.

All these studies were aimed at identifying the needs of students pursuing particular courses in order to either improve an existing curriculum or come up with a course that takes into consideration perceptions of all stakeholders who were the respondents in the studies carried out. In addition, these studies are anchored on the language skills; have collected data from students, English instructors, departmental instructors, professionals and employers; recommended the methodology to be used in the teaching and learning of the respective courses; compared the needs as articulated by the students with the perceptions of the stakeholders who were part of the respondents with an aim of designing an all-inclusive and comprehensive course. It is worth noting from the literature that needs analysis can be done on one or on all the language skills depending on the scope of a particular study.

All previous studies above confirmed the importance of identifying students' needs and this can be implied that needs analysis is crucial before any courses are designed. However, learner needs should be analysed on an ongoing basis because they are likely to change over time, depending on contextual and human affective variables (Brown, 1995; Hutchinson and Waters, 1987).

This study aims to explore the students' needs and attitudes toward the curriculum content of BEP taught at the Faculty of Languages, University of Aden.

Research Methodology

Design of the study

Based on various studies on needs analysis and questionnaires of needs analysis for non-native

students of BE, the researcher has designed a fairly large-scale questionnaire survey administered to undergraduates at the fourth level.

Participants

A total of 40 students (35 females and 5 males) who were randomly selected from the fourth level at the Faculty of Languages, University of Aden participated to respond to the questionnaire. The rationale of selecting fourth level students is that they are able to provide feedback on which aspects of English language they perceive is needed and what knowledge they lack despite they have studied for four years, as well as to specify other BE courses that they were expected or wish to study, however, they were not covered in the BEP study plan.

Research Instrument

To collect the required data a questionnaire was used. The questionnaire was designed to obtain the target information with emphasis on the objectives of the study. It was prepared based on findings of previous studies (Basturkmen, 1998; Balint, 2004; Akyel & Ozek, 2010) and forms of needs analysis questionnaires for non-native students of BE. The students' questionnaire was conducted with 40 students at level four in the second semester of the academic year 2015/2016.

The students' questionnaire was divided into three parts. The first part consists of 36 closed-ended items. The participants were asked to select one of a six-point Likert scale for each item. One aim of this section is to check the participants' proficiency level on various activities or topics that might be their own concern in the future; the other aim is to estimate their knowledge on some core subjects of their BEP.

The second part 41 includes closed- ended items. The participants were asked to select one of a three-point Likert scale for the same items in section one as well as some other courses that are not taught in their BEP. The aims of this section are to check the students' needs of different future topics and activities, the students' needs of some courses taught, as well as the needs of some courses that are not taught in their BEP, however, they are taught in other BEP.

The third part comprises of seven open-ended items. Each item has its own aim such as the participants' motivation to study at BE, their attitudes toward materials used in teaching BE courses, and finding what challenges they encounter in Business English Program. Six items have a number of multiple options. The participants were asked to choose one or a number of them in some items. The participants were also asked to add their point of view regarding each item. Item seven is an open one. The participants were asked to suggest how to improve the curriculum content of the BEP.

Data Collection Procedure

Once the first drafts of the needs analysis' questionnaire was prepared, it was given to five PhD experts who teach at the BEP. A pilot study was performed on five students at level four, at the Faculty of Languages to elicit information concerning the content of the items, and clarity of instructions. After revising the questionnaire based on modifications of the experts and the pilot study, the final version of the students' questionnaire was administered to the participants. The study was conducted after receiving approval from the dean of the Faculty of Languages, Professor Dr. Gamal Mohammed Ahmed. The students' questionnaire was distributed during lecture time. The researcher had explained the aims of the questionnaire and clarified all parts. Forty copies of the questionnaire were distributed. All of them were collected and analyzed.

Data Analysis

Students' Questionnaire Data Analysis

All responses were analyzed using descriptive statistics (i.e. mean of measures of central tendency, and standard deviation of measures of variability), frequencies and percentages were also obtained by using the Statistical Package for Social Sciences (SPSS) programme. The data from open-ended questions were tabulated based on the options of each item. Frequencies and percentages were calculated. Students' viewpoints, which have been added in some items, were gathered and discussed.

Reliability Statistics of the Questionnaire Results

Cronbach's alpha consistency analysis was used to verify the reliability of the questionnaire results. The result shows high reliability (i.e. 0.93).

Results

The questionnaire for the undergraduates was divided into three parts. The first part is closed-ended items which has 36 items divided into two sections. Section one comprises 23 items that were designed to check the participants' proficiency level on various activities or topics that might be their needs in the future. Section two consists of 13 items seeking to estimate the students' knowledge of some core subjects of their business English Program. The participants were asked to select one of a six-point Likert scale for each item. (i.e. 0 = I can't do this at all; 1= I try but I am not very good; 2= I can do it but I make a lot of mistakes; 3= I'm OK at doing this but I make a few mistakes; 4= I 'm quite good at doing this. I don't make any mistake; and 5=I'm very good at doing this hardly make any mistake).

Section One: English Related Activities or Topics

This section involves items 1 to 23, which are pertinent to check the participants' proficiency level on various activities or topics that might be related to their future careers.

The participants' results, as presented in Table 1, indicate that the result of item 13 (interpreting and translating business documents) (57.5%) was the highest result of option number one, (i.e. I can't do this at all), and (37.5%) of the participants chose item 3 (giving products presentations). This is followed by the result of item 22 (taking notes during meetings, conferences, etc); and result of item 23 (English to write business report) (i.e. 25%). Table 1 displays that the participants' result of item 20 (getting ability of doing research in English) (40 %) was the highest result of option number two, (i.e. I try but I am not very good.); followed by the result of item 19 (synthesizing information from more than one source) (37..5 %). It was also found that (32.5%) of the participants' responses revealed that items 5 (participating in formal meetings) and item 23 (English to write business report) were considered as activities or topics that they try but they are not very good at. The participants' responses indicated that (30%) of them selected item 18 (accurate Pronunciation).

As displayed in Table 1, it was found that giving item 1 (communication strategies) (60%) was the highest result of option number three, (i.e. I can do it but I make a lot of mistakes). It is followed by the result of item 4 (using the telephone conversation) (37.5%). Thirty five percent of participants chose items 5 and 22, namely, participating in formal meetings, and face to face conversation with clients; followed by (32.5%) of them selected item 21 (preparing brochures, advertisements, announcements). They were reported as activities or topics that they can do but they make a lot of mistakes.

Table 1 reveals that the highest result of option number four, (i.e. I'm OK at doing this but I make a few mistakes) was (27.5%) where the participants selected items 7, 8, and 11, (i.e. your fluency and confidence in speaking, your understanding of other speakers, and writing business letters) respectively. The other participants' results were weak ranging between (22.5%) to (5%).

As shown in Table 1, (25%) participants reported that item 2 (dealing with visitors) was the highest result of option number five (i.e. I 'm quite good at doing this. I don't make any mistake). The other participants' results were weak ranging between (20%) to nil.

With reference to option number six, (i.e. I'm very good at doing this hardly make any mistake), the participants' responses, as represented in Table 1, indicate that (22.5%) of them selected item 2 (dealing with visitors). The other participants' results were weak ranging between (12.5%) to nil.

Findings of all items, as shown in Table 1, indicate that all the means scores are less than three. This confirms that such future related activities or topics seem to be difficult tasks for the students. The frequencies and percentages of all items also reflect that the participants have no good knowledge related to such business activities and topics.

Table 1: English Related Activities or Topics

No.	Items		Options						M	SD
			0	1	2	3	4	5		
1	Communication strategies	Fre	0	4	24	4	8	0	2.40	0.92
		Per%	0	10	60	10	20	0		
2	Dealing with visitors	Fre	2	9	4	6	10	9	3	1.63
		Per%	5.0	22.5	10	15	25	22.5		
3	Giving products presentations	Fre	15	7	8	5	2	0	1.75	1.29
		Per%	37.5	17.5	20.0	12.5	5	0		
4	Using the telephone conversation	Fre	2	8	15	5	10	0	2.32	1.20
		Per%	5	20	37.5	12.5	25	0		
5	Participating in formal meetings	Fre	5	13	14	6	1	1	1.70	1.11
		Per%	12.5	32.5	35	15	2.5	2.5		
6	Participating in informal meetings in small groups	Fre	2	7	12	5	9	5	2.67	1.45
		Per%	5	17.5	30	12.5	22.5	12.5		
7	Your fluency and confidence in speaking	Fre	5	6	10	11	3	5	2.60	1.78
		Per%	12.5	15	25	27.5	7.5	12.5		
8	Your understanding of other speakers	Fre	5	6	10	11	3	5	2.40	1.49
		Per%	12.5	15	25	27.5	7.5	12.5		
9	Your accuracy when writing	Fre	2	11	4	10	10	3	2.60	1.44
		Per%	5	27.5	10	25	25	7.5		
10	Writing faxes, email, and memos	Fre	6	12	8	7	5	2	1.97	1.44
		Per%	15	30	20	17.5	12.5	5		
11	Writing business letters	Fre	3	11	9	11	2	4	2.25	1.39
		Per%	7.5	27.5	22.5	27.5	5	10		
12	Writing legal contracts	Fre	7	10	10	5	4	4	2.02	1.56
		Per%	17.5	25	25	12.5	10	10		
13	Interpreting and translating business Documents	Fre	23	6	8	0	2	1	2.25	1.85
		Per%	57.5	15	20	0	5	2.5		
14	Taking notes during meetings, conferences, etc.	Fre	10	7	10	10	0	3	1.72	1.30
		Per%	15	17.5	25	25	0	7.5		
15	Using English to contact in airports, hotels, etc.	Fre	4	8	10	9	5	4	2.37	1.46
		Per%	10	20	25	22.5	12.5	10		
16	Having discussions about general topics	Fre	3	10	9	8	4	6	2.45	1.53
		Per%	7.5	25	22.5	20	10	15		
17	Reading instruction, manuals, technical articles, etc.	Fre	7	9	11	6	2	5	2.05	1.56
		Per%	17.5	22.5	27.5	15	5	12.5		
18	Accurate Pronunciation	Fre	7	12	8	6	3	4	1.95	1.55
		Per%	17.5	30	20	15	7.5	10		
19	Synthesizing information from more than one source	Fre	1	15	6	9	1	8	2.60	1.51
		Per%	2.5	37.5	15	22.5	2.5	20		
20	Getting ability of doing research in English	Fre	8	16	12	3	0	1	1.32	0.97
		Per%	20	40	30	7.5	0	2.5		
21	Preparing brochures, advertisements, and announcements	Fre	7	12	13	7	0	1	1.57	1.05
		Per%	17.5	30	32.5	17.5	0	2.5		

22	Face to face conversation with clients	Fre	10	9	14	3	2	2	1.60	1.35
		Per%	25	22.5	35	7.5	5	5		
23	English to write business report	Fre	10	13	7	6	3	1	2.52	1.44
		Per%	25	32.5	17.5	15	7.5	2.5		

Section Two: Core Courses Taught in BEP

This section includes items 24 to 36 aiming to estimate the students' knowledge of some core subjects of their Business English Program. The results in Table 2 reflect that the participants' responses varied from one option to another in all items.

Table 2 displays that in option number one, (i.e. I can't do this at all), it was found that the results of items 26, 29 and 36, (i.e., grammar, human resources management, and computer skills and designing web sites) reflected the highest result (27.5%). The other results were ranging between (25%) and (2%).

Concerning option number two (i.e. I try but I am not very good.), Table 2 reveals that items 32, 31, and 34, namely, (English for tourism), (English for accounting), and (French language) had the highest results (42.5%), (37.5%), and (35%) respectively.

As shown in Table 2, that the participants' results of option number three, (i.e. I can do it but I make a lot of mistakes.) indicated that the result of item 24 (Business English vocabulary) was the highest result (40%). This is followed by (30 %) of the participants' responses to item 25 (Reading comprehension), and item 33 (English for marketing).

Table 2 shows that the highest result of option number four, (i.e. I'm OK at doing this but I make a few mistakes.) was of item 33 (English for marketing) (30%); followed by the result of item 29 (human resources management), that is, (27.5%). The other results were weak ranging between (20%) to (5%).

The participants' results, as shown in Table 2, display that the participants gave items 31 (English for accounting) the highest result (15%) of option number five, (i.e. = I'm quite good at doing this. I don't make any mistake). The other results were weak ranging between (12.5%) to nil of a number of items.

The results, as revealed in Table 2, indicate that item 27 (English for mass communication) had the highest result (17.5%) of option number six, (i.e. I'm very good at doing this hardly make any mistake); followed by (15%), that is, the result of item 24 (Business English vocabulary). The other results were weak ranging between (12.5%) and (5%).

Findings of all items, as shown in Table 2, reflect that all the mean scores are less than three, as well as the frequencies and their percentages of all items confirm that the participants lack sufficient knowledge in such core courses of Business English Program.

Table 2: Courses Taught in BEP

No.	Items	Option								M	SD
			0	1	2	3	4	5			
24	Business English vocabulary	Fre	2	7	16	4	5	6	1.72	1.55	
		Per%	10	17.5	40	10	12.5	15			
25	Reading comprehension	Fre	10	10	12	5	0	3	1.87	1.74	
		Per%	25	25	30	12.5	0	7.5			
26	Grammar	Fre	11	10	6	4	4	5	2.47	1.63	
		Per%	27.5	25	15	10	10	12.5			
27	English for mass communication	Fre	4	10	7	8	4	7	1.92	1.50	
		Per%	10	25	17.5	20	10	17.5			
28	Business English correspondence	Fre	8	10	7	11	0	4	1.67	1.50	
		Per%	20	25	17.5	27.5	0	10			

29	Human resources management	Fre	11	10	8	5	4	2	1.92	1.36
		Per%	27.5	25	20	12,5	10	5		
30	English for finance	Fre	5	12	12	6	2	3	1.97	1.65
		Per%	12.5	30	30	15	5	7.5		
31	English for accounting	Fre	7	15	4	4	6	4	1.72	1.56
		Per%	17.5	37.5	10	10	15	10		
32	English for tourism	Fre	8	17	4	3	5	3	2.27	1.98
		Per%	20	42.5	10	7.5	12.5	7.5		
33	English for marketing	Fre	2	9	12	12	3	2	1.50	1.39
		Per%	5	22.5	30	30	7.5	5		
34	French language	Fre	10	14	8	5	0	3	1.47	1.56
		Per%	25	35	20	12.5	0	7.5		
35	Principles of business administration	Fre	14	12	2	8	1	3	1.47	1.33
		Per%	35	30	5	20	2.5	7.5		
36	Computer skills and designing web sites	Fre	11	12	8	7	0	2	2.35	1.64
		Per%	27.5	30	20	17.5	0	5		

The second part of the Students' questionnaire consists of 41 closed-ended items. The participants were asked to select one of a three-point Likert scale for the same items in section one, as well as some other subjects/ courses that are not taught in their BEP.

Table 3: The students' Needs

No.	Items		1 Don't Need	2 Might Be Useful	3 Need	M	SD
1	Communication strategies	Fre	1	4	25	2.85	0.42
		Per%	2.5	10	62.5		
2	Dealing with visitors	Fre	3	12	25	2.55	0.63
		Per%	7.5	30	62.5		
3	Giving products presentations	Fre	4	15	21	2.42	0.76
		Per%	10	37.5	52.5		
4	Using the telephone conversation	Fre	7	9	24	2.42	0.78
		Per%	17.5	22.5	60		
5	Participating in formal meetings	Fre	2	13	25	2.57	0.59
		Per%	5	32.5	62.5		
6	Participating in informal meetings in small groups	Fre	2	13	25	2.57	0.59
		Per%	5	32.5	62.5		
0.7	Your fluency and confidence in speaking	Fre	3	4	33	2.75	0.58
		Per%	7.5	10	82.5		
8	Your understanding of other speakers	Fre	2	1	37	2.87	0.46
		Per%	5	2.5	92.5		
9	Your accuracy when writing	Fre	0	4	36	2.90	0.30
		Per%	0	10	90		
10	Writing faxes, email, and memos	Fre	2	6	32	2.75	0.54
		Per%	5	15	80		
11	Writing business letters	Fre	2	6	32	2.75	0.54
		Per%	5	15	80		
12	Writing legal contracts	Fre	3	4	33	2.75	0.58
		Per%	7.5	10	82.5		

13	Interpreting and translating business documents	Fre	5	11	24	2.47	0.71
		Per ^o %	12.5	27.5	60		
14	Taking notes during meetings, conferences, etc.	Fre	4	9	27	2.57	0.67
		Per ^o %	10	22.5	67.5		
15	Using English to contact in airports, hotels, etc.	Fre	2	14	24	2.55	0.59
		Per ^o %	5	35	60		
16	Having discussions about general topics	Fre	4	8	28	2.60	0.67
		Per ^o %	10	20	70		
17	Reading instruction, manuals, technical articles, etc.	Fre	4	8	28	2.60	0.67
		Per ^o %	10	20	70		
18	Accurate Pronunciation	Fre	10	10	20	2.25	0.83
		Per ^o %	25	25	50		
19	Synthesizing information from more than one source	Fre	4	6	30	2.65	0.66
		Per ^o %	10	15	75		
20	Getting ability of doing research in English	Fre	6	15	19	2.32	0.72
		Per ^o %	15	37.5	47.5		
21	Preparing brochures, advertisements, and announcements	Fre	2	6	32	2.75	0.54
		Per ^o %	5	15	80		
22	Face to face conversation with clients	Fre	5	11	24	2.47	0.71
		Per ^o %	12.5	27.5	60		
23	English to write business report	Fre	0	5	35	2.87	0.33
		Per ^o %	0	12.5	87.5		
24	Business English vocabulary Using	Fre	4	5	31	2.67	0.65
		Per ^o %	10	12.5	77.5		
25	Reading comprehension	Fre	4	13	23	2.47	0.67
		Per ^o %	10	32.5	57.5		
26	Grammar	Fre	3	6	31	2.70	0.60
		Per ^o %	7.5	15	77.5		
27	English for mass communication	Fre	3	4	33	2.75	0.58
		Per ^o %	7.5	10	82.5		
28	Business English correspondence	Fre	2	6	32	2.75	0.54
		Per ^o %	5	15	80		
29	Human resources management	Fre	2	6	32	2.75	0.54
		Per ^o %	5	15	80		
30	English for finance	Fre	1	8	31	2.75	0.49
		Per ^o %	2.5	20	77.5		
31	English for accounting	Fre	8	3	29	2.52	0.81
		Per ^o %	20	7.5	72.5		
32	English for tourism	Fre	4	8	28	2.60	0.67
		Per ^o %	10	20	70		
33	English for marketing	Fre	1	4	35	2.85	0.42
		Per ^o %	2.5	10	87.5		
34	French language	Fre	10	10	20	2.25	0.83
		Per ^o %	25	25	50		
35	Principles of business administration	Fre	0	4	36	2.90	0.30
		Per ^o %	0	10	90		

36	Computer skills and designing web Sites	Fre	7	3	30	2.57	0.78
		Per%	17.5	7.5	75		
37	General English Vocabulary	Fre	3	6	31	2.70	0.60
		Per%	7.5	15	77.5		
38	Business ethics	Fre	5	10	25	2.50	0.71
		Per%	12.5	25	26.5		
39	English for political context	Fre	10	5	25	2.37	0.86
		Per%	25	12.5	62.5		
40	Culture training	Fre	6	6	28	2.55	0.74
		Per%	15	15	70		
41	International trade	Fre	3	11	26	2.57	0.63

Descriptive statistics, as represented in Table 3, indicate that the mean scores of participants were close to each other in all items, for instance: the mean scores and (standard deviations) for items 1, 2, 3, 10, 20, 27, 30, 33, 37, and 41 are: 2.85 (0.42); 2.55 (0.63) ; 2.42 (0.76) ; 2.75 (0.54); 2.32 (0.72); 2.75(0.58); 2.75(0.49); 2.85 (0.42), 2.90 (0.60); and 2.57(0.63) respectively. The percentages of all items also confirm that most participants overvalued the *need* of all the activities and related topics of the business future jobs, the courses that are taught, and the courses that they do not study. Nearly all participants were prone to the option 3= *need*, and 2= *might be useful* in the most items of the questionnaire.

Part Three

The third part of the students' questionnaire consists of seven open-ended items. Each item has its own aim such as motivation to select BE to study, attitudes towards materials used to teach BE courses, and challenges they face in business English Program. Six items have a number of multiple options. The participants were asked to choose one or more than one option. The participants were also asked to add their own viewpoints regarding each item. Item seven is an open one where the participants were asked to suggest how to improve the curriculum content of the BEP. The results of the items are as follows:

Findings in Table 4 reveal that the majority of the participants (77.5%) selected option c, that is, to work in business field; and (20%) of them indicated that they selected to study at BEP because they would like to prepare themselves for business English certificates. No one of the participants added why they selected to study at BEP.

1. Why do you select Business English Program?

Table 4: Students' motivation to study BE

Options	Responses	
	Number	Percentage
a. Out of personal interest	2	5%
b. To prepare myself for business English certificates	8	20%
c. To work in business field	29	72.5%
d. To prepare myself for overseas study	1	2.5%
Other. Please specify.		

Table 5 reports the participants' results regarding their interest in the business textbooks used in teaching BE courses. The result indicates that the majority of the participants (77.5%) mostly interested in the Business English textbooks concerning learners' real needs. Such a result implies that the largest part of the participants were likely to have courses textbooks that would prepare them for the workplace in the future. No one of the participants added other resources of teaching BE courses.

2. What kind of business textbooks interests you most?

Table 5: Kinds of BE Textbooks

Options	Responses	
	Number	Percent
a. Overseas Business English textbooks	9	22.5%
b. Business English textbooks concerning learners' real needs	31	77.5%
Other. Please specify.	0	

Table 6 reports the participants' results regarding the ways of teaching business English either business-English-knowledge-oriented teaching, business-English-language-skill oriented teaching or both of them. The results reflected that (75%) of the participants mostly liked the mixture of both ways of teaching. No one of the participants specified and other method of teaching.

3. Which of the following ways of teaching do you like most?

Table 6: Ways of Teaching

Options	Responses	
	Number	Percent
a. Business-English-knowledge-oriented teaching	3	7.5%
b. Business-English-language-skill-oriented teaching	7	17.5%
c. The mixture of both	30	75%
Other. Please specify.	0	

When the participants were asked what aspects of business English knowledge or skills they think students are lacking of, (77.5%) of them, as shown in Table 7, stated that they lack of business English listening and speaking skills; (40%) of the participants considered that students lack of business professional knowledge, and (22.5%) of them reflected that students lack of business English writing. No one of the participants added any aspect of business English knowledge or skills.

4. What aspects of business English knowledge or skills do you think students are lacking of?

Table 7: Business English Knowledge

Options	Responses	
	Number	Percent
a. Business professional knowledge	16	40%
b. Business English listening and speaking	31	77.5%
c. Business English reading	3	7.5%
d. Business English writing	9	22.5%
e. Business English translating and interpreting	4	10%
Other. Please specify.	0	

The participants were asked what they think is/are the biggest challenge/s to them in this Business English Program. As presented in Table 8, the participants' responses scattered among all options. The majority of participants (52.5%) stated that a shortage of suitable textbooks or materials, a shortage of teachers expertise in both business professional knowledge and business English, and a shortage of enough practice are the main challenges they encounter with; and (25%) of them thought that a shortage of enough practice

is the biggest challenge they face in BEP.

5. What do you think is/are the biggest challenge/s to you in this Business English Program?

Table 8: Business English Program Challenges

Options	Responses	
	Number	Percent
a. A shortage of suitable textbooks or materials	3	7.5%
b. A shortage of teachers expertise in both business professional knowledge and business English	6	15%
c. A shortage of enough practice	10	25%
d. All of them	21	52.5%
Other. Please specify.	0	

Asked about what expectations the participants have of their teachers of the BEP, it was found that, as Table 9 displayed, (55%) of the participants expected that their teachers do their best to convey the subject matter of business English subjects of the program, and (45%) of them anticipated that their teachers are qualified to teach business English subjects of the program. No one of the participants reported any expectation with reference to their teachers.

6. What expectations do you have of your teachers of the program?

Table 9: Participants' expectations of Business English Program Teachers

Options	Responses	
	Number	Percent
a. They are qualified to teach business English subjects of the program.	18	45%
b. They do their best to convey the subject matter of business English subjects of the program.	22	55%
Other. Please specify.	0	

The last open-ended item of this part aimed at eliciting the participants' opinions concerning improving the curriculum content of Business English Program.

7. Is there anything else we should know to improve the curriculum content of Business English Program?

The participants offered some valuable opinions, most of them focused on practical aspects, types of teaching resources, and methods of teaching. Here are some of them: Three participants suggested that the curriculum content of Business English Program should involve students in real experience in the field of business. Teachers of the program should be qualified is another idea added by them.

A participant suggested that the teachers should use different textbooks that make them aware of business professional knowledge. Another participant suggested that business English terms should be translated into Arabic, because, as he stated, it is very difficult to understand all business English terms.

One participant indicated that some business English courses should be taught more than one semester, as he's indicated, such courses are related to their major more than other courses. Another expressed that teachers of the BEP should change the methods of teaching to help students grasp the content of the courses.

Discussion

The main aim of this research is to explore the students' needs and their expectations that motivate them to enroll at Business English Program, it also tries to explore the students' attitudes regarding the curriculum content of this program as well. Based on the literature of needs analysis, exploring students' needs and attitudes help educators offer some important insights supporting effective Business English

Program curriculum content.

The results of the current study revealed that the participants lack proficiency of English language skills, and have no enough comprehensive knowledge of activities and business topics, which are considered as their main roles in the future. Additionally, based on the findings related to the types of Business English courses, which are taught in the program, it is found that most of the participants have no enough knowledge of such courses. Nunan (1991) argues that needs analysis composes the procedures for identifying true language needs of the students so that pertinent goals, objectives, and content in courses can be planned. If there is no needs analysis carried out, it is really hard to know the real needs of the learners. Moreover, without needs analysis, teachers of the courses may not know the learners' English proficiency level, mainly students' difficulties in learning the language. As stated earlier that no study has been conducted when BEP was started at the Faculty of Languages, University of Aden. Due to such reasons, the participants have low level of proficiency and knowledge that will help them in their future careers regarding business field.

To explore the students' needs of language activities or topics, which are considered as the participants' main roles in the future, the taught courses, as well as the other courses that are not taught in BEP at the Faculty of Languages. The findings of the study confirmed that Nearly all the participants overvalued the need of all the activities or related topics of the business future jobs, the courses that are taught, and the courses that are not taught. This reflects that students not just think about their future Business English needs, but also their learning needs. Li's (2014) study referred that over 1000 universities and colleges have Business English courses to help English majors or Business English majors to meet the competition in future career. L adds that in order to cultivate multi-discipline Business English talents and offer better Business English courses, it is necessary to take need analysis theory as a guideline that put the needs of various stakeholders into consideration when designing Business English curriculum. This result supports the findings of this study where the participants assured their needs of various topic and activities related to business field. Need analysis is no doubt an effective way for the Business English curriculum design.

Many learners are studying BE for a specific reason. They may be students at university, preparing for a future job, or they may already be in the workplace, or to get a certificate. To explore the participants' expectations that motivate them to enroll at Business English Program, at the Faculty of Languages/ Aden, the findings of the study revealed that the majority of the participants (77.5%) indicated that they selected to study at BEP in order to prepare themselves to work in business field. It is also found that (20%) of participants indicated that they study BE to prepare themselves for business English certificates. The authors of this paper are teachers of BE students; they have found that some of the students do not have a clear view of what they will do or even what they like, the deeper reason being that students may not know what they will work in the future.

The participants' results regarding their attitudes toward business textbooks used in teaching BE courses. The findings of the study indicated that the majority of the participants (77.5%) mostly interested in the Business English textbooks concerning learners' needs in various business fields. Such a result implies that majority of the participants are likely to have courses textbooks that would prepare them for the workplace in the future.

With reference to the methods of teaching business English either business-English-knowledge-oriented teaching, business-English-language-skill oriented teaching or both of them. The findings of the study reflected that (75%) of the participants mostly like the mixture of both ways. This implies that students would like to acquire business English knowledge and various skills that help them perform the expected tasks in their major. The result of this study is similar to what indicated by Zhu's (2008) study that there is no 'best' methodology---any teaching situation is an interaction between the learner, the trainer and the activity itself. As a general rule, methodologies which put the learner at the center of the learning

process are likely to be the most effective.

When the participants were asked about the aspects of business English knowledge or skills which they lack, the findings of the study reported that the majority of the participants (77.5%) believed that they lack of business professional knowledge. The result is similar to the findings of various studies, which stated that the students should be equipped with subject-specialist knowledge and specific English language of their chosen fields during their study periods at higher learning institutions that would prepare them well for the workplace (Venkatraman & Prema, 2007, Al-Tamimi & Shuib, 2010 and Md. Momtazur Rahman, 2012).

The current study found that (52.5%) of participants believed that the biggest challenges to them at the Business English Program are unavailability of suitable textbooks or materials, a shortage of teachers expertise in both business professional knowledge and business English, and no enough practice. Such a result reflects the participants' attitudes towards the textbooks or materials used in teaching BE courses. This happens because nearly all textbooks are provided by the faculty, and BE books are rare or not available in the market. With reference to the shortage of teachers expertise in both business professional knowledge and business English, actually most of the teachers of BEP have Bachelor of Arts, and a few of them are PhD holders. Concerning the shortage of enough practice, the BEP courses are taught only in classrooms; the availability of enough practice to bridge the gap between what is taught in the classroom and what really happens in the business field seems to be absent.

Asked about what expectations the participants have of their teachers of the BEP, the findings displayed that (55%) of the participants expected that their teachers do their best to convey the subject matter of business English subjects of the program, and (45%) of them anticipated that their teachers are qualified to teach business English subjects of the program. The result indicates that most of the participants satisfied of what their teachers offered. This result agrees with Ellis and Johnson's (2002) point of view, which holds that the first requirement for any Business English trainer is to be an expert in language teaching. However, other participants (55%) think that their teachers are not qualified to teach business English subjects of the program. This result supports what the participants stated in item 5 that teachers expertise in both business professional knowledge and business English seems as one of the biggest challenges to them in this Business English Program. Business English teachers should have a good master of language and rich experience. According to Hutchinson & Waters (1987, p163), ESP teachers have a good understanding of the subject matter, and good attitude towards the ESP content.

When the participants were asked about their opinions concerning improving the curriculum content of Business English Program. Some of them offered valuable opinions, they focused on experience, types of teaching resources, and methods of teaching, and teachers' qualifications. Three participants suggested that the curriculum content of Business English Program should offer enough experience in the field of business, and teachers of the program should be qualified to teach BEP courses. Regarding types of resources, a participant suggested that the teachers should use different textbooks that make them aware of business professional knowledge. The findings also revealed that one participant indicated that some business English courses should be taught more than one semester, because, as he's stated, such courses are related to their major more than other courses. Another expressed that teachers of the courses should change the methods of teaching to help them grasp the content of the courses. These results indicate that needs analysis is a must to know what is relevant to the students, and how the content of different courses should be implemented and the duration of each course.

Conclusions and Recommendations

This paper tries to explore the students' needs of Business English undergraduates with a view to provide a basis for the design and implementation of curriculum contents. It also tries to investigate the students' attitudes toward teachers, the teaching methods, and the courses which are taught; the participants' knowledge and their abilities to perform some business activities and topics have been

checked aiming at offering some recommendations to help the principals of the program construct an effective curriculum.

The findings of the study revealed that the participants lack proficiency of English language skills, and have no comprehensive knowledge of activities and business topics which are considered as their main roles in the future. Additionally, based on the findings related to the Business English courses, which are taught in the program, it is found that most of the participants have no enough knowledge at such courses. The findings of the study confirmed that nearly all the participants overvalued the **need** of all the activities or related topics of the business jobs, the courses that are taught, and the courses that are not taught as well.

The findings revealed that nearly the majority of the participants fall in the class of either weak, (they can't do that at all.) or average (I can do it but I make a lot of mistakes.) in terms of their ability in most of BE English activities or topics, or the Business English courses, which are taught in the program.

To explore the participants' expectations that motivate them to enroll at Business English Program, at the Faculty of Languages/ Aden, the findings of the study revealed that the majority of the participants (77.5%) indicated that they selected to study at BEP in order to prepare themselves to work in business field.

Relating to the students' attitudes toward business textbooks used in teaching BE courses. The findings of the study indicated that the majority of the participants (77.5%) mostly interested in the Business English textbooks concerning learners' real needs.

With reference to the participants' attitudes toward the methods used in teaching business English course. The findings of the study reflected that (75%) of the participants mostly like the mixture of both ways, business-English-knowledge-oriented teaching, and business-English-language-skill oriented teaching. There is no 'best' methodology, as a general rule, methodologies which put the learner at the center of the learning process are likely to be the most effective.

It was also found that the majority of the participants (77.5%) believed that there is a lack of business professional knowledge.

The study found that the biggest challenges to them at the current Business English Program are a shortage of suitable textbooks or materials, a shortage of teachers expertise in both business professional knowledge and business English, and a shortage of enough practice.

Relating to the participants' attitudes toward their teachers, the findings displayed that (55%) of the participants expected that their teachers do their best to convey the subject matter of business English subjects of the program, and (45%) of them estimated that the teachers are qualified to teach business English subjects of the program.

Pertaining to the participants' views on how to improve the curriculum contents of Business English Program, some participants suggested that the curriculum contents of Business English Program should offer chances for students to practice what they learn in real sectors of business, they added that activities should be employed to make the students feel as if they are in real situations. Moreover, the findings also reported that the teachers should be qualified to teach BEP courses, and the techniques of teaching should be appropriate to implement the contents of the courses.

Based on the findings, the study offers the following recommendations:

1. Needs analysis study should be conducted to make a review of the current program courses. Because needs analysis provides a means of obtaining wider input into the content, design and implementation of a language programme; it can be used in developing goals, objectives and content; and it can provide data for reviewing and evaluating an existing programme.
2. The programme curricula should be revised every three or four years. Based on the literature, there are two forms of change: Long-term change and short-term change. Long-term change is the change which is done to the curriculum every three or four years. Short-term change is the change which is

done to the curriculum at any time when such assessment necessitates or dictates the incorporation of new elements into the curriculum in the unit, or into a section.

3. Students' proficiency level should be checked before admitting to study at the BEP. This will help when materials and teaching activity are selected. Furthermore, Business English learners should have a clear view of their needs before they began their journey of study, text books and materials should target the learners' specific needs as well.
4. Teachers of BEP have not been trained to be as teachers of ESP courses, they should be qualified to be competent teachers in this field. They also should exert much effort to deal with the needs analysis, syllabus design, materials writing or adaptation and evaluation, and understanding the subject matter as well.
5. Teachers of BEP have to choose various techniques of different teaching methods that help them connect language activities and real situations. They should motivate students by using visual aids when possible because they raise awareness with the extra-linguistic reality shaping the languagelearners' needs to study BE.
6. Business English teachers, and Business English program principals should help visualize the future career by inviting business practitioners, for example, famous entrepreneurs, translators, graduates to give lectures and this may help the undergraduates have an idea how to bridge the gap between what is taught in the classroom and what really happens in real business sectors.
7. The researcher suggests that the findings of this study can be used to carry out other needs analysis studies that are related to large groups of BE students and employers in labor Yemen of regional markets.

In sum, this paper explores the students' needs of Business English undergraduates and their attitudes toward curriculum, teachers, and teaching methods, the participants' knowledge and their abilities to perform some business activities and topics have been investigated as well. The findings of the study would benefit curriculum development processes, and principals and teachers of BEP in reviewing, and designing an effective Business English curriculum based on the students' needs analysis.

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