The Gap between Perceived and Achieved English Communication Needs of Saudi Management and Business Administration Students: An ESP Paradigm

Abdullah Ahmad M. Alfaifi[*] ID
King Abdulaziz University, College of Sciences and Arts,
Department of English, POB 344, Rabigh 21911, Saudi Arabia

Mohammad Bahudhailah ID
King Abdulaziz University, College of Business,
Department of Human Resource Management, POB 344, Rabigh 21911,
Saudi Arabia

Mohammad Saleem ID
King Abdulaziz University, College of Sciences and Arts,
Department of English, POB 344, Rabigh 21911, Saudi Arabia

Abstract. English has gained institutional as well as social acceptance in Saudi Arabia, especially as the language of higher education. Institutes of higher learning make sure that their students achieve an acceptable standard of communicative competence. But, despite many efforts, the discrepancy between the perceived and achieved needs of learners in English communication is observed. This is specifically true of specific course students, such as Management and Business Administration students, who are taught English to enhance their professional communicative competence in English. An empirical study based on survey was conducted at King Abdulaziz University — Rabigh Branch, Saudi Arabia, to investigate whether the English communication needs of Management and Administration students envisaged by the University matched the needs perceived by these students for themselves in the changing global scenario regarding the use of English, and if there is any discrepancy between the two, whether students wish for a change in the way English is taught to them currently. The results obtained from the survey show that students advocate for English for Specific Purposes (ESP) for themselves, with increased semesters of teaching and inclusion of more books in English catering to business English requirements. The

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[*] Corresponding author: *Abdullah Ahmad M Alfaifi, aalfaifi@kau.edu.sa*

implications of the study are far reaching as the students' perception of their English communication needs indicates the need for stronger advocacy for the inclusion of ESP courses, especially in the vocational programs at the university, such as MBA.

1. Introduction
1.1. The Background
English is being gradually accepted as an indispensable language for higher education in Saudi Arabia (Alkhannani, 2021; Assulaimani, 2019). As the importance of English in international trade and commerce is realized, students pursuing higher education in management and business administration are eager to master the language for international business communication. On a preliminary investigation at their workplace, the researchers realized that though the university curriculum for communicative English prescribed for Management and Administration graduates based on their perceived need of English in business and commerce places a very high standard to achieve, in general students fail to achieve the set standards. On further inquiry and preliminary literature review, it was observed that although researchers linked Saudi learners' low achievement in English to several factors (see Alrabai, 2016; Alshammari, 2015; Hagler, 2014), yet lack of motivation among learners is highlighted as the most common factor. The observation led the researchers to informally talk to students about their perceptions on learning English and the significance they put on communication in English for the career trajectory they were headed for. The students rather expressed their dismay over lack of practice in English communication skills and over the short period of time allotted by the University to the teaching of English communication in their course curriculum. A cursory glance at the related literature shows that as far as a mismatch in the university standards and students' performance in English is concerned, there is a general lack of studies on students' perceptions on the lack of practice materials as well as a shortage of time devoted to the teaching of communicative English to them. Thus, there exists a gap in this significant area of research that prompted the researchers to conduct an empirical study on the perceptions of both the University and the students on building students' communicative competence in business English and to identify discrepancies in the two, if any.

The students selected as participants in the study are enrolled in Management and Administration course. English is taught to them only in the first semester, level 1, comprising 15 contact hours. The prescribed books are *Touchstone* Book 2 and Book 3 (McCarthy et al., 2010). The books contain a total of 24 units, some of them marked as 'general English' topics, while the other units are marked as "Business English." Apart from classroom teaching, teachers are expected to encourage the students to make use of supplementary materials on business English, such as handouts on business terms and topics, business English websites, and books to enhance their language skills. In addition, teachers employ multiple methods to

teach the subject, such as brainstorming, paper presentations and debates, individual assignments, use of audio-visual aids, and so on.

1.2. Perceived English communication and Students' Learning Needs

Management and Business Administration students at the university are offered General English (communicative) course with broad objectives devised in accordance with their perceived English communication needs, such as giving students an opportunity to improve their English by focusing on the four language skills, enhancing students' confidence to use English, promoting autonomous learning, teaching the use of new English vocabulary, and helping students to speak and write in professional English. The point is, as regards learning of English for higher studies, the University has set only general goals and standards (common for students joining all streams of study), whereas, for students in certain vocational courses, such as Management and Business Administration, the goals of learning English are differing, and they need Business English course.

1.3. The Problem: Research Hypotheses

The fundamental issue in the background of this study is that there is no 'business English' teaching as such to Business and Administration course students. The preliminary investigation conducted by the researchers with Management and Administration students revealed that under the given circumstances there seems to be some disparity between their needs of communication in English as perceived by the university as well as by the students themselves, and the learning they achieve going through the prescribed communicative course in English to fulfil the perceived needs. This led the researchers to the following hypotheses:

RH1: Students' entry-level communication competence in English is low.
RH2: Students' achieved communication level in English at the end of the course remains low.
RH3: Students need more time and practice in English communication with expatriate (non-Arabic speaker) teachers. The time allotted to English teaching should be at least four semesters, and it must include business writing.

Based on the problems identified in learning, the researchers designed an empirical study to test their hypotheses, and accordingly, find a solution to the problems. The research study was designed to seek answers to the following research questions:

1.4. Research Questions

RQ1: What are the perceived English communication needs of Management and Administration students as envisaged in the university curriculum and perceived by students?
RQ2: Are the perceived English communication needs of the students achieved at the end of the academic session?
RQ3: Is there a significant difference between the perceived and achieved English communication needs of the MBA students at College of Business, Rabigh?
RQ4: If differences in perceived and achieved needs are identified, what are the problematic areas that need immediate attention of teachers as well as policy-makers at the University?

1.5. Research Objectives

The present study has been designed to analyze the Management and Administration students' perception of the needs for communication in, and learning of, English at the College of Business, King Abdulaziz University (Rabigh Branch) with special emphasis on the problem areas that need immediate attention of teachers and policy-makers. The study was particularly aimed at identifying Saudi learners' attitude towards English as the target language, one of the factors generally identified in the negative in research studies on the issue (e.g. Almahmoud, 2016; Alrabai, 2016; Al-Roomy, 2017; Alshammari, 2015; Ashraf, 2018; Fadel & Rajab, 2017; Hagler, 2014; Masadeh, 2015), their awareness of the requirement of English for global business as well as for business in Saudi Arabia, and learners' perception of the difficulties they face in communication in English, in order to identify possible solutions.

2. Literature Review

The idea behind English for Specific Purposes (ES) courses for university students is to fulfill students' specific communicative needs in specific study streams, such as Business Administration, since specific English courses differ considerably as regards language registers, vocabulary, specific terms, and linguistic jargon, etc. In other words, ESP courses help develop learners' 'pragmatic competence' in a particularized field of activity. 'Pragmatic competence' is the ability of language learners to use the language effectively in social contexts (Taguchi & Roever, 2017). Of late, there has been a steady rise in the use of task-based approach to enhance pragmatic competence (Taguchi & Kim, 2018) of learners of a second language, such as English, with particular focus on pragmatic tasks, such as role-plays, peer interaction, and communication with native speakers. Pragmatic tasks provide a window to the actual use of language in real-life situations as they have particularly concrete communicative goals, and therefore, may be employed as effective research instruments. However, identification and understanding of pragmatic learning needs of learners in ESP setting has been the major point of departure for the present research.

2.1. ESP in Saudi Arabia

As noted above, English has gained acceptance as the language of higher education in Saudi Arabia, though the phenomenon is fairly recent. Still, the university, college, and school English curricula lack focus on English as an International Language (EIL) framework (Alshammari, 2015). The English materials in use are fairly inadequate to meet the current needs of students (Alghamdi, 2019). In fact, not only EIL framework, university English language curricula in Saudi Arabia lack focus on English for Specific Purposes (ESP) and EAP (English for Academic Purposes) too, with the result that at universities and colleges, English is taught only as mandatory, general English, commonly for two semesters. EAP is included in the syllabi of English Major students, but only as a small component, whereas ESP is commonly ignored. Alrabai (2016), for instance, notes that, apart from other factors, English language curriculum in Saudi Arabia is one of the prominent factors for students' inability to cope with the difficulties in learning English. In Alrabai's opinion, both external and internal factors contribute to students' failure in Saudi Arabia in achieving the desired standards in English communication. External factors are socio-cultural, such as

first language influence, society and cultutre; internal factors, on the other hand, are factors such as teaching methods, instructors, curriculum and large classes of students, to name a few. The intensive English courses (12 to 18 hours a week for 15 weeks) run for science and other specific streams students commonly fail to achieve their targets because, as reported in research studies (Al-Roomy, 2017; Ashraf, 2018; Masadeh, 2015), such courses offer learners only limited exposure to English, which is insufficient to raise learners' competence levels, who, the researchers find, have a negative attitude towards and lack of motivation to learn the language for communication. Ashraf (2018), for instance, notes that the major problems observed to affect Saudi students' English education are the influence of first language, inadequate daily exposure to English, attitude towards teaching and learning English, large number of students in EFL classes, ineffective teaching environment. The observation is important for the present study since Ashraf conducted the research with first-year students of Chemistry and Mathematics studying Intensive English (Blended Course). The English course offered to these students cannot be called ESP, but it has the features of ESP and throws some light on the potential issues we would have if it were an ESP course.

Al-Roomy (2017), on the other hand, brings forth the larger issue of lack of research on ESP in Saudi Arabia as he notes that the bulk of research studies in English language teaching in Saudi Arabia, even if conducted by ESP teachers, is centred around scattered issues, such as students' attitudes, motivation, needs and course development as well as teaching langue skills, hardly clear how the researchers relate their findings students' needs in the ESP context. Also, many studies, as noted by the researchers, are carried out by ESP teachers in a quantitative manner, and thus, exploiting mainly questionnaires as a research tool, insufficient for research in ESP. The researcher's findings square well with the findings of Javid's (2011) study, who, however, had already gone a step further by suggesting that in place of common EAP, specific needs students, such as medical undergraduates who participated in Javid's study, needed English for Medical Purposes (EMP) with increased hours of teaching to prepare the learners for their medical studies. The researcher emphasized that his findings indicated towards a major shift of emphasis in course contents to teach English to freshmen medical undergraduates. Javid (2011) also highlighted that medical students needed more practice in reading comprehension and speaking in English. Masadeh's (2015) research study, conducted on developing reading skills in English, is significant from this perspective as the study throws light on learners' difficulties in reading. The study reveals Saudi English learners' poor understanding of the most significant activities that facilitate or hinder reading comprehension. The major reason, noted by the researcher, is that students are not given sufficient time, nor are they assigned creative roles to better understand the text. The findings of Masadeh's study may be correlated with the findings of Almahmoud's (2016) research who observes that in Saudi Arabia English has failed to develop as a foreign language according to teachers' perception because of less involvement of instructors in developing English curriculum, and also not being able to help write and contribute their own materials. The researcher maintains that instrcutors from Saudi Arabia and foreign countries are advocates

of developing curricula, although changes have not occurred in the Saudi English education system.

2.2. ESP in Other Contexts

In research studies on English as a Foreign Language (EFL) or English as a Second Language (ESL) contexts, researchers feel that apart from general English communicative needs fulfilment, learners in specific courses, such as vocational and training courses, need English tailor-made for their specific requirements (Evans, 2010; Hagler, 2014; Jones et al., 2017; Lu, 2015; Sun et al., 2016; Xie & Chen, 2019; Yu, 2014). In this context Basturkmen's (2010, p. 71) book based on the needs analysis of EFL/ESL learners, presents course ideas for specific English requirements, such as "English for the Police." Learners' instructional preferences and perceptions of their communication requirements are also getting researchers' attention (Bambacas et al., 2008; Basturkmen, 2010; Donna, 2000; Frendo, 2005). For instance, to Bambacas et al. (2008) the aim of their research study with MBA students is "to understand students' instructional preferences so that lecturers can assist them where necessary to develop the knowledge and skills that are required to meet the learning objectives of their MBA studies" (p. 16). On similar lines, Donna (2000) defines the purpose of business English course: "The purpose of a Business English course is to fulfil students' work-related needs. These are usually very specific and cover a wide range of language" (p. 3). Frendo (2005), too, after defining what is special about Business English, goes on to needs and preferences of Business English students. The author puts emphasis on speaking skills involving socializing, small talk, speaking on the telephone, presentations, meetings, and negotiating. Even in cultural contexts where English has lost its institutional role, ESP is in demand as professionals in various fields need business English for written as well as oral communication. Evans (2010) notes an interesting case in this context that in Hong Kong English continues to be the predominant medium of written professional communication, though the institutional role of English has declined since the signing of the joint declaration in 1984, and that the professional need to communicate in English increases with professional rank and experience.

To sum up, two major aspects of English teaching that come up highlighted in the research findings from studies concerned with the potentials of ESP teaching in Saudi Arabia reviewed here are- insufficient emphasis on the specific needs of learners and insufficient time given to ESP teaching in specific classes, such as medical undergraduates, management and business administration classes, commerce undergraduate classes and other science as well as social science streams classes. Therefore, based on a preliminary analysis, followed by a review of existing literature, it's realized that a timely intervention in the study of two factors from learner's perspective – communicative English needs of specific courses students and the time devoted to the teaching of English to specific needs students– is the need of the hour.

3. Research Methodology

The study was conducted using mixed methods, employing both quantitative and qualitative approaches. Quantitative data were collected through a survey

questionnaire (Appendix A). The questionnaire contained both close as well as open-ended questions giving the participants enough scope to freely express their opinions on the issues at hand. The questionnaire overall took approximately 15 minutes to complete. Qualitative method is used to make meaning of the quantitative data to present an analytical narrative of the findings. The questionnaire was piloted on a small sample of the target population. Results obtained from the pilot study were then used to fine-tune the questionnaire. For instance, since a number of participants expressed their inability to follow the language of the questionnaire at the time of pilot test, Arabic translation of the questions/statements replaced English after the pilot study. Several measures were taken to satisfy the validity and reliability aspects of the test instrument. For instance, the reliability of the questionnaire was established by measuring internal consistency of test items. Piloting the questionnaire was meant to test internal consistency. To satisfy Face validity and Content validity, the questionnaire was given to senior professors for approval and, their suggestions for improvement were incorporated in the final format. Some adjustments in the questionnaire were made after the pilot test.

After the actual questionnaire was distributed and the final results were obtained and quantified, the quantified results were analyzed statistically. Since the study primarily involved numerical survey data, calculation of percentage, frequency, comparison, etc. was enough to arrive at the results, though initially, we planned to calculate the lmer function from the lme4 package R (Bates et al., 2015), the plan was dropped in course of time.

3.1. Data Collection
3.1.1. Research Instrument
A questionnaire was used to collect data on participants' general awareness towards the significance of English for their future careers. The same questionnaire also collected data on participants' awareness of the future job market for management and administrative jobs in Saudi Arabia, use of English (spoken, written, or both) at those jobs, and potential causes of difficulties in the use of communicative English if they chose to use English in communication at the desired workplace, and finally the changes they wish to suggest for the betterment of the present English course contents.

The survey questionnaire was modelled on Ellis and Johnson's Questionnaire (2002). However, wider modifications in the original questionnaire were carried out in accordance with the needs and linguistic capabilities of participants selected for the present study, and to make it suitable for the contemporary scenario of teaching business English.

3.1.2. Research Participants
A total of 111 students participated in the survey. These were students who have already undergone training in English, so they could fairly comment on the problems they faced, if any.

Students admitted into Management and Business Administration course are undergraduate students who have undergone 6 years of training in English at the

school level. They are expected to have developed a fairly good understanding of spoken and written English, although they rarely use English in peer conversation. Some of them use English fairly well with their expatriate (non-Arabic) teachers, although most others use broken English, yet successfully conveying the intended meaning.

3.1.3. Procedure

The study was conducted using a link through the QuestionPro electronic survey development tool (QuestionPro, 2020). The survey was distributed through sending the link to faculty members and students by email and social media channels with a request to further distribute the survey to the students of College of Business at King Abdulaziz University—Rabigh Branch, Saudi Arabia. The participant was expected to select one of the choices which varied from trail to trial, and for some trials there were asked to select "all that apply". The participants were unable to proceed to the next screen until they selected an answer in the current screen. Lastly, a progress bar appeared on each screen for the participants. After completing all stimuli items in the experiment, the participants were asked to fill out a background questionnaire which asked about: age, gender, and major. The length of the experiment was approximately 15 minutes per participant, as mentioned above.

4. Data Analysis

As noted above, the 111 participants answered all items (see Appendix A). Also, participants' responses were analyzed for content. The responses were categorized into main themes, and frequency of responses as well as percentage of participants opting for various choices was also calculated.

The questionnaire was comprised of questions that elicited information on varying aspects of the study, as follows:

Questions 1-4 were meant to adjudge students' current level of English; Questions 5-9 and 13-16 elicited responses on students' perception of their communicative needs in English. Questions 12, and 17-19 were meant to check whether students felt their communicative needs were achieved. Questions 20-21 were to evaluate students' reaction to the time and course books prescribed to teach them communicative English. This was to know, in an oblique manner, their satisfaction, or otherwise, with the two. Question 11 was included to check whether some students' communicative English was affected by living among native English speakers.

Data analysis involved the following steps:
(i) Raw data obtained from the questionnaires was tabulated to calculate students' future job preferences;
(ii) Further, frequency tables were prepared for some responses to calculate percentages and frequencies of students responding to particular questions;
(iii) For triangulation of results, the numerical results obtained from students' responses to multiple-choice questions were investigated in light of their qualitative opinions obtained from open-ended questions;

(iv) Both the numerical results and the opinionated results were interpreted qualitatively to prepare the findings of the study to be presented in a narrative format.

The results obtained from data analysis are presented in the 'Results' section.

4.1. Results
The results obtained from the analysis of collected data uphold the research hypotheses. First, the numerical analysis is presented. The jobs attracting the highest number of participants are Airport Management (24%), Human Resources and Administration (15%), Government Administration (7%), and Information Technology (6%), Aviation, Education sector and Law (5%) (Figure 1).
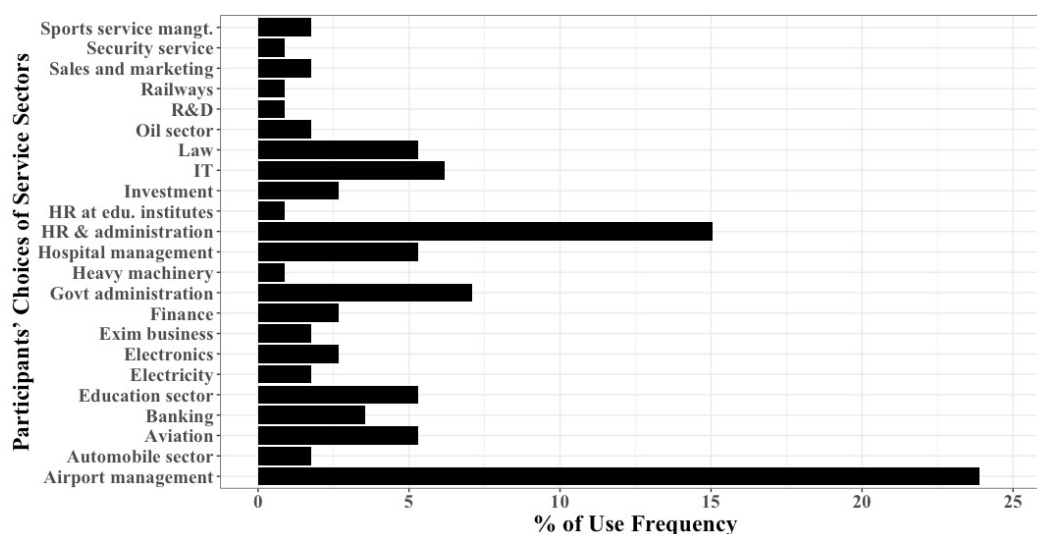

Figure 1: Participants' choice of service sectors

4.1.1. Perceived communication needs of students
Perception of the need of communication in English prompts students to use English, give it more use time, and so on. Higher Percentage of students trying to perceive their needs, and therefore, willing to use English at their future jobs, is taken to mean their realization of perceived needs. Responses to the following questions were helpful in judging students' perceived needs: Q. 5, 6, 7, 8, 9, 13, 14, 15, and 16.

Participants' willingness to use English in their desired jobs is very high. 70% of the participants expressed they would use English at their future jobs, whereas only 28% expect to use English but very little. Only 2% of the participants said they won't use English in their future jobs at all (Figure 2).
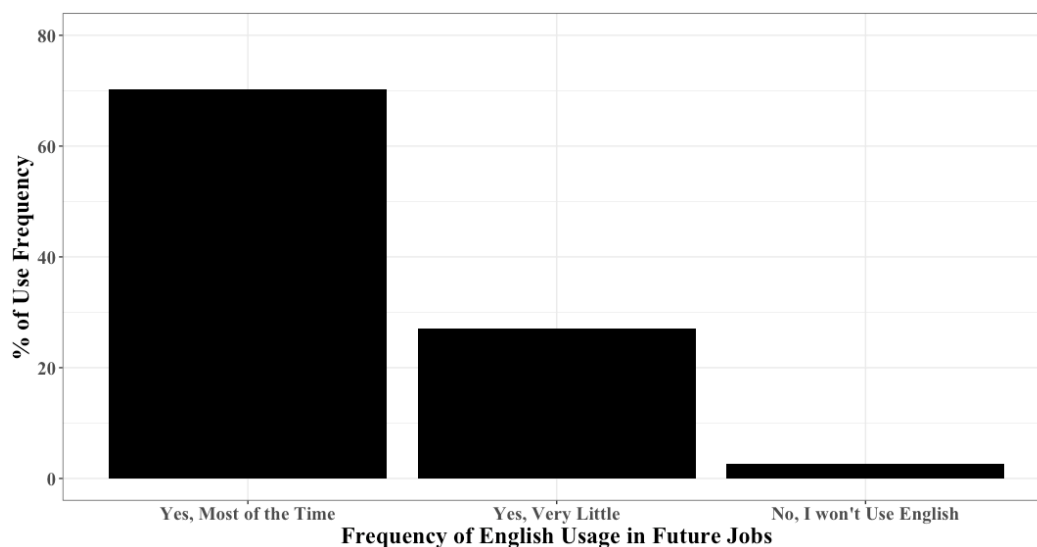
Figure 2: Participants' willingness to use English in desired jobs

However, when it comes to the expected length of time of the use of English at jobs every day, the story is a little different. 32% of the participants said they expect to use English only for 1 hour every day, 17% said they may use English for 2 hours, 16% expect the use to be 3 hours, 13% expected it to be 4 hours, 8% expected the time to be 5 hours, only 2% said they expect they would use English for 6 hours every day, whereas 10% of the total participants expected the use of English may be even more than 6 hours per day (Figure 3).
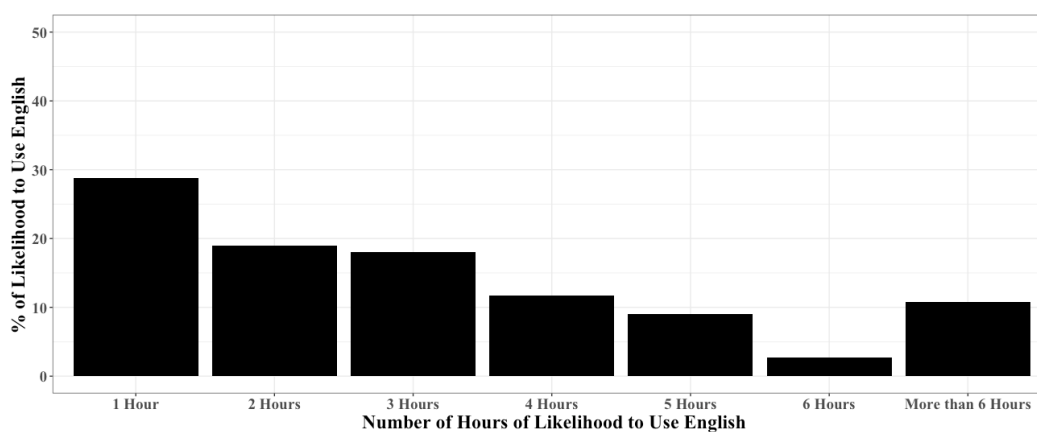

Figure 3: Participants' willingness to use English in desired jobs

But an entirely different trend is visible in participants' opinions on the situation of the use of English at the choice workplace (Figure 4) as 35 % of them responded it is mostly telephone conversation (that means, spoken English) where English is used, 27% of them opine spoken English is used in face-to-face conversation, whereas 22% of the participants expressed the opinion that English is used in text-messaging and 16% thought English is primarily used in letters (written English).
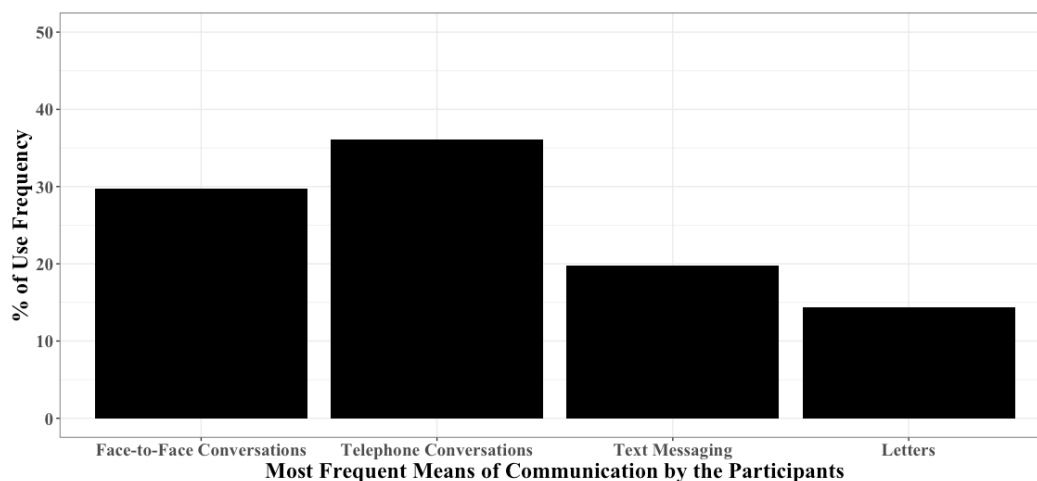
Figure 4: Frequency of the situation of the use of English at the workplace

The situation may hint towards the use of English in the existing scenario in Saudi Arabia, which is in conflict with the changing situation indicated by participants' perceptions as the country is opening up to the world more than ever. The idea is corroborated by yet another observation as the highest number of participants perceive that communication in English at the desired jobs takes place with native as well as non-native speakers of English (Figure 5), though the number of participants indicating that communication in English with non-native speakers of English is higher (25%) than that with native speakers of English (24%).
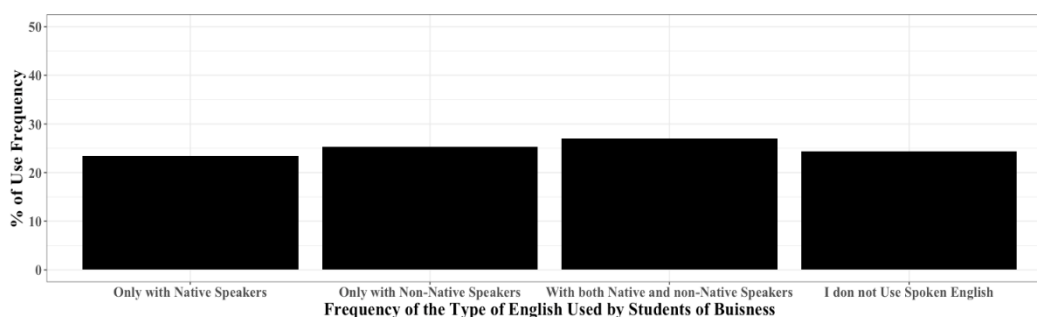

Figure 5: Frequency of the type of English speakers participants communicate with at workplace

This means non-native-English speaking expatriates in Saudi Arabian jobs exceed native-English speaking expatriates. The obtained results are indicators of the changing perception of people in Saudi Arabia towards English and its acceptability at jobs. The point is also indicative of advocacy for policy change at the university level, for more ESP-oriented teaching as well as increased hours of teaching the language.

4.1.2. Achieved needs
Students' current level of English, their desire for further improvement, their dissatisfaction with the time allotted to English, and the present course books are indications that their needs are not fulfilled. Responses to the following questions helped the researchers arrive at the conclusion: Q. 1, 2, 12, 17, 18 and 19.

4.1.3. Difference between perceived and achieved needs
A significant difference is found between participants' perceived and achieved communication needs. The difference in needs was adjudged in accordance with what students perceived they should have and what they ended up with. To that end, a qualitative judgement, based on participants' low academic achievements and their dissatisfaction with the current general English course, was made.

4.1.4. Students' English communication problem areas Causes of difficulties in use of English
As concerned students' perceived difficulties in communicating in English, which reflected their level of English proficiency, the obtained results show that the highest number of participants (25%) placed themselves at Intermediate level of English proficiency (Figure 6), followed by Low Intermediate (24%), High Beginner (18%), and Beginner (20%), whereas only 11% of the tested population identified their English proficiency at High Intermediate and 1% at Advanced Native level.
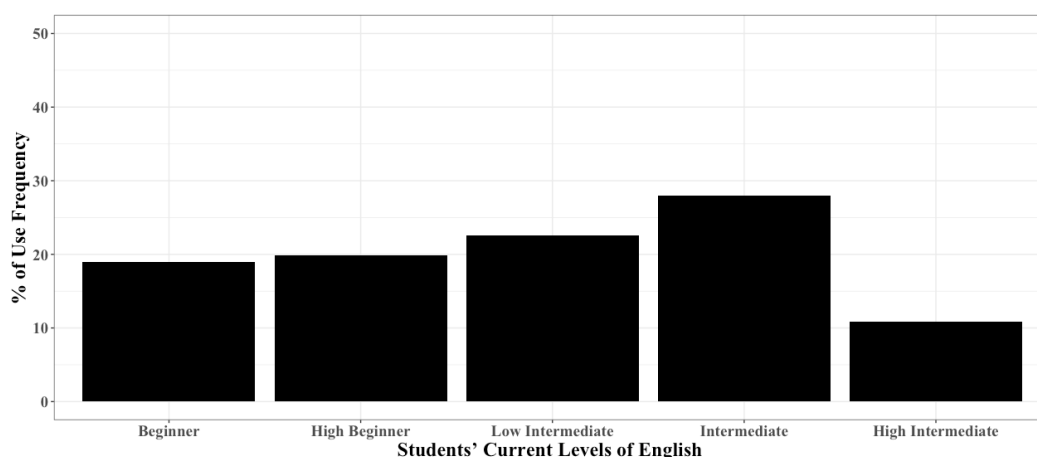

Figure 6: Participants' Current Levels of English

If we glean through the potential causes of difficulties recorded by participants, we realize that the major causes of their difficulties in using English are inadequate vocabulary (15%) and 'lack of fluency' (14%), followed by 'spelling errors' (12%),' 'no opportunity to use English' (11%), 'pronunciation errors' (11%), 'hesitation,' (9%), 'grammar errors' (7%) and 'cultural differences' (7%) (Figure 7).
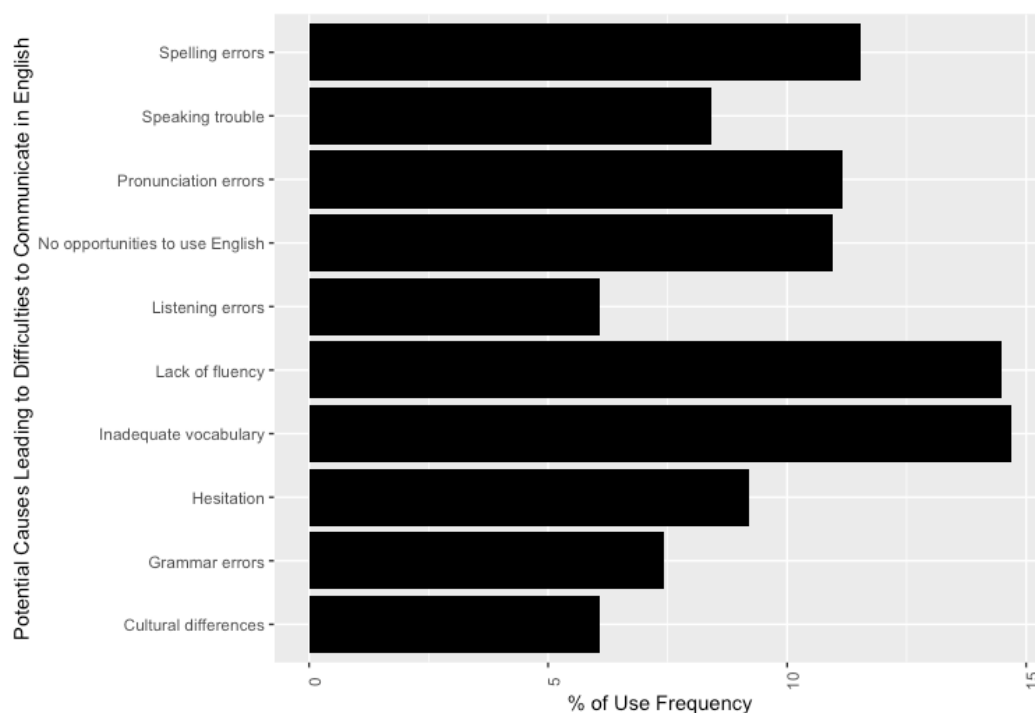
Figure 7: Frequency of the potential causes of difficulties in communicating in English at the workplace

The numerical analysis thus carried out is discussed as research findings given below.

4.2. Discussion

A cursory glance at Figures 2, 3, 4, and 5 given above shows that participants' (MBA students) perception of their communicative needs in English is very well aligned with their future career goals. The charts show that a higher percentage of participants are willing to use English in their desired jobs. Figure 5 shows that participants realize they will communicate with native as well as non-native speakers of English. However, as is clear from Figure 6, a higher percentage of participants place themselves only at the Intermediate level of English frequency. From Figure 7, we read that participants face major difficulties for lack of proper vocabulary development, lack of fluency, and spelling errors, which may be ascribed to their lack of training in ESP. The contrast is sufficient to conclude that the University perception on English communication needs of these students is too general since the guidelines are not focused on specific students' needs, rather, emphasis is put only on the four basic language skills, i.e., reading, writing, speaking and listening. The findings answer the four research questions pertaining to students' perceived English communication needs, achieved needs, the differences in perceived and achieved needs, and the problem areas for MBA students satisfactorily. The findings prove the three hypotheses, i.e., students' entry level communication competence in English is low; students' achieved communication level in English at the end of the course remains low; and that students need more time and practice in English communication with expatriate teachers, true.

The research findings fulfil the present research objective, that is, to analyze the MBA students' perception of the needs for communication in, and learning of, English at the College of Business, Rabigh, with special emphasis on the problem areas that need immediate attention of teachers and policy-makers.

These research findings compare well with Alshammari's (2015) findings who observed that the university, college and school English curricula in Saudi Arabia lack focus on English as an International Language (EIL) framework and that the English materials in use in the Kingdom are fairly inadequate to meet the current needs of students. The difference in our case is that our focus hasn't been on EIL framework, but on ESP. Alrabai (2016) also comments that the English language curriculum in Saudi Arabia is one of the prominent factors for students' inability to cope with the difficulties in learning English. Findings from our research indicate almost a similar conclusion as there is a marked incongruity in English language curricula and the learning needs of students who need ESP.

The present research finding is in-line with Javid's research finding (2011) on a similar issue. The researcher, in his research on teaching English to medical students, came up with the idea that there was a mismatch between the communicative needs of medical students and the way these needs were being addressed. The researcher suggested that these students needed EMP (English for Medical Purposes) rather than only general English, and that they needed more practice in reading comprehension and speaking in English. Findings from the present research are also corroborated by Al-Roomy's (2017) research which brings forth the larger issue of lack of research on ESP in Saudi Arabia which would have addressed the issues raised by Javid (2011) long ago. In the researcher's opinion, not only implementation of ESP is lacking in Saudi Arabia but focused research on the subject is also lacking as more and more researchers are interested only in issues such as students' attitudes and motivation to learn English.

Learners' difficulties in using English for communication in Saudi Arabia is a very common issue, and a large number of research studies on the subject (e.g. Almahmoud, 2016; Alqahtani, 2011; Alshammari, 2015; Fadel & Rajab, 2017; Masadeh, 2015, 2018, to name only a few) have discussed various causes behind Saudi learners' lack of communication in English, one of them being lack of fluency. The present study pinpoints 'lack of fluency,' associated with 'inadequate vocabulary,' in a major way since the realities and preferences of Saudi students are changing and they do not consider 'cultural differences' as the major cause of difficulty to learn English for international communication for business purposes, though 'pronunciation errors' still play a big role, but that is a separate issue.

5. Conclusion
The present research study was taken up to identify MBA students' perceived and achieved needs in English communication and to address any problem areas for further improvement. The statistical analysis of data collected from MBA students revealed that there exists a mismatch between the actual knowledge of students and the perceived as well as the required level of their English communication.

The answer to the first research question lies in the analysis of the University guidelines on teaching English to Management and Business Administration students and analysis of students' perception on the subject which highlight a discrepancy between the two perceptions. The University categorizes these students as 'general subject' students and accordingly perceives their English communication needs, and offers them lesser teaching hours, whereas the students identify themselves as specific course students, and accordingly feel they need English for Specific Purpose, and more teaching time devoted to learning English. The answer to the second research question is in the negative – The needs of the students, perceived by the University as well as by students, are not achieved at the end of the teaching session. There is a strong-felt need for a change in the system, especially a positive change towards offering ESP to the selected students.

The findings from the present research can function as springboard for further research studies in this academic area, and a larger support for the findings may be used as a stimulant for policy change favoring inclusion of ESP courses for MBA students at the University.

6. Recommendations
A majority of participating students have offered suggestions for changes in the current schedule of teaching English to specific skills students, such as Management and Business Administration students, advocating for (i) four semesters of the teaching of English in which the fourth semester is to be devoted to business report writing, (ii) a mini project to be conducted by students based on fieldwork/industry site visits and preparation of a report thereof, and (iii) inclusion of more English books in their English syllabus specifically meant to teach business English, i.e., ESP, to Management and Business Administration students.

Keeping these suggestions, and the present research findings in view, we recommend further research studies in this area so that a large database is available to researchers for reference.

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Appendix A
Survey Questionnaire

Instruction: Answer the open-ended questions in the space provided. For multiple-choice questions, choose the appropriate response.

1. Have you learned English for Business Purposes?
   a) Yes, quite satisfactorily
   b) Yes, to some extent
   c) Yes, but only very little
   d) No, not at all

2. How would you describe your current Business English level?
   a) Beginner
   b) High Beginner
   c) Low Intermediate
   d) Intermediate
   e) High Intermediate
   f) Advanced Native Level

3. Which of the following English Proficiency Tests have you taken?
   a) CET-4
   b) College Entry Test
   c) IETLS
   d) TOEFL
   e) None of the above

4. If you have taken one of the English Proficiency Tests mentioned in the previous question, what was your Test Score? Comments/Suggestions:

   Score: _____.

5. Do you use English with teachers and/or peers?
   a) Yes, both spoken and written
   b) Yes, only written English
   c) Yes, only spoken English
   d) No, I don't use either spoken or written English at all

6. How many hours are you likely to use English per week?
   a) 1 hour
   b) 2 hours
   c) 3 hours
   d) 4 hours
   e) 5 hours
   f) 6 hours
   g) More than 6 hours

7. Do you use English in-class, outside the class, or both in-class and outside the class?
   a) Both in-class and outside the class
   b) Only in-class
   c) I don't use English

8. Do you use English with native speakers (e.g., Americans), non-native speakers, or with both native and non-native speakers?
   a) With both native and non-native speakers
   b) Only with native-speakers
   c) Only with non-native speakers
   d) I don't use spoken English

9. What is the most frequent means of communication do you often use?
   a) Face-to-face in meetings with others
   b) Telephone
   c) Text messaging
   d) Letters

10. What are the difficulties you face when you communicate in English—spoken and written? Select ALL THAT APPLY.
    a) No opportunities to use English
    b) Cultural differences
    c) Lack of fluency
    d) Pronunciation errors
    e) Hesitation
    f) Listening errors
    g) Grammar errors
    h) Spelling errors
    i) Speaking trouble
    j) Inadequate vocabulary

11. Have you lived in or visited any English-speaking country?
    a) Yes
    b) No

12. Do you feel you must improve your English for business purposes?
    a) Yes, I do.
    b) No, I don't.

13. Will you use English in your future Jobs?
    a) Yes, most of the time
    b) Yes, but very little
    c) No, I won't use English

14. What do you think are the most effective/efficient/useful/popular learning strategies for Business English? Select ALL THAT APPLY.
    a) Communication with native speakers
    b) Learning from books and authentic materials
    c) Learning online
    d) Living in an English-speaking country

15. What do you think are the most effective/efficient/useful/popular teaching activities for Business English? Select ALL THAT APPLY
    a) Teaching English communicatively
    b) Role play and speaking-practice
    c) Industry visits
    d) Speaking with teachers and peers

16. What are the benefits of undergoing Business English training? Select ALL THAT APPLY
    a) Good Jobs
    b) Job promotion
    c) Salary increase after the training
    d) Better knowledge to start my own business
    e) I have no idea

17. Do you think the time allotted to the learning of communicating in English for your Business course is sufficient to learn English?
    a) Yes
    b) No

18. Do you think the English learning books prescribed for you are good to learn to communicate in English and develop global business communicative competence?
    a) Yes, they are.
    b) Yes, but there are better books, too.
    c) No, the books are not helpful.
    d) No comments.

19. Is your business English course learning-centred, collaborative, and team based?
    a) Yes
    b) No

20. Given a chance, what changes in the current business English courses would you suggest to be brought? Select ALL THAT APPLY.
    a) English teaching time should be increased
    b) English must be taught for 4 semesters
    c) There should be a writing project
    d) Students should be taken to industry visits
    e) There should be more expatriate English teachers
    f) Spoken English club may be established
    g) Seminars and conferences for students

21. What do you think of the English courses in the preparatory year?
    a) were very helpful.
    b) were helpful
    c) were a little helpful
    d) were not helpful at all.

22. What are your three favourite future jobs? Start with "1" as the most favourite job and "3" as the least favourite job?

Service sector
Airport management
Automobile sector
Aviation
Banking
Cement industry
Education sector
Electricity
Electronics
Exim business

Fashion designing
Finance
Foreign trade
Govt. administration
Heavy machinery
Hospital management
Hotel industry
HR & administration
HR at educational institutes
Insurance
Investment
IT
Law
Media
Oil sector
Packaging
Postal services
Quality control
R&D
Railways
Real estate
Retail
Road transport
Sales and marketing
Security service
Sports service management
Supply chain management
Telecommunication
Textile industry
Tourism
travel services
Water management

Other jobs: _____

23. What else would like share with us regarding the learning process of English for Business purposes?
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