



The Potential Role of Needs Analysis in The Process of EAP Course Design for Arab Undergraduate Students

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Abstract

The aim of this paper is to conduct needs analysis to determine the learners' needs in order to facilitate designing EAP course for undergraduate Arab students who are enrolled to join a bachelor program of business marketing program at the Australian College of Kuwait. The aim of this needs analysis is to help in developing the suitable curriculum and the intended materials for the course. The analysis attempts to investigate the subjective needs and the requirements of the students. Therefore, it is intended to introduce the context and the learners. It tackles the definition of "Needs Analysis", its importance and its approaches. It also provides an identification of the language demands of the learners in order to identify the learners' needs in an EAP course. Moreover, this paper includes a description of the participants as well as the rationale for a needs analysis among the undergraduate students. It also shows the method used in conducting the needs analysis and provides the rationale beyond using it. Finally, it provides the limitations and suggests how we prevent them.

Keywords: English for Academic Purposes, English for specific Purposes, Needs analysis

INTRODUCTION

English language is an international business language which assumed the position of a lingua franca. English has a supreme worldwide role and used for different purposes such as communication, business and education, as millions of university students use English in their studies. This led to the wide growth of "English for Specific Purposes" (ESP) which in turn led to different related fields such as English for occupational, vocational and professional purposes (abbreviated EOP, EVP, EPP, respectively) and English for academic purposes (EAP), (Jordan, R.1997). Hyland, K. (2006) considers EAP as "a major force in English language teaching and research around the world". He also indicates that the expansion of EAP came along with the growth of the universities and the numbers of the international students "undertaking tertiary studies in English". Hyland, K. (2006) shows the difference between EAP course and English language teaching course as the latter was based on "the teacher's intuitions about learners' needs", whereas "today needs is a much broader term and also includes linguistic and learning factors as well as a sense that these should not be uncritically accepted as the sole determinant of instruction". (P.2)

The aim of this paper is to conduct needs analysis to determine the learners' needs in order to facilitate designing EAP course for undergraduate Arab students who are enrolled to join a bachelor program of business marketing program at the Australian College of Kuwait. However, needs analysis procedure should be conducted before starting the program as an initial step in the program design in order to get an effective result of this course (Basturkmen, 2010). The aim of this needs analysis is to help in developing the suitable curriculum and the intended materials for the course.

The analysis attempts to investigate the subjective needs and the requirements of the students. Therefore, the aim of this paper is to introduce the context and the learners. It tackles the definition of "Needs Analysis", its importance and its approaches. It also provides an identification of the language demands of the learners in order to identify the learners' needs in an EAP course. Moreover, this paper includes a description of the participants as well as the rationale for a needs analysis among the undergraduate students. It also shows the method used in conducting the needs analysis and provides the rationale beyond using it. Finally, it provides the limitations and suggests how we prevent them.

CONTEXT

The Australian College of Kuwait (ACK) is one of the prominent private institutions of higher education which adopts English language as a language of instruction as well as independent specialty. ACK strongly contributes to the employment sector as it presents a lot of different majors such as business, sciences, media, etc. In Kuwait, Business marketing is one of the most popular majors in the tertiary education especially at ACK as it aims at preparing the learners to have exciting careers in different marketing fields. It also enables them to have a broad range of jobs after graduation such as marketing manager, public relations, and sale roles. Business Marketing graduates get different jobs in a wide variety of organizations such as private sector companies, major retailers and entertainment firms. In this program, students must complete 16 units, 8 core units and 8 courses specializations.

The learners' outcomes for the Business Marketing degree are understanding the marketing issues, analyzing marketing problems through using quantitative and qualitative skills, communicating effectively both written and oral in business context, and understanding the global and the local business environments. What is interesting about this major is that the graduates are equipped with quite diverse language skills especially in business context. They also get very fluent in spoken English and they become professional report writers.

Designing EAP course during the program is an important step as it enables the undergraduate students who face difficulties in learning to get familiar with the business and marketing contexts. The objectives of this EAP course are that the students will be able to write business reports, learn business-related vocabulary and idioms, use a range of business and marketing language in contexts, improve their general business English communication skills and get familiar with the business and marketing contexts

through using the different language skills and utilizing them in these contexts. Therefore, applying a program in the form of English for academic purposes course will enable them to be equipped with such study skills and knowledge as it is expected that the students, particularly those who have graduated from high school without practical experience are likely to lack in those aspects.

We may conclude that this program includes a great context of English related to business and marketing. However, in order to facilitate the content of this program, the students must go through an EAP course in order to prepare them to get familiar with that context.

LEARNERS

The sample is a group of students from different Arab countries such as Kuwait, Egypt, Lebanon, etc., as Kuwait hosts a lot of expatriates. Their mother tongue is Arabic language. The students' ages range between 17 to 20 years old.

The learners are undergraduate students who have completed secondary school and seek to join a bachelor program. The learners are graduated from both government (public) and private schools that have different learning situations. Those graduated from private schools tend to have better proficiency in general English than those coming from public schools, as the latter studied English as one subject among the other subjects taught in Arabic, whereas the private school graduates had intensive English learning as their subjects were all taught in English. However, both groups must pass the university's placement test on the four language skills before starting the program. The placement test did provide neither aural interviews nor reports; therefore, it is difficult to identify the students' real proficiency of the language although they have good knowledge of grammar and vocabulary. There is another variation among the learners as some of them have experience in the vocational field after graduating from high school and the others do not have experiences.

We may conclude that it is expected that there would be a proficiency gap among the learners as they come from different language backgrounds with different knowledge on the business field. Therefore, the placement test might help in identifying their general English proficiency but it will not help in identifying their business and marketing communication skills.

NEEDS ANALYSIS

Needs analysis is an important step in designing an ESP course, as it can determine the intended reasons beyond learning the language, (Hutchinson & Waters, 1987).

Needs analysis is "the process of establishing the what and how of a course" (Dudley-Evans and St. John, 1998, p. 121). It is considered one of the important factors in syllabus design. It collects data to determine the wants and the needs of the learners, Soriano (1995).

Weddel and Duzer (1997) define needs analysis as a tool for examining the literacy skills and the kinds of English required by the learners and identifying the contexts in which the learners will use the target language. They also argue that needs analysis can identify the learners' needs and wants in the contexts of the target language as well as the expected result. Therefore, needs analysis explores not only the identification of the linguistic items but also how they will be used in the context and what the learners should do to use them. Brown (1995) defines needs analysis as "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". Shing, S. & Sim, T. (2011) also indicate that the design of EAP courses should be based on the different language needs of the learners. They also state that conducting needs analysis based on the knowledge of the learners' language needs, would facilitate the process of designing curriculum "from the construction of course objectives to the selection of course contents and learning activities". Therefore, conducting needs analysis is crucial in identifying the learners' needs given that the overall quality of the course is the aim.

Mackay and Mountford 1978 (cited in Muhammad Nadzri, 2004) mention four purposes for the roles of needs analysis in curriculum design. Firstly, lecturers will be familiar with the requirements of the course and the sponsoring institution. Secondly, needs analysis can find out how learners will use English in their target field. Thirdly, needs analysis can show the instructors the learners' current level of English language performance. Fourthly, it can be an opportunity for collecting spoken and written authentic texts which will be used in the target language.

Muhammed Nadzri (2004) also shows the importance of needs analysis for instructors as it can enable them to translate the language needs into pedagogical and linguistic terms and consequently they can develop better curriculum for the courses and can be a good guidance for the course. Therefore, needs analysis can be "what learners will be required to do with the foreign language in the target situation, and how learners might best master the target language during the period of training" (West, 1994 cited in Cowling, 2007:427). Keita (2004) indicates also the importance of the role of needs analysis in language curriculum development as she suggests that needs analysis should be the first step of curriculum development.

The importance of needs analysis is also indicated in Brown's (1995) model of the systematic curriculum development, as he classifies needs analysis as the first step of the system of development which is followed by other five steps: objectives, testing, materials, teaching and evaluation.

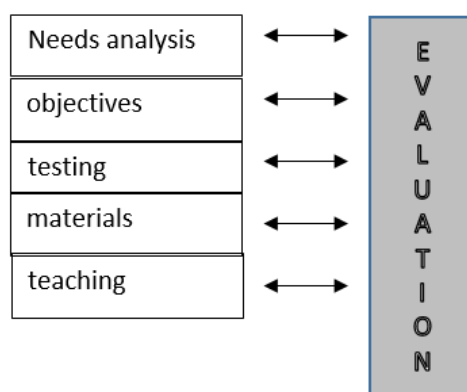


Figure 1. The systematic curriculum development model (Brown, 1995)

Kumazawa (2006) shows the importance of the first step and its role in determining the other five steps. Grognet (1996) also shows that needs analysis is the most important step in curriculum design as all the other steps are based on it.

As shown previously, most of the researchers indicate the role of needs analysis in the syllabus design and curriculum development and its importance for both the teachers and the learners. Consequently, needs analysis can be regarded as a very important part for designing the suitable curriculum, identifying the genres and the students level as well as defining the objectives and the appropriate materials for the course.

There are a lot of researchers (Hutchinson & Waters, 1987, Dudley-Evans & St John, 1998, Nation & Macalister, 2010) who classify the types and the approaches of needs analysis into present situation analysis (learning needs) and target situation analysis.

Present situation analysis (the learning needs)

According to Hyland, K. (2006), Present situation analysis refers to “the learners’ current proficiencies and ambitions: what they can do and what they want at the beginning of the course; their skills and perceptions; their familiarity with the specialist subject; and what they know of its demands and genres”. He also indicates that the data can be both objective such as referring to the age, previous learning experiences and age, and as well as subjective such as identifying the learners’ needs, their strengths and their weaknesses. Altman (1980) shows that the learners’ needs should be analyzed based on their age, level of language proficiency, time available and their maturity. Whereas, Xiao (2007) defines learning needs as “factors that affect the learning like attitude, motivation, awareness, personality, learning styles and strategies, together with the social background”. Brindley (1989) classifies the needs into two types; objective needs and subjective needs. He clarifies that the objective needs refer to factual information about the learner such as the use of language in daily life, current language proficiency and the language difficulties. Whereas; the subjective needs refer to affective needs such as personality, confidence, wants, attitude and expectations in learning. Based on these researches, we may conclude that the learning needs include both subjective and objective information about the learners.

Target situation analysis

This analysis attempts to investigate the situations where the target language would be used through investigating the reasons for learning the foreign language. Hutchinson & Waters (1987) define the target needs as an umbrella term which includes three items; necessities: “what the learner has to know in order to function effectively in the target situation”, lacks: the difference between necessity and what the learner already knows, and wants: what the learner actually needs.

According to Hyland, K. (2006), target situation analysis includes “the learners’ future roles and the linguistic skills and knowledge they need to perform competently in their disciplines”. Therefore, it concerns the communication needs as well as product-oriented and objective data such as “identifying the contexts of language use, observing the language events in these contexts, and collecting and analyzing target genres” (Hyland, K. 2006).

Hutchinson & waters (1987) show the difference between target needs and learning needs, as the latter refers to “what the learner needs to do in order to learn”; whereas the former refers to “what the learner needs to do in the target situation”

Thus, teaching EAP to undergraduate students requires reflecting their present situation and their learning needs as well as their target situation. The analysis of target situation “can tell us what people do with language” (Hutchinson & Waters, 1987), which is not enough as we also need to know to know “how people learn to do what they do with language” (Hutchinson & Waters, 1987). This EAP program should enable the learners to have the sufficient knowledge and the language study skills and to use them for the target purposes during the program.

Therefore, according to Hyland, K. (2006)’s framework for needs analysis, and based on a lot of researches (Hutchinson & Waters, 1987, Dudley-Evans & St John, 1998, Nation & Macalister, 2010) on the importance of the approaches of needs analysis, I investigate the present and target situations of the learners through a questionnaire in order to find out their learning needs based on Hyland’s (2006) indication that needs “is an umbrella term that embraces many aspects, incorporating learners’ goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in”. Consequently, all aspects of establishing an ESP course environmental situation should be assessed (Hutchinson, & Waters, 1987; Dudely-Evans & John, 1 998; Basturkmen, 2010). These aspects include a) the activities and the tasks the learners will use, (b) the factors that might affect the learning, c) the learners’ current skills, d) the gaps between the present language proficiency and the target language needs, e) the needs of the learners, f) the learning environment of the course and the intuitional expectation. All these aspects are necessary to design the syllabus and to set up the learning objectives.

Consequently, a questionnaire survey is conducted in this study with both teachers and learners in order to collect information about the current situation such as the teachers’

experience, the learners' language skills and ability, the teaching establishment, the curriculum, the materials, the teaching methods, and the learners' attitudes and their learning styles, with the aim of assessing their target needs as regards business marketing English course.

RATIONALE FOR NEEDS ANALYSIS

One of the reasons of conducting EAP course before starting the program is that most of the students are graduated from high schools both public and private schools and some of them possess low skills of English language especially the public schools as they were not exposed to intensive English courses as they used to study English language only one session daily among the other Arabic subjects. There is also a variation in their work experience after high school.

The aim of this EAP course is to make all the students aware of the business and marketing language, the use of language skills and how to write reports and make presentations, and to help the learners meet specific prior skills during their study at the Business and marketing program.

This EAP course should include the goals, the syllabus design and planning evaluations and tests. In order to achieve this, it is necessary to carry out a needs analysis that will help the ESP course developers to identify the necessary assignments and tasks in which the learners will use the language skills and knowledge (Hutchinson & Waters, 1987). Hyland, K. (2006) indicates the role of needs analysis in designing EAP course through showing that any EAP course requires teachers to "analyse learner needs and decide what to teach based on these needs". He also asserts that any EAP course requires identifying the learners' needs as it goes "beyond grammar and vocabulary to prepare students for their future academic experience while, at the same time, recognizing the importance of affective, personal and social expectations of learning".

The other reason beyond conducting needs analysis is that the results of the entry exam which covers the four skills of the language are not enough to show the learners' actual performance, as it only tests the general English but it does not test their academic style in all the language skills. Needs analysis will enable the teachers to have a fair awareness of the language that the learners will study and will enable them also to tackle the assignments or the tasks required for the program (Basturkmen, 2010). Furthermore, it will give the teachers sufficient knowledge about the learners' learning environment and their learning styles and preferences which will enable the EAP teachers to design the course.

We may conclude that needs analysis is very significant before starting the EAP course in order to find out the learners' needs as well as the suitable strategies to be followed in order to reach the target context. It also plays an important role in curriculum design and it will help the teachers in selecting the suitable materials for the course.

CONDUCTING THE NEEDS ANALYSIS

Hutchinson, & Waters, 1987 list a number of different techniques to conduct needs analysis, such as questionnaire, interviews and attitudes. Schroder 1989 (cited in Robinson, 1991) suggests four essential techniques for collecting data of needs analysis as follows: the interview, the questionnaire, the observation and press ads.

Based on the above suggestions, this study is based on a quantitative data collection, as it needs to collect the required information from both the learners and the teachers through using questionnaires. Therefore, according to the needs analysis requirements, the questionnaire would be more suitable for collecting the data and it would be administered to both teachers and learners.

The participants are one hundred undergraduate students who enrolled to join bachelor degree in Business marketing program. There are 10 teachers who are MA and PhD holders, with at least 5 years' experience in the target field.

The questionnaire is distributed in 4 groups of 20 students before the initial term of study at the Australian College of Kuwait. The questionnaire is anonymous and the learners are not instructed by the teachers in order to avoid any negative effect on the results but it has translation in Arabic to facilitate the understanding of the questions. The questionnaires contain a variety of questions such as multiple choice questions, open ended and closed questions. The questionnaires have clear questions and no abbreviations used. They are being piloted before submitting it to the students in order to ensure its understandability.

The students' questionnaire includes the students' personal information, previous learning information, their current use of English language, English proficiency level, teaching methods preferences, their learning styles and their needs for the course as well as their target needs (Appendix A). The teachers' questionnaire includes their experience in the target field and their preferred methods in teaching all the skills of the language.

We may conclude that this needs analysis aims at identifying the needs of the learners in the course as well as the objectives and the syllabus before designing EAP course. It also includes all the aspects of EAP course such as lacks, wants and learning preference both for learners and teachers.

RATIONAL FOR USING QUESTIONNAIRES

The rational for using questionnaires was to obtain a range of replies as possible, as it can establish and determine the learners' general preferences. Using questionnaire is one of the common methods as it helps the researchers to "produce a large amount of information about many different issues such as communication difficulties, preferred learning styles, preferred classroom activities, attitudes and beliefs" (Jiajing, 2007). Therefore, the outcome of these questionnaires aim to elicit the learners' needs as regards the present situation and the target situation. Questionnaire seeks information

about the language skills that the learners will need in the future and it can also determine their current language skills (Robinson 1991). It also seeks information about the teachers' performance in teaching the target field and reflects their previous experience. This link between identifying the students' needs and learning preferences and the teachers' preferred methods of teaching will determine and facilitate the suitable needs for designing EAP course.

CONCLUSION

Needs analysis plays an important role in the design and implementation of EAP course, as it determines the learners' current and target needs of the language which consequently facilitates forming a strong foundation for the course. With this preliminary knowledge included in the needs analysis, designing the EAP curriculum, the course contents and the learning activities would be easier. It also plays an important role for both teachers and learners, as it helps teachers to identify the learners' needs based on their language skills as well as their deficiencies. After determining the objectives of the EAP course and analyzing the learners' needs, the course's curriculum and materials would be an easy task for the designers to select what suits the learners. Therefore, needs analysis can be the foundation of developing the curriculum content, teaching materials and the methods which lead to the success of the learners and increasing their motivation as well as paving the way for the teachers to go on a clear path in teaching.

LIMITATIONS OF THE STUDY

The small proportion of the group studied as it is only 100 students and 10 teachers, from the whole population of the foundation year students and teachers of English in the university. Therefore, the number of subjects is not enough which may lead to a limited data collection.

Although the learners passed placement test and although the learners' questionnaire is designed to investigate their current use of English and their needs, it could be better if the questionnaire is supported by the results of a post-test and survey that aims to show their real language level especially in business English.

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APPENDIX A

Needs Analysis Student Questionnaire

This questionnaire is a part of a needs analysis in order to design and develop Business Marketing English course. The accuracy of information you provide would facilitate identifying your needs. This questionnaire will take about 20 minutes to complete. Please answer in English. However, if you prefer to respond in Arabic, please do so. Thank you for your participation.

Personal details	
First names:	Surname:
Date of birth:	Sex:
Nationality:	Native language:
Have you ever taken IELTS exam?	Yes No (If yes, write your score:.....)
Email address:	Contact number:
Previous Education Information	
Recent certificate:	
Name of school:	
School: <input type="checkbox"/> Public <input type="checkbox"/> Private	
List the subjects you studied in the school:	
English background questions	
How many hours did you use English in the classroom per day?	
Do you use English in your daily life?	
Do you use writing English in your daily life?	
Do you use English with native speakers?	
Do you use English with non-native speakers?	
List the English-speaking countries you have visited?	
How long have you stayed there?	
Practical side	
Have you worked after high school?	
Which kind of field have you worked in?	
How many years have you been working?	
Did you use English at work?	
How many hours have you been using English daily?	

General and specialist English Proficiency Level				
Tick your suitable level in all the following language skills and activities:				
Speaking	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
Listening	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
Pronunciation/Accent	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
Reading	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
General Vocabulary	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent

Business Vocabulary	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
Marketing Vocabulary	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
Writing	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
Writing Emails	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
Writing reports	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
Journal writing	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
Presentation	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
Research	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
Letters	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
Emails	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
Reports	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
Meetings	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
Internet	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
Contracts	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
Writing a resume	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
Writing a cover letter	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent
Others (specify).....	<input type="checkbox"/> weak	<input type="checkbox"/> good	<input type="checkbox"/> very good	<input type="checkbox"/> Excellent

Learning needs

Tick the preferred business knowledge you prefer to learn in the course for each skill

Reading	<input type="checkbox"/> Emails <input type="checkbox"/> Contracts <input type="checkbox"/> Reports <input type="checkbox"/> Business newspapers <input type="checkbox"/> Marketing reports <input type="checkbox"/> Sales information <input type="checkbox"/> Textbooks <input type="checkbox"/> Others:
Writing	<input type="checkbox"/> Business reports <input type="checkbox"/> Business emails <input type="checkbox"/> Business contracts <input type="checkbox"/> Business meeting records <input type="checkbox"/> Business letters <input type="checkbox"/> Others:
Listening and speaking	<input type="checkbox"/> Business phone calls <input type="checkbox"/> Business presentations <input type="checkbox"/> Business negotiation <input type="checkbox"/> Marketing conversations <input type="checkbox"/> Face to face business communication <input type="checkbox"/> Business meetings <input type="checkbox"/> Others:
Translating	<input type="checkbox"/> Marketing reports <input type="checkbox"/> Business letters and emails

	<input type="checkbox"/> Business contracts <input type="checkbox"/> Business reports. <input type="checkbox"/> Others:
The preferred Materials	<input type="checkbox"/> Textbooks <input type="checkbox"/> Multi-media <input type="checkbox"/> Technology <input type="checkbox"/> Teachers' lectures <input type="checkbox"/> Students' presentation <input type="checkbox"/> Teachers' handouts <input type="checkbox"/> Others:
Teaching methods you prefer for this course	<input type="checkbox"/> Teachers' lectures <input type="checkbox"/> Teachers' talks <input type="checkbox"/> Students' comments <input type="checkbox"/> Reading and writing centered <input type="checkbox"/> Speaking and listening centered <input type="checkbox"/> Presentations <input type="checkbox"/> Others:
Preferred learning styles in the class	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Teacher-student interaction <input type="checkbox"/> student-student interaction <input type="checkbox"/> Teachers' lectures <input type="checkbox"/> student's presentations <input type="checkbox"/> Others:
How many hours a week do you prefer in this course?	3 hours - 4 hours- 6 hours - 8 hours
Target needs	
What is your main purpose of studying the Business Marketing program?	
What are your expectations after finishing this degree?	
Are you interested in taking this course?	
Why do you want to join this course?	
How do you plan to use English in the future?	
What are your expectations after finishing the course?	

APPENDIX B

Needs Analysis Teacher Questionnaire

Personal information	
Name:	
Age:	
Nationality:	
Email:	
Years of experience:	
Certificates/ degrees	
How many years have you been teaching business English?	
How many in-service training programmes/events have you attended?	
What is your average teaching load a week?	
How often do you use business English in your work?	<input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> always
How long have you been teaching in marketing field?	
Do you have specific certificates in Business Marketing field?	
Do you have work experience in the business and marketing fields? If yes , how many years?	
Tick the business knowledge you use in your work in the following skills:	
Reading	<input type="checkbox"/> Emails <input type="checkbox"/> Contracts <input type="checkbox"/> Reports <input type="checkbox"/> Business newspapers <input type="checkbox"/> Marketing reports <input type="checkbox"/> Sales information <input type="checkbox"/> Textbooks <input type="checkbox"/> Others:
Writing	<input type="checkbox"/> Business reports <input type="checkbox"/> Business emails <input type="checkbox"/> Business contracts <input type="checkbox"/> Business meeting records <input type="checkbox"/> Business letters. <input type="checkbox"/> Others:.....
Listening and speaking	<input type="checkbox"/> Business phone calls <input type="checkbox"/> business presentations <input type="checkbox"/> business negotiation <input type="checkbox"/> marketing conversations <input type="checkbox"/> face to face business communication <input type="checkbox"/> Business meetings <input type="checkbox"/> Others:.....
Translating	<input type="checkbox"/> Marketing reports <input type="checkbox"/> Business letters and emails <input type="checkbox"/> Business contracts <input type="checkbox"/> Business reports.

	<input type="checkbox"/> Others:
Your preferred teaching methods and styles	<input type="checkbox"/> Teachers' lectures <input type="checkbox"/> Teachers' talks <input type="checkbox"/> Students' comments <input type="checkbox"/> Reading and writing centered <input type="checkbox"/> Speaking and listening centered <input type="checkbox"/> presentations <input type="checkbox"/> Teacher-student interaction <input type="checkbox"/> student-student interaction <input type="checkbox"/> student's presentations <input type="checkbox"/> Others:
Your preferred teaching resources:	<input type="checkbox"/> Cd/Dvd player <input type="checkbox"/> Internet <input type="checkbox"/> Books <input type="checkbox"/> Interactive boards <input type="checkbox"/> Dictionaries <input type="checkbox"/> Newspapers <input type="checkbox"/> Videos <input type="checkbox"/> Lectures <input type="checkbox"/> Materials
How many hours a week in EAP course do you prefer?	3 hours - 4 hours- 6 hours - 8 hours
How do you help the students to become aware of the different ways they might respond to their learning?	
Do you use particular texts to help the students consider the wider role of their discipline ?	
What are your expectations on the learners after finishing this course?	