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Needs Analysis and Course Design in Arabic for Academic Purposes at a Saudi Arabian University

THE UNIVERSITY of EDINBURGH

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Moray House School of Education and Sport

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Lay Summary

This study aims to gain a deep understanding surrounding the needs of non-native speakers of Arabic (NNSA) and current Arabic for Academic Purposes (AAP) programme roles in satisfying student needs in a Saudi Arabian university. The study also seeks to explore the drawbacks facing the application of such courses in the study context and to develop the principles and a theoretical framework that can be used for creating AAP courses that meet the needs of NNSA students at Saudi universities.

To this end, using the case study methodology and an approach focused on needs analysis and course design, students’ needs have been analysed and the AAP has been evaluated, thus identifying the major challenges facing Arabic language academic courses development. A method involving multiple forms of information gathering was used, including semi-structured interviews with NNSA students and AAP programme leaders, focus group interviews with AAP teachers, classroom observations, and analysis of official documents. Analysis of the findings shows that the perspectives of study participants, including students, teachers, and programme leaders, are slightly different in relation to determining the students’ target academic needs. While analysis of the students’ learning requirements reveal that religious needs are the dominant purpose motivating students to learn Arabic, Arabic for General Academic Purposes (AGAP) courses are the preferred approach for learning Arabic among students. The findings also reveal that the programme has focused on fulfilling students’ academic religious learning needs but has not succeeded in satisfying most of their target academic and learning demands. The results also reveal that the programme’s failure to satisfy students’ analysed needs has been attributed to different human and non-human elements, including students' needs and teachers’ experience, as well as the AAP teachers’ abilities and practices, and non-human elements, including the teaching and learning materials, teaching methods, and the programme duration and location. The findings have also determined that educational, linguistic, and contextual challenges were faced during the implementation of AAP courses in the study context. In conclusion, based on these findings, the principles and a theoretical framework for developing AAP courses at Saudi universities was proposed.
Abstract

This study aims to gain deep understanding of the needs of Non-Native Speakers of Arabic (NNSA) and the role of the current Arabic for Academic Purposes (AAP) programme in satisfying students’ needs in a Saudi Arabian university. It also seeks to explore the main challenges that face the application of such courses in the study context, in order to develop the principles and a theoretical framework that can be used for developing AAP courses that can meet the needs of students at Saudi universities. To this end, using the case study methodology and the Learning-Centred Approach (LCA) for needs analysis and course design in this study, students’ needs have been analysed and the AAP has been evaluated, thus identifying the major challenges facing their development. A triangulation method of qualitative data collection was used, including semi-structured interviews with NNSA students and AAP programme leaders, focus group interviews with AAP teachers, classrooms observations, and analysis of official documents.

The findings of the analysis show that the perspectives of participants in this study, including students, teachers, and programme leaders, are slightly different with regard to determining the students’ target academic needs. While the analysis of the students’ learning needs reveals that religious needs are the dominant purpose motivating students to learn Arabic, Arabic for General Academic Purposes (AGAP) courses are the preferred approach to learning Arabic among students. The findings also reveal that the programme has focused on fulfilling students’ academic religious learning needs, but it has not succeeded in satisfying most of their target academic and learning demands. They also reveal that the programme’s failure to satisfy students’ analysed needs have been attributed to human elements, including students' needs and teachers’ experience, and non-human elements, including the teaching and learning materials, teaching methods, and the programme duration and location. The findings also found that there are pedagogical, linguistic and contextual challenges faced the implementation of AAP courses in the study context. In conclusion, based on these findings, a proposed principles and a theoretical framework for developing the AAP courses at Saudi universities is presented.
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To my parents, I would not have been stronger without your help as my first supporters since primary school until this moment. Also, it is my privilege to acknowledge my family: my husband Yazeed and my lovely children, Danah, Najd, and Omar, who lived the whole of this journey and its ups and downs with me.
DEDICATION

TO THE SOUL OF MY BELOVED GRANDFATHER, WHO PASSED AWAY JUST PRIOR TO MY SUBMITTING THIS THESIS
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<th>Abbreviation</th>
<th>Meaning</th>
</tr>
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<tbody>
<tr>
<td>NA</td>
<td>Needs Analysis</td>
</tr>
<tr>
<td>KNU</td>
<td>A pseudonym name for the university where this study was conducted.</td>
</tr>
<tr>
<td>LSP</td>
<td>Language for Specific Purposes</td>
</tr>
<tr>
<td>LAP</td>
<td>Language for Academic Purposes</td>
</tr>
<tr>
<td>LGAP</td>
<td>Language for General Academic Purposes</td>
</tr>
<tr>
<td>LSAP</td>
<td>Language for Specific Academic Purposes</td>
</tr>
<tr>
<td>LOP</td>
<td>Language for Occupational Purposes</td>
</tr>
<tr>
<td>ASP</td>
<td>Arabic for Specific Purposes</td>
</tr>
<tr>
<td>AAP</td>
<td>Arabic for Academic Purposes</td>
</tr>
<tr>
<td>AAPs</td>
<td>Arabic for Academic Purposes Programmes</td>
</tr>
<tr>
<td>AGAP</td>
<td>Arabic for General Academic Purposes</td>
</tr>
<tr>
<td>ASAP</td>
<td>Arabic for Specific Academic Purposes</td>
</tr>
<tr>
<td>AOP</td>
<td>Arabic for Occupational Purposes</td>
</tr>
<tr>
<td>AGP</td>
<td>Arabic for General Purposes or Arabic for Life</td>
</tr>
<tr>
<td>ESP</td>
<td>English for Specific Purposes</td>
</tr>
<tr>
<td>EAP</td>
<td>English for Academic Purposes</td>
</tr>
<tr>
<td>EGAP</td>
<td>English for General Academic Purposes</td>
</tr>
<tr>
<td>ESAP</td>
<td>English for Specific Academic Purposes</td>
</tr>
<tr>
<td>EOP</td>
<td>English or Occupational Purposes</td>
</tr>
<tr>
<td>EGP</td>
<td>English for General Purposes or English for Life</td>
</tr>
<tr>
<td>LCA</td>
<td>Learning-Centred Approach</td>
</tr>
<tr>
<td>SA</td>
<td>Saudi Arabia</td>
</tr>
<tr>
<td>AMI</td>
<td>Arabic Medium Instruction</td>
</tr>
<tr>
<td>SLAS</td>
<td>Second Language Arabic Speakers</td>
</tr>
<tr>
<td>NNSA</td>
<td>Non-Native Speakers of Arabic</td>
</tr>
<tr>
<td>NSA</td>
<td>Native Speakers of Arabic</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
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<tr>
<td>TASOL</td>
<td>Teaching Arabic for Speakers of Other Languages</td>
</tr>
<tr>
<td>L2</td>
<td>Second Language</td>
</tr>
<tr>
<td>L1</td>
<td>First Language</td>
</tr>
<tr>
<td>TAFL</td>
<td>Teaching Arabic as a Foreign Language</td>
</tr>
<tr>
<td>CLT</td>
<td>Communicative Language Teaching</td>
</tr>
<tr>
<td>TSA</td>
<td>Target Situation Analysis</td>
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<td>PSA</td>
<td>Present Situation Analysis</td>
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Chapter One: The Introduction to the Study

1.1 Background to the Study

Arabic is one of the most used languages globally, within the group of Semitic languages such as Aramaic and Hebrew, with more than 422 million speakers in twenty-two Arab countries (al-Badri, 2021). In 1974, Arabic was adopted as one of the official languages at the United Nations.

Since ancient times, the Arabic language has received great interest from non-Arab Muslims to learn it in order to satisfy their religious needs, such as reading and understanding the Holy Quran and performing religious rituals correctly. However, in the past thirty years, there has been increased interest from non-Muslims to learn Arabic for a variety of reasons. Some of them choose to learn Arabic for political and commercial purposes, such as working in the diplomatic corps and securing a job in commercial projects in any Arab-speaking countries. Some of them, on the other hand, want to learn Arabic to satisfy their personal interests and academic needs, such as discovering the history of Arab civilization, travelling and interacting with Arabs in Arab worlds, and continuing their academic studies in Arabic, such as learning Arabic history, art, and literature, whether in Arabic universities or in Middle Eastern specialties that exist in international universities.

The diversity of these demands has raised awareness regarding the significance to shifting from using traditional approaches such as a ‘one-size-fits-all’ approach in teaching Arabic to more practical approaches that concentrate on students’ own needs, which have motivated them to learn this language.

This movement started when some teaching Arabic language institutes traced and adopted some of the modern methodologies that have emerged in other foreign languages teaching contexts, especially in teaching English, such as the teaching methods English for Specific Purposes (ESP) and English for Academic Purposes (EAP), the latter of which is considered as a branch of ESP. This new orientation has reflected positively on the Teaching Arabic for Speakers of Other Languages (TASOL) sector.
That was its great contribution to the emergence of specialized Arabic teaching programmes such as Arabic for Specific Purposes (ASP) and Arabic for Academic Purposes (AAP) in some Arabic language institutes, which are spread widely in many Arab and non-Arab countries around the world. Such programmes are primarily intended to meet the diverse needs of Arabic learners, whether the occupational needs for such learning are Arabic for diplomatic, nursing, and tourism purposes, or for academic purposes such as learning Arabic to study in a different Arabic discipline, e.g. history, religion and art.

In Saudi Arabia, the great concern of the Saudi government to spread Arabic language and facilitate learning tasks for anyone who shows an interest in learning Arabic as a second language has led to a growing number of overseas students who wish to study at Saudi universities (see Chapter Two, Sections 2.3 and 2.3.1). As a result, most academic Arabic language teaching institutes seek to provide programmes for teaching AAP. Students must complete two years of learning in AAP programmes to prepare them linguistically and academically to be able to continue their academic study. However, several researchers have reported that despite the time and money spent on designing the present AAP programmes, these programmes have unfortunately failed in their mission to enable students to perform effectively in the target study environment (Alosaili, 2010; Abdullah, 2020).

Although there is no debate on the importance of studies concerned with Needs Analysis (NA) and programme evaluation in developing AAP programmes that meet the diverse academic needs of non-native Arabic learners (Richards & Schmidt, 2013; Hutchinson & Waters, 1994; Flowerdew and Peacock, 2001b; Long, 2005b; West, 1994), recent investigators have suggested that there is a shortage of empirical studies in the area of NA and programme evaluation in the AAP field - not just in the Saudi academic context, but also in other wider academic teaching Arabic language communities around the world (Alsulami, 2018; Obeidat & Mohammed, 2019; Alosaili, 2004; Alfarsi, 2004; Alkatib, 2008; Teima & Alnagah, 2003; Al-laham, 2013; Mohammed, 1998).

Therefore, relying on case study methodology and using the learning-centred approach (LCA), the present study aims to: (1) explore the academic needs of overseas students in a female Saudi university; (2) evaluate the effectiveness of current AAP programmes.
in meeting these needs; and (3) discover the main challenges that face the application of an AAP course in the study context, in order to provide sufficient data that can help to propose the principles and a theoretical framework for developing AAP courses that can better satisfy the academic needs of overseas students in Saudi universities.

1.2 Rationale of the Study

The first sparks that kindled my interest in researching in the areas of needs analysis and AAP course design were the questions that have been formed in my mind throughout my personal teaching and learning experiences.

In 2014, I worked as a collaborating AAP teacher for one semester (six months) at the KNU, where this study was conducted. Throughout this experience, I noticed that despite the fact that students were spending a good deal of time studying in AAP programmes, their academic and linguistic proficiency level remained below the desired and expected standard of students at a tertiary level. I came to that conclusion by attending the programme meetings that were arranged regularly by the programme coordinator. Through these meetings it became evident that most of the complaints and comments revolved around the weakness of the programme outcomes. In other words, most discussed issues were related to the lower language and academic performance of the Non-Native Speakers of Arabic students (NNSs) (those who have graduated from the AAP programme) at the university. I noticed that the AAP programme’s director was regularly receiving complaints from the university lecturers about the poor ability of those students to integrate and participate in lectures similar to the rest of their Native-Speakers (NS) of Arabic colleagues. They also mentioned that students have multiple academic difficulties, such as the inability to complete learning requirements such as assignments and essays, inability in using their personal university account, and other academic and linguistic barriers.

Therefore, this problem raised many questions that remained in my mind, even after I left the university. For example, I was wondering if the AAP instructions are appropriate to enable students to achieve tasks that undergraduate students at the university are expected to do or not? What do they need in order to be able to achieve their academic study effectively? How can these needs be identified? How can we improve the
programme’s effectiveness? All of this has driven my interest to conduct this study in this particular research area.

Indeed, as an AAP teacher, this problem encouraged me to tried to find substantial and practical solutions that can help stakeholders such as teachers, programme leaders, course designers, and curriculum developers to develop specialized courses that suit the needs of NNSs in terms of academic and language skills that they may need in order to function effectively within the Arabic Medium Instruction (AMI) context at most of Saudi Arabia's universities.

Moreover, my interest in this particular area has been motivated by my learning experience as a Second Language (L2) learner. Actually, being a student in English for the Academic Purpose Programme has allowed me to imagine the difficulties those students might be faced with in the target academic context on one hand, and a crucial role that the AAP programme could play in the students' academic and language performance, if it has been well-prepared, on the other hand.

Another motivated reason was my previous research experience, as I have carried out a needs analysis study to determine the religious needs of NNSs in Arabic and non-Arabic contexts. I conducted this study in order to participate in the international Teaching Arabic to Non-Native Speakers Conference. This experience has opened a new horizon to me and increased my enthusiasm to go forward in this study. It was a great chance to meet specialists in the field of Teaching Arabic for Speakers of Other Languages (TASOL), who explained to me a need for more interest and research in the issues related to NA and course design in the field of teaching ASP in general and AAP in particular.

The last motivational reason, as mentioned before, was that in the AAP literature, many researchers have indicated that there is a lack of applied Arab studies that are concerned with analysing needs and designing Arabic education courses for special purposes in Arabic education institutions in the higher education sector, whether inside or outside Saudi Arabia.
Therefore, in this study, I have sought to provide an in-depth investigation into current issues pertaining to fundamental course design elements, including students’ academic and learning needs, the effectiveness of the AAP programme in meeting the students’ needs, and the main challenges that hinder the AAP courses' implementation in the KNU. My purpose in this is to help me to propose the principles and a theoretical framework that can help in developing AAP courses in the SA higher education context. This study can be seen as a significant research exploration into the issues of needs analysis and AAP course development in the domain of teaching Arabic for Academic Purposes (AAP), which has not yet received sufficient attention by researchers in the Saudi higher education community, in which the absence of a model for AAP course development has been evident.

1.3 Purpose of the Study

The objectives of this study can be summarised as follows:

• To identify the students’ target academic needs

• To identify the students’ learning needs

• To identify the students’ academic and learning needs that have been met by the current Arabic for Academic Purposes programme

• To identify the students’ academic and learning needs that have not been satisfied by the current Arabic for Academic Purposes programme

• To identify the elements that influence the programme effectiveness in satisfying students’ academic and learning needs

• To identify the challenges that hinder the implementation of Arabic languages courses for academic purposes at the KNU

• To construct the principles and a theoretical proposal for developing the AAP course to better meet the students’ academic needs.
1.4 Research Questions

In order to achieve its objectives, this study will try to answer one main question and three subsidiary questions.

Main research question:

1. What are the needs of NNSA learners for academic study purposes at the KNU?

Subsidiary research questions:

2. Is the current Arabic for Academic Purposes programme at the KNU satisfying learners’ academic needs? If so, how? If not, why?

3. What are the challenges facing the implementation of Arabic for Academic Purposes courses at the KNU?

4. What type of course meets the learners’ needs in terms of academic study skills? In which framework can the course be designed?

According to Andrews (2003), most research questions arise either from a systematic review to the existing literature or from the researcher’s own interest in a particular research area. In this study, as explained earlier, since I left the KNU, the questions mentioned above have remained on my mind. However, at that time, I was not sure if the questions could be answered by the study or not.

Andrews (2003), suggests that researchers should give enough effort and time to the stage of selecting and organizing research questions in order to avoid any potential problems that could impact on the research process and results. They should formulate the research questions to ensure that they can be answerable. They also need to frame and manage them by giving a clear rationale for the reason for questioning these specific questions, and by explaining the relationship between each them.

Practically, considering that the central objective of this study is to develop the principles and a theoretical framework for developing AAP courses at the Saudi' universities, I did review related literature. That was developed by keeping the research aim and relevant questions to the research problem in mind, to enable me to develop, organize, and reform the research questions properly. Throughout that, I realized that
the first and most important step to achieve the research aim is to determine the students' needs (see Chapter Three, Section 3.6 and Chapter Four, Section 4.4). As result, in this study, the main research question is the one that seeks to identify the students' needs.

However, considering the fact that the AAP field is still a work in progress and it is suffering from several constraints, it has become more obvious that the development of AAP course design within the Saudi higher education context may not be achieved by relying only on a result of NA (see the introduction section in this chapter and Chapter Three, Section 3.9). Consequently, there is a need to develop a deep understanding about the current status of the AAP programme and explore any 'other factors apart from learner needs that are relevant to the design and implementation of a successful language programme' (Richard, 2001. p. 91).

Thus, in this study, a case study methodology and Learning-Centred Approach (LCA) was adopted in order to reach a deep understanding of the students' needs, as well as of the current AAP status and any other challenges that might impact on the study’s aim to develop the AAP course design in Saudi universities. The most important reason to adopt an LCA approach was that it includes evaluation as an integral part of the course design process. This feature was built on a hierarchical relationship between all research questions, as each one led to the other in a way that was helpful to me, as a researcher, to ultimately achieve the core aim of this study. This relationship interprets the reason for putting the second, third, and fourth research questions as subsidiary questions to the first question.

1.5 Significance of the Study

The research findings could have a significant contribution to the field of teaching AAP in this context as:

- they might provide insightful information about the target academic and learning needs of the NNSA students.
they might raise awareness of the stakeholders (teachers, programme leaders, course designers, and decision-makers) on the key role of an NA’s research in designing AAP courses and developing their components.

they might help identify the main factors that influence the AAP programme’s effectiveness in meeting the students’ needs, which gives the stakeholders an opportunity to find substantial solutions to it.

they might identify the modern trends in teaching Arabic to speakers of languages, namely: Teaching Arabic for Academic Purposes.

they might provide information about whether teaching materials and methods used by the programme teachers are effective in helping to satisfy learners’ needs or whether they need to be changed.

they might show the programme’s strengths to help teachers develop further, and also highlight its weaknesses in order to help them resolve such weaknesses and avoid them in future.

they might provide information about teachers’ professional levels and competencies in teaching AAP classes.

they might raise awareness of the stakeholders on the significant role of the course evaluation process in improving AAP course content, components, and outcomes.

they might play a useful social role in building learners’ self-confidence by engaging them in the evaluation process and showing them that their voice, needs, and interests are significant.

1.6 Outline of the Thesis

This thesis comprises eight chapters. Chapter One gives an introduction to the study rationale, purpose, questions and significance of the study. This chapter concludes with an outline of the thesis and its chapters. Chapter Two describes the study context and its characteristics in order to give the reader a clear picture of the context where the
study took place. This chapter starts with an overview of the Saudi higher educational system, and the state of Teaching Arabic for Speakers of Other Language (TASOL) at Saudi universities, followed by a brief description of current AAP programmes in SA universities. This chapter will then give an overview about the KNU and its institute, where this study has been conducted.

Chapter Three provides a review of the three main aspects of the relevant literature: needs analysis, AAP course design, and course evaluation. It begins with presenting the definitions of AAP and outlining its history and characteristics. Then, it reviews the extant literature pertaining to AAP approaches to course development, followed by descriptions of the principles and components for the development of course design processes, and finally provides a brief explanation of the term 'need' and its categories, as a key component in this process. The chapter also goes on to offer an overview of the concepts of NA and a summary of its classifications. Then, it gives definitions and descriptions of course evaluation and the main approaches to course evaluation. It ends by reviewing the current state of AAPs and the challenges facing the development of AAP courses in the study context.

Chapter Four focuses on the research methodology and the design adopted by this study. It begins with explaining the research paradigm, which includes the underpinning philosophy of the study. Then, the methodology of the study is presented, followed by reviews of the main approaches of NA and an outline of the NA approach adopted in this study. This chapter also provides descriptions of population samples, research methods, ethical issues, and the procedures for data collection. That is followed by describing the process of data analysis and interpretation.

In the light of an LCA of NA approach adopted in this study, Chapter Five presents key findings relating to the students' target academic needs to study at the KNU. These results are divided into three categories: students' necessities, lacks and wants. This chapter also presents results relating to the students' learning needs, which consist of their motivation and preferred learning approach in learning Arabic as L2s. Similarly, in the light of an adopted approach for NA and course design in this study, Chapter Six presents key findings relating to AAP programme effectiveness in meeting students’ analysed needs. This is presented in two sections: the academic and learning needs that have been satisfied, and those needs that have not been satisfied in the AAP programme.
Then, under five sub-sections, this chapter presents the main elements affecting AAP programme effectiveness in the fulfilment of students’ needs. It also discusses and interprets these findings, considering the literature and the study’s theoretical framework.

Chapter Seven is divided into two parts. The first part presents the study findings that relate to the challenges of the AAP courses implementation at the KNU. In this part of the chapter, these findings are discussed under three sections: the pedagogical, linguistic, and contextual challenges. This part ends with a discussion section that interprets these findings in relation to relevant literature. At the same time, based on the findings of the analysis of students’ needs and AAP programme evaluations that are presented in Chapters Five and Six, a second part of this chapter contains proposed principles underpinning a framework for improving AAP courses in the KNU and other universities in Saudi Arabia. It starts by providing general theoretical principles that need to be considered in designing and developing AAP courses, followed by the structure and content of the proposed AAP course.

Finally, Chapter Eight concludes the research by giving a summary of its key findings, discussing its contribution to knowledge in theoretical and practical aspects, as well as the research's limitations, before it presents justifications for these limitations. It also presents implications for practice, policy, and further research, followed by my personal reflection on this study's substance and process.

1.7 Summary of the Chapter

This chapter began by presenting background information about the study, and then it discussed the rationale of the study. I then briefly presented the objectives that this study aims to achieve, followed by a brief description of the research questions and significance. At the end of this chapter, I provided an outline of the structure of the thesis. In the next chapter, I will provide an intensive description of the study context, focusing on the AAP education location in the Saudi Arabia higher education sector, which has yet to receive sufficient attention from researchers.
Chapter Two: The Study Context

2.1 Introduction

This chapter provides the background to the study setting. This begins with a general discussion about the Saudi educational system, then moves onto highlighting the state of Teaching Arabic for Speakers of Other Languages (TASOL) at Saudi universities, followed by a brief description of current Arabic for Academic Purposes (AAP) programmes in these universities. This chapter will then narrow the focus on the AAP programme at the KNU, where this study has been carried out.

2.2 Overview of the Saudi Higher Educational System

The Saudi Arabia (SA) higher education system is considered one of the most developed of its kind amongst Middle Eastern countries. The government has been investing huge amounts in its universities to secure good, fair, and comprehensive education for all its citizens and residents. This has led to an increase in the number of public universities that have provided international students with great opportunities to study, in an attempt to attract at least 5% of foreign students onto their courses (Ministry of Education, 2019). This step is one of the many contributions that SA has been seeking to provide in order to enhance scientific and cultural communication between local universities and international universities worldwide.

The SA higher education system is divided into two sections: the private and the government education system. However, the latter system is considered the most widespread nationwide, with 30 universities covering the needs of most of Saudi's cities and towns. Also, it can be noticed from its name that the government education system receives high support and encouragement from the Saudi government itself. At the Saudi universities, study lasts four years and starts at 18 years of age for students who graduate from secondary school. The semester system is mostly adopted, and each
academic year is divided into two semesters. The academic calendar usually begins in late August or early September every year, and concludes in June of the following year.

The Saudi universities are well supported and equipped to provide educational opportunities for Saudi and non-Saudi students from all over the world. As a result, many international students, especially those who have an Islamic background, are seeking to study at one of the SA universities. One main reason behind this is the fact that in the western part of SA, the city of Mecca, which has great religious and historical importance for more than one billion Muslims from all over the world, is located. Another reason that is possibly associated with the objectives of the SA educational policy stems from the religious view aimed at constructing students' Islamic personality (Ministry of Education, 2019). Therefore, it has unique properties that can distinguish this system from other educational systems applied in some Arab and Muslim countries. For example, Islamic education has to be taught as a compulsory subject for all university students, whatever their level or speciality. In addition, male and female education is entirely separate, which has made it the favourite system for those who have a mixed learning environment in their homeland (Alshaya, 2017), especially girls, who can move freely without the need to wear a hijab (head cover) during study time.

In the same context, the number of non-Muslim international students who want to learn Arabic to study in SA universities is expected to increase, as a result of the influence of the new Saudi national transformation plan (2030 Vision) that has been adopted by King Salman Bin Abdul-Aziz and Crown Prince Mohammed bin Salman in the present Saudi government. Through the vision, massive development and reforms have been made in economic, political, educational, and social aspects to ensure a better future for Saudi society. In the last five years, the country has started to seek and attract qualified individuals from all over the world to become involved with Saudi citizens in the vision programmes realization. In this case, as mentioned above, the demand for learning Arabic for various academic purposes is likely to grow at Saudi universities.

The next section will give an overview on the Teaching Arabic for Speakers of Other Languages (TASOL) sector at Saudi universities, and it will provide more details about the potential students and the features that are provided to them when they join to study Arabic at SA universities.
2.3 Teaching Arabic for Speakers of Other Languages (TASOL) in SA

Teaching Arabic for Speakers of Other Languages (TASOL) in SA is part of a long historic movement associated with the country’s establishment of the official educational system in the early 1970s (Al-washmi et al., 2017). This was also accompanied by two main factors. One of them was an increase in oil revenues in the country, whereas the other was the country’s leading role in the Islamic world as the birthplace of Islam, with its two holy mosques situated in Mecca and Madinah. All these factors have driven the government’s interest to support the TASOL sector. The government has always understood the importance of the Arabic language as a fundamental factor in spreading the Islamic message, because it is the original language of the Holy Book (Quran) of Islam. As part of that, they launched many Arabic language teaching institutes, which are aimed mainly at enabling Muslim students from all around the world to learn Arabic and Islamic culture.

In the Saudi context, the Arabic language teaching programmes have been formulated into two standards: (1) the formal standard, which is shaped by specialised academic institutes and departments established at most of the country’s public universities, such as the KNU, where the present study is conducted; and (2) the informal standard that is shaped by non-academic schools and institutes. The previous one has always been provided by the Ministry of Education, whereas the second one is usually organised by private or charity organisations.

Map (1) of language departments and institutes for TASOL in SA universities.
As can be seen in Map (1), in SA universities there are a number of specialised departments and institutes for TASOL. For instance, the seven academic language institutes located number of cities such as Riyadh (3), Jeddah(1), Makkah(1), Madinah(1) and Buraidah (1) offer a variety of teaching programmes for NNS students and training programmes for teachers in the field of TASOL, whereas there are six language departments located in Hail, Tabuk, Majmaah, Taif, Al Baha and Abha that offer specialised TASOL programmes for NNS students. Students who are studying in these institutes and departments are non-Saudi students, as are those who are involved in this study (see the Section 5.2 in Chapter Five); they come from Muslim countries such as Pakistan, Kosovo, and Afghanistan, or from Islamic minorities in other countries such as Nigeria, Thailand, the Philippines, France, and the United Kingdom.

As mentioned before, the Saudi government is providing a great amount of support to the TASOL sector, and as part of that, the Ministry of Education has established a special office called the Department of Scholarships. This office seeks to facilitate admission conditions to NNS students in the local universities. It is also providing support to those students in order to overcome any possible difficulties that they might face during their academic studies (Deputy for Higher Education in the Ministry of Education, 2019). It is also responsible for providing them with financial and educational requirements by giving several scholarship options that fit their situations (ibid., 2019).

According to the regulations that control admissions for scholarships, issued by the Saudi Council of Ministers No. (94) dated 29/3/1431 (Arabic date) or 13/3/2010, the SA government has provided two forms of scholarship that allow Non-Native Speakers of Arabic (NNSA) to get their higher education in its universities (Department of Deanship at University of Shaqra, 2019).

Firstly, this involves the internal scholarships that are targeted at students who are legally residing in the country, and secondly, overseas scholarships that are targeted at students who come from outside SA (ibid., 2019). In accordance with its features, scholarships are also divided into three parts. The first type is a fully funded scholarship, whereby students enjoy all the benefits that cover their financial, educational, and healthcare needs (Department of Deanship at University of Shaqra, 2019).
From a financial aspect, students are given accommodation, daily free meals, annual travel tickets, a monthly reward of SAR 850 per student (approximately £120), as well as financial stipends when they come to study and upon graduating.

Meanwhile, from the educational side they get a seat, free books, and scientific training related to their study level. Health insurance is also provided for the students themselves and their family members if they live with them. In addition to that, the Ministry of Education attempts to ensure that universities give equal learning opportunities and any benefits that Saudi students already enjoy at the same university (ibid., 2019).

The second type is a partially funded scholarship, whereby students enjoy some particular benefits, e.g. a seat or a seat plus accommodation. The third type is a paid scholarship, which is funded by a donor from outside the university’s domain; however, it is granted in accordance with the rules and regulations that are set by the board of directors of the concerned university (ibid., 2019).

There are requirements for admission in order for the applicants to get a seat in one of these scholarship programmes. Firstly, applicants must not be less than 17 years or more than 25 years of age. Secondly, they must obtain government approval to receive a scholarship to study in SA. Thirdly, competent authorities in their countries must authenticate their certificates and documents, such as proof of medical fitness, secondary school certificate, birth certificate, and valid passport. Finally, they must have not been dismissed from any SA institutes.

All the above requirements are equally applicable to male and female students; however, according to the SA rules and regulations, female applicants must be accompanied by a male guardian (mahram). Moreover, because of the gender segregation system that applies to the Saudi educational system mentioned earlier, it is worth indicating that, until the time of this study, there are only three out of six teaching Arabic language units that had a branch for female students.

In fact, the scholarship programmes have been designed to achieve a number of important objectives. The significant aim is to transfer Islam's message to the world, teach the Arabic language, and spread the culture of moderation that represents SA values and beliefs. Another objective is to strengthen solidarity between the SA and other countries by attracting international students to achieve diversity and enrich
scientific research in SA academic contexts. The programmes also aim to establish scientific and cultural connections with the international educational institutions in general, and more specifically with the Islamic institutions, and document them in the service of humanity. They also seek to present to international students the recent scientific, economic, political, and social developments that have been achieved by SA (Department of Deanship at University of Shaqra, 2019).

Considering the above, it seems that teaching Arabic, especially Arabic for Academic Purposes, is a key factor to achieving these objectives in reality. This shows the important role that language could play as a tool for cultural, civilisational, and scientific communication among nations.

This is manifested by requiring the students to study AAP as a prerequisite to be eligible to obtain one of these grants to carry out their academic study at the SA universities. Therefore, in the following section, detailed information about these programmes will be provided.

2.3.1 Arabic for Academic Purposes (AAPs) Programmes in SA Universities

As is seen in Figure (1), in the SA universities, there are two types of programmes provided to teach Arabic as L2 to NNS students - the intensive programmes, or Arabic for Academic Purposes (AAP) and non-intensive programmes, or Arabic for Specific Purposes (ASP).

According to Figure (1), in SA universities, there is a total of five AAPs that are being offered to NNSA students. These programmes are often seeking to achieve similar objectives, which can be summarised in three main points: firstly, AAP seeks to develop students' ability to comprehend aural and written discourses at the advanced level. Also, it aims to develop students' writing and speaking abilities at the advanced level in order to prepare them linguistically and academically to continue their studies in universities where Arabic is the Medium of Instruction (AMI).
Finally, AAP aims to provide the NNS students with Arabic and Islamic culture. (Al-
abdulqader, 2019). These programmes consist of four levels, each level being one
semester long, during which students receive 20 to 25 hours a week of teaching.
Throughout the AAP programmes, students learn a variety of subjects in the Islamic
and Arabic syllabus. At the end, students who successfully complete this programme
are awarded the Diploma in Arabic as L2. Due to the word limit of the present study,
one model of a study plan for the AAPs that applies in most language institutes at the
SA universities is presented in Table (1)
In spite of this, the situation of TASOL in the language institutes linked to the Islamic universities is slightly different in terms of programme objectives and a study plan. In addition to the above objectives, Arabic Language and Islamic Studies programmes or Arabic for Religious Purposes (ARP), which are applied in the institutes of both Al-Imam (IMSIU) and Al-Medina (IUM) universities (see Figure 1, Section 2.3.1) aim to firstly teach students about Islamic sciences, with a focus on current issues facing the Muslim world in regard to atheism and superstitions. Secondly, they seek to provide students with a basic pedagogical sense, in a way that allows them to teach Arabic and Islamic sciences in their countries and promote the duty of Islamic Da’wah\(^1\) in the typical educational manner. Finally, they look at presenting Islamic civilisation and reinforcing Islamic identity (Al-abdulqader, 2019).

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\(^1\) Dawah (دعوة) is an Arabic word, meaning to invite or call someone. It is often used to describe how Muslims teach other more about their Islam beliefs and practices.
The programme duration in the IMSIU is one year divided into two levels, and students are required to complete their study in the AAP programme before they can gain admission to study on the ARP programmes. Meanwhile, in the IUM programme, the duration is two years divided into four levels. During such programmes, students are intensively exposed to Islamic subjects (see Table 2) at a rate of 54% of the total of course subjects. At the end, students are granted a Diploma in the Arabic Language and Islamic Studies. A study plan of such a diploma is presented in Table (2).

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<th>No</th>
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<th>Credits per term</th>
<th>Hours per subject per programme</th>
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<td>Prophetic Biography</td>
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<td></td>
<td>Total hours</td>
<td>25</td>
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2 Table (2): A study plan of the intensive language programme in the IUM language institute (Islamic University of Madinah, 2019).

In contrast to the above programme, non-intensive programmes apply to a narrow range within these institutes (see Figure 1, Section 2.3.1) They are divided into two parts: Arabic for Specific Purposes (ASP) and Arabic for General Purposes (AGP), or Arabic for Life. Courses are provided to serve non-scholarship students who are residents of or visitors to SA, e.g. diplomats, doctors and engineers, tourists and pilgrims, etc.

1 A set of rules used for pronunciation and recital of the Quran.

2 The term in Arabic spelled Hadith (حديث) refers to a record of the traditions or sayings and actions of the Prophet Muhammad that is considered a second major source of religious law and moral guidance after the Quran.
Therefore, they are required to pay a nominal fee of around 600 SR, probably equal to £100 per month.

The general objectives of such courses are to achieve the cultural and educational mission of these institutes to serve society by expanding the use of Arabic among non-Arabic speakers in the country in order to enable them to communicate with the surrounding community (Overview of ALI’s Educational Programs, 2012; Al-abdulqader, 2019). In each institute, the study plan and duration of ASP and AGP courses are diverse, depending on the students’ preferred duration and subjects.

The ASP courses usually include Arabic for Religious Purposes (ARP), Arabic for Diplomatic Purposes (ADP) and Arabic for Medical Purposes (AMP), to cover all the expected needs of students that cannot be satisfied by AAP programmes. On the ASP courses, students are intensively exposed to authentic situations related to their needs of the target language.

Examples are, but are not limited to, students on the ADP course who are training in dialogue skills, using particular and selected diplomatic communication positions, as well as learning different types of writing forms, e.g. writing letters, responding to emails, and completing various sorts of diplomatic applications.

The AGP courses, on the other hand, aim to equip students with basic language skills to enable them to communicate easily with native speakers in daily life, whilst at the same time promoting knowledge among students about the Islamic Saudi culture, a culture of the society in which they live.

After discussing the state of AAPs that are offered in most SA universities, the next section will attempt to narrow the focus on an AAP programme that is provided in one female university, where this study was done, in order to give the reader a real picture of the study context.
2.3.1.1 Arabic for Academic Purposes at the KNU

As is seen in Figure (1), in the SA universities, there are two types of programmes provided to teach Arabic as L2 to NNS students - the intensive programmes, or AAP programmes, and non-intensive programmes, or ASP programmes. The KNU, where the present study has been conducted, is one of the public Saudi universities that is located in Riyadh, the capital of SA. The university has committed itself to opening the door to international female students to help them continue their undergraduate study in its departments. Like most SA universities, the NNSA students must get a diploma in the Arabic language as the main condition to study at the university. Therefore, the university sought to provide an intensive AAP programme, which is in line with what has been provided by the rest of the academic institutes in Saudi universities (Figure 1, Section 2.3.1).

The AAP programme targets students who gain one of the scholarships, like the participants in this study, which is offered by the SA government to NNSA to give them the opportunity to get their higher education in its universities (see Section 2.3). The number of students who are joining AAP programmes in the beginning of each academic semester is between 20 and 50 students. Consequently, the programme primarily aims to prepare NNSA students linguistically and academically for continuing their undergraduate degree within any Saudi university (see Appendix 2) (Reference guide of the Arabic Language Institute of the KNU, 2017).

As shown in Table (3), throughout this programme, students will learn various Arabic and Islamic courses. The admission requirements of this programme are the same as those usually required by scholarship students (for more information, see Section 2.3). Moreover, its duration is similar to those of all the other academic institutes’ intensive programmes: two years, consisting of four levels, with each level being one term (15 weeks) in addition to an exam week; during this time, students receive 25 hours per week. It is compulsory for them to get above 60% in their exams at each level in order to achieve the certificate of the diploma in AAP (ibid., 2017).
In the KNU, students are also provided with non-intensive courses or AGPs that are offered to non-scholarship students who are residents, private foreign corporations, and foreign delegations in the country. Unlike the above programme, this course requires enrolling students to pay specific fees. The programme’s target is to enable those students to acquire basic skills in listening, speaking, reading, and writing, so they can communicate effectively with people in an Arabic environment in general, and a Saudi environment in particular (Reference guide of the Arabic Language Institute of the KNU, 2017). The duration is six weeks, with a total of 54 hours for each course. It takes place during the evening at the same institute location to give more flexibility, enabling students who cannot go to morning courses to find time to attend (ibid., 2017).

In regard to integrating non-Arab students with native speakers within the university's community, the KNU has also created further dialogue programmes that seek to give students substantial cultural, civilisational, and social experiences in a way that can promote their language competence at the same time (Reference Guide of the Arabic

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<th>Credits per term</th>
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<td>Written Composition</td>
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</tr>
<tr>
<td>17.</td>
<td>Study Skills</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>18.</td>
<td>Total hours</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

Table (3): A study plan of the Arabic for Academic Purposes programme in the KNU Language Institute (Reference guide of the Arabic language institute of the KNU)
Language exchange is defined as language activity for practising Arabic speaking and other languages that takes place between two language learners, each of them supporting their partner to improve their learning in L2. There are some basic conditions for students to fulfil before they can join this programme. For instance, participating students should come to the programme in their free hours, not during study time. Participants have to schedule a definitive time and inform the Academic Support Unit at the institute that organises the operation. Saudi partners have to be able to explain their Saudi identity and culture to their non-Arabic partner, and Modern Standard Arabic (MSA) is the only level of Arabic spoken language that is allowed to be used during the conversation.

2.4 Chapter Summary

This chapter seeks to provide a comprehensive overview of TASOL practices inside the Saudi educational context, through presenting a brief definition of the higher educational system in Saudi Arabia and identifying admission regulations that are followed to allow the NNSA students to master Arabic before studying at one of the SA universities. It then returns to provide a general overview regarding the AAP programmes that are provided in all SA universities, and the AAP programme provided at the KNU in particular, where the present study has been carried out.

The following chapter reviews the extant literature pertaining to teaching ASP and AAP in light of its approaches to curriculum development for Arabic for General Academic Purposes (AGAP). It begins with a quick overview of the historic progress of AAP in the field of TASOL in the Saudi context.
Chapter Three: Literature Review

3.1 Introduction

The purpose of this chapter is to review the literature related to the main research areas, including the development of Language for Academic Purposes (LAP), Needs Analysis (NA), and course evaluation. The chapter thus begins by providing a historical overview of the development of LAP, its definitions, and its characteristics in different language contexts, focusing on the Arabic for Academic Purposes (AAP) context. It also provides an outline of LAP’s types and subtypes, and it explains the difference between them.

The chapter then moves on to discuss the main approaches for language course design. Then it proceeds to highlight the process of course design and its main components, including Needs Analysis and its role in language course design, focusing on the categories and definitions of the different types of students’ needs. The final section of this chapter addresses different approaches for course evaluation, followed by a review of the status of AAP development, and ending by highlighting the main challenges to the development of AAP at local and international levels.

3.2 The Historical Development of Language for Academic Purposes (LAP)/AAP

Since it emerged as a major research area in the 1960s, Language for Specific Purposes (LSP) has become a vital and innovative activity within the teaching of foreign languages (Rahman, 2015). LSP is defined as a fundamental approach to language instruction, in which all the methods and content are designed to meet the learners’ needs (Hutchinson & Waters, 1987). In the related literature, Language for Academic Purposes (LAP) is considered to be a variety of LSP; therefore, many researchers and practitioners have connected the emergence of LAP to the development of LSP (such as Flowerdew & Peacock, 2001a; Jordan, 1997; Swales, 1985, cited in Ding & Bruce, 2017).
In the field of teaching Arabic for Specific Purposes (ASP), a number of researchers have reported that it cannot be denied that the developments in Arabic for Academic Purposes (AAP) were a response to changes to teaching approaches in the development of English for Academic Purposes (EAP) (Al-haquhani, 2018; Eltingari, 2007; Teima & Alnagah, 2003; Zakie, 2017). Thus, in order to understand the historical sequence of AAP movements and to achieve this study aim (see Chapter One, sections 1.2 and 1.3), it was important to provide an overview of the original research pertaining to LSP/LAP movements in relation to the development of English for Specific Purposes (ESP) and EAP education in particular, as the main research area.

When tracing the history of ESP/EAP, it can be noted that four major factors have contributed to the emergence of these concepts, including the increasing demand for English teaching to meet the diverse needs of learners after the Second World War, the oil crisis in the 1970s, and developments within the fields of linguistics and educational psychology (Hutchinson & Waters, 1987). Each factor will be discussed in more detail in the following paragraphs.

According to Hutchinson and Waters (1987), Jordan (1997), and Hafner and Miller (2018), after the Second World War and in the early 1960s, the United States has become the world’s power centre in terms of economic, technical, and scientific developments. This has led to the decline of the importance of some European languages, such as German and French, as international languages of economic and academic communication (Jaworska, 2015), because English replaced them as the dominant language of academic communication and became the medium of instruction in many academic settings (ibid., 1987).

A typical example of that was given by Ammon (2004, as cited in Jaworska, 2015), who argued that the decision to cease the requirement for foreign languages at American higher education institutes, such as universities, was one of the factors that decreased the use of German as an academic language and increased the use of English as an alternative. The author maintained that this factor had a negative effect on the acceptance and publication of academic products that were written in languages other than English. Accordingly, non-English-speaking scientists who wanted to be known at an international level were obliged to write their research in English (Jaworska, 2015).
Since that time, the demand for learning English as a second or foreign language has increased across the world, particularly on the part of many non-native English-speaking students who wish to learn English in order to study in English-speaking countries or in the former colonial territories of Britain, where English is the second language and is the medium of instruction in both public schools and in higher education institutions (Flowerdew & Peacock, 2001a).

Another influential factor that was discussed by Dudley and St. John (1998), Strevens (1980), and Gillett (1989) was the revolution of the linguistic concepts and increased interest in the field. Pioneers in linguistic studies, such as Campbell and Wales (1970) and Hymes (1972), shifted the traditional focus on describing the features of a language to a focus on what learners wanted to achieve by learning the target language (Gatehouse, 2001); that is, the focus changed from the formal structure of a language to the ways in which the language was used in actual communication in particular situations (Gillett, 1989). This communicative approach to language teaching began to influence the development of the syllabi and the curricula of teaching EAP during the 1960s and 1970s (Nunan, 1988).

According to Swales (1985), this development in EAP first appeared following a paper that was published by Charles Barber in 1962; Barber aimed to describe scientific English by explaining the differences between scientific and general English. This study played a major role in the development of EAP as a research area, because it opened the door for many later attempts to describe English for science and technology (EST), such as the works by Ewer and Latorre (1969), and Selinker and Trimble (1967) (Hutchinson & Waters, 1987). This was also supported by the results of the Council of Europe’s cooperative work, which guided the shift in the approaches used in teaching languages from the teacher-centred, grammar-based approach to a more functional method that considered the learners’ needs and other important communicative language factors (Dudley-Evans & St John, 1998).

Moreover, as mentioned above, the new developments in the educational psychology theory were also considered as main factors that have contributed to the emergence of ESP/EAP. According to Hutchinson and Waters (1987, as cited in Gatehouse, 2001), such development has transferred the focus from the method of language teaching to a focus on the ways in which learners acquire a language and the differences in the ways
languages are learned. As it was noted that learners of English as a second or foreign language used diverse strategies and skills to master the language, consideration of the learners’ needs became as important as the methods used to teach linguistic knowledge; accordingly, specific courses were designed to address the learners’ individual needs (Abu-Melhim, 2013).

The final factor in the emergence of ESP/EAP was the oil crisis from the early 1970s to 1979, as a result of the sharp increase in the price of oil, which contributed to the influx of huge Western projects and investments for the development of infrastructure and the oil industry in the oil-rich countries in the Middle East, particularly in the Gulf Region and in the Kingdom of Saudi Arabia (KSA) (Ding & Bruce, 2017; Hutchinson & Waters, 1987; Dudley-Evans & St John, 1998). Thus, the demand for learning English from NNS for specific needs, such as for business and commercial purposes, increased exponentially in these countries, particularly once English became an international language (Javid, 2013). This situation also attracted the attention of early ESP researchers to the Middle East (Dudley-Evans & St John, 1998).

On the other hand, in the field of teaching Arabic for Specific Purposes (ASP), researchers agree that the teaching of ASP began with the emergence and spread of Islam outside of the Arabic peninsula in the mid-nineteenth century. As mentioned before (see Chapter One, Section 1.1), this was when new converts to Islam who spoke other languages began to learn Arabic in order to understand the language of the Holy Book (Younes, 2015). Therefore, some researchers confirm that Teaching Arabic for Religious Purposes (ARP) was the first practice for which Arabic was taught to non-native speakers. However, some AAP researchers believe that such teaching practice could be considered as informal learning because it was based on individual attempts that lacked a clear theoretical base and curriculum. For example, Facchin (2019) argues that the trends in the teaching of the Arabic language at that time were neither institutionalised nor supported by any theoretical foundation.

However, there are some researchers who have opposed this idea. For example, Ramadan et al. (2020) argued that religious motives were not the only reason for the emergence of teaching ASP in the past. The authors mentioned that evidence of this could be found in Arabic heritage books, such as works on history and literature, which are filled with the names of non-Arabic scholars who learned Arabic for political,
cultural, economic, and literary purposes. Facchin (2019) supported this idea and claimed that in the Middle Ages, many people learned Arabic to meet their real needs in daily interactions, such as communicating and concluding trade agreements with native Arabic speakers. Furthermore, Lewis (2005) suggested a variety of reasons for people wanting to learn Arabic at that time, and stated that, after the spread of Islam, ‘there was only one language that mattered — Arabic. It was the language of scripture, of the classics, of commerce, of government, of science’ (p. 22). Subsequently, many local languages either disappeared or their use was restricted to written texts such as scriptures and rituals (ibid., 2005).

Therefore, similar to the advent of EAP, it was not a surprise to find that recent studies have linked the development of ASP/AAP to the same three factors mentioned above. In this regard, Eltingari (2007), Abu-Amsha (2018), Teima & Alnagah (2003), Zakie (2017), Al-laham (2013), and Alfarsi (2004) stated that the economic growth that followed the discovery of oil in the Arab region was one of the major factors in the establishment of ASP courses in the Arab world, due to the influx of foreign experts and workers from European countries who came to work in the economic and healthcare sectors. These individuals needed to improve their communicational competence and professional performance, particularly when communicating with Arabic employees who did not speak English. Moreover, the above-mentioned researchers emphasised that advances in linguistic and educational psychology theories (Ashari, 1983; Rehab, 2014, as cited in Fatoni, 2019) encouraged practitioners in the teaching of foreign languages to pay more attention to learners’ needs, wants, and interests, which led to the emergence of new theoretical approaches in language teaching, such as the learner-centred approach and discourse analysis (Obeidat & Mohammed, 2019; Ramadan et al. 2020).

However, in the past decade, AAP has caused increasing concern in Arabic higher education institutes in many Arabic-speaking countries, particularly in Saudi Arabia, where the present study was conducted. Al-Sadiq (2013) attributed this concern to three fundamental factors, the first being the increase in scholarships offered by Arab universities to non-Arab Muslims who wish to study the Islamic and Arabic sciences (see Section 2.3 in Chapter Two).
The second factor is the academic difficulties that some Non-Native Speakers of Arabic (NNSA) students encounter in Arab universities, which lead to delays in their graduation from universities, as some of them take more than five or six years to complete their studies. This situation has necessitated the provision of AAP programmes to form a link between the teaching of Arabic for General Purposes (AGP) programmes at the institutes and in the departments at the universities. The final reason is the general weakness in the TASOL curricula in some TASOL institutes, which has necessitated the provision of AAP programmes for students prior to their enrolment at universities to bridge this pedagogical gap (ibid., 2013). Ramadan et al. (2020) propose an additional reason, namely that the development of AAP has been a response to the changing needs of Arabic language learners enrolled in the Oriental language and religious studies departments in Arabic or foreign countries. These students have become conscious of the defects of AGP programmes and the benefits of AAP programmes in terms of meeting their language needs and other skills that are required in their areas of specialisation (ibid., 2020).

Considering all the factors mentioned above, it can be assumed that the recent and unprecedented developments in the fields of trade, politics, and tourism, as well as the educational and social reforms that the government of Saudi Arabia has adopted through Vision 2030, would increase the demand for learning Arabic for various academic purposes. For example, the government changed the residency law, thus giving people from all over the world the opportunity to live in Saudi Arabia for the first time. Such developments are expected to play a major role in increasing the number of foreign people who want to visit or to live in the country, to discover its culture, and to learn its language, history, and traditions.

Another motivational factor that is expected to increase the demand for AAP on the part of both NNSA and Native Speakers of Arabic (NSA) is the modern educational changes that the Ministry of Education have implemented in the higher education system in Saudi Arabia. For example, the ministry recently decided to cancel the requirement for new students to pass the Preparatory Year Programme (PYP) to register at Saudi Arabian universities, which means that all students need to be equipped with the language competency and the skills they need in order to be active members of the target academic setting.
Having reviewed the history of the emergence of LAP/AAP by focusing on EAP and AAP, with more highlighting on the significance of AAP in the Saudi Arabia higher education context where this study has taken place, it is important to explain the definition of LAP concepts in each field and the most prominent characteristics that differentiate it from other approaches in second language teaching. The following section, thus, will discuss all these aspects in more detail.

3.3 Definitions and Characteristics of AAP

As discussed earlier (see Section 3.2), like any other educational endeavour, the development of Language for Academic Purposes (LAP) has been influenced by theories of psychology from one side, and the developments of general language teaching from the other.

However, with reference to the study objectives in gaining deep understanding about the needs of students and the effectiveness of AAP in the KNU context, this section will track popular EAP and AAP definitions and approaches that have been discussed widely in related literature. The purpose of this is to assist the researcher in understanding the nature of the existing issue under investigation and to achieve the study objectives.

In EAP, Li (2020, p. 7) argues that 'theories in the field of EAP are sometimes confusing, not only because there are quarrels over defining EAP, battles between schools, mixed use of jargon, and debate over instruction, but also because of a wide range of concepts that have been associated with EAP'. This situation has driven him to point out that in terms of its content and scope, the definition of EAP is still subject to change over time (ibid., 2020).

Flowerdew and Peacock (2001a) describe it as the teaching of the English language that mainly seeks to enable learners to study and carry out research in the target language. Meanwhile, Gillett (2006) defines EAP as 'the language and associated skills that students need to undertake study in higher education through the medium of English' (p. 11, cited in Li, 2020). It is apparent that these definitions regard EAP as the model of study-skills needed to effectively communicate knowledge about EAP (see Section 3.5.1).
In contrast with the above meanings of EAP, Hyland (2006, p. 2) explains that EAP is 'specialized English-language teaching grounded in the social, cognitive, and linguistic demands of academic target situations, providing focused instruction informed by an understanding of texts and the constraints of academic contexts'. According to this explanation, the teacher's role in EAP is to teach students a specialist language related to a specific subject.

The differences that appear in these definitions reflect the diversity that is involved in EAP types, scopes, and approaches, which will be discussed in the following sections (see Sections 3.4 and 3.5). However, before that it is important now to narrow our focus here by highlighting the concept more in terms of its meanings and features.

- However, a recent definition developed by Chazal (2020) states that essentially, EAP contains the following basic characteristics that concern each one of the component parts: English. Primarily, this refers to the central and broader aspects of the English language, as well as academic language.

- Academic. Although there is variation in terms of local styles and interpretations, the academic factor may include: academic phraseology, operation, and study skills, the prevailing culture, the personnel, levels of literacy, dissemination of information, critical thinking, and the techniques needed to resolve problems.

- Purposes. These relate to needs, and in turn lead to the attaining of objectives that result in learning outcomes; these are intended to have purpose and meaning, as well as be realistic, measurable, and be easily able to be communicated.

Indeed, this understanding may appear more realistic and nearer to the real state of EAP today, because it reflects the distinctive nature of EAP in terms of being interdisciplinary, which is considered one of the main principles and is discussed in this chapter (see Section 3.6.1), and which should be taken into account for developing language courses (Hyland and Shaw, 2016).

In the AAP literature, Nouri (2014) considers AAP as a new trend in the TASOL field, the aims of which are to provide NNSA learners with the linguistic abilities, skills, and
competencies that make them knowledgeable about their specialisations, and enable them to integrate into the academic environment and express their opinions on any issue clearly. This interpretation of the AAP concept and aims is widespread amongst AAP researchers. In the same vein, most of them have emphasised that this type of programme is designed to improve NNS learners’ performances – such as students in the present study – in both the Arabic language and in study skills in order to achieve learning requirements in academic contexts where Arabic is a Medium of Instruction (AMI) (Teima & Alnagah, 2003; Fatoni, 2019; Othman, 2014).

With regard to the characteristics of EAP courses, scholars have differentiated it from other directions in language teaching employed in TESOL (Strevens, 1988; Dudley & St. John, 1998; Robinson, 1980) and divided it into absolute and variable characteristics. The characteristics of EAP are also shared by AAP researchers to identify AAP characteristics (Taufiq, 2018; Zakie, 2017; Teima & Alnagah, 2003).

The absolute characteristics of EAP are:

• Language teaching is designed to meet the particular needs of the learners

• Its content is linked to (that is, in terms of themes and topics) particular disciplines, occupations, and activities

• It is focused on the use of language that is suitable for these activities in terms of items such as grammar, lexis, syntax, discourse, and study skills

• EAP (and AAP) is the opposite of teaching General English (GE) (Strevens, 1988) (see Section 3.4.1).

However, its variable characteristics (Dudley & St John, 1998) consist of the following three points:

• EAP (and AAP) is concerned with the language skills to be mastered: for example, a focus on writing

• EAP (and AAP) might be related or designed for specific disciplines

• EAP (and AAP) may use a different methodology from that of GE in specific teaching situations

• Both EAP and AAP are probably designed with adult learners in mind
EAP and AAP generally cater for learners at either the intermediate or the advanced stage.

Having defined what is meant by EAP and AAP, and having examined their characteristics, I will now move on to identify different types of such courses. In this study, this review is needed to help me, as a researcher, to achieve the research aims and purposes (see Chapter One, Section 1.3).

3.4 The Classification of AAP

In the Language for Specific Purposes (LSP) domain, the classification of Language for Academic Purposes (LAP), whether the study is focused on English for Academic Purposes (EAP) or Arabic for Academic Purposes (AAP), is determined differently. Basturkmen (2006, p. 18), asserts that ‘language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional, or workplace environments’.

Therefore, based on the learners’ needs and specificity of content, English for Specific Purposes (ESP) has traditionally been divided into two main categories: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (Hutchinson & Waters, 1987; Dudley-Evans & St John, 1998, Flowerdew, 2016; Robinson, 1991; Jordan, 1997; Belcher, 2006; Jordan, 1997; Costley & Flowerdew, 2017; Woodrow, 2018; Ding & Bruce, 2017)

Flowerdew and Peacock (2001a) and Costley and Flowerdew (2017) point out that there is no clear-cut division between these two branches. This view echoes the views of Hutchinson and Waters (1987, p. 16), as they state that it is hard to distinguish between them ‘as people can work and study simultaneously, and it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the students take up, or return to, a job’. Nevertheless, in academia, most of the courses designed to help students get ready for their professional lives after they graduate are likely known as EOP, such as English for Diplomatic Purposes (EDP) and English for Nursing Purposes (ENP).

In addition, EAP is subdivided into narrow-angle categories, or English for Specific Academic Purposes (ESAP), and wide-angle categories, or English for General
Academic Purposes (EGAP) (Flowerdew & Peacock, 2001a). ESAPs are known as language courses that include the language and skills required for a particular academic discipline, such as medicine and law. The focus of their content is usually on the language structure, genres, vocabulary, academic conventions, and particular skills needed for a particular subject (Jordan, 1997). In other words, this type of course focuses on teaching students language forms and skills that are related to particular disciplines, such as the terminologies and language patterns that are used in specific fields (Hyland, 2006; Jarvis, 2001, as cited in Sharndama et al., 2014).

EGAP courses, however, are not focused on language features of a particular subject, but are rather focused on providing students with a combination of study skills, plus other elements such as ‘general academic English register, incorporating a formal, academic style, with proficiency in language use’ (Jordan, 1997, p. 5). Alongside this view, Master (1997) maintained that such courses were designed to ensure that students are sufficiently prepared for university-level modules by teaching them how to use different types of academic and learning skills, including: writing in an academic style using different academic discourses or genres, reading various kinds of academic sources using techniques such as scanning, skimming, and extensive reading, listening to lectures and taking notes, and speaking with colleagues or lecturers and giving a presentation (Master, 1997, cited in Howard & Brown, 1997).

In this meaning, EGAP courses are considered to be approaches that incorporate the language forms and skills that are common to all disciplines. These perceptions correspond with the perceptions of Costley and Flowerdew (2017), Flowerdew and Peacock (2001a) and Gillett (2006), which are presented above, regarding the definition of EAP. Furthermore, based on the time of the course and the learning contexts, where EAP can be provided to the learners, EAP could be classified into three categories: pre-sessional, in-sessional, and foundation courses (Woodrow, 2018; Flowerdew, 2016).

Meanwhile, based on the classification of ESP as presented by David Carter (1983), most ASP researchers have divided ASP into four branches: Arabic as a Restricted Language, Arabic for Academic Purposes (AAP), Arabic for Occupational Purposes (AOP), and Arabic with Specific Topics (Abdullah, 2020; Zakie, 2017; Teima & Alnagah, 2003; Eltingari, 2007). This type of language is limited in use, as it does not
allow its speaker to communicate effectively outside the work environment (Eltingari, 2007). An example of restricted language is the language used by taxi drivers.

According to Saudi (2013), AAP is defined as a language course that is directed to NNSA, and its aim is to provide them with linguistic abilities, skills, and competencies to make them familiar with the subject of their study field, as well as to enable them to communicate effectively with students and staff in this context. Examples of AAP courses for teaching the Arabic language are Arabic for Religious Purposes (ARP) and Arabic for Culture Purposes (ACP). In regard to AOP courses, Zakie (2017) defines them as Arabic language courses that are designed to meet the needs of NNSA learners to communicate successfully for different professional purposes, e.g. Arabic for Diplomatic Purposes (ADP), Arabic for Medical Purposes (AMP), Arabic for Political Purposes (APP), and Arabic for Military Purposes (AMP).

In regard to the last ASP category, which is known as Arabic with Specific Topics, as it is defined in ESP, this category of specific language course deals with expected future linguistic needs, such as the needs of researchers who require language for postgraduate reading studies, and for attending conferences or working in international institutions (Octoberlina & Asrifan, 2021). However, some researchers argue that it should not be considered a third category, as it is related to the second one (Eltingari, 2007; Abdullah, 2020; Octoberlina & Asrifan, 2021)

In comparison with previous classifications and based on Robinson (1980) and Hutchinson and Waters’ (1994) suggestions for types of EAP, Mohammed (1998) has divided ASP only into AAP and AOP. Further to that, he has subdivided AAP into Arabic for Specific Academic Purposes (ASAP) and Arabic for General Academic Purposes (AGAP).

In contrast with EAP, it can be said that the field of teaching AAP has not yet received sufficient attention from researchers to study its divisions, curricula, and categories. The evidence for that, as mentioned above, appears in the absence of diversity in forms and direction in teaching AAP, such as AGAP and ASAP from the class faction of ASP given by recent ASP studies. In this regard, Diab (1999) indicates that there are still other categories of ASP that have not been discovered yet. Furthermore, Abo-shahdan (2017) has developed a typical example of the negative effect of such issues on the use
of Arabic as a Medium of Instruction (AMI). As he mentions, this appears in the use of foreign languages, particularly English, in scientific research and science teaching, as a result of a lack of attention to specialized languages in Arabic, both in teaching and in writing.

Therefore, he suggests that researchers should pay more attention to the Language for Specific Purposes (LSP) domain as a basic research area to spot the gaps and problems that hinder the formulation of a specialized scientific discourse in Arabic, based on reality and usage. Looking at the last part of this section, it appears that there has been inconsistency among the researchers’ perceptions in term of ASP and AAP types and scope. Thus, it can be concluded that without sufficient knowledge constructed on the results of methodological researches that concern Language for Academic Purposes (LAP) course design and Needs Analysis (NA) areas, it might not be easy to reach a clear conception of AAP according to the LAP conventions. In this study, possible causes and effects from such issues on the AAP concept will be highlighted by discussing the differences between AAP and AGP in the next section.

3.4.1 The Differences Between AAP and Arabic for General Purposes (AGP)

As I mentioned in the introduction (see Chapter One, Section 1.1), some researchers have attributed the lack of effectiveness of some AAP programmes in satisfying students’ academic needs to the shortage of research studies on Needs Analysis (NA) and AAP course development. This has resulted in overlap between two major concepts, namely AGP and AAP, among some researchers and teachers in the field of teaching AAP (Faisal, 2017; Obeidat & Mohammed, 2019). Consequently, this issue has negatively influenced the approach of developing and designing AAP programmes in some Arabic and non-Arabic-speaking countries.

In Saudi higher education, Mohammed (1998, p. 3) noted that most of the programmes ‘do not differentiate between the two approaches, teaching AGP and teaching ASP, whereas in the field of Teaching Foreign Languages (TFL) these two approaches are totally separate’. Another evidence of the impact of this issue on the development of
AAP appeared at the Islamic University in Malaysia. Eltingari and Mohamad (2016) found that the AAP course that was offered to students of the Qur’anic studies department was not designed by a systematic analysis of the students’ needs, which is supposed to be a first and substantial element in developing and designing AAP courses. It was actually designed based on the institution’s desire on one hand, and the opinions of some faculty members in the department on the other hand.

Thus, it is important to identify the differences between AGP and AAP courses in order to assist practitioners to reflect on them and examine their current implications for AAP. Continuing with the discussion in the previous section, in order to discuss the variation between AAP and AGP on a solid theoretical foundation, there is a need in this study to understand the differences between these concepts in the wider LAP education landscape, particularly EAP, as the main research area.

In EAP, many researchers have mentioned that a clear-cut distinction between English for General Purposes (EGP) and English for Academic Purposes (EAP) is lacking, and that the boundaries are not clearly defined (Flowerdew & Peacock, 2001a; Barnard & Zemach, 2003, as cited in Nafissi et al., 2017); accordingly, they have argued that EAP should not be considered to be a separate division of TESOL, even though EAP courses are more focused in terms of aims and topics.

Although Hutchinson and Waters (1987) argue that there is no difference between the two concepts in theory, there are many differences between them in practice. That is because the EAP approach focuses on the learners, as the students’ needs, interests, and wants are taken into account in each step of the course design process.

By contrast, Robinson (1980) asserts that EGP is a language-centred approach that focuses on a broad method of teaching language that aims to assist students to acquire all the language skills and also the social and cultural aspects of the English-speaking community, and it can be determined by teachers or decision makers at the institutes. Moreover, Octoberlina and Asrifan (2021) explain that EGP is a basic form of learning languages that has been utilised at some level of study, but not at a higher education level. EAP, however, is a more advanced higher education discipline, customised to meet advanced students’ needs.
A further distinction between EGP and EAP courses is that the learners enrolled in EAP programmes tend to be adults who are similar in age, and who have a certain level of language ability and awareness of their language needs (Hutchinson & Waters, 1987). Moreover, in regard to potential audiences, Jordan (1997) and Robinson (1991) argue that EAP programmes are important for Native Speakers (NS) as well as Non-native Speakers (NNS) of English. At the same time, it is clear that EGP courses are not beneficial for NNS. This assertion is based on the fact that the study skills instruction, which is a part of EAP, is not something that students can be born with, but rather it is something that they need to learn in order to master it (Mo, 2005, cited in Shing & Sim, 2011).

Alongside EAP researchers, AGP researchers have distinguished between AAP and AGP concepts. For example, Teima & Alnagah (2003) argue that AGP courses are likely to be longer than AAP ones, because they address comprehensive language patterns (such as skills, structures, and grammar), while AAP courses focus on usage as a particular part of language. They also agree with Hutchinson and Waters (1987), as mentioned above, in regard to the fact that contrary to courses of the language for academic purposes, such as AAP courses, AGP courses are provided to learners with different ages and language levels (beginner – intermediate – advanced) who want to be able to communicate in Arabic in different spheres of their lives (Teima & Alnagah, 2003). In addition to that, in terms of learning materials, they have added that most of the learning materials in EGP courses are inauthentic, and are created to meet the learners’ social needs, such as being able to communicate with native speakers within the communication context of the target language. However, AAP course learning materials are authentic materials in which the texts are selected from the main sources of knowledge that are related to the learners’ needs and interests (ibid., 2003).

Another variation is given by Abdullah (2020), who adds that the process of course design for AGP is more difficult, because it is based on a broad range of language needs and covers the four language skills of writing, reading, speaking, and listening; by contrast, AAP course development is easier and takes less time and effort, because it can sometimes be developed based on specific needs and certain skills.
After discussing the differences between AAP and AGP it is necessary to go deeper in the AAP area, which this study is interested in, to distinguish between its major branches. Thus, the differences between AGAP and ASAP from various angles will be discussed in the next section.

### 3.4.2 The Differences Between AGAP and Arabic for Specific Academic Purposes (ASAP)

For the same reasons that have been explained in the previous section, in this study, there is a need to review related Language for Academic Purposes literature, particularly English for Academic Purposes (EAP), in order to understand the variation between the AAP classifications: AGAP and ASAP (see Section 3.4.2).

As described previously (see sections 3.3 and 3.4), it is clear that there is a degree of incompatibility around the EAP terminology and scope, which results in the issue of specificity in EAP. These circumstances led to the emergence of the issue of specificity, which is considered the most controversial area in EAP literature. Thus, several studies have attempted to explain the differences between the two sub-strands of EAP: English for Specific Academic Purposes (ESAP), or subject-specific courses, and English for General Academic Purposes (EGAP), or common core courses in teaching language for academic purposes.

Papadima (2020) reported that there are several classifications of EAP teaching that are affected by different factors, such as the learners’ objectives, the learning setting, and the time they take to complete the course. For example, learners enrolled in common core courses are likely to have diverse fields of study, while subject-specific courses are attended by learners studying the same discipline (Costley & Flowerdew, 2017). That is, learners are provided with a common core or EGAP pre-sessional courses before they begin their academic studies; by contrast, learners enrolled in a subject-specific or ESAP course could take the course as an in-sessional course, which means that they would study in conjunction with their main university course (ibid., 2020).

Further classifications are presented by Armstrong (2017), who distinguishes between these directions based on the three specific aspects of student-centric learning:
meaningful input and output and fulfilling the broader objectives of the learners. With regard to student-centred learning, Armstrong (2017) believes that classes in the common core approach are mainly teacher-centred and goal-oriented classes, and that the focus is on achieving particular pedagogical goals. By contrast, subject-specific courses are considered to be student-centred learning, as learners can make the decision to select their own learning materials. With regard to meaningful input and output, in common core courses, teachers apply a blanket format by teaching the students using the same textbook, while in subject-specific courses, the materials are selected by the students and are authentic materials, because the texts have been written by native speakers for native speakers (ibid., 2017).

In recent years, interest in common core course designs in the field of EAP (Hyland, 2002, as cited in Basturkmen, (2006), has increased, which has caused extensive debate within the EAP community (Papadima, 2020). For example, Widdowson (1983), who developed an extension of EAP to education (ESAP) and training (EGAP), viewed the common core tendency positively and criticised the opposite approach strongly. From his perspective, one major drawback of this approach is that the expected knowledge a learner may obtain by attending a training course is not retained after the learner completes the course, because the sole focus is on increasing the learner’s background knowledge of specific linguistic formulas and how to apply them in a particular context. By contrast, educational courses focus more on providing learners with linguistic resources that enable them to improvise and resolve diverse communication issues (Widdowson, 1983).

Basturkmen (2003) agreed with this criticism and claimed that the communicative needs of a group of learners in any language-teaching classroom are rarely the same; in other words, the goal of specificity in subject-specific courses will be difficult to attain. In line with this argument, Hutchinson and Waters (1987) support the common core approach because they believe that this approach develops broader competencies in the learners, and that narrow-angle training courses such as ESAP are limited and will not produce competent learners. However, Costley and Flowerdew (2017) point out that their preferred approach mostly relates to several contextual circumstances, such as the number of students taking the course, institutional pressure, and teachers’ competencies
and training. It also may relate to the benefits of practising, comparing, and contrasting varieties of disciplinary discourse.

Such perspectives have been strongly contradicted in recent years by the perspectives of some pioneers in EAP studies. For example, Hyland (2006) has summarised some of the more recent arguments against these perspectives in three points. Firstly, he believed that as the common core approach focuses on the general official system of a language, it does not take the possibility of changes in the meanings of forms based on the context of use into account, and considered this to be one of the main weaknesses of this approach. Secondly, Hyland (2006) claimed that there was a lack of research-based evidence to support the claim that learners, particularly those with lower levels of language proficiency, need to study a common core course to prepare them sufficiently before beginning a subject-specific course. By contrast, improvements in the learners’ levels would be attained by familiarising them with real-world communicative tasks related to the target disciplines. Finally, Hyland considered that when teaching discipline-specific literacy or common core skills and language forms, language teachers experienced difficulty giving this job to the specialists in the content subject because they were either not prepared to teach language subjects and themes such as academic literacy skills in addition to their major disciplines, or they did not have sufficient time or motivation to do so (ibid., 2006).

Opposite to this situation, in the AAP field, as a result of the limitation in the development of AAP forms and directions, as described earlier (see Section 3.4), it can be assumed that the issue of specificity has not appeared within the ASP educational landscape yet. That may originally be attributed to, as mentioned before, the fact that AAP education is still considered as a new direction in the TESOL sector and is still in the early stage of its development (Teima & Alnagah, 2003; Zakie, 2017; Saudi, 2013). This situation has also influenced the style of teaching Arabic in some Arabic-speaking countries, including Saudi Arabia. In this regard, Zakie (2017) and Al-Qahtani (2018) have noticed that most Arabic higher educational institutes are tending to provide more AGAP courses than ASAP courses (see Table (1) Chapter Two, Section 2.3.1). From Al-hason’s (2017, p. 1) point of view, this is because 'at the official, academic and professional levels, Arabic is still studied, taught and used mostly as a literary language, its practitioners not paying attention to the scientific and communicative functions of
the Arabic language, though the needs of the age demand that this dimension of the language be given priority in order to guarantee the success and the continuous viability of the language and achieve the communicative needs of its speakers'. For this reason, he points out that the use of Arabic as a Medium of Instruction (AMI) in academic departments in most Arabic universities is quite limited in social sciences departments, particularly Islamic and Arabic studies, as used by the participants in this study (see Chapter Five, Section 5.2). The author’s view here has corresponded with the views of Abo-shahdan (2017), which was discussed earlier in this chapter (see Section 3.4) regarding the lack of specialized Arabic courses, which needs substantial attention given to the AAP research development in order to become like EAP, which favours an approach that is more grounded in theory and research (Hyland, 2018).

Indeed, despite the impact of a lack of research concerned with NA and language course design, which are essential for the development of specialized Arabic language courses, it is important to note that this is not the only challenge, as will be discussed later on in this chapter (see Section 3.10), which hinders AAPs’ implementation on the ground.

To sum up, despite the feature of each approach, for the development of AAP courses, as an AAP teacher and researcher, I agree with Hyland and Shaw (2016, p. 4) that 'If a needs analysis indicates that the study situation is more specific, then it is likely that instruction will focus on the genres required in the discipline and the preferred patterns of communication which students need to succeed'. However, in some cases, the analysis of students needs require 'identifying a number of general skills for a heterogeneous group of students from different fields'.

As result, language teachers and course designers should try to ensure that the development process of a language course and its components should, as much as they can be, relevant to students’ needs. The concept of relevance here, together with a set of other important concepts, is considered one of the fundamental principles in developing any language course. The issues related to principles of language course design are discussed in more detail later in this chapter (see Section 3.6.1).
Before that, however, in the next section, the major movements and trends in language for academic purposes are discussed, to help the researcher to develop a proposed AAP course design of what may help in developing future AAP courses that can meet the needs of NNSA students at the KNU and other Saudi universities.

3.5 Approaches to AAP Course Design

In EAP literature, Richard Watson Todd (2003, cited in Bell, 2021) noticed that most published studies were concerned with the theoretical aspects of EAP, i.e. identifying its EAP content more than addressing its methodological aspects – its teaching approaches and methodology. Bell (2021) suggested that the pedagogical matters in EAP need to be given significant attention, because teaching still accounts for the bulk of what most EAP practitioners do.

According to Basari (2021), the second controversial area in English for Academic Purposes (EAP), after the issue of specificity, which has been discussed before (see sections 3.4 and 3.4.2), is the approach to teaching EAP. Therefore, to allow the researcher to suggest an appropriate approach for designing and delving into AAP courses within the proposed AAP course, this section discusses the historical development of Language for Academic Purposes (LAP) approaches, particularly in the EAP field, focusing more on the most recent approaches for designing similar language courses.

As mentioned previously (see Section 3.2 in this chapter), the emergence and development of AAP courses is considered to be a reflection of the development of EAP, which itself has benefited from the great developments in theories of language learning and general learning on one hand, and from the improvement in approaches to language course design on the other (Richards, 2001).

Li (2020, p. 7), asserts that EAP has 'since its creation, been influenced by diverse theories, including: linguistics, applied linguistics, sociolinguistics, communicative language teaching, writing across the curriculum, learning theories, register analysis, genre analysis, systematic functional linguistics, writing in discipline (WID), American
second-language composition, critical theory, and new literacies'. The influence of all these factors on the development of EAP has led to the emergence of different schools in approaching EAP course design. Riazi, Ghanbar, & Fazel, (2020) have tracked the development of EAP research and divided it into four main stages; these are register analysis, rhetorical analysis, study skills and needs analysis, and genre analysis.

As illustrated in Table 4, it can be noticed from its focus that register analysis, rhetorical analysis, and genre analysis appear to have more relevance to the ESAP approach in teaching EAP courses (see Section 3.4.2) (Flowerdew, 2016).

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register Analysis Approach</td>
<td>Focusing on sentence grammar and linguistic features of scientific English</td>
</tr>
<tr>
<td>Rhetorical Analysis Approach</td>
<td>Focusing on paragraphs and the relationship between grammatical choices and rhetorical purpose</td>
</tr>
<tr>
<td>Study Skills and Needs Analysis Approach</td>
<td>Focusing on types of tasks, skills, and behaviours required of learners in the present and future target situations</td>
</tr>
<tr>
<td>Genre Analysis Approach</td>
<td>Focusing on ways that members of discourse communities are guided by shared rhetorical purposes when they speak and write</td>
</tr>
<tr>
<td>Socialization Approach</td>
<td>Focusing on understanding and relating to people and cultures.</td>
</tr>
<tr>
<td>Academic Literacy Approach</td>
<td>Focusing on understanding and producing academic texts, adhering to those conventions.</td>
</tr>
<tr>
<td>Digital Literacy Approach</td>
<td>Focusing on understanding, using, and communicating with multimedia technology.</td>
</tr>
</tbody>
</table>

Table (4): A synopsis of the trajectory of EAP (Riazi, Ghanbar, & Fazel, 2020; Miller, 2015).

However, returning to the issue of specificity in EAP (see Section 3.4.2), the development in the theories of academic literacies has recently influenced academia and led to a need to develop academic writing and reading practice in EAP. In this regard, Lea & Street (2006) argue that EAP should involve a mix of three approaches: the study skills approach, an academic socialization approach, and an academic literacies approach. The existence of these approaches is a response to the changes in higher education contexts in terms of types of students, who are mostly from diverse backgrounds on one hand, and the spread of heterogeneous learning and the mix of academic disciplines on the other (Hyland, 2006).
Li (2020) supports these perspectives and argues that EAP tends to be a multiple literacies practice, which includes, in addition to prior approaches, the digital literacy approach. Miller (2015) also supports this argumentation by claiming that the new literacies approaches in EAP are opposite to the discipline-specific approaches, which, as discussed above, are based on the incorporation of a broader academic context into EAP. This can be expressed as the application of a multiliteracies framework that comprises digital, academic and socio-cultural aspects, as highlighted in Table 4. These domains are: 1) Institutional: comprehending, negotiating, and communicating within the university’s framework. 2) Critical: knowing how to appreciate and manage texts, discourses, genres, and practices. 3) Language: appreciating how texts are assembled and generated, both written and oral.

This reconfiguration and new conceptualization of EAP allows higher learning bodies to restate the aims and objectives of their programmes in order to concentrate on a particular set of appropriate EAP abilities, programmes, and processes that are necessary for students to possess so that they can make a success of their time at university. Such a fresh conceptualization facilitates the institutions being able to revisit the EAP elements that international learners have been known to find difficult. Therefore, in this study, recent EAP approaches are reviewed critically, to help me as a researcher, with relayed results of NA and programme evaluation to achieve the study aim of developing AAP courses that can meet the academic needs of NNSA students at the KNU and other similar contexts in Saudi universities.

### 3.5.1 Study Skills Approach

As mentioned in Table 4, in the EAP literature, the emerging of the study skills approach was associated with the emerging of needs analysis in the early 1980s. Recently, some studies have pointed out that the study skills approach remains a common approach used in medium-ranking English universities, and it is considered a guide in their instructions, curriculum, and research (Hakim, 2020; Lea & Street, 2006, cited in Basari, 2018). This approach was mainly developed as a replacement approach to the early EAP approaches such as register analysis, which were over-focusing on
linguistic forms of the language to understand how language is used, more than how language could be learned (Hyland, 2006). The development of this approach was also associated with the changing in the beliefs of the EAP researchers, that linguistic knowledge is not the only need of the students in the target situation. The focus has thus moved from linguistics to broader reasoning and interpreting procedures, which assist students to comprehend their disciplines more thoroughly (McCabe, 2011).

In related literature, the approach has been defined from different perspectives, including broad perspectives and narrow perspectives (Basari, 2021; Hyland, 2006). For example, from the perspectives of EAP scholars, the approach is defined as 'abilities, techniques, and strategies which are used when reading, writing, or listening for study purposes. For example, study skills needed by university students studying from English language textbooks include adjusting reading speeds according to the type of material being read, using the dictionary, guessing word meanings from context, interpreting graphs, diagrams, and symbols, note-taking, and summarising' (Richards et al., 1992, p. 359, cited in Hyland, 2006).

From the same perspective, Jordan (1997) classifies study skills in different categories according to the study situation and activity. For example, in lectures or in talks, students need to develop their listening and understanding, note-taking, and asking questions for repetition, or to receive more information. But in seminars or discussions, students need, in addition to these skills, to learn about answering questions, explaining and giving reasons, agreeing and disagreeing, expressing their views and giving oral presentations. For personal study and reading time they need to learn how to read effectively and comprehensively, using skimming, scanning, and note-making. Finally, in writing essays/reports or sitting exams, the skills needed are planning, developing a draft, revising, paraphrasing and summarising, preparing for exams, understanding questions, and answering them explicitly. Through teaching EAP, or AAP, which is the focus of this study, through a study skills approach, students become better, more independent, and responsible learners (Solikhah, 2020). This is because it is based on 'learning how to learn', through the raising of consciousness, improving clarity, employing strategies appropriate to the relevant task, being centred on learners, and using learning that is autonomous and self-directed (Ellis & Sinclair, 1989, cited in Solikhah, 2020).
In contrast, from the perspectives of the academic literacy scholars, the study skills approach has been seen from a narrow angle, as the course focuses on developing the literacy skills of students, with more attention on academic writing. The study skills model, according to such perspectives, is defined as a 'set of atomised skills which students have to learn and which are then transferable to other contexts' (Lea & Street, 1998, p. 158).

Conceiving literacy skills as discrete cognitive skills that can be transferred across disciplines and need to be added to in terms of language has resulted in criticism from scholars involved with academic literacy and/or EAP. From the former group, Lea and Street (2006), for example, claim that the generic or study skills approach has not paid sufficient attention to the role of context, as it is based on the theories of learning, e.g. behaviourism, which deals with the way in which knowledge is communicated. Meanwhile, from the other group, Wingate (2015) argues that this perspective views literacy through a narrow lens, especially as the courses are concerned with grammatical accuracy and suitable language in the area of academic writing. In other words, it only focuses on correcting students’ difficulties as regards spelling, grammar, and superficial structures. This may restrict students’ ability to achieve optimum learning, as disciplined writing is not one of the priorities of the model (Hyland, 2002). Murray (2016) argues that understanding the study skills approach from this perspective might be interpreted as reflecting a one-size-fits-all process for teaching EAP. That is, as he clarifies, because it regards students’ writing progress as the accomplishment of a skill set that can be transferred across assorted disciplines. From his point of view, the study skills approach 'fails' to take the study context into account, which is 'by promoting a model of language development – and associated learning goals – that is insufficiently nuanced to reflect the practices of individual disciplines in terms of language, social meanings, and identities' (p. 436). However, Durkin and Main (2002, cited in Basari, 2018) note that the implementation of a discipline-based study skills course design was more effective in meeting undergraduate students’ needs than a generic study skills course.
3.5.2 Academic Literacy Approach

Lillis & Tuck (2016) state that recent development in academic literacies, which is a new empirical and theoretical field, has reflected on many research areas in higher education, particularly those concerned with academic writing, such as EAP. This development has been associated with increasing critical voices, as discussed above, regarding the efficiency of the study skills approach for EAP instruction (see Table 4). All these factors, as a result, have contributed to shift the focus of academic literacy within the study skills approach to increased recognition of the variety of writing modes of the assorted academic disciplines. This movement has led to great development in academic literacy research – from regarding literacy as skills that are separate and transferrable to viewing it as a social discipline allied with disciplinary epistemology and identity (Gee, 2015). The driving forces of this process are the new educational aims of the modern knowledge economy, in which learners assist with the construction of their knowledge rather than receive information passively (Gebhard, 2004, cited in Li, 2022).

Previous studies have reported that there is a lack of a definition of academic literacy that can be used as a basis for effective EAP teaching, which is a result of the massive number of contributions from researchers with different backgrounds and viewpoints (Li, 2022; Li, 2017). For example, Lea and Street (1998), in a pioneering article, defined the academic literacy approach by saying: ‘reading and writing within disciplines constitute central processes through which students learn new subjects and develop their knowledge about new areas of study’ (p. 158). The authors have identified three main approaches, namely, study skills (see the last part in the section), academic literacies, and academic socialization, to investigate student writing in higher education. In this regard, Zand-Moghadam and Khanlarzadeh (2020) considered that the academic literacies approach is the most far-reaching of the models, as it takes into account relations of power, institutional disciplines, and the various students’ identities that are revealed in their writing.

However, some studies found that most of the researchers in the field consider that the ability to write well is one of the main components of academic literacy, and that this leads to an increase of studies that are concerned with issues related to the writing ability of students, rather than reading, listening, and speaking skills (Zand-Moghadam
& Khanlarzadeh, 2020). Hyland (2009) related that to the important role of writing skills in academic achievement. Meanwhile, Lillis and Scott (2007, cited in Zand-Moghadam & Khanlarzadeh, 2020) attributed such interest in writing skill to universities’ prioritisation of written assessments, particularly the very important ones, as they depend on people’s ability in academic writing and their capacity to meet the criteria that universities demand; this writing skill includes rhetorical, genre, and discourse practices; paragraph organizations and the ability to produce effective dissertations; and report and article writings (ibid., 2007).

This understanding of academic literacy has conflicted with the recent view that argued that despite the term only referring to writing, it actually exceeds this and encompasses a range of competencies (Wingate, 2018; Solikhah, 2020; Li, 2017). Academic literacy development in this sense is viewed as ‘the ability to communicate competently in an academic discourse community; this encompasses reading, evaluating information, as well as presenting, debating, and creating knowledge through both speaking and writing’ (Wingate, 2015, p. 7). Wingate’s concept is in congruence with Solikhah (2020), as he defined it as skills involving reading, writing, speaking, listening, and mental agility, in addition to the attitudes and mental discipline that students need to succeed academically. These attributes include an aptitude for critical reading, writing in a scholarly style, and participating and adding to scholarly debate. This implies that the meaning of being literate has developed from the traditional notion of just being able to read and write to cover a wider range of academic skills, such as: being able to understand information that is couched in a variety of forms; to both paraphrase language and to make visual presentations; to define ideas, concepts, procedures, and state changes; to be able to write the sort of prose that allows students to express, in their own voice, debating positions; to compare and contrast ideas, to classify and to categorize phenomena (Yeld, 2003, cited in Solikhah, 2020).

A claim of Murray (2016) is that one of academic literacy’s biggest strengths is that it finds a distance between English language’s development in the university field and the idea of deficit that it has been long linked with: ‘By conceptualizing students’ language development epistemologically through understanding the expectations and thus requirements of individual disciplines’ (p. 436). Therefore, some studies propose that advanced literacy skills may only truly be progressed through the actual
participation of students in real and meaningful learning practices, which comprise value, depth, and emotional worth (Moje et al., 2008). Opposite to the literacy ‘autonomous model’ that considers literacy to be a collection of oral and written abilities that can be transferred, the development of literacy in academia is seen as a socialising, inclusive, and participatory process that can be attained though greater participation in real, purposeful, and disciplined learning (Duf, 2010; Russell, 2009).

3.5.3 Digital Literacy Approach

As mentioned earlier, the concepts and approaches of EAP have been influenced by the theories of general language teaching from one side and by the literacy developments from the other (see sections 3.2 and 3.5.2). As part of that, the development of digital literacy, which is considered a new trend in the literacies research movement (see Table 4), has brought great changes to the EAP field on the level of practice and policy (Vanugopal et al., 2021; Hafner & Pun, 2020; Li, 2020; Solikhah, 2020; Calvo et al., 2020). Furthermore, recent studies in EAP (e.g. Kohnke, & Jarvis, 2021) and AAP (e.g. Almelhes, 2021) have emphasised that there is an urgent need to develop students’ digital literacy competencies; this has become inevitable after the rapid transition to remote teaching during the coronavirus pandemic (Covid-19).

These changes have raised the need to reconceptualize the ways of teaching and learning academic language to meet the digital needs of students in the new digital age – to allow them to accommodate the ways in which language is used in academic settings, which requires learners who are digitally literate (Hafner & Pun, 2020).

In term of its description and components, as found in the EAP approaches discussed above, there are a range of digital literacy definitions that are found in the literature. For example, White (2015, p. 24) referred to ‘all aspects of developing the knowledge, skills, competencies, confidence … capabilities … to make use of digital technologies in a productive, creative, critical, safe, and ethical way’ (cited in Li, 2020). In addition to that, Miller (2015) mentions that university students in the 21st century, with the continuing digitisation of university processes and products, need to acquire a wide range of digital literacies to fully engage in their academic contexts. For example, to fully access and provide information, students need to use all the electronic devices that
are so common in today’s world – smartphones, tablets, computers, websites – as well as all the various platforms – the internet, websites, blogs, social media. They also need to be competent in using different types of computers and the associated programs and apps (e.g. Word, Excel, PowerPoint, SPSS, Skype, Endnote, etc.). Moreover, students will be expected to design and create a range of texts – oral, visual, textual, and multimodal – for various media.

On the other hand, Ahmed & Roche (2021) claim that recent digital literacy expressions exceed information and communication technology (ICT) skills in stressing the significance of the digital world; these expressions include evaluations of the purpose, relevance, authority, and topicality of online information. Other work has defined digital literacy as 'the ability to access, critically assess, use and create information, through digital media, in engagement with individuals and communities' (Roche, 2017, p. 43, cited in Ahmed & Roche, 2021). This perspective has been supported by Walker (2014, cited in Li, 2020), who believes that the ubiquity of digital resources and platforms means that teachers of EAP need to help their students in choosing and managing these resources. Such ways in which they could assist include instructing them in how to insert links and footnotes, which databases to search, and how to reference digital sources in order to avoid plagiarism issues.

With the ubiquity of digitally mediated communication, recent EAP studies have advocated teachers and course designers to include digital literacy skills in EAP content, under the digitalism umbrella (Li, 2020). The evidence of that has been found in related LSP and EAP literature, which has emphasised the fact that the preponderance of digital communication has created 'emerging needs' for language learners (Hafner & Pun, 2020). At the same time, recent EAP studies have suggested that although the academic literacy approach seeks to enable NNS of English students to achieve the requirements of academic English writing tasks, these students are still faced with difficulties in meeting the needs of their specific discipline and university learning expectations (Ahmed & Roche, 2021).

That is because, according to Khabbazbashi, Chan, & Clark (2022), there is no single preferred academic language mode, whether oral, written, aural, or verbal, or one preferred digital platform. Rather, multimodal literacy, through content that is mediated digitally, is the growing trend. Walsh (2010, p. 213) identifies multimodal literacy as
the capacity ‘to construct meanings through reading, viewing, understanding, responding to, and producing and interacting with multimedia and digital texts’ (cited in Khabbazbashi, Chan, & Clark, 2022).

On the other hand, Miller (2015) argues that as modern universities are complex and multimodal, students must be able to access a large range of literacies in order to thrive. They must be given the opportunity to see, read, interpret, interact with, and perform various literacies across a gamut of contexts, for diverse purposes and audiences. For this reason, the author has developed a multiliteracies framework, regarded as opposite to a discipline-specific approach, incorporating the broader academic context into EAP by identifying six literacy domains that are essential for smooth access and achievement in the university context. These include: (1) institutional literacies; (2) digital literacies; (3) social and cultural literacies; (4) critical literacies; (5) language literacies; and (6) academic literacies (Roche, 2017; Miller, 2015; Li, 2020).

According to Hafner & Pun (2020), as it is a part of LSP, in EAP there are two major pedagogical approaches to the inclusion of technology in EAP classrooms. One of them focuses on how the technology can be applied to teach language to students in the classrooms through the inclusion of digital resources; this is especially linked to computer-assisted language learning (CALL) (Hafner and Miller, 2018). Another approach that has been produced in recent years focuses on how to teach those students to use technology to communicate in order to improve their ability in digital literacies.

In the EAP context, Alavi et al. (2016) investigate the perceptions of Iranian EAP students and teachers with regard to students' levels of computer literacy at the University of Tehran, Iran, using questionnaires and semi-structured interviews. The study result confirmed that the level of ability of EAP students in computer literacy is low, and inadequate to incorporate computer technology in EAP instruction. Furthermore, the study's result has supported the view that has confirmed the importance of providing a training programme for EAP students on how to use these skills to gain better outcomes from the implementation of computer technology in EAP classrooms.

In the same context, another study used a wide survey, conducted by Eryansyah, Erlina, Fiftinova, and Nurweni (2019) in state-owned universities in Indonesia, to examine the
current digital knowledge and skills of Non-Native English Speaker (NNES) students, as well as their needs in term of developing their digital literacy ability to meet the requirements of 21st-century skills. The results revealed that students have a low level in digital literacy. In short, what students need is to develop their digital literacy skills by getting access to computers with the internet on campus, involving both teachers and students in training programmes, and keeping up with the use and integration of digital technologies in language learning.

In the AAP field, several researchers have highlighted the important role of the digital literacy approach in the facilitation of the learning process of NNSA students in universities where Arabic is a Medium of Instruction (AMI) (see Section 3.6.3). However, before discussing the academic needs of Non-Native Arabic Speaking students in term of study skills, it is important to highlight academic literacy skills and digital literacy skills within the Saudi higher education context.

### 3.6 AAP Course Development Processes

In EAP, the term course is defined as 'an integrated series of teaching–learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge (Hutchinson & Waters, 1987, p. 65). Richards (2001) maintains that although the fact is that the movement of language course design has been developed with the concept of syllabus design, the latter factor is just a part of it. He adds that syllabus design is considered as an operation of creating a syllabus and is mainly concerned with the adopting and organization of the content of a specific course. EAP course design, however, is defined as ‘the processes that are used to determine the needs of a group of learners, to develop aims and objectives for a program to address those needs, to determine the appropriate syllabus, course structure, teaching methods, and materials, and to carry out an evaluation of the language program that results from these processes’ (Richards, 2001, p. 2). Through this definition it can be observed that the process of developing course design is more comprehensive than the process of developing syllabus design, as it consists of a set of connected components that starts with analysing students' needs (Richards, 2001)
In the EAP field, Ziafar and Namaziandost (2019) clarify that there are various models for the development of language course design that have been proposed by many scholars in the EAP field (Richards, 2001; Graves, 2000). They note that there is a significant overlap among these models with each other; however, they mostly contain a certain number of stages, starting with Needs Analysis (NA), and other substages of what need to be followed to develop specialized language courses. For example, in his proposed model, Graves (2000) identifies a number of stages of what should be considered for designing a successful language course. These are: defining the context; carrying out a needs assessment; developing the course goals and objectives; conceptualizing its content; writing and developing its materials and activities; and structuring and organizing its evaluating.

On the other hand, a more comprehensive approach for course design has been developed recently by Woodrow (2018), which starts with determining the stakeholders, reviewing EAP literature and current NA research, choosing appropriate methods for data collection, collecting and analysing the needs, conveying findings into a list of communicative events, determining syllabus items, and evaluating the course (cited in Moore, 2020).

Similarly, Hutchinson and Waters (1987) suggest a Learning-Centred Approach (LCA) that language teachers and course designers can adopt to make well-established and successful courses. In this approach, the process of course design involves a set of six stages that start with identifying target situations, analysing learners’ target needs and learning needs, writing syllabuses, writing materials, teaching materials, and evaluating learners’ achievements. The LCA is one of the most common approaches to EAP course design, as it takes the learner into account throughout all the stages of course design. Furthermore, in this approach the course design is seen as a negotiated, dynamic, and non-linear process. Likewise, Brown (1989), in his model, emphasises that NA is the first step of course design, and the development of all remaining components is dependent on its result. He also notes that all the components are held together by curriculum evaluation. This is because keeping the cohesion between all its components is considered the second essential element in the process of course development after the NA. However, it is not necessary to introduce these components sequentially, one by one (Brown, 1989).
As can be seen, in this section, the discussion has highlighted three common models and approaches for developing and designing courses in English language teaching. The models that have been developed by the above authors have proven the important role of NA in the process of language course design. In this regard, Klimova (2015, p. 635) asserts that 'doing a needs analysis is a salient feature in the design of any EAP course because students use English to fulfil their academic studies. Therefore, the data on students’ specific needs must first be collected.'

To sum up, running a systematic NA approach is a cornerstone to help teachers and course designers in developing courses, formulating goals and objectives, selecting appropriate content and teaching material, and choosing methods of assessment. At the end, they can start delivering the course, bearing in mind the importance of evaluating its components regularly in order to examine its effectiveness and appropriateness to students’ needs, which are usually very variable and changeable. Therefore, considering the role of NA and programme evaluation as a key component of the process of AAP course design, the Learning-Centred Approach (LCA) suggested by Hutchinson and Waters (1987) is chosen to analyse the students' academic and learning needs and to evaluate the effectiveness of the current AAP at KNU, in order to develop the principles and a theoretical framework for improving AAP courses in the KNU and other Saudi universities. The interpretations of adopting this approach for needs analysis and course design are discussed in the next chapter (see Figure 4 in Section 4.4.1.4).

However, it is important to remind ourselves that in the process of course design there are other essential components, as is discussed in this section, which are not less important than NA. In light of the current study aims, the components of course design can be very relevant to the development and evaluation of AAP courses in the KNU, which this study seeks to achieve. Hence, there is a need to provide a theoretical basis that can support the researcher to do so, due to each of these components being discussed intensively in the following section.
3.6.1 Principles for Course Design

In the EAP research area, some professional organizations such as the British Association of Lecturers in English for Academic (BALEAP) have proposed that for the development of course design, teachers and course designers need to be guided by a set of clear theoretical principles (Akşİt, & Mengu, 2020). Therefore, in related research, several foundations and basic principles for developing EAP courses have been suggested by some EAP researchers. Klímová (2014), for example, has developed a list of principles and approaches that need to be considered in designing and teaching EAP, which may help to fulfil the present study’s objectives in developing AAP courses. This includes: employing authentic materials and tasks; using task-based activities; enhancing learner autonomy; integrating blended learning; using cooperative and collaborative learning; and employing team teaching.

In related literature, authenticity refers to the use of material that has emerged from the learners’ main study area and has not been specifically created through writing or teaching aims (Javid, 2013). This concept, with the important role of interdisciplinarity and relevance, as mentioned earlier (see Section 3.4.2), in formulating and organising course objectives and components to the students’ needs, has also been suggested by Hyland and Shaw (2016) as comprising the main principles of EAP. Indeed, the frequent appearance of this theme here reflects its role, discussed earlier (see Section 3.4.1), as one of the main features that distinguish both ESP and EAP from English for General Purposes (John, 1998; Nunan, 1988; Richards, 2001). Klímová (2014, p. 21) points out that 'The use of authentic materials is much more widespread in TEAP than ELT, because authentic materials can show students how real-world tasks are understood and approached in their subject disciplines'. Another feature for producing or selecting authentic materials to be used in teaching academic language courses is that it promotes students’ ability in research exercises and study that are self-directed (Gatehouse, 2001). Furthermore, students’ exposure to authentic materials can give them an opportunity to develop communication competence that helps them interact effectively with native speakers of targeted language in real-life situations (Shahmirzadi, 2019). It may also develop their ability to appropriately use language for their study purposes through active interaction with content (ibid., 2019).
Alongside that, language teachers encourage the applying of a task-based approach in teaching EAP (Todd, 2003), as it helps to improve students’ level of knowledge and skills related to their subject through, for example, conducting research of the subject, or reading a set of instructions which is similar to the expected activities and tasks that they are required to do in target situations (Klímová, 2014; Richards, 2001). The implication of task-based approaches and learning autonomy is that they work to give students the opportunity to have exposure to authentic texts, boost their learning autonomy, and connect how language is learnt in the classroom to how it is practised outside the classroom (Nunan, 1991). Autonomous learning considers a common approach in teaching academic language courses. Todd (2003) explains that the main reason behind this refers to the characteristics of EAP students, as mentioned earlier (see Section 3.4.1), who are mostly adult, motivated and self-directed learners, different to learners of English for General Purposes (EGP).

In teaching EAP, earlier literature has highlighted that a combination of online and blended learning assists language learning, creating a real and interesting experience of language (Hockly, 2018; Terauchi, Noguchi, & Tajino, 2019, cited in Kohnke & Jarvis, 2021). Direct, face-to-face teaching and online instruction are integrated to create blended learning (Littlejohn & Pegler, 2007, cited in Klímová, 2014), and this method has become standard in the last two years, primarily because of the effect of Covid-19 (see Section 3.5.3), which has effected a digital makeover of higher education (Kohnke & Jarvis, 2021).

However, Petrakieva (2015) points out that although the digital world is very familiar to students, they still need to be instructed in how to negotiate technology to boost their learning (cited in Kergel et al., 2018). The implementation of this approach in teaching EAP and AAP, which the present study is interested in, has benefits for both teachers and students. It assists teachers to find attractive and updated content from online resources, which may help them to provide interactive and flexible courses (Kohnke & Jarvis, 2021). At the same time, it enhances students’ autonomy and develops their ability to use technology for learning purposes.

Furthermore, to enhance students’ autonomy, language teachers are encouraged to employ scaffolding strategy in the classrooms. This is an instructional technique that allows teachers to provide support for students incrementally, building on their
experiences and prior knowledge to transfer students from their actual level of performance, where they need assistance to complete learning tasks, to target levels where they can perform independently. According to Vygotsky (1978, cited in Hyland, 2006), the space between the two levels of performance is called the Zone of Proximal Development (ZPD).

In addition, Hyland (2006) observes that in EAP, various teaching methodologies have been developed, based on the results of well-planned NA studies in order to connect EAP courses with an academic content. Collaboration between EAP specialists and disciplinary specialists is a typical example of that. Dudley-Evans and St. John (1998) categorize collaboration into three levels: (1) cooperation, which involves gathering information by the language teacher about the subject, its syllabi, and tasks from the discipline specialist to use it for EAP course design; (2) collaboration, which involves the language teacher working with the discipline specialist together outside the classroom for the purpose of improving the EAP course that can support the subject course; and (3) team-teaching, which involves classroom combinations of EAP and specialist discipline work. This latter involves the EAP specialist organising materials and conducting the teaching together with the subject specialist, who acts in an advisory role (Hakim, 2020).

Indeed, despite the significant role of all the above suggested principles and methods in designing and delivering courses of language for academic purposes, it is necessary to understand that each context has its own constraints, which may differ from other language teaching and learning contexts. In this regard, Akşİt and Mengu, (2020, p. 6) argue that the course designer should observe the maxim: 'Rather than adopt principles, or even adapt them, it may be better to generate them in order to achieve the shared understanding necessary to see the principles put into practice'. Consequently, by taking the specificity of the APP context into account, this study has sought to develop the principles and a theoretical framework that can be used as a basis for developing AAP courses at KNU and other similar contexts at Saudi universities.
3.6.2 Components of Course Design

As discussed above, most of the models deal with course design as a process that is composed of several basic components, therefore this section will shed light on some of these components, including: identifying the target situation, conceptualizing the content, developing or selecting material, and formulating goals and objectives of the course in order to indicate their role in building up the process of AAP course design. Meanwhile, in this study, further significant components of course design, namely Needs Analysis and course evaluation, will be discussed in this chapter (see sections 3.6.1 and 3.7).

According to Graves (2000) and Hutchinson and Waters (1987), as mentioned above, identifying target situations or defining the context are viewed as the basic components of course design. In the process of course design, context means a specific teaching and learning setting. That could be represented by the classroom, the language institution, the university, and a group of learners and teachers (Graves, 2000). Furthermore, it may involve other elements that need to be taken into account by the course designer, e.g. the students’ level, and the course time and place where the course is delivered (Al Khalidi, 2016). That is because the availability of time with other issues, as discussed below (see Section 3.9), such as class composition, access to resources, students’ experience, and teachers’ experience/expertise, may appear as constraints that influence the course effectiveness (Alexander, Argent, & Spencer, 2008).

In regard to determining the course content, there is a consensus among most EAP scholars on the fact that the content of EAP courses mainly depends on determining the needs of students in a particular learning context (Richards, 2001; Jordan, 1997; Graves, 2000; Hutchinson & Waters, 1987). Furthermore, Liyanage and Birch (2001, cited in Shing & Sim, 2011) stress that language courses that are created to help students to meet the requirements of university study should be concerned with 'context-reduced' language; this is more abstract and depends less on a contemporary context; it differs from English as a Second Language (ESL) programmes that concentrate on 'context-embedded' language, which stresses the interaction experienced on an everyday basis. That is because, as discussed before (see sections 3.3 and 3.4.1), they vary markedly as regards student types, course material, learning, and objectives.
Another essential component that needs to be considered by the course designer while designing the language course is developing course material. The learning material involves a wide range of pedagogical input, e.g. textbooks, pamphlets, handouts, and audio-visual material that is related to the students’ subject of study (Al Khalidi, 2016). In regard to the type of learning material, many EAP researchers suggest that teachers should use authentic materials in EAP classrooms because of their distinctive features and roles, as is discussed below (see Section 3.6.1), to develop the students’ competence in the target situation (Dudley-Evans & St John, 1998; Todd, 2003; Javid, 2013; Klímová, 2014; Octoberlina & Asrifan, 2021; Shahmirzadi, 2019).

In addition to the aforementioned components, the formulation of the course goals and objectives, as mentioned above, is one of the vital components in course design, as it creates focus, boundaries, and definitions for both students and teachers (Graves, 2000; Brown, 1995, cited in Al Khalidi, 2016). However, the two terms have different meanings; for example, Graves (1996, p. 17) states that goals refers to 'general statements of the overall, long term purposes of the course', while he defines objectives as the 'the specific ways in which the goals will be achieved' (Graves, 1996, p. 17). Consequently, language courses should be designed to set goals and objectives that are reasonably achievable; they should match the learners’ reasonable expectations, while remaining consistent with the content of the language.

3.6.2.1 Definition and Importance of Needs Analysis

As it discussed before, the importance of Needs Analysis (NA) in developing language course design was appeared in most models and approaches for course design (see Section 3.6). Indeed, such a stance with regard to the important role of NA as a fundamental component in developing any language course, whether in Foreign Language (FL) teaching in general or in Language for Specific Purposes (LSP) courses in particular, has been adopted widely by many scholars in this field (Richards & Schmidt, 2013; Hutchinson & Waters, 1994; Flowerdew & Peacock, 2001b; Long, 2005b; West, 1994; Richards, 2001; Robinson, 1991; Hyland, 2006). Grave (2000, cited in Ziafar & Namaziandost, 2019) submits the theory that needs assessment obtains information about the needs and preferences of students on a systematic and ongoing basis; it
interprets the information before arriving at the most suitable decision, founded on the interpretation. However, as this study is based on NA for achieving its objectives (see Chapter One, Section 1.3), there is a need to shed more light on its meanings and importance in designing language courses.

The concept of needs probably appears to be an uncomplicated term, but the reality is different (Richards, 2001). The term ‘needs’ has been conceptualised in different ways by many EAP practitioners. Consequently, in the EAP literature, the term mostly operates as a comprehensive term of a combination of a very broad range of meanings, such as learners’ expectations, desires, demands, necessities, goals, motivations, and their teaching and learning preferences; it also may include their language proficiency in general, or what they know or do not know, and what they want to know in particular (Richterich, 1983; Hutchison & Waters, 1986; West, 1994; Brindley, cited in Richards, 2001; Hyland, 2006).

According to Widdowson (1983), the ambiguity in the expression of learner needs refers to the difficulty in distinguishing between aims and objectives. By aims, he means what learners will do with language when they have learned it, whereas he refers to objectives as what they have to do in order to learn the language. Such aims that lead to the ends of learning are different from the pedagogic objectives, which relate to the means of learning language. While Porcher (1977, cited in Richards, 2001) argues that need is not a thing that occurs and might be found ‘readymade’ on the road, it is rather a phenomenon that is constructed by those who are involved in the learning process, such as AAP teachers, learners, course designers, and other stakeholders. This view is shared by Richterich (1983, p. 3) who says 'It is no doubt futile to endeavour to seek and impose an unequivocal definition of this concept, one of whose characteristics is precisely that it is felt, expressed and interpreted by individuals differently according to time, place and circumstances.' It can be understood from this statement that needs already exist and it just requires the researcher to identify them and use them in a proper way to design an appropriate language course that can satisfy them effectively. It also draws our attention to the diverse nature of needs, as they are different from one person to another, depending on why and when they are learning the target language.

All these interpretations of the term above have reflected on NA definitions, which appear diverse and multifaceted, as the below definition given by Hyland states (2006,
Needs analysis refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course. It is a continuous process, since we modify our teaching as we come to learn more about our students, and in this way, it actually shades into evaluation – the means of establishing the effectiveness of a course. Needs is actually 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. Needs can involve what learners know, do not know or want to know.’

In light of this definition, it can be noted that students’ needs embed a wide range of aspects of language learning and teaching that involve, but are not limited to: language tasks, preferred learning approach, students' motivations, or the purpose of learning the Arabic language, language skills and study skills (see Sections 3.4.2 and 3.6.3). Furthermore, Brown (1995, p. 35, cited in Shing & Sim, 2011) identify NA 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.’

In terms of what we should be concerned with in NA, Wei and Flaitz (2005, cited in Shing & Sim, 2011) believe that in carrying out NA, the evaluator should not only focus on the academic language needs of students, but also, NA should analyse the academic tasks that are expected to be required in the target situation and identify the academic skills that they will need to achieve these tasks effectively.

3.6.2.2 Categories of Needs

As discussed above, there is no corresponding and ultimate definition of needs that reflects on the forms of categorising the students' needs. Accordingly, for the reason of limited space in this study, four elements of what is considered in related literature as the main types of students’ needs will be discussed below.
3.6.2.2.1 Objective Versus Subjective Needs

In conducting needs using the Learner-Centred Approach (see Chapter Four, Section 4.4.1.4), Brindley (1984) and Robinson (1991) identify two different needs: objective and subjective. According to Berwick (1989, cited in Kaewpet, 2009) objective needs, described interchangeably as ‘normative’ or ‘real’ needs, are those types of needs that are assumed by the language experts - teachers, course designers, and syllabus developers (Linde López, 1997). It covers a set of needs, such as how they use language in everyday life communicative situations and the current level in both language proficiency and language difficulties (Brindley, 1984). Language experts, as a result, can organize and select suitable courses by using this information as the basis.

Opposite to that, subjective needs refer to those needs derived by students themselves in their learning context, and they are determined from information concerning affective and cognitive factors such as attitudes, expectations, personality, confidence, learning wants and learning strategies (Brindley, 1984; Robinson, 1991). According to Berwick (1989, cited in Kaewpet, 2009) this type is considered as a felt need, which is sometimes referred to as ‘expressed needs’ ‘wants’ or ‘desires’, because it identifies the student’s point of view.

3.6.2.2.2 Target Versus Learning Needs

In conducting needs analysis using the Learning-Centred Approach (LCA) (see Chapter Four Sections 4.4.1.3. and 4.4.1.4), Hutchinson and Waters (1987) suggest that there are two kinds of needs: target needs and learning needs. Basically, target needs are 'what the learner needs to do in the target situation' (p. 54). This type of need seeks to determine what the demands that have to be met by students are in terms of knowledge and skills, in order for them to reach the expected level of capacity to perform in the target situation. They have broken down target needs into three sub-types: necessities, lacks, and wants. Necessities is defined as what the students need to know to be able to function effectively in the target situation, while lacks are known as ‘the gaps between what the learner knows and the necessities’ (Hutchinson & Waters, 1987, p. 56). In other words, they are described as the gap between the target proficiency and the present proficiency of the student. Finally, wants are defined as what the students feel they
need. This type of needs conflicts with the other stakeholders who are involved, such as teachers, course designers, programme leaders, or the programme director, as it represents only the students’ point of view of what they need.

In contrast, learning needs means 'what learners need to do in order to learn the language' (p. 54). Learning needs seek to know how students learn a language. West (1994) argues that learning needs are concerned with identifying (see Chapter Four, Section 4.4.1.3) the students' personal information, their motivation in learning the language, the approach they prefer to learn Arabic with, the time and place where the course should be running, their attitudes towards both Arabic and towards cultures of the Arabic speaking world.

Therefore, relying on LCA, this study is aimed at identifying the target academic needs as well as the learning needs of NN students for studying at KNU, in order to help me, as a researcher, to develop the principles and a theoretical framework that can be used for developing AAP courses at KNU and other similar contexts at Saudi universities (see Chapter Four, Section 4.4.1.4).

3.6.3 LAP Students’ Needs at the Tertiary Level

Having defined what is meant by a needs analysis and the types of students’ needs, I will now discuss the academic and learning needs of Non-Native Speakers students at the tertiary level of education in the AAP field and in the wider LSP research community, particularly EAP.

According to Othman (2014), the academic needs of NNS students of Arabic are restricted to five purposes, including the ability to read and understand Quranic texts, to learn Arabic history and culture, to learn the traditions of the Arabic people, to learn the Arabic language and its structure as one of the official languages used at the UN, and to communicate with NS about political and economic issues. In the literature of Teaching Arabic for Speakers of Other Languages (TASOL), there is a general consensus around the fact that religious purposes are the most motivational reason that leads Non-Native Speakers of Arabic to learn Arabic (Al-washmi, 2017; Facchin, 2019; Elrajhy, 2014; Elhadky, 2016). Therefore, in the Saudi Arabia context, the policy and practice of Teaching Arabic for Speakers of Other Languages (TASOL), including
AAP, is influenced by the religious orientation at most Saudi universities. Besides the distinctive historical relationship between the Islamic religion and Arabic language, there is a complex situational dimension that has formulated the actual AAP practice on the ground in this context. Some researchers refer to the political dimension, such as Facchin,(2019: 154), who argues that ‘the orientation of Saudi Arabia, ruled by a king, the Protector of the Two Holy Cities of Islam, predisposed TAFL to religious scopes rather than mere linguistic ones.’ However, this argument has not been supported by most of the researchers in the field. Osaimi (2010), for example, points out that the policies and practices of TASOL are affected by the culture of the university itself, from one side, and by the general educational culture of the country as a whole, from the other. Therefore, it is possible to assume that the policies and practices of TASOL, including AAP programmes, are influenced by Islamic culture and the conservative nature of Saudi society. Such a learning environment would attract non-Muslim learners to seek to learn Arabic in Saudi Arabia. These needs, consequently, require a huge amount of support in many teaching and learning aspects, which have to be provided by individual authorities. Another possible influential factor could have contributed in formulating the national TASOL policy, which is the geopolitical situation of the Saudi Arabia, as the birthplace of the Islamic religion (Al-washmi, 2017). Thus, as mentioned before (see Chapter Two, Section 2.3), in response to these demands, the Saudi government provides great facilities and support to Muslim learners who want to learn Arabic for religious purposes.

In Saudi Arabia, Mohammed’s (1998) PhD thesis could be considered to be the only NA study that was conducted to design an AAP course in the context of higher education in Saudi Arabia. The researcher explained his interest in this research area as being due to the lack of a theoretical framework for AAP that could be the basis for researchers to develop valuable and well-organised specialised Arabic courses; thus, the study aimed to introduce the concept of TAAP into the field of TASOL in Saudi Arabia. By distributing questionnaires, conducting interviews, and performing a diagnostic test, the researcher aimed to analyse the objective and subjective needs of NNSA students at the Faculties of Preaching of Islam (Dawah) (دَعَا, الدعوة), as well as the

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needs of the subject teachers of Dawah, the teachers of TAFL, and the administrative staff at the Islamic University of the Imam Mohammad.

The result of the analysis of the subjects’ needs revealed that the students were dissatisfied with the existing Arabic language course; they mentioned weaknesses in the macro-skills of reading, writing, speaking, and listening, as they considered reading, vocabulary, speaking, writing, and listening to be extremely important in the study of Dawah. The result of the analysis of the objective needs indicated that most of the students were studying Arabic for religious purposes, followed by educational purposes and, finally, to use Arabic in their daily lives.

However, Mohammed’s (1998) study differs from the present study in terms of its focus, sample gender, and the methodology used. For example, he limited his study to analysing the needs of male students in one discipline in order to develop a model for designing an appropriate AAP course for students in the Preaching of Islam department, whereas the present study aims to analyse the needs of female students who are studying different disciplines, as well as to evaluate the existing AAP programme at the KNU in order to propose a course framework that could be of use in developing AAP courses in this particular learning context and in similar AAP contexts in Saudi Arabian universities.

Furthermore, Zakie (2017) suggests other oral skills to be learnt by the NNSA to develop their ability in developing effective presentations such as: understanding how to use non-verbal signals, gestures, and movements, arranging ideas logically in presentations, expressing the content appropriately, answering questions with appropriate answers.

On the other hand, Zakie (2017) provided a list of the academic oral communication skills that NNSA students need to participate effectively in the target academic community. These include: to communicate and understand the relationships amongst parts of speech, to understand non-verbal signals, gestures, and movements, to arrange ideas logically in conversations, to express appropriate ideas promptly, to answer questions with appropriate answers, to listen to oral presentations, to participate in lessons inside and outside of the classroom, and to communicate with colleagues. It can be noticed that most of these skills consider a core of the academic literacy approach,
as discussed before (see Section 3.5.2), which seeks to develop students' communication abilities in the target academic learning context.

With regard to academic literacy skills, Zakie (2017) listed the following skills that must also be acquired by NNSA students in order to achieve their educational objectives in the target learning context, such as: reading books and notes, reading heritage books in particular, reading religious texts online, writing notes during lectures, writing short articles and research papers, writing scientific research, writing different types of messages and responding to them.

Considering all the needs mentioned above, it can be seen that the students' academic needs at the university level include, as discussed before, generic study skills and academic literacy skills (see sections 3.5.1 and 3.5.2). However, Al-Zahrani (2013), for example, believes that students in multimodal learning contexts, such as NNSA students, also need to be equipped with digital literacy skills. That includes different digital skills, as discussed before (see Section 3.5.3), e.g. the ability to send and receive email, to use search engines to learn Arabic, to sit electronic exams, to use PowerPoint software to give presentations, to use social networking sites to learn the Arabic language, and to use academic websites effectively.

This echoes Esseesy’s (2017, p. 22) opinion, as he states that 'the next step in the development of ASP should support going beyond the linguistic scope in order to assist seekers of higher-order skills.' Moreover, in Saudi higher education, a recent study has been carried out by Almelhes (2021) at the Islamic University of Medina, Saudi Arabia, to investigate the success of remote learning, its impact on NNSA students' attitudes, and its potential difficulties in implementation. The findings demonstrated that NNSA faced difficulties in using technological devices. That is because in the AAP context, there is an 'ignorance of how to handle the technicalities of online learning, which has also plagued the learning of the Arabic language. Computer skills are a necessary skill for online learning that most students and teachers lack. However, there is no room for computer illiteracy' (p. 44).

In Saudi Arabia, an increasing number of NNSA students wish to enrol and study at Saudi Arabian universities (see Chapter Two, sections 2.2 and 2.3). To do so, as
mentioned in Chapter Two, they must complete two years of learning in an AAP programme at one of the Arabic Academic Language Institutes. However, some studies have indicated that many of these students experience several challenges and difficulties during their undergraduate studies (Mohammed, 1998; Alosaili, 2010). For example, they may be unable to communicate with their Arab peers, or to understand the required tasks or the lecturer’s instructions. Furthermore, they may struggle to read academic textbooks due to the difficulty of the vocabulary used, which is likely to be completely different from what they were taught using the specialised books for NNSA students at the language institutes (Alosaili, 2010).

With regard to the AAP learners’ needs, as mentioned in Chapter One (see Section 1.1), previous research has indicated that there is no significant theoretical literature in the field of TAAP; thus, in the present study, the researcher has needed to base the process of designing a course for AAP and the needs analysis on the literature pertaining to EAP.

In the AAP literature, although many researchers have emphasised that there is a shortage of NA studies that focus on examining the academic needs of NNSA students, Alsulami (2018) notes that there is also a lack of research interest in analysing the academic and learning needs of Arabic students who are studying Arabic as a compulsory course in disciplines other than the Arabic language at Saudi Arabian universities. He has found that there are many problems that lead to students failing their courses (see Section 3.9). Accordingly, he suggests that Arabic language specialists and researchers should pay more attention to exploring the needs of NSA students before designing the courses.

Of further interest is that Alreshed’s (2017) research has similarities to this study’s objectives, because it aimed to design a syllabus for teaching Arabic to non-specialist university students. The researcher used questionnaires to analyse the academic, professional, and cultural needs of Arabic students who were not specialising in the language and who were studying at the Petroleum College of Abu Dhabi in the United Arab Emirates. With regard to the students’ academic needs, which is the focus of the present study, the results revealed that the students learn Arabic in order to be able to continue their postgraduate studies, to read Arabic heritage books and Islamic sources, to write academic articles, and to develop their academic research without making
spelling mistakes. With regard to their professional needs, the students learn Arabic to complete their tasks at work, to find appropriate jobs, and to communicate effectively with their work colleagues.

Obeidat and Mohammed’s (2019) research in Jordan focused on exploring the needs of NNS students in terms of their reasons for learning Arabic as an L2, and determined which language skills were needed most by these students. The authors found that religious purposes were the dominant reason for the students to learn Arabic, while developing their writing and reading skills in Arabic were the most necessary skills for the students.

In the last three years, some researchers have shown increased interest in such research. In Malaysia, recent evidence supporting the above claim was found in the form of an up-to-date study that was conducted at the International Islamic University Malaysia (IIUM) by Omar, Kheir, and Ahmad (2020) to investigate the needs of Malaysian learners attending an AAP course. The researchers distributed a questionnaire to 48 male and female students to identify the needs that led them to study this course; in the findings, these needs were presented according to the degree of importance to the students in the following sequence: writing an essay that presents various arguments, producing a research paper that is founded on sound methodology, improving speaking skills, and analysing an essay after reading it thoroughly.

However, once again, the researchers in the above study neglected the students’ learning needs by focusing only on their academic needs, whereas the present study aims to investigate both types of needs in order to enable the researcher to determine the course approach, and to decide on the modules and content that would meet the overseas students’ needs at the KNU and at other universities in the context of higher education in Saudi Arabia.

With the same context and scope, a study by Eltingari and Shifaah (2017) was conducted at IIUM to determine the academic needs for study and occupational purposes of the students who were studying Arabic and Islamic Studies at the Faculty of Islamic Revealed Knowledge and Human Sciences. The data were collected via a questionnaire that was distributed to 88 students, and the study’s results revealed that the respondents needed the four language skills for academic purposes, which were
presented in the following sequence based on the students’ priorities: listening - reading - writing - speaking. The needs of the students for occupational purposes were ranked as follows: reading - writing - speaking. In addition to its failure to identify the students’ motivations for learning Arabic, it can be argued that this study did not apply any of the well-known methods for conducting a needs analysis, such as the sociolinguistic model, the systemic approach, or the Learning-Centred Approach, which have been applied in the present study.

Surbakti’s (2015) study in Indonesia explored the target needs and the learning needs of the Indonesian students at the Islamic University of Sumatra in order to develop an appropriate syllabus to meet the students’ needs regarding the Arabic language. The researcher used questionnaires and interviews to collect the relevant data from 70 students who were registered in the Islamic Religion Studies Department at the university. The results revealed that the students’ target needs were their needs to develop their Arabic language skills and their Arabic proficiency, and to learn the Arabic language because it would be useful in their future careers as teachers; however, the main reason for learning Arabic was religion. The students’ learning needs were to read and then answer comprehension questions, and to use illustrative pictures in the classroom; with regard to the teachers’ and learners’ roles, the students believed that the teacher’s role was to give feedback and the learners’ role was to be active learners who worked in groups.

However, although the above-mentioned study paid more attention to discovering the learning needs of AAP students in terms of the preferred learning methods and activities, and the present study focuses more on the academic needs of the student participants, it should be noted that Surbakti’s (2015) study involved both male and female participants as the research sample, while the present study is restricted to a study sample of female students at one university for females in Saudi Arabia.

In Egypt, Othman (2014) argued that the role of NA in structuring an effective ASP course could be ignored, and consequently analysed the academic needs of male non-native Arabic learners who were studying at the Department of Islamic Law at Al-Azhar University. The researcher used questionnaires and a list of linguistic and study skills that might be relevant to the students when beginning their academic studies. The learners encountered difficulties with either the content, such as the use of specific
vocabulary with which they were unfamiliar, or the teaching styles (for example, giving a brief summary of the lecture topic, as is often used when teaching native speakers); these obstacles led them to failing the course.

Zohoorian’s (2015) study aimed to provide accurate knowledge about the EAP needs of male students in the Computer Engineering and Information Technology Department at the Islamic Azad University in Iran. The researcher examined the difference between the skills covered in the EAP textbooks and what the students were likely to need by conducting a survey and interviews. The survey results revealed that the students’ needs mainly entailed writing and speaking skills rather than reading and listening skills, while the interview results indicated that the students also lacked study skills. Although the study provided important information about the EAP students’ needs, compared to the present study, this research did not take the perspectives of teachers and other potential stakeholders into account when it investigated the needs of the participants.

A different study was conducted by Noori and Mazdayasna (2014) at three Iranian state universities to determine the academic target needs (that is, the lacks, necessities, and wants) of Iranian undergraduate students who were studying English language and literature. Similar to the present study, the researchers investigated the needs from the different perspectives of the stakeholders, namely undergraduate students, recent graduates, English literature instructors, and language instructors, using a triangulation method for data collection that included a needs analysis questionnaire and semi-structured interviews. The results revealed that the undergraduate students needed an extracurricular EGAP course to improve their writing and speaking skills, to equip them with adequate background knowledge related to their discipline before their enrolment at the university, and to assist with the development of textbooks and communication-based classes. However, it should be noted that the study focused on the students’ academic needs and did not take their learning needs into account, unlike the present study.

In addition, similarities in terms of the study’s aims, methods, and the types of samples in the present study and in the study by Zhu and Flaitz (2005) can be found, such as the analysis of the needs of students in order to provide sufficient information for researchers involved in curriculum development in EAP contexts. To accomplish this, the researchers used a focus group to determine the academic language needs of the
international students at one public university in the United States from the perspectives of three groups, namely the international students, the university’s faculty members, and the university’s administrative personnel. The study’s findings revealed that while the perceptions of the three groups converged to some extent, each group had different concerns with regard to academic needs. The results also revealed that writing skills were considered to be significant, and that cultural skills were seen as being an important aspect of academic language competence.

If we reconsider the aforementioned NSA studies, it can be seen that the researcher has discussed the number of similar and different features in these studies and the present study separately; however, these features can be summarised as three main points.

Firstly, in terms of research methods, it can be seen that the main methods used for data collection in AAP research are quantitative (Eltingari & Shifaah, 2017; Kheir & Ahmad, 2020; Othman, 2014), while the mixed-methods approach to data collection has mainly been used in EAP research (Zohoorian, 2015; Noori & Mazdayasna, 2014; Surbakti, 2015); however, the qualitative methods that have been adopted in the present study have rarely been used in EAP research and were not used in AAP research (Zhu & Flaitz, 2005).

Furthermore, in terms of the research context, it is notable that most of the NNSA research in both English and in Arabic, except for Zhu and Flaitz’s (2005) study, has been conducted at universities and institutes located in non-native-language countries. However, as an Arabic teacher and researcher, I believe that this research phenomenon can be attributed to the difficulty encountered by NSA researchers who want to conduct AAP research in Arabic-speaking countries. Zakie (2017) explained that the reason for this was that most of the research plans in this area have been rejected by TASOL specialists, who consider it to be less important than other teaching and learning issues in the main field of GA teaching.

This situation should attract the attention of researchers and practitioners who are working in the field of LSP, including EAP and AAP, encouraging them to conduct more NNSA studies that consider the academic and learning needs of NNSA students within higher education institutes and universities located in native-speaking countries.
Finally, in terms of the research sample, it is clear that most of the studies mentioned above have included both male and female participants in the research sample (Zhu & Flaitz, 2005; Noori & Mazdayasna, 2014; Surbakti, 2015; Kheir & Ahmad, 2020; Othman, 2014), and that only one of them was solely restricted to male participants (Zohoorian, 2015). This means that none of the studies mentioned above have included an NNSA study that focused on exploring the needs of female students in either EAP or AAP contexts.

Therefore, taking all of the above points into consideration, it can be concluded that there is a shortage of NNSA research on AAP based on qualitative methods for collecting and analysing data pertaining to the academic and learning needs of female students who are studying at Arabic universities in Arabic-speaking countries, particularly in Saudi Arabia. Accordingly, this research could be considered to be one of the few NNSA studies to adopt qualitative methods using LCA to collect data related to the students’ academic and learning needs at one university catering for females in the context of higher education in Saudi Arabia.

3.7 Defining Course Evaluation

According to Richards (2001), in the 1960s, the research interest in courses/programmes evaluation was increased in the educational sector. This was to satisfy the requirements for the development of national curriculum projects that were funded in many countries around the world. In language teaching and learning, course evaluation is defined as 'the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum, and assess its effectiveness and efficiency, as well as the participants' attitudes within the context of the particular institutions involved' (Brown, 1989, p. 223).

Throughout this definition it can be seen that the evaluation process contains two stages: gathering information, then analysing it. For achieving this process, the evaluator needs to state a clear and specific aim of the programme evaluation, either to encourage the programme’s effectiveness, or to examine the programme's value or ‘worth’ in order to determine whether it needs to be modified (Brown, 1989). Hutchinson and Waters
(1987) also confirm the importance of determining certain parts of the course components in order for them to be examined. They, however, add three more major aspects that need to be taken into account in order to conduct a successful evaluation. These include a need to determine the appropriate techniques for collecting and analysing information needed to carry out the programme evaluation, the potential participants who are willing to be involved, and the suitable time and place to conduct the course evaluation.

In related literature, Brown (1989) distinguishes between the terms of measurement and evaluation. The former refers to various types of tests and other measurement activities, such as questionnaires, attendance records, teacher ratings of students, while the latter is a broader term, as it covers most types of measurement activities in addition to other types of information, some of which might tend to be qualitative more than quantitative in nature, such as diaries, meetings, and interviews. Hutchinson and Waters (1987) state that there is a flexibility for the evaluator in deciding the appropriate time to conduct evaluation studies of language programmes. This is, for example, at the beginning of the programme (such as in the first month), during the programme (such as at the end of the first term), or at the end of the programme, when the students have completed the programme’s requirements and have moved to the target environment. It additionally concerns how the information about students’ achievements and abilities in regard to language is assessed (Hyland, 2006). In regard to course evaluation, the evaluator should take the perspectives of all parties involved in the AAP learning process into account when evaluating the programme, such as AAP teachers, AAP leaders and learners, and course sponsors (Hutchinson and Waters, 1987).

Richards (2001) suggests that the evaluation process can focus on different learning and teaching aspects of language programmes. This involves curriculum design, syllabus and content, classroom processes, materials of instruction, teachers, students, learner motivation, the learning environment, staff development, and decision making. In the syllabus and programme content aspect, the evaluation could be concerned with - and make an appropriate assessment - to what extent it was relevant to the students' needs. It can also focus on teacher training, e.g. to examine if the training opportunities are sufficient and appropriate to the teachers' training needs. In regard to the students, the
evaluation process can focus on identifying what they have learned and what they have not learned.

In the development of courses in LAP such as EAP and AAP, as mentioned above, many researchers and scholars have emphasised that the evaluation process is an integral component in the process of the development of language course design (Brown, 1989; Hutchinson & Waters, 1987; Richards, 2001) (see Section 3.6). Therefore, to achieve its aims, this study seeks to evaluate, as an integral part of NA and course design, the effectiveness of current AAP programmes in satisfying students' academic and learning needs at the KNU. As mentioned several times before, the core aims of this study are to gain deep understanding of the students' needs for study purposes at the KNU, which are needed to develop the principles and theoretical framework for developing AAP courses at Saudi universities.

3.8 Approaches in Course Evaluation

As can be seen from the above, this section has discussed differing views on defining course evaluation, and in the next section the major theoretical approaches to language course evaluation will be presented. The purpose of such a general review of different aspects of course evaluation is to help me, as a researcher, to select the appropriate evaluation approach that can assist in gaining comprehension of the role of AAP in satisfying the students' academic and learning needs.

3.8.1 Formative Evaluation

In language teaching, formative and summative approaches of programme evaluation have been discussed by many scholars in the literature (Brown, 1989; Richards, 2001; Robinson, 1991; Flowerdew & Peacock, 2001b; Dudley-Evans & St John, 1998). Richards (2001) refers formative evaluation to an ongoing process that is conducted to identify which of the programme’s components are or are not progressing well. It mainly aims to improve and develop the programme design. This type of evaluation takes place during the time of delivering programme instructions (Dorda, 2005). Long (1984) points out that the formative evaluation allows the evaluator to determine the programme’s strengths and weakness in its early days, as it is implemented. That means
it helps the teacher to avoid the spread impact of any sorts of problems that are expected to occur from the programme outcomes, early in the evaluation process. Brown (1989) suggests that if we reconsider its focus, it can be seen that the formative evaluation is product-oriented in nature, as the purpose for gathering the information is not only to determine if the goals have been met but also to study and improve those processes which were involved. Moreover, in the Language for Academic Purpose classes, such as EAP classes, a formative approach was used widely to assess students' academic writing ability (Frydrychova Klimova, 2012a, cited in Klimova, 2014) as well as students' communication competence (Li, 2021).

3.8.2 Summative Evaluation

In contrast to a formative evaluation, a summative evaluation 'is concerned with determining the effectiveness of a programme, its efficiency, and to some extent with its acceptability' (ibid., 2001, p. 292). This type of evaluation takes place at the end of the programme implementation (Dorda, 2005). Jordan (1997) maintains that the evaluation that is conducted at the end of the programme considers one of the methods used to collect information about the students’ needs, and from this information, suggestions for future development of the programme can be made. Further to that, Brown (1989) informs about other features of summative evaluation. One is that instead of it focusing on a specific aspect of the programme, as the formative evaluation does, it rather allows the evaluator to cover wide and overall aspects relating to the programme’s success or failure. The second feature is that it can be very revealing and even encouraging to take a look at what has been accomplished from a longer perspective. Similar to the previous one, Brown (1989) mentions that as it focuses on the product it can be seen that the summative evaluation is process-oriented in nature, as the purpose of gathering the information is to make decisions about whether or not the goals of the program have been accomplished.
3.8.3 Illuminative Evaluation

In the literature, illuminative evaluation is one of approaches of programme evaluation that has been introduced by Parlett & Hamilton (1976). The concept is rooted in the fact that a successful programme cannot be isolated from its learning environment which has a connection of institutional, cultural, social, and psychological forces (ibid., 1976). Thus, opposite to the above approaches, illuminative evaluation aims to ‘concentrate on the information-gathering rather than the decision-making component of evaluation. The task is to provide a comprehensive understanding of the complex reality (or realities) surrounding the program: in short, to ‘illuminate’ (Parlett & Hamilton, 1976, p. 99).

Instead of seeking to give an adjudication that can form an outline for the development that should be made in the programme, as the above evaluation approaches do, the role of the evaluator in this approach is not to seek to make any change in the programme, but rather to manage the perspectives of all the stakeholders that are involved, to allow sponsors or management to decide the changes needed (Richards, 2001; Brown, 1989).

3.9 AAP: The Current Status and Major Issues in Saudi Arabia and Elsewhere

As explained before, in addition to its aim of identifying students’ needs, this research aims to explore the status of AAP in the KNU by evaluating the effectiveness of the existing AAP programme in terms of meeting the students’ needs, and by identifying the challenges to the implementation of AAP courses in order to propose the principals of the theoretical framework that could be of assistance in the development of AAP courses that meet the students’ needs in the KNU and in similar contexts in Saudi Arabian universities.

Therefore, having defined what is meant by evaluation and having discussed the main approaches to developing and evaluating programmes or courses in foreign-language teaching, I will now discuss two main issues that relate to AAP programmes in Saudi
Arabia’s academic language institutions and other academic communities engaged in AAP. The first is related to the current state of AAPs, whereas the second is related to the major challenges facing the development of AAPs in all these contexts. Then, I will discuss the impact of such issues on the effectiveness of LAP programmes in the wider teaching context.

However, it is important to note that to develop successful LAP courses such as EAP and AAP, there are a certain number of stages, as discussed before (see sections 3.6 and 3.6.1), that need to be followed by teachers or course designers. In other words, if these components were not considered during the process of course design, in practice many problems are likely to appear and influence the effectiveness of such courses in meeting the students’ needs. According to Suzani et al. (2001, as cited in Andriani, 2014), these problems relate to human and non-human elements. The human elements include the teachers’ tasks in the classroom, the learners’ role, the features, and the level of interaction between the learners and the teachers in the classroom, whereas the non-human elements are related to teaching aids, textbooks, syllabi and the time and length of the course (Suzani, 2001). Alexander, Argent, and Spencer (2008) also add other elements, including: teachers’ experience/expertise, learners’ experience, availability of time, class composition, and access to resources, as potential constraints that impact negatively on the effectiveness of the language teaching programmes.

Moreover, Hutchinson and Waters (1987) found that there were three main factors that could affect specialised language courses such as EAP and AAP courses. Firstly, the issues were related to the language descriptions, such as the aspects of language that must be included in the course, the degree of language competency that students need to attain by studying the course, and the important themes and topics that need to be included in the course content (see Section 3.6.1). Secondly, the issues were related to learning theories, such as the ways in which learners acquire a language, and the types of teaching methods used in classrooms (see Section 3.6.1). Thirdly, the issues were related to needs analysis, including who would be involved in the learning process (the students, the teachers, the sponsors, the leaders and so forth) (see sections 3.6.2 and 3.6.2.1).

In the Saudi Arabian higher education sector, as mentioned before in the introduction (see Chapter One, Section 1.1), some researchers have reported that the current AAPs
that are provided by the Arabic language institutes in most Saudi universities (see Figure 1, Section 2.3.1 in Chapter Two), were not successes in meeting the academic needs of overseas students. For example, Mohammed (1998) evaluated the students’ satisfaction in IMSIU and IUM (see Figure 1, Section 2.3.1, Chapter Two) with regard to the role of AAPs in developing their academic skills. The findings indicated that the majority of Dawah\(^4\) students from both universities were unhappy with their levels of academic reading skills; half of them expressed dissatisfaction with their learning of subject-specific vocabulary, although they were satisfied with their levels in other academic skills, such as writing, listening and speaking.

In fact, Mohammed (1998) anticipated this result, as he argued that most of the AAP courses were not designed based on a solid theoretical background. In other words, these programmes have not been created based on research-based information related to determining the learners' real needs, or on an evaluation study that was conducted to inform the teachers, sponsors, and leaders about the suitability and quality of the programme’s contents and components to suit the learners needs. Alosaili (2004) agreed with Mohammed’s view (1998), and pointed out that the existing textbooks, syllabi, courses, and learning materials available in most AAP programmes do not provide the students with sufficient language and academic skills to enable them to complete their studies in contexts in which Arabic is the Medium of Instruction (AMI).

In non-Arab-speaking countries, Fareh (2019) conducted an evaluation study to explore the problems associated with teaching the AAP course at the Maulana Malik Ibrahim University in Indonesia. By using interviews with students and teachers, as well as observations in some classrooms, the researcher concluded that the AAP course had not achieved most of its objectives due to several drawbacks, including the teachers’ limited ability to teach AAP, the diversity of the students' levels in Arabic, the lack of appropriate AAP learning materials, the shortage of AAP textbooks, and the use of traditional teaching methods in AAP classrooms.

In the same context, Chik (2018) argued that despite the increase of learners’ demand for AAP courses that cover many different aspects of their needs in Arabic, including

\(^4\)The definition of the Dawah term is presented in Section 2.3.1 in Chapter Two.
academic, business, tourism, and political aspects, a number of problems have had a negative influence on the effectiveness of these courses in Malaysian higher education institutions. These include the lack of a clear methodology when designing courses, due to the lack of specialised competencies in teaching common core and subject-specific content in Arabic (ibid., 2018).

Furthermore, in his review of the main problems that influence the effectiveness of AAPs, Esseesy (2017, p. 194) argues that 'Common practice, even though it has limited validity, is to collect authentic materials about the targeted discipline instead of materials intended for and used by the practitioners of that discipline'. Based on this perspective, it can be assumed that most of the materials that exist in AAPs would likely be author-based rather than being based on analysis of the learners' needs, motivations, and goals for learning the Arabic language.

This perspective was supported by Darmawaty and Ridha (2015), as they point out that most of the learning materials, syllabi, and textbooks that are used in AAPs were selected based on the teachers’ perspectives. In addition to that, they claim that the teacher-based approach is still the most dominant teaching method used in most AAP classrooms. In the same vein, Johar (2012, as cited in Al-laham, 2013) argues that a traditional teaching method, is also a dominant approach in teaching in AAP classrooms. In his opinion, this could be attributed to the restriction of AAP programmes to religious purposes, particularly the study of the Islamic religion. One reason is that in these types of classes, teachers and students have to contend with texts that are written in Classical Arabic, such as Arabic and Islamic heritage resources. This leads to AAP students becoming passive learners who receive knowledge from the teacher, who is considered to be the only source of knowledge in the classroom (Johar, 2012, cited in Al-laham, 2013).

Furthermore, Ramezanzadeh (2016) argues that the dominance of using Modern Standard Arabic (MSA) in teaching Arabic for Non-Native Speakers of Arabic (NNSA) has impacted on the programme’s effectiveness in meeting the students’ needs, as she points out that ‘whilst instruction in MSA is certainly a valuable skill, […] the perpetuation of this one-size-fits all approach creates problems in meeting the needs of students and ensuring authenticity of content.’
Indeed, several AAP scholars have mentioned that the emergence of the above problems in AAPs is a reflection of similar problems that have been originally observed in the programmes of teaching Arabic for General Purposes (AGP) (Teima & Alnagah, 2003; Elrajhy, 2014; Al-washmi, 2017), which is a former branch of it (see Section 3.4.1). Therefore, in order to avoid such significant problematic elements and their influence on the effectiveness of AAP practices, Bell (2021) suggests that the pedagogical matters in EAP need to be given significant attention, because teaching still accounts for the bulk of what most EAP practitioners do. Diab (1999, p. 38) suggests that, as discussed before (see sections 3.6.1 and 3.6.2), the language practitioners 'should know beforehand the needs of the learner, study them and assess them'. The materials should be authentic and originate from these purposes and needs. In the same regard, Aslrasouli (2012, p. 1381) suggests that the course design and materials development is 'a multi-faceted and dynamic process which requires a high degree of particularity and practicality. It, therefore, needs to be based on a comprehensive framework which addresses learner and setting factors and covers all aspects of needs analysis, means analysis, and situation analysis.' Such dual analysis would provide deep and rich information with regard to students’ needs, as well as availability of human and physical recourses that are needed to develop a specialized language course in given context (Richards, 2001).

Similar to AAP, previous studies in the EAP context have reported little attention being paid to conducting empirical studies to evaluate the effectiveness of EAP courses in meeting students’ needs (St John & Dudley-Evans, 1998). However, Afshar and Movassagh’s (2016) study was in line with the present study in terms of the objectives and the study’s population. Afshar and Movassagh conducted a large-scale survey that took place at different Iranian universities to investigate whether there were any differences in the perceptions of EAP students, EAP teachers, and syllabus designers with regard to the needs of students, and also to explore the satisfaction rate of EAP students with EAP programmes.

In the findings, a significant difference was reported between the EAP teachers’ and the EAP students’ perceptions of needs and how they were addressed in the EAP syllabi. It was found that the majority of the listening, speaking, and writing needs were not met by the EAP syllabi, which only covered the reading of specialised textbooks, journal articles, reports and summaries, and internet texts. The findings also revealed
that EAP programmes had a number of problems related to the sources, the students' general English proficiency levels, the materials, and the duration and timing of the classes, amongst others.

Although the study mentioned the above integrated NA and course evaluation approaches, as did the present study, to provide an in-depth understanding of the status of EAP in the context of Iranian higher education, it can be noted that it did not take the students’ learning needs into account when analysing the students’ academic needs.

In the same context of teaching EAP in Iran, Zand-Moghadam et al. (2018) conducted an exploratory study of the EAP needs of humanities and social science learners at different educational levels (BA, MA, and PhD), using questionnaires; moreover, the researchers aimed to examine the EAP students’ and teachers’ experiences in EAP courses by asking them to write narratives. The results revealed that although the EAP course was successful in its coverage of some of the sub-skill needs (grammar and vocabulary), it did not pay sufficient attention to the writing, speaking, and listening skills. It was also shown that the textbooks were inadequate because they did not present all the language skills and topical knowledge.

Furthermore, the analysis of the narratives of the EAP learners and instructors indicated the importance of including the four language skills in EAP curricula, textbooks and assessments. The suggestion was that in order to meet the learners’ present and target situation needs, the existing EAP curriculum needed to be modified. While the study provided significant results regarding the status of EAP programmes in the Iranian context, unlike the present study, Zand-Moghadam et al.’s study did not use the results of the NA and course evaluation to suggest a practical solution to the problems that it identified.

Overall, this section has discussed the current status of AAP and the major issues affecting the effectiveness of AAP in Saudi Arabian higher education and other AAP teaching contexts. It has also discussed the same issues in the EAP context. The following section will discuss challenges that affect the development of AAP courses in Saudi Arabia and other AAP contexts in more detail, and will then discuss this issue within the international LAP teaching circles by focusing again on the EAP context.
3.10 The Challenges of AAP Course Implementation in Saudi Arabia and Elsewhere

Many AAP practitioners believe that, compared to EAP, AAP education is still considered to be a new area of academic concern and practice; as a result, it suffers from a lack of literature and research that could provide teachers and course designers with significant theoretical background pertaining to the concepts, the characteristics, and the major approaches to conducting research in NA and programme evaluation in order to develop AAPs (Mohammed, 1998; Taufiq, 2018; Zakie, 2017; Teima & Alnagah, 2003). Obeidat and Mohammed’s (2019, p. 1) research (see Section 3.6.3), supports this perspective and states that there is a clear shortage in applied studies that can help in developing AAPs. Moreover, their research findings reveal that there are many challenges facing the development of AAPs, as well as the field itself. One of them is the lack of a unified Arabic strategy similar to the European strategy for teaching Foreign Languages (FL).

The second is the dominance of the personal visions of specialised scholars or small research centres in regard to developing AAPs. That is result of the influence of the lack of theoretical and applied approaches, as presented above, in creating AAPs. The final challenge is the lack of the sort of integrated and collective efforts that accumulate experiences to benefit from in the field of teaching and developing AAPs. Zakie (2017), in his book – The Resource for Learning Arabic for Specific Purposes (ASP) – has referred to these same issues and considered them among the social and cultural factors, as seen in Figure 2, that hinder the development of ASP and AAP education in the Arab world.
The author also believes that the lack of applied research in the field of AAP and ASP teaching and learning, as seen in Figure (2) below, is one of the significant challenges that face the development of specialized Arabic language programmes.

Indeed, as a part of the lack of Arabic research and resources in teaching and learning ASP, it is necessary to clarify that the above book is one of the earliest books that has been published in this field. Therefore, to discuss the challenges that face the development of AAP education, as this study seeks to do, this book was one of the main resources of the researcher in this study. According to Figure 2, the author suggests that there are seven challenges that hinder the development of ASP education in general, including AAPs. As seen in Figure 2, the second challenge is related to the lack of teaching materials and curricula for teaching AAPs. In this regard, the author argues that in the field of teaching AAP, teachers and researchers do not pay sufficient attention to develop specific materials, syllabi, and content that are appropriate for students’ needs. Esseesy (2017, p.174) confirms that, 'the challenges to further the advancement of ASP are rooted in the dearth of curricula that sufficiently meet current and anticipated needs of stakeholders.' The same situation was noted by Hyland (2006),

<table>
<thead>
<tr>
<th>Marketing</th>
<th>The institution</th>
<th>Social and cultural factors</th>
<th>Learner</th>
<th>Teacher</th>
<th>Teaching materials</th>
<th>Applied research</th>
</tr>
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Figure (2): Challenges preventing the development of ASP (Zakie, 2017, p. 345)
who claimed that many EAP textbooks were still based on the authors’ experiences and intuition, rather than on a research-based approach.

In Figure 2, Zakie (2017) explains that, as a result of the above pedagogical challenges, the third challenge is the lack of specialized teachers in teaching such programmes. From his point of view, such a challenge interprets why most AAP courses are taught by non-specialist teachers, who usually specialise in teaching Arabic for General Purposes or Arabic for Life, rather than AAP teachers. Esseesy (2017) interprets this practice as being responsible for the spread of the perception that assumes the teacher’s education and training for teaching AGP is enough to make them able to teach any level of Arabic as well as any content of Arabic language course. At the same time, there is a lack of training courses and programmes that are concerned with AAP teacher’s needs, which probably leads to this situation.

These points of view were also shared by Al-Jamawi (2012) and Ramadan et al. (2020), who confirmed that the field of AAP education suffers from a scarcity of specialised AAP teachers, as well as from a lack of training courses that aim to prepare teachers for teaching AAP. In addition, Zakie (2017) mentions that even in the postgraduate programmes, which seek to qualify Arabic language teachers, there are no materials related to teaching AAP. Considering the above deficiencies, it seems that in the AAP context, there is a lack of awareness about the significant role of the Arabic language teacher in the (lack of) success of the implementation of AAPs.

However, in the EAP context, for example, many scholars consider teachers to be a key factor in the process of designing language courses (Dudley-Evans & St John, 1998; Belcher, 2004). According to Hutchinson and Waters (1987), Swales (1985) preferred to use the term ‘practitioner’ instead of ‘teacher’, because alongside their teaching task, AAP teachers mostly need to deal with different functions outside the classrooms, including: analysis of students' needs, developing materials, creating a syllabus and the evaluation of programme components.

However, it is necessary to explain that the pedagogical challenges are not restricted to the field of teaching AAP. Recent research by Petraki and Khat (2020) indicated that the development of EAP programmes in the Cambodian higher education context has
also encountered some challenges, such as the students’ low competency in English, the lack of ESP training for teachers, low levels of teacher motivation, and difficulties in developing materials for a particular context. Issaei’s (2017) study also found that the development of EAP courses at the Colleges of Applied Sciences in Oman were hindered by some significant challenges, which included the centralised approach under which the courses currently operated, the lack of professional development opportunities for EAP teachers, and the inadequacy of the textbooks for the students’ academic and linguistic needs.

Returning to Figure 2, the author argues that the motivations of Arabic language learners would likely be impacted as a result of the difficulties in communicating and interacting with native speakers, which they usually find when they learn Arabic. This is because of the impact of Arabic language variation, where they will find variety between the spoken and written forms of the Arabic language, which then forms one of the challenges of the development of AAP.

Indeed, Arabic varieties are the result of the influence of diglossia on Arabic (Abu-ghanim, 2015). That is, Arabic is divided into two types, one being the formal or Modern Standard Arabic (MSA) that is used in writing and in speech in formal settings; for example, MSA is used as the medium of instruction in all the universities and institutes in the Saudi Arabian higher education system. By contrast, informal or Colloquial Arabic (CA) is spoken in non-formal settings, such as in daily conversations (Al-Mamari, 2011). This raises the question of how this phenomenon creates a challenge for the development of AAP.

According to Zakie (2017), the problem, particularly in native-speaking countries, arises when the students are shocked by the vast difference between what they have learned inside classrooms and what they find and hear outside of them. However, in the educational context, what concerns educators and AAP practitioners is the use of Arabic in academic settings; in this regard, some researchers have stated that some lecturers are combining MSA and CA when teaching certain university classes (Obeidat & Mohammed, 2019; Fatoni, 2019). This issue has a negative impact on the NNSA students’ performances in Arabic, their motivations for learning Arabic, and their academic achievements (see Section 3.10) (Rebdawi, Barazangi, & Haddad, 1998).
Taufiq (2018) stressed that this issue also existed in other languages; however, in order to avoid its impact on students, he suggested that teachers, programme leaders and other stakeholders should decide what level of Arabic needed to be used in AAP classrooms based on an analysis of students’ needs, as well as the appropriate content and materials for their level. In this regard, Abu-ghanim (2015) carried out research on the relationship between the Arabic diglossia and the NNSA learners’ communication purposes of those already studying MSA at the language institute of The University of Jordan. It found that learners had a positive attitude towards learning CA, as they indicated that the existing variety of CA was not considered a problem, whereas some of them pointed out that they need CA in their academic life.

As can be seen in Figure 2, Zakie (2017) stresses that the weakness in the interest in marketing AAPs and its role in improving learners’ performance in Arabic is one of the challenges that impact on the implementation of such programmes. Such a situation, as he explains, results in reducing the demands of the NNSA students in learning Arabic for specific purposes; consequently, there is a decline in the amount of financial income of these programmes. Zakie (2017) also mentions that the lack of financial incentives provided by Arabic language institutes to AAP specialists such as course designers and material developers is considered one of the financial challenges facing AAPs’ implementation. This means that there is a lack of sufficient financial support to that which is necessary to establish and operate AAPs as they are required to be. As mentioned before (see Sections 3.6 and 3.6.2), the development of AAP course design would include several stages, starting by analysing the needs, setting goals and objectives, choosing content, writing syllabi, selecting teaching methods, training teachers, and evaluating the course effectiveness in term of satisfying its objectives and the students’ needs.

In the Saudi context, Al-Qahtani (2018) argues that there is a decline from NNSA students to learn Arabic for particular purposes in some non-academic institutes. This is because most academic institutes that are located in Saudi universities, including the KNU, where this study was conducted, are offering a scholarship for those students. By getting this offer, those students do not need to pay fees and tuition, as mentioned before (see Chapter Two, Section 2.3), for learning Arabic and for studying at these universities.
On the other hand, Hyland (2018, p. 388) claims that teaching EAP programmes that are offered by many universities around the world helps them in 'building their prestige, and income streams, by offering courses and degrees in the language, so that international students have become the economic lifeblood of many universities'.

In addition to the challenges discussed above, Salam (2013) and Ramadan et al. (2020) argue that the weakness in the status of Arabic as an academic language, in addition to the spread of the use of English as an International Language (EIL), not just in academia but in most aspects of life such as economics and science, is a difficult challenge in the development of AAP courses. In other words, they believe that the spread of the use of EIL has an effect on the use of the Arabic language, not just as a medium of communication but also as a medium of education. In the same vein, Al-hason (2017) clarified that, as was discussed before (see sections 3.3 and 3.4.2), the use of Arabic at the academic level is restricted to a few disciplines in social studies, such as Islamic studies, Arabic literature, and history. He attributed this to the lack of attention paid by scholars and practitioners to its scientific and communicative functions. In this regard, Hyland (2018, p. 388) agrees with this argument and claims that 'it would be foolish to deny the detrimental impact the spread of English has had on other languages, some of which are now at risk of being relegated to less significant roles in an incipient global diglossia. Certainly, EAP is firmly rooted in this development, as without it there would be no demand for academic English instruction on the scale we now see'. That means that the development of EAP can be seen as an indirect challenge that faces the development of AAP itself. At the same time, it can also be a challenge that influences the roles of other global languages in the academic sector, as has been discussed earlier (see Section 3.2).

In the context of higher education in Saudi Arabia, most of the challenges discussed above were noted in the latest research conducted by Abdullah (2020), which sought to explore the significant problems that Arabic language teachers encounter when developing AAP programmes in Saudi Arabian universities across the country. The results revealed that most of the current AAP programmes had a number of challenges, including the lack of training course provision for teachers who are teaching AAP, the lack of students’ awareness of the important role of these programmes in the acquisition of Arabic language skills, the lack of well-prepared programmes for teaching AAP, and
the combination of colloquial and standard Arabic to which the students are exposed at these institutes.

3.11 Chapter Summary

This chapter has reviewed the three key aspects of the process of needs analysis and AAP course evaluation and development, starting with reviewing the history of AAP development, its meaning, characteristics, and types. Then it moves to critically review its approaches, followed by a description of the process of AAP course development. This chapter also discusses the process of AAP course evaluation and methods used to conduct programme evaluation process, and in the last two sections, this chapter discusses the status of AAP course development and challenges facing Arabic course implementations. The chapter that follows moves on to consider the research methodology and methods used to achieve the present study’s aims and objectives.
Chapter Four: Methodology

4.1 Introduction

This chapter describes and discusses the methodology and methods used in this investigation. It starts with a description of the research methodology and a brief review of approaches to Needs Analysis (NA) studies, followed by the NA approach adopted for needs analysis and course evaluation processes, with a justification given for the chosen approach in this study. The second part moves on to describe in greater detail the methods used for data collection, then the ethical issues and the procedure of data gathering are presented, which is followed by a detailed explanation of the methods used for data analysis.

4.2 Research Design

Creswell’s (2018) research paradigm consists of a set of beliefs that guides researchers’ understanding and view of the world. According to Creswell, researchers need to identify the paradigm they adopt. It plays a critical role in helping researchers select their data collection methods, as well as its procedures for selecting research samples and for analysing these data.

Two main research paradigms are widely discussed in the literature, namely those that are scientific (or positivist) and interpretivist (or anti-positivist; Cohen, et al., 2017; Pring, 2004). By using quantitative methods such as surveys and experiments (Pring, 2000), the objectivist (positivist) approach is suitable for understanding the physical world and applied by researchers who view the social world as being real and external to the individual (Cohen et al., 2017). The subjectivist (anti-positivist) approach, for its part, is appropriate for understanding the social world by using different types of methods to collect qualitative data, such as through participant observations and interviews (Pring, 2004). Researchers who apply this approach view social reality as being personal realities that are structured through the individuals who participate in
the research, as they construct meaning through the actions associated with their experiences (Creswell, 2013). Therefore, because the aim of this study is to develop an understanding of the needs of NNSA students for studying at KNU, the role of the current AAP programme in satisfying their needs and the main challenges facing AAP implementations at KNU, all in order to develop a theoretical framework and principles for devising AAP courses at Saudi universities, I believe that the research should be informed by the interpretivist view.

According to Cohen et al. (2018), there are three sets of assumptions or worldviews in any paradigm that underpin social realities, namely ontological, epistemological and methodological assumptions. The ontological assumption is a set of beliefs about the nature of reality or knowledge, and it concerns whether reality is subjective and created by human beings or objective and independent of individuals (Cohen et al., 2018; Pring, 2004).

The interpretivist ontology supposes that social realities, as the needs of the students in this study, are not a phenomenon independent of individuals; rather, they are multiple and structured from the personal and social experiences of the participants involved in the study (Creswell, 2013). Moreover, considering the purposes of this study, as the researcher, I agree with Porcher (1977; cited in Richards, 2001), who believed that students’ needs are not something that simply occur and might be found ‘ready-made’ on the road but are a phenomenon constructed by a ‘judgment’ and reflect the ‘values and interest of those making such a judgment’ (Richards, 2001, p: 54). According to Hyland (2006), students’ needs are constructed and identified differently from the perspectives of teachers, students and programme directors (Hyland, 2006).

Epistemological assumption is concerned with the form of knowledge and how it can be acquired (Cohen et al., 2018), and therefore, the epistemological stance of this study follows social constructivism, or the belief that ‘individuals develop subjective meanings of their experiences – meanings directed towards certain objects or things. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrow meanings in a few categories or ideas’ (Creswell, 2018, p: 35). Due to the nature of the knowledge explored by this study being subjective and unique, I understand that I should not stand outside the participants’ world; instead, I should be close to the participating students, AAP teachers and AAP
leaders. This was the case when I interviewed them and observed some of them in class in order to engage with their perspectives and interpretations about the matters being studied to construct meanings that could help me develop a theoretical framework and principles for devising AAP courses at Saudi universities (Cohen et al. 2017). Hence, based on a qualitative method of data collection, a triangulation of methods for obtaining data including semi-structured interviews, a focus group, observations and documentary evidence was used to achieve this study’s objectives and gain a deep understanding of the needs of NNSA students and the role of the current AAP programme in satisfying their needs as well as exploring the main challenges facing the application of such a course of study. This was done to develop a theoretical framework and principles that could be used for developing AAP courses that would meet the needs of students at Saudi universities.

Moreover, as previously mentioned, the shortage of interesting research in NA and AAP course evaluation and design has led me to agree with Ritchie and Lewis’ (2003: 40) finding: ‘A traditional role for qualitative research has been to help in devising areas of questioning for statistical study. This is particularly valuable in studies where the subject matter under investigation is new or undeveloped’ (ibid., 2003).

This applies in the present study, as to the best of my knowledge, in the Saudi higher education context, no previous qualitative studies exist up to the time of writing; this thesis has been conducted to propose a framework to develop AAP courses by analysing the academic and learning needs of NNSA female students in a Saudi university, and by evaluating the role of the AAP programme in meeting these needs. Given those reasons, therefore, in this study I decided to conduct case study research using a Learning-Centred Approach (LCA) for this thesis.

### 4.3 Case Study

Case studies have been used in various fields of study for research purposes. Notably, Stake (2005) claimed that the case study is not a type of methodology, but rather a choice regarding the topic one investigates (Stake, 2005, as cited in Creswell, 2013). Moreover, Schramm (1971) described it as an attempt to highlight decisions, such as why and how they were performed and with what conclusion (as cited in Yin, 2014).
That means that the case study is not a methodology as such, but more of an inclusive meta-method that uses a number of methods to shed light on a particular case from various viewpoints. Creswell (1998, p: 61) emphasised that the case study provides an in-depth understanding of ‘a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon’. The case study in this research, therefore, is a study of a single institution’s approach to AAP needs from the perspectives of participating students, teachers and programme leaders. A single case study was chosen to gain sufficient data needed to propose principles and a framework underlying a theoretical basis that can help in developing AAP courses in Saudi universities. The case study in this research, therefore, was not a method as such, but a meta-method that incorporates a number of methods for gathering data.

Stake (1995, as cited in Hancock, Algozzine, & Lim, 2021) classifies case study research design in three types, which can be summarised as follows:

- An intrinsic case study, initiated to explore a case that a particular investigator may be interested in. Its goal is not to expand theory, but to augment understanding of the studied issue (Stake, 2000).

- An instrumental case study, which seeks to explore a specific issue, so as to offer insight about the broadness and range of the issue, or to back a generalisation (Creswell, 2002). The instrumental case study seeks essentially to increase understanding (Stake, 2000).

- A collective case study: this concentrates on exploring a set of cases in its quest to study a specific phenomenon or a general issue. In its mission to raise understanding, a collective case study gathers instrumental case studies together (Stake, 2000). This method can assist potentially sounder interpretation and ‘perhaps better theorizing’ (Stake, 2000, p. 437).

On consideration, I believe that in this thesis, the case study comprises the features of the first and the second forms. The intrinsic value of the case study is that the needs of the students, the effectiveness of the AAP, and the issues that confront the possible installation of the programme at the KNU are researched in detail, as there is a lack of research in this area, and this thesis can offer new insights. It will additionally be an instrumental case study, as the findings present possibilities for producing a theoretical
framework for introducing AAP courses that will further the learning needs of students not only at Saudi universities, but also at many more universities throughout the Arab world.

In this study, the case was chosen according to the following elements: the first was that I had access to the university campus, which is an important element in order to get access to the potential participants and collect data from them to achieve the study objectives. The other element was related to the university location. That is because the language institute and the academic departments in which the students study all meet in one place within the university campus, which made it easier for me to move between departments during the data collection process.

4.4 Needs Analysis for AAP Course Design

In the field of teaching LAP, a considerable amount of literature, as presented in the Literature Chapter (see Sections 3.6 and 3.6.2) has emphasised that the development process of any language course, such as the AAP course in this study, starts by Needs Analysis (NA) and programme evaluation, and then uses these information to propose the principles and framework for developing an AAP course and to state its goals and objectives, choosing and organizing its content, teaching methods, teaching materials and assessment.

Therefore, to achieve these study aims, the development of an AAP course design will start by conducting a NA and programme evaluation, because the main aim of this study is to gain a deep understanding of the needs of Non-Native Speakers of Arabic (NNSA) for study purposes at a Saudi Arabian university, and to determine the role of the current Arabic for Academic Purposes (AAP) programme in satisfying these needs. It also seeks to identify the main challenges that face the application of such courses in the study context, in order to propose the principles and a theoretical framework for developing the AAP courses that could meet the students’ academic needs at Saudi universities.
4.4.1 Approaches to Needs Analysis

As discussed in the Literature Chapter (see Section 3.10), needs analysis in Arabic linguistic studies has not yet developed any specific approaches that could fit with the special features of the Arabic language. Consequently, the AAP studies are still following the English for Academic Purposes (EAP) movements in that respect. As a result, I have reviewed the most prominent NA approaches to identify the approach that has been adopted to analyse the needs of participating students in the present research and to evaluate the current AAP programme in order to propose the principles and a theoretical framework that can be used to develop AAP courses in the KNU and other Saudi universities.

4.4.1.1 Sociolinguistic Model

In NA studies, a sociolinguistic model has been devised by Munby (1978) to develop the content and curriculum of purpose-specific language programmes (Kaewpet, 2009). Such a model involves a set of procedures, which is called a Communicative Needs Processor (CNP), in order to provide a profile of the learner communication needs in the target context to develop a specific language syllabus that is appropriate to the actual learners’ needs (Munby, 1978). Such analysis involves a wide type of questions about essential communication variables (themes, participants, mediums, etc). Such questions would relate to the communicative events (e.g. discussing everyday tasks and duties), medium (e.g. written) and mode (e.g. conversation). After a profile has been created, the communication needs are developed into a syllabus (Kaewpet, 2009). It is developed via examining all possible variables that influence the learners’ communication needs, such as setting, interaction, target level, and dialect (Munby, 1978).

Despite its contribution in developing and improving the NA approaches, Munby’s model has been widely criticised by a number of EAP practitioners. West (1994), for example, argues that Munby's model is inflexible, difficult to apply and time consuming, because it aims to provide a comprehensive analytical framework that covers all variables that have a possibility to impact on the learners’ communicative needs. He also adds that it is collecting data about the learners rather than from them...
(West, 1994). Similarly, Dehnad et al. (2010) argue that this model is not beneficial, as it collects data indirectly from learners, not directly from them. Finally, Jordan (1997) criticizes the model for its choice of the language items that relate to the use of language in social practices, where it should be chosen from the language items related to EAP in real-world practice.

According to, Jordan (1997), the best-known framework for analysing learner needs in the target situation is the Target Situation Analysis (TAS), which focuses on identifying learners’ requirements at the end of a language course (Jordan, 1997; Robinson, 1991). It is concerned with the learner's target tasks, activities, linguistic skills and knowledge that they need to become involved successfully in the target learning context (Hyland, 2006, Basturkmen, 2010). Hyland (2006) clarifies that TSA is primarily focused on identifying the learners’ real communication needs, which are directly related to the target situation, rather than the learning needs.

4.4.1.2 Systemic Approach

The systemic approach, or Present-Situation Analysis (PSA) has been developed by Richterich and Chancerel (1977) in order to understand learners’ needs by investigating their present proficiencies as well as their strengths and weaknesses at the early stage of the language course (Songhori, 2008). It also attempts to fill the gaps in the sociolinguistic approach in terms of flexibility, as well as in focusing more on the learner themself, rather than focusing on the variables that affect students' communication needs (Kaewpet, 2009).

In this approach, in addition to the learners, other sources of information can be language-teaching establishments and the user’s institution, e.g. the place of study or work (Jordan, 1997). These data can be subjective (e.g. self-perceived needs, their literacy abilities in First language (L1) or Second Language (L2), writing experiences and proficiency in Arabic) and/or objective (e.g. learners’ learning background and experiences, their age, sex, nationality, first language and subject knowledge interests) (Dudley-Evans & St John, 1998; Hyland, 2006; Hutchinson & Waters, 1987). The
authors of this approach suggest that the analyst should apply more than one method of data collection, such as questionnaires, surveys, and interviews (Kaewpet, 2009).

Alongside the TSA, this PSA has received some criticism, such as the lack of taking the real-world needs into account, which has resulted by its extreme focus on the learners and their situations (ibid., 2009). According to Long (2005a), there is a risk of over-dependence on the learner perception to identify their needs because they are sometimes not able to determine exactly what they need. Jordan (1997) proposes that to be able to identify the learner needs in the real world, the analysts, such as teachers and course designers, should apply both PSA and TSA in order to take the features of each approach.

4.4.1.3 Learning-Centred Approach

Continuing the above criticism of PSA, Hutchinson and Waters (1987) also argue that the problem of such an approach is that it ignores the important task of the community by being centred on the learner, and they have developed a Learning-Centred Approach (LCA) as an alternative approach to PSA. The authors argue that 'learning is seen as a process in which the learners use what knowledge or skills, they have in order to make sense of the flow of new information', but they also add that 'learning is not just a mental process, it is a process of negotiation between individuals and society' (Hutchinson and Waters, 1987, p.72). Therefore, in contrast with the above approaches, LCA gives attention to the perspectives of all stakeholders who are involved in the learning process when analysing the learners’ needs.

In addition, the authors argue that most of NA approaches, such as the previously presented approaches, are concerned with the learner's language needs, while more concern should be provided to the way the learners learn. In this respect, Belcher (2006) notes that the LCA is 'focusing not just on what people do with language but how they learn it' (ibid., p. 136). This means that it is concerned with the learners’ points of view with respect to learning strategies and skills that are required to perform effectively in target situations (Dehnad et al., 2010). According to Teima & Alnagah (2003), the focus of LCA is the learners themselves and what is related to the learning process, by overriding the limits to identify the required language competencies in the target
situation, to focus on the learning strategies and skills that improve learner language acquisition.

In this approach, Needs Analysis contains two types of needs: target needs and learning needs. Target needs are known as ‘what the learner needs to do in the target situation’ (Hutchinson & Waters, 1987, p. 54). As presented in the Literature Review (see Section 3.6.2.2.2), target situation needs are divided into three categories: necessities, lacks, and wants, whereas the second type of needs in this approach is the learning needs, which is related to a wide range of factors, such as the learners’ background knowledge of subject contents, the preferred teaching approach, the appropriate instructional materials, the study time and place of AAP course, attitudes towards Arabic, and cultures of the Arabic speaking world (Hutchinson & Waters, 1987).

Returning to the discussion of the approaches of NA and course design, in this chapter (see Section 4.4.1), it can be noticed that in terms of its focus, the approaches of NA and course design are divided into four categories. NA approaches have focused on the Learner-Centred Approach (e.g. sociolinguistic model, systemic approach) and ignored the importance of language and learning situation in designing the language course. Other NA approaches have focused on the language-centred approach (e.g. register analysis, discourse analysis, genre analysis) and argue that ‘This is the nature of the target situation performance’ (Hutchinson & Waters, 1987, p. 72) and upon that the language course will be determined.

Another approach for NA and course design is the skills-centred approach, which argues ‘That is not enough. We must look behind the target performance data to discover what processes enable someone to perform’ (Hutchinson & Waters, 1987, p. 72-73) in order to determine the language course.

The last type of approach for NA and course design is the Learning-Centred Approach, which argues ‘That is not enough either. We must look beyond the competence that enables someone to perform, because what we really want to discover is not the competence itself, but how someone acquires that competence’ (Hutchinson & Waters, 1987, p. 73).

Regardless of the important role of the Needs Analysis approaches in language course design, however, there are a number of practical principles suggested by some EAP
researchers that need to be considered by teachers and course designers in order to deal with the complexity of target needs and for gathering a better quality of data. For example, Kaewpet (2009) and Hutchinson and Waters (1987) suggest that course designers should apply multiple methods of data gathering, such as observation, interviews, and informal meetings with learners and other people who are involved in the learning process. Long (2005) and Kaewpet (2009) also confirm the important role of triangulation methods of data collection in the validity of the result of the needs analysis; however, they argue that it is not enough. Therefore, they add that there is a need to include a triangulation of sources to investigate the students' needs relying on multiple perspectives of different parties involved in the learning process, such as current students of the language programme, former students of the language, teachers, programme leaders,\(^5\) subject-area specialists, and material developers.

Furthermore, many researchers mention that Needs Analysis should be treated as an ongoing process, to allow course designers to reformulate objectives and adjust other course components such as teaching techniques and materials (Richard, 2001; Hutchinson & Waters, 1987; Kaewpet, 2009; Dudley-Evans & Jo St John, 1998).

Course designers are also suggested to take the role of context into account before planning and designing language courses (Kaewpet, 2009; Richard, 2001).

However, according to Hyland (2006) and Kaewpet, (2009), to plan and develop any language courses, learners' purposes for learning target language should be determined as well. The significance of such an inquiry would allow other individuals involved, such as course designers, teachers, and sponsors, to produce an appropriate course that is relevant to the learner’s needs by taking these needs into account, e.g. the learner’s personal aims and preferred learning approaches for studying targeted language (ibid, 2006). As result, in the present study, although analysing the students' academic target needs is considered a core of this study, focusing on investigating target needs cannot be adequate to enable me, as a researcher, to achieve this study’s aims.

Moreover, as mentioned before (see Chapter One, Section 1.4 and Chapter Three, sections 3.6 and 3.6.1), considering the fact that the AAP field is still under

\(^{5}\) In Saudi higher education context, the
establishment and it is suffering from several constraints, it has become clearer that the development of AAP course design within the Saudi higher education context cannot be achieved by relying only on the result of students’ needs. There is therefore a need to take the context into account to develop a deep understanding about the current status of AAP programmes, and to identify factors that could impact on the course development and implementation (Richard, 2001).

Therefore, in this study, LCA for NA and course design has been adopted in order to gain a deep understanding of the needs of Non-Native Speakers of Arabic (NNSA) to study at a Saudi Arabian university, and the role of the current Arabic for Academic Purposes (AAP) programme in satisfying these needs, in order to propose the principles and a theoretical framework for developing the AAP courses that could meet the students’ academic needs at Saudi universities. In the next section, more explanations reasons for adopting such an approach in this study are presented.

4.4.1.4 Needs Analysis Approach for This Study

As seen in Figure 3 below, the Learning-Centred Approach (LCA) that has been suggested by Hutchinson & Waters (1987) for needs analysis and course design has been adopted in this study to be a guideline for the researcher in achieving the research aims and objectives that are presented above. Practically, based on LCA, the present study has sought to analyse the needs of participating students and evaluate the effectiveness of the current AAP programme in meeting students’ needs at the KNU. According to Figure 3, the process for needs analysis consists of two main parts: the first part focuses on analysis the students’ needs, including the target academic needs and learning needs, while the second part has sought to evaluate the role of the AAP programme in satisfying the analysed needs in the first section.

The target academic needs, as presented in Chapter Three (see Section 3.6.2.2.2), are known as what the students’ needs are in the target academic learning context. The target students’ needs are represented in three categories: necessities, lacks, and wants. Necessities are known as what the student needs to learn or master to become involved successfully in the future learning community. Lacks, however, are known as the
difference between the student’s actual level of performance and the performance level of what he/she needs to reach in order to function satisfactorily in the target context. And from its name, wants are defined as what a student believes he/she needs. Learning needs, on the other hand, are concerned with what the student require to be able to learn (see Chapter Three, Section 3.6.2.2).

According to Hutchinson & Waters (1987, p. 153) the major aim of specialized language courses, as AAP courses, is to meet two major types of needs of the learners including: their needs as language learner, and their needs as language users. It follows that the 'what' of ESP course evaluation is concerned with assessing the extent to which the course satisfies both kinds of needs. Thus, the enquiry should begin with questions such as: Is the course fulfilled the learners' language learning needs? Is the course fulfilled the learners' language using needs?

Figure (3): Learning-Centred Approach for needs analysis and course design (Hutchinson & Waters, 1987).

Therefore, in this study, based on LCA (see Figure 3), the effectiveness of the AAP programme in meeting students’ target and learning needs will be evaluated. The
process for evaluation is divided into two parts: the first seeks to identify students’ academic and learning needs that have been satisfied and those have not been satisfied by the existing AAP programme at the KNU, while the second part focuses on identifying if there are any factors that may affect the AAP effectiveness in satisfying students’ needs.

Indeed, this approach has been selected because it allows the researcher to obtain a comprehensive picture of the phenomena being studied, unlike the other NA approaches that have been discussed before (see Chapter Four, Section 4.4.1). The present approach has enabled the researcher to cover all the variables and factors that form the current AAP situation, subsequently drawing the desired format for developing AAP courses based on an in-depth analysis of the actual needs of NNSA students and the evaluation of the real effectiveness of the AAP programme in this current situation.

In related literature, Brown (2009) has presented a general framework for successful NA studies (see Figure 3). It shows that NA research has to pass through three stages, which have been followed in this research.

![Figure 4: A framework for doing NA (Brown, 2009, cited in Mohammadi and Mousavi, 2013).](image)

As seen in Figure 4, I started getting ready to conduct my study by determining its aims, population, and approach. Then, to be able to collect the data, I started to follow procedures for data collection. After that I went to SA, and I started my fieldwork at the KNU. This process was ended by analysing and interpreting the findings. In the last
stage, I have sought to use these data to develop the project on the ground by developing
the principles and a framework that can help in designing AAP courses at the KNU and
other Saudi universities (Mohammadi and Mousa-vi, 2013). In the following sections,
the procedures that have been followed to this end are presented in detail, starting with
the study population.

4.5 Population

Selecting sampling in the research inquiry is an important element to ensure the
research quality as far as the importance of choosing the research methodology and
instruments are concerned (Cohen et al., 2017). They argue that in ethnographic and
qualitative studies there are some factors such as expense, time, and accessibility, which
are influences on the research's ability to collect data from a large population (ibid.,
2017). As a result, the researcher tends to gather data from a small group of the target
population and ensure that the information obtained represents the total population in
the target context.

Considering these elements, in this study the target population were only female
students, teachers, and programme leaders, because of the segregated laws between
males and females that are applied in all educational institutes and universities in Saudi
Arabia (SA).

The sample was divided into three groups: the first group consisted of twenty NNSA
students who were studying in different academic fields at the KNU. The second group
contained four AAP teachers, and the third group contained two AAP leaders. All
participants were selected randomly from the KNU academic departments and language
institute. This selection was justified by the purpose of this research, which was not
focused on analysis of the linguistic needs of a group of students in a specific subject,
or to capture the variation in linguistic needs of students in different academic
departments, but to collect in-depth information about the AAP needs of NNSA
students at the KNU, from the perspectives of participating students, teachers, and
programme leaders.
In needs analysis and course design research, collecting data from multiple sources and methods is widely recommended (Richards, 2001; Long, 2005b; Robinson, 1991; Hutchinson & Waters, 1987; Dudley-Evans and St John, 1998). Moreover, analysing the needs and identifying the programme effectiveness from different perspectives of the target population support the validating of the results (Long, 2005c). Therefore, in this study, a small number of the populations was selected to enable the researcher to produce in-depth and rich information about the study issue (Yin, 2018).

4.6 Preparing for Data Collection

In preparing for data collection from the fieldwork, in this study, three main stages were followed to get important information about some issues that relate to the appropriateness of the size and type of the sample, the suitability of research protocols, issues of getting access to the target context, etc. All these issues will be discussed in the following sections.

4.6.1 Pilot Study

In the present study, a pilot study was conducted to ‘test a research protocol, such as a data collection method and a sample recruitment strategy’ (Kim, 2011:191). I decided to use methods that would elicit qualitative data. I also sought to ensure the accuracy and unambiguous nature of the questions in the semi-structured interview protocol and in the focus group with the potential participants as a means to obtain the expected responses from them and achieve the research objectives. However, when analysing the learning and academic needs of learners, interview questions were formulated in accordance with the Learning-Centred Approach (LCA).

The small-scale pilot study was conducted prior to the main research. It began in January 2018, which was in the first month of the second semester of the 2017-2018 academic year in SA. The Arabic version of the interview sheets was sent to two professionals in the field of Teaching Arabic for Speakers of Other Languages.
(TASOL) to evaluate it. The first was Dr Osama Zakie, an Assistant Professor who taught the Arabic language to NNSA students at the Institute Al-Imam Muhammad Ibn Saud Islamic University. The second was Dr Ahmed Al-haqbani, an Assistant Professor of Applied Linguistics and the Head of the Language and Culture Department at King Saud University Language Institute. Thereafter, I sent a letter to the KNU from my supervisor, which asked them to facilitate my mission. The letter was sent via email to the Head of the Linguistics Preparation Department to help me reach some potential research participants.

The participants were two NNS students from the Islamic studies college at KNU, two AAP teachers, and one programme leaders from the potential participants. Moreover, at that time I also met three subject-specific teachers who were teaching the Islamic Studies syllabus and three NNSA students who were at Level Four (advanced) in the AAP programme, as I was planning to involve them and extend the study focus to gain a comprehensive picture about the issues under investigation.

The results of the pilot study demonstrated a need for the following:

- Exclusion of the NNSA students who were still in the language teaching programme from the study sample and limiting the study focus to investigating the needs of NNSA students who already studying at the KNU. That was because of two reasons: the first, is that during the pilot study, I noticed that the level of AAP students' competency in communication skills was not helping them to understand the questions and convey their views in their answers and unfortunately, these interview outcomes were invalid and irrelevant to the study objectives. Furthermore, some of them were L2 in French and I had not been able to communicate with them, as I was not fluent in that language. At the same time, most of those who spoke English were unable to read and understand the interview sheet that was written in English, and they were very embarrassed to speak in English at the KNU, as they were not allowed to use a language other than Arabic. The second reason is that in comparison with those students, the university student participants seemed to be more prepared, in terms of ability to communicate effectively in the Arabic language, while their learning experiences in an academic setting contributed to their willingness and the ability to express their needs, which the present study has aimed to identify.
• Exclusion of the subject-specific teachers from the study’s sample and limiting the study sample to the AAP teachers. As was found in the above case, this decision relates to two reasons. First, I found difficulty to meet them because of their workload. Another factor was the insufficient knowledge background regarding the academic needs of NNSA students among those teachers, instead of AAP teachers. However, it is necessary to explain that this decision was anticipated because, as mentioned in this study before (see Chapter Three, Section 3.9 and 3.10), there was a lack of Arab research and interest in the NA area for NSA as well as NNSA, which consequently contributed to a lack of educators' awareness about this important issue in academia, whether in SA or in other parts of the Arab world.

• Classroom observation was also included as a source of data collection to help me observe and discover the actual teaching and learning practices in AAP classrooms. Consequently, this enabled me to recognise the actual role of the AAP programme in satisfying the students’ academic analysed needs.

• The importance of paying attention to the way of writing and formulating the interview questions with students. Furthermore, the need to distance from using academic vocabulary that may be alien to students in order to avoid ambiguity that may cause misunderstanding of the meaning of the question and thus obtain inaccurate answers.

After the completion of the pilot study, all necessary modifications were made in order to meet the requirements of a reasonable design.

4.6.2 Translation to Arabic

As mentioned above, once the General Research Ethics Committee (G-REC) approved the research, I translated all of the interview sheets to Arabic. It was also necessary for other bilinguals to check a self-translated interview before sending them out. After the translation was done, it was sent to friend of mine who is a lecturer in TASOL and is an L2 English speaker. Two Arabic professors who had previously piloted all of the interview’s questions performed a further review of the level of language used in the written interviews, according to the students’ proficiency level. Moreover, as the
participating students in this study were NNSA, the interviews were conducted in both English and the Arabic language (see Appendices from 10 to 15). Therefore, it was important to maintain a consistent writing style in the different versions. The objective of this process was to ensure clarity and validity and to avoid any possible linguistic ambiguity. For the same reason, other important documents (e.g. the identification letter from my supervisor, the consent form, the information sheet), were also double-checked prior to their application.

4.6.3 Obtaining Permissions

Based on the research aims, it was important to gain access to a number of students, teachers, and programme leaders who were studying and working within the KNU. Once I had all requested documents (see Appendices from 37 to 40), the data collection process started in mid-February and lasted until the end of April during the second term of the 2017-2018 academic year in SA.

As a researcher, I believe in getting full access to the research context and participants. It is not an easy job, unless the researcher has familiarity with the place and/or a good relationship with those people in order to carry out his/her research. Despite the fact that I have both of those, stemming from my previous experience in working as a cooperative teacher at the KNU, I had major challenges in getting access to the potential participants. It was not easy to find a group of teachers who had time to sit together to participate in a group interview, while there was difficulty in getting access to twenty NNSA students studying in different academic departments in the KNU.

Thus, to get access to the AAP teachers and AAP leaders, I sought to get help from the programme coordinator after I met her on the first day of the fieldwork period. She explained to me how the teachers were busy, and it was difficult to find four teachers who had free time for conducting a group interview. Therefore, she suggested sending an email to their official accounts. The email included the information sheet and consent forms (see Appendix 20, 23, 26), the latter of which they were asked to sign and submit to her during their weekly meeting. A total of eight AAP teachers agreed to participate, then a focus group with four of them was conducted.
In contrast with that case, the access process to the NNSA students in the KNU did not progress smoothly. After I visited the KNU institute, the Head of the Students’ Activities Department helped me to obtain students’ consent to participate in the study. She sent them a detailed email about the study and the document they needed to read before making an informed decision. Unfortunately, only 12 accepted to be involved and the interviews were conducted in the KNU public library, as the head of the institute suggested. A few of the interviews were in empty study rooms in the KNU, which some of the participating students preferred. Therefore, to reach the number of students that was needed to carry out the study, another visit to the KNU was needed to increase the number of students who could provide logical and valuable data to answer the present research questions. It took approximately three weeks, between September and October of the first term of the 2018-2019 academic year in SA. By that time, I had developed a good rapport with some of the respondents, thus enabling me to save time and effort when I returned and interviewed eight additional students.

4.7 Data Collection Methods

In the light of LCA of NA and course design, in this study, a triangulation of informants and methods of data collection was used, including semi-structured interviews with twenty NNSA students, a focus group with four AAP teachers, analysis of official AAP documents, and observations of AAP classrooms. Triangulation methods are advisable in NA and course design studies (Richards, 2001). These approaches assist in obtaining different perspectives of the participants on the issue under investigation, avoid ambiguity or lack of reflecting their standpoints and enhance the study’s validity and reliability (Creswell, 2018)

Therefore, in this study, triangulation methods were used to help the researcher to gain deep understanding on three main issues: Firstly, the students’ needs at KNU; Second, the role of the AAP programme in meeting these needs; Thirdly, the possible challenges that may impact on AAP course implementations in the study context. Such multiple sorts of data, therefore, assist the researcher to develop the principles and a proposed theoretical foundation that can help in developing AAP courses at the KNU and other Saudi universities.
Moreover, as a researcher, the triangulation method was helpful to me to deal with contextual difficulty, which likely would impact on the data validity. In this study, for example, as mentioned before (see Section 4.6), there was no high possibility to meet students who have an insufficient proficiency level in Arabic. Also, the low number of KNU students that I interviewed during the pilot study was an indication of the difficulty related to obtaining enough students who were willing to take part in the study.

These reasons resulted in my employment of a triangulation method of data collection, as it helps me to avoid the risk and impact of such factors on the study findings. In this regard, Richterich (1983: 9) explained, ‘[I]t is not too much to say that we must in each case look for original methods which are in keeping with the characteristics of persons, institutions, time and place, these being, by definition, always different’. Therefore, in this study, employing several tools allowed me to adapt to any unexpected situations.

In practice, the first part of the NA process, which focuses on the students’ target needs, includes: identifying the students' necessities, lacks, and wants in the target situation. Data were collected using triangulation methods, including: semi-structured interviews with students and AAP leaders, a focus group with AAP teachers, and documentary evidence that can support the data collated through the interviews. For the second part which concerned analysing the students’ learning needs, the data were collected by semi-structured interviews with students, which were also supported by documentary evidence. The second part of the NA process focused on the students' learning needs, including their motivation to learn Arabic as a Second Language (L2) and their preferred AAP learning approach at the KNU. Data were collected using semi-structured interviews with students, which were also supported by documentary evidence.

Similar to the process of Needs Analysis (NA), which was presented earlier, in this study, the process of AAP programme evaluation is made up of two parts: the first part focuses on identifying which of the students' needs have been satisfied or unsatisfied by the AAP, while the second part focuses on exploring the main factors, if there are any, that impact on the programme effectiveness in respect of satisfying the students’
analysed needs. I believe that this framework suits the descriptive and analytical purposes of the study, which are to analyse the target academic needs of the NNSA students and evaluate the AAP programme effectiveness in order to propose the principles and a theoretical framework for future AAP courses, which could meet those learners’ needs. As I believe that ‘there is no absolute good or bad’ course, nevertheless, there are grades of suitability for its stated purpose (Hutchinson & Waters, p. 97, 1987).

For the first part of the evaluation process, data were collected from multiple sources: semi-structured interviews with NNSA students and AAP leaders, a focus group with AAP teachers, direct observation, and documented evidence that was collected during the field work. Meanwhile, for the second part of the evaluation, data were collected using the same methods but without involving students. The principal reason to apply varying data collection methods throughout the evaluation process was that it was hard to acquire data from the participating students at the interview stage, particularly in terms of pinpointing the difficult elements that have affected how the AAP role has (not) met the students’ needs. Literature concerning the assessment of the Language for Specific Purposes (LSP) reveals that several researchers (Hutchinson & Waters, 1987; Long, 2005a) have declared there to be problems in including graduates (former AAP students as the participants in this study) to evaluate the process. The reason for their reticence is that these former students believe that they have nothing to gain from such involvement. They also feel that if they criticise the course, either in terms of organisation or pedagogy, it could be taken by them as a lack of respect of gratitude for the excellent facilities bestowed by the Saudi Government (see Chapter Two, Section 2.2.1).
4.7.1 Observation

In most of the literature on research in social science, observation is considered one of the key instruments for gathering data in qualitative studies (Cohen et al., 2017). Classroom observations are typically classified in three ways: structured, semi-structured, and unstructured. The first two types require the observer to deal with scheduled issues to gather relevant data, whereas in unstructured observations, the researcher has a free agenda regarding what needs to be observed. This enables a researcher to go into the setting to decide what issues are relevant to the research topic. In the present study, the unstructured technique was used for attending the class, with no specific list or questions developed, though the research questions were kept in the researcher's mind. A major reason for choosing this type of observation was to help the researcher to explore in what way and how were the academic literacy, study skills, and digital literacy skills provided by the AAP teachers to the students in AAP classes. It was also used to allow the researcher to identify if there are any possible impacts of the teaching methods and learning materials used in AAP classrooms on the role of the AAP programme in stratifying NNSA students’ needs. Moreover, the direct access to the teachers in the classroom offered me a chance to ‘gather live data’ from a real context (Cohen et al., 2017), which aided in understanding the value of the current programme in terms of satisfying the academic target needs of NNSA students.

Other reasons for employing this method are to check the accuracy of the data being obtained in the semi-structured and focus group interviews with the participants in this study. Such checks are important in consideration of potential discrepancies between individuals’ actions and statements (Robson, 2002, as cited in Cohen et al., 2017), which may have increased the possibility of misunderstandings between the researcher and the student participants in the present study.

As result, I attended four classes on the subjects of reading, grammar, literature, and rhetoric once a week. I observed the academic skills class three times during the first, second, and fifth week of the fieldwork period, because this class was cancelled twice. I obtained ethical clearance from both the students and the teachers, and manually recorded notes during my classroom observations.
4.7.2 Interview

In qualitative inquiry, interviews ‘enable participants to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view’ (Cohen et al., 2018: 506).

Therefore, interviews were the main source of data for the study, as they allowed an exploration of the participants’ perspectives towards the needs of AAP in the KNU. A set of protocols exists for conducting interviews, such as structured, unstructured, semi-structured, focus group and group interviews, in case study research (Litosseliti, 2010).

In order to achieve the present research objectives, a different interview protocol was chosen. As explained in Table 5, in this study, semi-structured interviews were conducted with NNSA students and with AAP programme directors.

<table>
<thead>
<tr>
<th>The protocol of interviews</th>
<th>The interviewees group</th>
<th>The number of the interviewees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semi-structured interviews</td>
<td>NNSA students</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>AAP leaders</td>
<td>2</td>
</tr>
<tr>
<td>Focus group</td>
<td>AAP teachers</td>
<td>4</td>
</tr>
</tbody>
</table>

Table (5): Details of the interview protocol

In addition, a focus group interview was conducted with AAP teachers. The rationale behind choosing each protocol is explained below.

4.7.2.1 Semi-structured interviews

As presented in Table 5, in this study, semi-structured interviews were conducted with two groups of participants: NNSA students and AAP leaders at the KNU. Each interview lasted approximately 30 minutes. The interviews involved open-ended questions to allow the students to express their views about the academic difficulties they faced during their studying at KNU (Lodico et al., 2010) and to give the researcher a chance to identify their necessities, lacks, and wants.
Indeed, in this study, the characteristics of participating students include minimising the possibility of obtaining valid data by carrying out a large-scale questionnaire. That is because they were NNSA students. Therefore, they may have difficulty in using the Arabic language, such as to read, understand, and respond effectively to the questions of the questionnaires. The evidence of that was found not just through the pilot study, but also throughout my previous teaching experience, as I remember how it was difficult for students to fill in some academic applications of what the KNU requested sometimes. Moreover, many studies have shown the difficulties that the NSSA students had in communicating in Arabic (see Chapter Three, Section 3.6.3). Due to wishing to avoid obtaining data with poor quality, the semi-structured interview was an ideal method in this study.

In addition, the same technique was used with AAP leaders to explore their viewpoints about the effectiveness role of the current programme, in terms of meeting students’ academic needs, and identifying the real drawbacks that prevent a fit-for-purpose AAP course to be developed at the KNU.

The use of a semi-structured design allowed me to elicit any form of data about the participants that cannot be provided by using other methods, e.g. observation or gathering documents (Litosseliti, 2010). Such data may contain details about real phenomena or an intangible episode, such as their previous learning experience and their motives for studying a certain language (ibid.). Additionally, it gives the interviewer more freedom in terms of modifying and reorganising the questions according to the interviewees’ responses and enables her/him to add questions related to unexpected topics that may arise during the time of the interview or observation (ibid.). That was the case after I interviewed some students, as I have excluded some of the questions that were found to be irrelevant to the main study focus, such as asking about their future professional needs and how they manage to deal with their language difficulties in the target situation.

Meetings with students and AAP leaders were conducted face-to-face. By speaking individually with the interviewer, they had more freedom, especially students who wished to express their own weaknesses and wants in terms of academic study skills that should be achieved prior to moving on to the university level (Yin, 2018). The interviews were recorded, with the exception of the four conducted with participants
from Islamic studies schools. As a researcher from that context, it was clear to me that it was a cultural and religious requirement, i.e., that men who were not relatives should not hear women’s voices. In these cases, I respected the requirement and instead manually recorded the interviewees’ responses.

4.7.2.2 Focus group interviews

According to Pawar (2004: 43), focus groups ‘involve persons specially selected owing to their particular interest, expertise, or position in the community in an attempt to collect information on a number of issues’. In this study, the focus group was selected to invite four AAP participants to have an informal discussion. The AAP teachers were those who had the same experience of teaching AAP at the KNU. Moreover, all of them have had a higher education in TASOL from the programme that was provided in some of the Saudi universities (see Chapter Two, Section 2.3.1). Thus, they were likely to share similar perspectives in terms of students’ needs and challenges that prevent an AGAP course from existing in the institute.

4.7.3 Documentary evidence

Documenting this study also helped me to examine the validity and reliability of the need analysis process in terms of it reflecting the participating students’ actual academic and learning needs, which have been mentioned by them and their AAP teachers and AAP leaders during the interviews. However, in some part of this study, it was used as a main method of data to help the researcher to evaluate the role of the AAP programme in meeting students’ learning needs that are analysed in this study (see Chapter Six, Section 6.2.2).

As Cohen et al. (2018) noted, a range of evidence sources is considered as beneficial for high-quality case studies, in contrast with studies that only access individual information sources. Therefore, as mentioned earlier, the present study utilised documentary evidence as a main resource for the data, and as supportive resource for
the data obtained via the interviews and observations. It also assisted in the matching of knowledge with the data obtained from the participants (Cohen et al., 2017) to establish a more comprehensive picture on certain related issues.

In qualitative research, there are two types of documents that can be used. One type is public documents, such as newspapers, agendas for institutions, including information regarding programmes and staff, attendance registers, national policy statements, and minutes of meetings. The second type is private documents, such as journals, diaries and letters (Cohen et al., 2017). In this research, the following documents were used:

- KNU website (including the online pages of its Language Institute).
- The AAP discipline reports related to the Study Skills syllabus, and other subject-specific syllabi such as Interpretation and Hadith that include: the course content, syllabus, goals, exam techniques, types of references and teaching methods.
- The goals and outcomes of the AAP programme at KNU.
- The characteristics of AAP graduates.

### 4.8 Ethical Considerations

Ethics must be considered throughout the research process, from the selection of participants to the design of the data collection method and then to the use and publication of collected data. This research followed the procedures of the General Research Ethics Committee (G-REC) at the University of East Anglia (UEA), where I had been previously registered as a PhD student before moving to Edinburgh. Moreover, I followed other procedures prior to beginning the data collection process.

The pre-procedure started after I obtained consent from the School of Education and Lifelong Learning Ethics Committee. I then requested two letters from my supervisor (see Appendices 37 and 38) that included information about me, such as my research aims and the time required for the study. One of these letters was translated into Arabic before I sent it to the KNU to obtain permission to commence the fieldwork.

Prior to traveling to Saudi Arabia (SA), I presented the identification letter from my supervisor and the permission form from the Saudi Cultural Bureau (see Appendix 39) to the Vice Rectorate for Graduate Studies and Research at the KNU, to obtain a
facilitation letter (see Appendix 40). In order to gain such a letter, the research proposal and its instruments—the English and Arabic versions—were submitted to the Institutional Review Board (IRB) at the KNU for evaluation. Thereafter, the documents were sent to the KNU institute dean to facilitate my fieldwork task there.

Mertens (2014: 353) described ‘confidentiality’ as a situation in which ‘the privacy of individuals will be protected in that the data they provide will be handled and reported in such a way that the data cannot be associated with the research participants personally’. Moreover, he referred to ‘anonymity’ as a situation in which ‘no uniquely identifying information is attached to the data, and thus, no one, not even the researcher, can trace the data back to the individual providing them’ (ibid., 2014). To ensure the anonymity and confidentiality of participants and their responses in this research, I distributed information sheets and consent forms to them (see Appendices from 29 to 27).

The first sheet included a description of the research and its aim, while the second form informed them that all data collected during the interviews and observations were solely for the purpose of this research. In addition, these forms were used to learn their preferences regarding my (digital or handwritten) recording of the interviews. During the fieldwork, participants were able to check the data they gave by re-listening to the recorded interview or reading what I had recorded in my handwritten notes. A member-check procedure was used to ensure the accuracy and credibility of the data collected from the participants.

4.9 The Data Analysis and Interpretation

Creswell (2013, p. 148) explained that ‘qualitative data analysis consists of preparing and organising the data (i.e., text data as in transcripts, or image data as in photographs) for analysis, then reducing the data into themes through a process of coding and condensing codes, and finally representing the data in figures, tables, or a discussion’.

In needs analysis research, the fundamental objective of analysis is to understand the meaning of the information that has been gathered (Stufflebeam et al., 1985, cited in Richards, 2001). Therefore, the data relating to the students' needs in this study was
analysis based on the Learning-Centred Approach (LCA) (see Figure 3, Chapter Four, Section 4.4.1.4) for Needs Analysis, which guided the research questions and objectives. Furthermore, in this study, thematic analysis was used as a tool to analyse the data relating to the rest of the other issues that have been investigated in this study, including elements affecting AAP effectiveness and the challenges facing AAP course development in the study context.

Braun and Clarke (2006, p.79) define thematic analysis as ‘a method for identifying, analysing, and reporting patterns (themes) within the data’. They also mention that some researchers have argued that thematic analysis itself is not a method, but that it is a tool that can be used in conjunction with traditional analytical frameworks to create themes (Boyatzis, 1998; Ryan & Bernard, 2000, cited in Braun & Clarke, 2006). Braun and Clarke (2006) suggest some strategies for analysis the data, which include familiarizing oneself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. However, Cohen, Manion, & Morrison, (2017) propose other initial steps that facilitate the process of data analysis, such as organising and preparing the data, describing, and presenting the data, analysis of the data, and reporting the findings.

Practically, I employed most of above suggested strategies that started with get familiarity with the data by reading, organizing and preparing data to be analysed. I started that by documenting all spoken data that were obtained from the interviews (focus group and semi-structured interviews) using a voice recorder, while as discussed before, few of them were recorded manually. Then, I organised them into three files, according to the groups of participants. I did the same with all written data that were obtained from the observations, interviews and related documentary evidence. I documented them and divided them in three files. I transferred all the spoken and written data to two disks to ensure that they were not lost or damaged. All interviews were conducted in Arabic and after I transcribed all the data in a textual form, the amount of data that was produced was huge, therefore I decided to keep them in Arabic and translate any text that I used in my data analysis dictations. Translation to Arabic was done by the researcher for both texts and the collected documents. These were then examined by bilingual experts, speakers of L1 Arabic and L2 English; one of these experts was (as explained in Section 4.6.2) also expert in TESOL. The benefit of this
was that their comments and suggestions improved the translation’s quality and helped me lessen the impact of the students’ performance capability (see Section 4.7.2.1) in Arabic on the texts’ meaning, as noted earlier. Difficulties in accurate translation of some students’ transcripts resulted in a number of grammatical errors in their published responses.

However, before I translated the data, and as a part of the stage of getting familiarity with the data, organizing and preparing them, I transcribed all the audio recorded interviews to a textual form, using Microsoft Word. I did that by listening to each file carefully, many times, which assisted in better transcription by taking every item of information into account and recording the interviewees’ responses more comprehensively. In this stage, I gave each participant a pseudonym name to help me to get used them. Although transcribing the data required more time to be completed, it gave me a chance to familiarize myself with the data and produce initial themes (Braun & Clarke, 2006).

After the above stages, the next stage was to analyse the data by searching for themes, then defining and naming them (see Table 6). I started the process of data analysis by conducting an extensive reading through all the written data sheets that were obtained from the interviews and the focus group. I analysed all data manually, using different analysis strategies. For example, as seen in Table 6, the first and the second themes, as explained above, were outlined and specified into subthemes, which were then divided into categories based on the LCA framework that has been adopted in this study (Figure 3, Chapter Four, Section 4.4.1.4).

<table>
<thead>
<tr>
<th>Outlining the major themes</th>
<th>Specifying major themes to subthemes</th>
<th>Breakdown the subthemes into categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students’ needs to study in KNU</td>
<td>The students’ target academic needs</td>
<td>Necessities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lacks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wants</td>
</tr>
<tr>
<td>The students’ learning needs</td>
<td>Students’ motivations in learning Arabic as L2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students’ preferred learning approach</td>
<td></td>
</tr>
<tr>
<td>Effectiveness of the AAP programme</td>
<td>Fulfilment of students’ academic needs</td>
<td>Does the AAP satisfy the students’ necessities?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does the AAP satisfy the students' lacks and wants?</td>
</tr>
</tbody>
</table>
The third and fourth themes emerged from the list of codes that I developed during the stage of generating codes and searching for themes. Coding means ‘the process of segmenting and labelling text to form descriptions and broad themes in the data’ (Creswell, 2013, p. 243). This process started by reading the transcriptions of each participant group several times, and identifying any codes related to the research questions. At the end, the list of codes was amalgamated into principal themes, while others formed sub-themes and separate categories (see Table 6).

The final stage in the process of data analysis was reviewing themes and producing the report. Richards (2001) argues that because of the subjective nature of the needs and its interpretations that are based on a wide variety of sources, as this study has used, contradictions among the data would often exist. Therefore, to ensure that the classifications, including the major themes, sub-themes, and categories that were developed in this study were accurate and relevant to the study aims and purposes, I sent a sample of the audio record with a piece of analysed data from the interviews some participants from each group, and I received helpful notes that allowed me to explore the relationship between some analysed themes (ibid., 2001).

This stage ended by reporting the findings. According to Richards (2001), ‘where there are several different audiences for the needs analysis (e.g. teachers, administrators, a funding body), the information obtained will have to be analysed - and analysed in a

<table>
<thead>
<tr>
<th>Elements affecting AAP effectiveness</th>
<th>Human elements</th>
<th>Non-human elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulfilment of students’ learning needs</td>
<td>Students’ needs</td>
<td>The teaching and learning materials.</td>
</tr>
<tr>
<td>Does the AAP satisfy the students’ religious needs?</td>
<td>Teachers’ experience</td>
<td>The teaching methods</td>
</tr>
<tr>
<td>Does the AAP satisfy the students’ demands for EGAP?</td>
<td>Duration and location</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenges of AAP course implementation</th>
<th>Pedagogical challenges</th>
<th>Linguistic challenges</th>
<th>Contextual challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human elements</td>
<td>Lack of Arabic content and resources in TAAP</td>
<td>Non-standard Arabic vs Standard Arabic in the target academic context</td>
<td>Limitations in financial resources</td>
</tr>
<tr>
<td>Pedagogical challenges</td>
<td>Lack of qualified people in the TAAP domain</td>
<td>English Language vs the Arabic Language in the target academic context</td>
<td></td>
</tr>
<tr>
<td>Pedagogical challenges</td>
<td>Shortage of ASP training for teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (6): The process of analysing the interview and focus group transcripts
form that suits each group's interests. Due to this, after analysing the data, the perspectives of each group of participants were presented in three sections separately, according to their interests: from the perspectives of students, teachers, and leaders (e.g. see sections 5.3.1.1, 5.3.1.2, 5.3.1.3 in Chapter Five).

4.10 Chapter Summary

This chapter started with an explanation of the research methodology and methods used in this study. It also discussed NA and the approaches used to conduct NA and course design research, which was followed by presenting the approach of NA that was adopted in this study. In addition, this chapter provides a detailed description of the research population, issues of access, methods of data collection. Finally, I presented the ethical issues and considerations that were undertaken in this study, and ended by provided an explanation of the methods used in the data analysis process.
Chapter Five: Students' Academic and Learning Needs/Data Analysis and Discussion

5.1 Introduction

To follow the process of Needs Analysis (NA) and course design for Arabic for Academic Purposes (AAP), introduced in Chapter Four (see Figure 3, Section 4.4.1.4), this chapter reports and analyses data related to the academic needs of Non-Native Speakers of Arabic (NNSA) students at the KNU. To help me examine the extent to which the current AAP course provided by the KNU satisfies their needs, data obtained from the course evaluation are analysed and discussed in the next chapter. Such a dual analysis is used to obtain deep and rich data that can be combined to provide a clear picture of the fundamental issues that need to be taken into consideration before designing the AAP course.

In the light of the Learning-Centred Approach (LCA) (see Figure 3, Chapter Four, Section 4.4.1.4), this chapter has two primary parts in which the central research question is addressed:

What are the needs of NNSA learners for academic study purposes at the KNU?

Thus, the first part is concerned with the students’ target academic needs in respect of their academic studies at the KNU, while the second addresses their learning needs and motivation to learn Arabic as a Second Language (L2) at the KNU. For the first part, all relevant data were collected using triangulation methods, including: semi-structured interviews with students and AAP teachers, a focus group with AAP leaders, and documentary evidence that can support the data collated through the interviews. For the second part, data were collected by semi-structured interviews with students, which were also supported by documentary evidence. After analysis, these data results were discussed in relation to the relevant literature.
5.2 Students’ Profiles

Following up the Learning-Centred Approach (LCA) that has been adopted in this study (see Figure (3) in Chapter Four, Section 4.4.1.4), it can be noticed that identifying the learners’ characteristics in the target situation is a first step of the process of NA and course design. Therefore, during the interviews with the NNSA students who participated in this study, I asked them some personal questions about their age, their last educational level, their nationality, mother tongue, second language, study department, and their present educational level. This type of information has to be taken into account in order to help me, as a researcher, to propose the appropriate AAP course that can absorb the diversity of the students’ languages and backgrounds.

According to the collected data, the average ages of the NNSA students were between 21 to 31. Moreover, as is shown in Table 7, below, the data show that there is diversity in the characteristics of the students' participants in this study in term of ethnics, mother language, and areas of study; however, that does not mean they do not have common characteristics.

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<th>No</th>
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<th>Second language</th>
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<td>Kyrgyz</td>
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</table>

Table (7): The characteristics of Non-Native Speakers of Arabic (NNSA) students at the KNU.

*Note: All names are pseudonyms*
Students' religious backgrounds were not taken into account, as they are required to be Muslim to be enrolled on the AAP programme, as stated before in Chapter Two (see Section 2.3). Due to this fact, there were Muslims and students belonging to Muslim minorities in either Asian countries such as the Philippines and Indian or African countries such as Nigeria and Guinea. Another common characteristic among them, as can be seen in Table 7, is that most of them (96% of the total number of participants) speak English as a Second Language (ESL). Furthermore, Table 7 shows that most of them (95% of the total number of participants) are studying in the department of Islamic studies at the KNU.

5.3 The Students’ Target Academic Needs

Identifying the academic needs of NNSA students at the KNU is considered a core area of the present study; however, it is vital to remember exactly what the researcher meant by using the term ‘target needs’ and how it contributes to analysing the academic needs of those students in that particular context. Returning to the needs analysis approach adopted in this study (see Figure 3, Chapter Four, Section 4.4.1.4), target needs have been recognised as the requirements needed by NNSA students to study at an Arabic medium university - the KNU in the context of this study. In other words, what type of academic skills should they acquire through studying the AAP programme before they move to university level (see Chapter Three Section 3.6.3). Therefore, in this study, the term academic skills is used as an umbrella term that covers the diverse target academic needs of students in the target situation, including: study skills, academic literacy, and digital literacy (see Chapter Three, sections 3.5.1, 3.5.2, and 3.5.3).

According to the Learning-Centred Approach (LCA) (see Figure 3, Chapter Four, Section 4.4.1.4) that has been adopted in this study, the target academic needs are divided into three parts: necessities, lacks, and wants. This approach was adapted to reach an in-depth understanding into the students’ academic needs from the diverse perspectives of stakeholders in the learning process, including NNSA students and AAP teaching staff at the KNU.
5.3.1 Necessities

In the needs analysis and course design literature of English for Academic Purposes (EAP), as mentioned in Chapter Three (Section 3.5.2.2), necessities are defined as what help learners to perform effectively in a target situation (Hutchinson & Waters, 1987). Therefore, in this study, to identify the necessities of the NNSA students in the KNU, the researcher has asked students, AAP teachers, and AAP leaders about the most important academic skills that are needed by the NNSA students to successfully perform in the KNU context.

5.3.1.1 Students' Perspectives

To determine the NNSA students’ necessities from their perspectives, those students were asked to express the difficulties they faced during studying at the KNU that were relevant to their needs for the study skills. Based on the data, academic listening skills were the study skills most needed by the NNSA students at the KNU (see Appendix 1).

For example, nineteen participating students faced difficulties in listening to and understanding the content of university lectures. Most of them claimed that the problems were associated with the use of Saudi Local Colloquialisms (SLC) by some university lecturers.

*Some teachers are speaking al Fusha in the lecture, so I understand everything, but sometimes they are speaking Ammiya and I cannot understand anything* (Laura, student at the Faculty of Islamic Studies).

As they widely explained, this was a different form of language from the Modern Standard Arabic (MSA), or *al Fusha*, which is used by teachers in Arabic for Academic Purposes (AAP) classrooms at the KNU language institute.

*We were first time learning Arabic in the institute (the KNU language institute) and they taught us only in al Fuṣḥa, and when we came here, we found the Ammiya and...*
everything different from what we studied (Zhrah, student at the Faculty of Computer Sciences).

Through attending university lectures also, five students found that they were not able to listen and take notes as much as their native-Arab classmates.

I did not know that university teachers are talking very fast and Saudi students are also writing fast behind them. And I was trying to record lectures by mobile phone, but it was not clear, I supposed to be learning that at the institute (Salma, student at the Faculty of Islamic Studies).

What is shown here is that the NNSA students are not prepared for the variation in level of the Arabic language used in lectures in different academic disciplines at the KNU. In turn, that reflects negatively on their ability in using the study skills, e.g. notetaking, understanding, and identifying the topic of the lecture, which they need to study in target academic situations (Richards et al., 1992, cited in Hyland, 2006; Jordan, 1997; Flowerdew et al., 1994).

This issue attracted the concern of educators and AAP practitioners in academic settings, as they noticed that some lecturers are integrated between MSA and CA at the university (Obeidat & Mohammed, 2019; Fatoni, 2019). Rebdawi, Barazangi, and Haddad (1998) stress that using such an approach could reflect negatively on the NNSA students’ competence in Arabic and their academic achievements (see Section 3.10). However, it is important to mention that the use of informal language within the academic lectures was not restricted to the Arabic lecturers. St John and Dudley-Evans (1980, cited in Jordan, 1997), for example, observed the negative impact of the use of colloquial phrases and words by some lecturers who are native English speakers on students’ comprehension. Therefore, to help their students to overcome this problem, they have created training material that allows students to find out for themselves the synonym meaning of those words in formal written language.

The second level of necessary skills needed by the participating students during their study at the KNU is learning academic vocabularies. For instance, eight students have interpreted reasons for their reading difficulties at university level as insufficient
learning and teaching of both common core and subject-specific vocabularies, leading them to search for the meanings in the dictionary.

*In fact, I think that when I graduated from the Institute, my vocabulary was very limited. So, frequently memorized vocabulary is the most important thing we need at the university* (Mariam, student at the Faculty of Islamic Studies).

*When I read the texts for example, I cannot understand many of the words. So, I always tried to search of the meaning in the dictionary. But it takes a lot of time!* (Laura, student at the Faculty of Islamic Studies).

Moreover, some of them found it difficult to comprehend the differences in academic genres and text structures used to develop university exam papers, as they were different to what they were familiar with in language exams.

*During exams sometimes the lecturer asked me: Alily? I do not know what that is meant! And, if I misunderstand this word, the meaning will be changed, so we must learn a lot of academic vocabulary* (Mona, student at the Faculty of Islamic Studies).

In relation to the required reading skills at the KNU, five students indicated that it was hard for them to read academic texts, either for personal learning purposes or other study purposes. For the first purpose, some students admitted that they had to spend a lot of time scanning and searching for specific information from academic materials, e.g. books and course notes.

*When I look for information, I think if I know the skill of searching quickly, I will not need to read many books to find it, because I would not like to read a lot, I want to find the information quickly and easily* (Afnan, student at the Faculty of Islamic Studies).

In addition to that, some students complained about the difficulty they found when reading the Arabic texts that were written in an academic style.

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9 The term Alily (عالي) in Arabic means to justify and explain your answer or opinion; it is one common example of academic vocabulary used in written exams.
You know Arabic if there is no harakat\textsuperscript{10} it will be difficult. Sometimes I read the word in a wrong way because there is no harakat! (Amani, student at the Faculty of English Translation).

Considering the above necessities, it can be noticed that in the higher education context, non-native students, such as the participating students, need to acquire different types of study skills to be able to engage successfully in the university context. According to Jordan (1997), that may cover learning common core and subject-specific vocabulary, and being able to read and comprehend different types of academic texts using various reading strategies, e.g. skimming and scanning.

They would also need to learn how to use a dictionary and how to guess the vocabulary meanings from the context (Richards et al., 1992, p. 359, cited in Hyland, 2006). Jordan (1997) adds that to achieve university qualifications, NNS students also need to learn how to understand questions about exams and answer them in an appropriate way.

Returning to the above statements, from the viewpoints of Amani and other students, the reason for their reading difficulties, which is discussed in more detail in Chapter Six (see Section 6.3.2) is the variation in style of the written learning materials between those used in the AAP and those used at the university. At the undergraduate level, in the Saudi higher education context, the learning resources are authentic materials, collected from an Arabic library, usually written without the vowel harakat diacritics. Therefore, they would obviously differ from non-authentic textbooks produced and designed to teach Non-Native Speakers of Arabic (NNSA) students.

From an overview of the above findings, it can be noticed that the majority of participating students, whatever subjects they are learning at the KNU, seem to share the same challenges in terms of target academic necessities. The next section will aim to identify the students’ necessities from other stakeholders’ points of view in order to gain an in-depth comprehension of all types of students’ academic needs in this particular context.

\textsuperscript{10}Harakāt (بَكَات) in Arabic is a diacritic, marking short vowels in Arabic script.
5.3.1.2 Teachers’ Perspectives

Continuing from the above statement, AAP teaching staff were asked to give their opinions on the most important academic study skills that NNSA students need to learn prior to graduating from the AAP programme.

The data shows, in this regard, that the views of AAP teachers differ slightly from those of the students analysed above (see Appendix 1). That is to say that the necessities of the students, as advocated by their teachers here, are limited to their needs in regard to the study skills, particularly reading and listening study skills. For example, Noha, with two years’ experience in teaching AAP, has observed that students should be learning all listening strategies, such as notetaking. Her sentiments were supported by the teacher Alanod, when she expressed that:

Noha: *Skimming and scanning strategies.*

Alanod: *Also, all listening strategies, such as taking notes during the lecture*

Noha: *The fourth grade are always afraid of the dialect that the university lecturers use.*

Alanod: *They (the university lecturers) do not speak Modern Standard Arabic.*

Monirah: *They (the university lecturers) do not speak Modern Standard Arabic.*

Noha: *This is what they complained about, they said: how we can understand?*

The opinions of teachers presented here confirm the students’ listening difficulties within the university lectures, which corresponds with what has been widely expressed by the participating students. With regard to reading skills, Noha was the only teacher who has asserted that students need to learn a reading strategy, e.g. skimming and scanning.

Meanwhile, for the language needs of the NNSA students at the KNU, most of the participating AAP teachers argue that there is no need to teach NNSA students a subject-specific or common core vocabulary. They have built their assumption upon two reasons. The first is the fact that most of the students are Muslims, who have a sufficient Islamic education background. The second is that in the AAP programme, students have already been taught a variety of Islamic studies syllabi.
Wedad: *Surprisingly, they come with religious qualifications, and we provide religion materials in our programs.*

Noha: *We provide many religion materials.*

Moreover, when dealing with complex and various needs, such as the needs in this study, as a researcher, I would expect that the participants, whether students, teachers, or programme leaders, are unlikely to be able to give a precise determination of necessities, lacks, and wants. The reason for that, as mentioned in the Literature Chapter (see Section 3.6.3), is that it relates to the fact that there are a few needs analysis studies that have been conducted in the field of teaching ASP and AAP in Saudi Arabia and other Arab-speaking countries. That means that the AAP practitioners, as individuals who are involved in this study, may have no opportunities to become aware of how they can determine the students’ needs.

Therefore, as I mentioned before (see Chapter Four, Sections 4.7.3), to help me reach a better analysis of the students’ academic target needs, it was important to compare the data collected from the participants in this study with those found in collected AAP documents.

Thus, supportive evidence to the teachers’ assumptions has been found in Point Two of the AAP programme goals, and Point Five of the characteristics of AAP graduates (see Appendix 2), which all ensured that AAP students will have a sufficient amount of knowledge regarding Islamic culture before they graduate from the programme.

Nevertheless, the above views held by teachers about the students’ learning academic vocabulary needs are contradicted by those of the students themselves, when they referred to it as one of the reasons behind their reading deficiencies whilst studying at the KNU.

Indeed, that could raise the question of to what extent the AAP teachers are aware of the students’ language needs in the target learning situation, which will be discussed in the next chapter. Evidence in such an inquiry was assured by Wedad, as she believed that overseas students are not aware of their academic needs until they move to the target context.
So, when she joins the university, she might feel everything is different. This speech is not directed to her as a non-Arabic speaker; she might ask them: I want to get more benefit; I want to understand more quickly. So, we need academic skills that might help (Wedad, AAP teacher).

Having identified what are the students' necessities from the perspectives of their teachers, I will now move to identify these necessities from the perspectives of AAP leaders in the following section.

5.3.1.3 Programme Leaders' Perspectives

To gain more insight about what the NNSA students’ necessities in the target academic learning situation are, AAP leaders were asked to determine the significant academic skills that need to be taught to their students before graduating from the language learning programme.

According to the data, the perspectives of the management staff agree with those of students regarding the necessities of NNSA students in the target situation (in Appendix 1). All of them believe that academic listening and reading, as well as learning academic vocabulary, are very necessary skills that have to be obtained by the students before graduating from the AAP programme.

Huda argued that as the KNU language institute is considered an academic institution, there are a number of essential skills that students have to master prior to enrolment at the university. However, she emphasised more their need for study skills, specifically listening skills, which are listed as:

*How to listen to the lecture, how to know the transitions of the lecturer from a paragraph to another, how to end the lecture, how to start it […….] For listening, for example, you need to know that even if the lecture is scientific, yet it is different than the academic writing, so you need to differentiate between the skills and their relation to the text type.*

Interestingly, Huda's point of view on the significance of developing the students’ academic listening skills, as she explained in the interview, was built on a real need of
participating students who are studying at the KNU (see Chapter Five, Section 5.3.1.1). However, she has emphasised the role of the study context in meeting the students' needs for academic skills. This point of view was shared widely in related language teaching literature. For example, as discussed in Chapter Three, in the EAP context, Durkin and Main (2002, cited in Basari, 2018) observed that introducing a study skills course design that is based on discipline served undergraduate students’ requirements better than a broader course of study skills. This contrasts with a broad-based study skills approach, which focuses on providing students with generic study skills that can be transported and used by students across disciplines (Jordan, 1997; Richards et al., 1992).

In addition to that, all participating AAP leaders have mentioned several types of reading skills, such as reading and understanding the academic texts, skimming and scanning, which are necessary for students in order for them to be able to succeed in their academic courses. For instance, Ghader, stated that students need to learn how to:

*Read quickly and read to comprehend the written text. These skills are important, because studying at the university often requires them to read a lot of books and references that are unfamiliar to them.*

By the same token, Huda supports the above argument and added other important skills to the list that Ghader mentions in her statement above, which need to be taught to the students:

*Regarding the academic reading, reading for the idea, skim reading and quick reading.*

In terms of the learning academic vocabulary, Huda also commented about the NNSA students in this regard:

*They should learn about the common words and expressions for different types of academic texts.*

In the following section, students’ academic needs will be identified by examining their academic performance in the target learning context; this will be done to help the researcher in this study, and to distinguish what is necessary from their lacks.
5.3.2 Lacks

According to the LCA for academic needs analysis adopted in this study, lacks are defined as the variation between the student’s existing competence and the target competence (West, 1994). Therefore, this study has examined the perspectives of students, AAP teachers, and AAP leaders in order to explore the academic skills that students lack, and which are consequently a cause of them failing to achieve the target competence for studying at the KNU.

The findings on this are dependent on the view that identifying necessities, as analysed above, would not lead to reaching a deep analysis of the learners’ needs (Hutchinson & Waters, 1987), as the present study aims to do, unless we determine what skills the learners had previously learned. Subsequently, the aim of distinguishing which of these necessities are lacks becomes more salient.

5.3.2.1 Students’ Perspectives

To explore the academic study skills that participating students need in order to acquire a sufficient level of proficiency to study at the KNU, they were asked to define which of these necessities they wanted to be developed in the AAP programme.

Based on the data analysis, these needs included writing skills, oral skills, and digital literacy skills. They were arranged in sequences according to the students’ urgent demand for them, as explained in the data analysis below.

Eight of them explained that they had inadequacies in varied writing skills, which impacted on their academic performance at the KNU. For example, six of them mentioned that they needed to improve their ability in writing, organising, and laying out content and references of academic research so that they are appropriate for the tertiary level requirements.

At the institute, we started to practice writing a research plan and things like that, but it was not deeply! For example, introduction and main body and conclusion! There were problems. We cannot organize it (Zainah, student at the Faculty of Arabic Language).
Meanwhile, four students explained that they were not able to write their university coursework correctly, due to making spelling mistakes.

*I can write, but I am afraid of mistakes, then teacher says: why is this girl writing like that!* (Laura, student at the Faculty of Islamic Studies).

Considering the types of students’ writing difficulties, as presented above, it can be concluded that most of them are related to academic literacy skills. That is because in teaching Language for Academic Purposes (LAP), the main purpose of academic literacy skills is that they improve students' performance in academic writing in order to be able to meet the relevant university writing criteria related to their specific academic discipline (Hyland, 2009; Lilis and Scott, 2007, cited in Zand-Moghadam & Khanlarzadeh, 2020). That includes developing their ability in organising paragraphs, developing an academic text logically from introductions to conclusions, and writing in scholarly genres, e.g. essays, articles, and dissertation writings (Solikhah, 2020; Weideman & Dyk, 2014), in Islamic Study and Arabic Language subjects. That is because, as seen in Table 7, (see Section 5.2), these subjects are the most preferred subjects by most of the NNSA students studying at the KNU.

As far as academic speaking skills were concerned, six students presented their desire to progress their ability in developing presentations and/or giving an oral speech in class.

*Yes ... I remember that teacher asked me to give a presentation for students and I did not use to do that. I mean in the institute the method was easy. In the university I think it is more difficult* (Najd, student at the Faculty of Arabic Language).

Najd, a first-year student, admitted that she was not yet ready to carry out an oral presentation for a large number of students in her university class, although she had already practised it in the AAP at the KNU language institute. However, Safana, a third-year student, had a different experience, as she said:

*I do not know how to present, and I cannot give a speech. Because I am shy, and I cannot deliver what I want to say from the topic contents. Because I was not used to give an oral speech in the institute* (Safana, student at the Faculty of Islamic Studies).
Regardless of the fact that both of these students graduated from the same programme, I noticed that they had very different learning experiences. One student said that she had a chance to practise how to give a presentation in the AAP classrooms, whereas the other student had not. This situation raises a question, which this study seeks to answer in the following chapter, about the suitability of the current AAP programme to meet the students’ target academic needs.

Indeed, students’ needs here may relate to the oral study skills that are mentioned extensively by many researchers in the EAP and AAP literature. Jordan (1997) and Master (1997), cited in Howard & Brown (1997), for example, list a number of oral skills, such as the ability to give oral presentations, answering questions during the presentation, and providing further explanation about the topic. Furthermore, Zakie (2017) suggests other oral skills to be learnt by the NNSA in order to develop their ability in developing effective presentations, such as: understanding how to use non-verbal signals, gestures, and movements, arranging ideas logically in presentations, and expressing the content appropriately to answer questions with suitable answers.

In addition to considering students’ lacks for studying at the KNU, five students highlighted the importance of equipping themselves with e-literacy skills and other technology-related strategies that enable them to achieve the academic study requirements.

*If you want to come to the KNU, it is better for you to learn computer, because all assignments have to be downloaded on it [...] We write on the computer and things like PowerPoint. I am very slow and that hurts me because I am not good at it. So, I wanted to learn computer very well* (Amal, student at the Faculty of Islamic Studies).

From her personal experience, Amal attempted to illustrate the significant contribution of digital literacy skills in enhancing her academic achievement at the KNU, such as using the university blackboard to download the files and developing assignments using computer programmes. On the other hand, Zamzam focused on Computer-Assisted Language Learning (CALL), since she encouraged NNSA students to learn it before they moved to university, because, as she explained, there is the need to:
Use computer to practice listening skill and also to help her in complete coursework here. I was not known that computer is important until I came here (KNU)! (Zamzam, student at the Faculty of Islamic Studies).

From the above statement, the influence of students’ previous Arabic language-learning experiences in formulating their academic skills needs is obvious. This is because although teachers implemented CALL in the AAP course, which will be discussed in the following section, the students showed that they had not received formal instruction to acquire and/or practise digital literacy skills before they graduated from the institute. This result was supported by the absence of an involved curriculum for teaching computer and digital literacy skills within the AAP study plan (see Table 3, Chapter Two, Section 2.3.1.1).

5.3.2.2 Teachers’ Perspectives

Likewise, as regards their perceptions on the necessities, the perspectives of AAP teachers were slightly different from those of the students in regard to their lacks in the target study situation (see Appendix 1). That is because, as their responses during the group discussion showed, AAP teachers indicated that what are lacks in their students are the development of their performance in academic writing and digital literacy skills, with no attention being given to the students’ needs for developing their academic oral skills during studying at the KNU.

In writing skills, for instance, the teachers emphasised students’ lacks to be ready to practise writing academically in the university context. In this regard, Wedad claimed:

*I think writing is the most difficult skill for them, so the research is considered the most difficult writing skill.*

The students agreed with Wedad’s argument, complaining about developing research, creating articles and essays, making their own curriculum vitae, and summarisation. This is in line with Alanod’s opinion: when I asked her to identify on behalf of the group the students’ academic needs for studying at the KNU, she illustrated the students’ lacks as:
Writing reports and all academic writing skills.

However, by focusing on the role of context in developing students’ writing needs, the same teacher has given more attention to the students’ deficiencies in regard to academic literacy skills.

Alanod: *The student is supposed to recognize the characteristics and kinds of texts and then distinguish the text she is reading, and also to start convincing me on particular issues.*

Noha: *Yes. And to write a convincing essay!*

Furthermore, the above teachers’ perspectives have been supported by points four and eleven in the list of characteristics of AAP graduates (see Appendix 2), which have emphasised that the excellent student will be able to analyse Arabic texts in a scientific manner and have the capacity to use critical and creative thinking, which are part of what the academic literacy approach for teaching AAP seeks to achieve (see Chapter Three, Section 3.5.2).

According to Solikhah (2020), the academic literacy approach focuses on developing students’ capacity to communicate well among an academic discussion group by critical assessment of data, debating, making presentations, and adding to knowledge, written or oral. Applying such an approach for teaching AAP, as discussed in Chapter Three (see Section 3.5.2), is likely to give students a higher level of academic competence in Arabic language than that of the study skills approach. That is because it recognises the range of writing styles and practices among all the diverse disciplines of academia (Murray, 2016).

Moreover, in respect of digital literacy, the teachers emphasised the significance of developing students’ digital literacy skills to facilitate the academic tasks they may be involved with in the KNU context. For example, they came to a consensus about the importance of students overcoming their weaknesses in using the blackboard and computers for academic study purposes, as they explained in the following conversation:

Monirah: *Using learning resources.*

Alanod: *That is right.*
Wedad: Well. Is the use of technology related to it or not?

Monirah: Yes, a big resource of learning resources.

Alanod: Yeah.

Noha: That is right.

Monirah: Especially our students are not capable of using it!

Alanod: Unfortunately, especially that in the university there are many things turned to be electronic; a lot of the curriculums became electronic.

Noha: You are right, especially the (specific students nationality).

When reading the above results, although the students’ and teachers’ perspectives of the types of skills students need are varied, it can be clearly seen that they are similarly focused on a priority to develop students' efficiency in academic writing more than their digital literacy abilities.

Students and teachers' views on the students’ needs to develop digital literacy skills were supported by number 8 of the AAP outcomes and number 12 of the AAP graduates’ characteristics (see Appendix 2), as it shows that all these goals pointed out that by completing the language programme, students will be able to use computing techniques and other types of technologies effectively.

These findings were supported by recent studies that emphasized the importance of the inclusion of a digital skills course in teaching and learning academic language to meet the new needs of students in academic settings, which requires learners who are digitally literate. This is in response to the influence of the ongoing digitisation of university operations (Miller, 2015) on one hand, and to enable rapid transition to remote teaching during the coronavirus pandemic (Covid-19) in higher education on the other hand (Kohnke & Jarvis, 2021; Almelhes, 2021) (see Chapter Three, Section 3.5.3). In order to have a comprehensive picture regarding the students’ lacks in the target learning setting, the perspectives of the programme leaders on this issue are presented and discussed in the next section.
5.3.2.3 Programme Leaders’ Perspectives

In term of what the students’ lacks are in the target situation, the programme leaders’ perspectives were similar to the students’ perceptions towards what their lacks are, and these are consequently different than those of the teachers about this situation (see Appendix 1). As the data from the interviews show, all the participant leaders of AAP programme believed that students have lacks in developing their writing skills, oral skills, and digital skills.

For example, when I asked Huda to identify what are the academic skills that their students were most having difficulty in learning, she explained that:

Yes, it is the writing skills, which includes many things, as regards what differentiates between the academic texts in terms of the language and the genre.

To gain more understanding of what she could mean by ‘it includes many things’, I repeated the same question to Huda, and she gave me more explanation:

Okay, I will say to them one more time, regarding the academic writing skills, the student needs to differentiate between the types of the texts. She needs to know how the writer moves from the introduction to the main body and to the conclusion. She also needs to understand what hedging language\textsuperscript{11} is, as it is the language of the academic person.

Unlike Huda, from Ghader’s point of view, students have difficulty in academic writing skills, and she gave some examples of the difficulties highlighted by students and teachers earlier. Evidence of this was found in the following statement:

Yes, they (NNSA students) find writing a very hard job. They are very, very, very weak in writing. ... I can say writing is the worst. Imagine that she (NNSA student) will need to write long articles and research in the university, while she is in this weakness.

From the given examples with regard to the most difficult skills that students need to develop, it can be seen that Huda, as well as the teacher Alanod, has a deep understanding

\textsuperscript{11} Hedging language in academic writing is employed to display caution and to try not to make definite assertions that can be easily shown to be wrong.
of their students’ lacks. She emphasized the importance of developing the students’ academic literacy skills, which were different than those mentioned by the participating students in this study. Daminova, Tarasova, & Kirpichnikova’s (2017) academic literacy skills include - but are not limited to - enabling students to present the topic, making conclusions, and organising and structuring the text. In addition to that, Weideman & Dyk (2014) add that it also helps students to understand relations between different parts of a text: identifying the hedging language or what counts as evidence for an argument. This is because, as Bodin-Galvez and Ding (2019) argue, the teaching of generic features of academic language such as register (e.g. lexical density, nominalisation), alongside other aspects of language such as metadiscourse and hedging, are considered one of the main objectives of the Language for General Academic Purposes course, such as EGAP or AGAP.

In regard to the students’ needs for learning e-literacy skills, Ghader explained that: *They have difficulty in many skills. We have recognized that from the programme called ‘Your Voice is Heard’, that we did for the students. To be honest, we were surprised that they have very poor ability in using the computer!*

She also mentioned that they plan to provide a specific supporting course to improve their students’ digital literacy skills, which means that there is an urgent need to evaluate the effectiveness of the current AAP programme in terms of meeting the students' various technology needs. That includes the ability to use tablets, computers, iPods, the internet, smart phones, webpages, blogs, social networks, and databases to access and provide information. They also need to, as mentioned by the students themselves, be able to use various type of computer software programs (e.g. Word, PowerPoint, Excel) (Miller, 2015).

On the other hand, Huda illustrates that their students have some difficulty in speaking during their period of studying at the KNU. That was noticed by some university lectures, as she describes:

*I noticed that from the doctors (university lecturers)…. that when your students come and talk, they take too much time, and they do not know how to rephrase their ideas or ask a direct question.*
Here the teacher tried to show the importance of developing students’ oral skills. This idea has also been mentioned in one of the set learning outcomes and goals of the AAP programme. It has evolved into the situation where after studying, the programme students will have the ability to introduce themselves and translate their thoughts and views clearly, through written or spoken Arabic (see Appendix 3).

Furthermore, Ghader thinks that their students need to know:

*How do you provide a logical answer to a specific person from an academic person’s point of view, and how do you present a presentation in different methods to what they are used to in the institute; how do you communicate with the lecturer in the class?*

The types of oral skills presented by the AAP leaders considered, as discussed in Chapter Three (see Section 3.5.1), are important components of the study skills approach that is used widely as a guide of teachers’ instructions and curriculum in the language for academic purposes context (Hakim, 2020; Lea & Street, 2006, cited in Basari, 2018). In such an approach, the focus of the teachers is on developing students' communication competence inside or outside the classrooms. That is by teaching them how to answer questions directly, giving logical reasons, expressing their opinion on certain issues, and developing oral presentations.

In this section, it was obvious that the programme leaders identified what were students’ lacks into three different types of academic skills that are important in order to continue their undergraduate study successfully. These were: writing skills that relate to academic literacy skills, oral skills that relate to study skills, and digital literacy skills.

Compared with the perspectives of other stakeholders who are participating in this study, as regards what students lack in a target situation, it seems clear that the perspectives of programme leaders here correspond with those of the students from one side but were slightly different than those of AAP teachers from the other side. In this study, the last type of the students' target needs, which the present study aims to explore, will be identified in the light of the perspectives of all participating groups in the following section.
5.3.3 Wants

Wants are defined as individual aims of what the learners wish to acquire from the language courses. They are types of needs that may not relate to the learner's real need in relation to the target situation. In this study, the students' wants are the last type of target needs that the researcher has sought to identify in this study in order to propose the principles and underpin a theoretical framework to develop the AAP course at the KNU and other Saudi universities. To do so, as I mentioned above, the students’ wants will be identified through the points of view of the students themselves, the AAP teachers, and AAP leaders who are involved in this study.

5.3.3.1 Students' Perspectives

In order to recognize students’ own views of the academic needs for studying at the KNU, they were asked to define specific skills that potential Non-Native Speakers of Arabic (NNSA) students have to master before graduating from the institute.

In this regard, four students suggested that non-native students have to develop their verbal communication skills to interact effectively with their colleagues who are Native Arabic Speakers (NAS), inside and/or outside the university classrooms. Their view included:

*Talking fluently with Saudis in class* (Nor, student at the Faculty of Islamic Studies).

*Possibly talking with Saudi students. This is very hard! They are speaking by Ammiya* (Laura, student at the Faculty of Islamic Studies).

Based on these perspectives, it can be assumed that students attempt to implicitly declare their interest in learning the SLC, as it is the only way to help fulfil their communication needs with their Saudi colleagues in the KNU. However, the students' above desires are accommodated with points number seven and three of the programme outcomes and the list of characteristics of its graduates (see Appendices 2 and 3), as both of these points confirm that the AAP seeks to enable students to interact and communicate effectively with NAS in their surrounding community.
However, the students’ decision to not announce their desire to learn SLC directly can probably be justified, because it opposes the goals of the scholarship programme, which the AAP course has been designed to achieve (see Chapter Two, Section 2.3). The scholarship programme is working under the umbrella of the Saudi Ministry of Education, and it mainly seeks to spread the formal level of the Arabic language worldwide. Consequently, this indicates the predictability of a gap between what students want to learn and what the AAP actually offers. According to Hutchinson and Waters (1987) and Hyland (2006), this type of need represents the students' personal desires. As a result, it sometimes conflicts with the views of other stakeholders, such as teachers, course designers, programme leaders, and the programme director, as well as with the goals and objectives of the AAP programme itself.

5.3.3.2 Teachers' Perspectives

AAP teachers were also asked to explain if there were any specific skills that the students desire to learn. According to the data collected from the teachers' group interview, the AAP teachers supported the students' desire to learn Colloquial Arabic (CA), and they were more comfortable in expressing the students' desires to learn CA than the students themselves.

The following conversation reflects the teachers’ perspectives about what their students desire to learn, as all of them strongly confirmed that:

Alanod: *They asked me to train them in the dialect in the language exchange*12 *program prepared for the institute's students and the Saudis.*

Monirah: *Yeah, they always say so.*

Wedad: *Yeah. They always say: it is OK. We do not want Standard Arabic; we learnt it now, we want the colloquial language.*

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12 One of the dialogue programmes provided by the institution to integrate non-Arab students with native speakers within the university's community. However, using MSA during the conversation is one of the conditions that students need to follow to join the programme.
Alanod: *They ask me to teach them Colloquial Arabic.*

Wedad: *They want to learn Egyptian Colloquial Arabic.*

Alanod: *They say: we always listen to things, so you find that they have a great desire for the colloquial language.*

Noha: *Even they told me that it is communicative language in the university, so you feel that they are isolated because of that.*

Alanod has explained that the KNU institute provides supportive programmes to develop students’ levels in verbal communication skills with Native Arabic Speaking Students (NASSs). However, it was not successful in satisfying students' desire to learn CA. In this programme, MSA is the only form of Arabic that is allowed to be used by the NASSs to communicate with students who are Non-Native Speakers of Arabic (NNSA). Therefore, it is reasonable to find wide agreement from all teachers with Alanod’s above statement. Each of them supports her statement by giving authentic evidence of the students’ demands for learning CA for social communication purposes with NASSs in their surrounding learning context.

5.3.3.3 Programme Leaders' Perspectives

To gain an accurate picture of the students’ desires, AAP leaders were also asked to identify if there is a specific skill that their students want to acquire on the AAP programme. The perspectives of the AAP leaders were different than students and AAP teachers in this regard. From Huda’s point view, students are not aware of their academic needs, as she said:

*Mostly, honestly the students, or at least the category that we have taught, know nothing about the academic skills that they need!*

However, when I asked Ghader the same question, she said that she did not know what the students’ desires were. She believed that the students themselves were able to determine their needs and find their way to satisfy them.

*No, but I think that this returns to the student herself. There are some students who, may God protect them, like to develop themselves in listening and speaking and they are very more developed in these skills than the other skills, like reading and writing.*
Considering the above statements, it can be seen that in regard to identifying students’
wants, the AAP leaders’ perspectives are different than the students and teachers’
perspectives regarding the same issue (see Table (6) in the Appendix 1).

5.4 The Students’ Learning Needs

Based on the LCA that has been adopted in this study, identifying the students' learning
needs is an important step to gain a deep understanding of the actual needs of NNSA
students at the KNU, which helps me, as a researcher, to develop the principles and a
theoretical framework for developing AAP courses that can meet the needs of those
students at Saudi universities. According to Hyland (2006), any course for teaching
language for academic purposes begins with determining the learner’s purposes for
learning a target language. The significance of such an inquiry would allow other
people involved, such as course designers, teachers, and sponsors, to produce an
appropriate course that is relevant to the learners’ needs by taking these needs into
account, e.g. the learners' personal aims and preferred learning style for studying the
target language (ibid., 2006).

However, in the Saudi context, the academic practices for Teaching Arabic for Speakers
of Other Languages (TASOL) are preliminarily structured upon the cultural and
political dimensions (see Chapter Two, sections 2.3 and 2.3.1). In this case, students’
needs are not perceived as a fundamental factor in order to structure and design the
AAP programmes that are provided by most SA universities.

In this study, therefore, students' motivations and preferred learning styles in learning
Arabic as a Second Language (L2) in the KNU context have been investigated in order
to propose the appropriate type of AAP course that can meet the students' actual needs
in this particular setting.
5.4.1 Students’ Motivations in Arabic as a Second Language (L2)

In response to investigating the students’ personal motivations that have led them to learn Arabic as a Second Language (L2), the religious purpose was the first and dominant purpose of the participating students. After that, their occupational and social needs emerge in sequence as the second and third motivational reasons for learning the language. Regarding, the first purpose the data shown that three quarters of the candidate students had been learning Arabic to read the foundational texts of the Quran, as well as to understand other religious literature such as Hadiths and interpretations (Quran commentary). One reason for this is to become a conscious Muslim personality that has a good understanding of their religion, as Asma expressed:

To understand Quran words and enable me to make tadabbur\textsuperscript{13} while I read it. And to read the religion books such as: Hadiths and the Prophet biography (Asma, Department of Islamic Studies).

Because it is the language of Quran and I want to understand Quran very well (Najd, Department of the Arabic Language).

Another reason is to make them well-prepared for delivering a correct and clear idea of the Islam message to non-Muslims within their local societies after they graduate from the KNU.

I want to be an Islamic preacher and I cannot do that unless I learn Arabic and comprehend the Quran meanings and interpretation (Kholod, Department of Islamic Studies).

For the second category, only four students mentioned that they had learned Arabic as L2 to fulfil their personal interests in learning foreign languages, Arabic being considered as one of them:

Yes. I prefer to speak many languages; one of these languages is Arabic, other than our mother tongue and English here in Nigeria (Badryah, Department of Information and Computer Sciences).

\textsuperscript{13} The word \textit{tadabbur}, in Arabic (تدبر) means pondering over the meaning of the verses of the Qur’an.
Meanwhile, for occupational purposes, half of the students stated that Teaching Arabic as a Foreign Language (TAFL) in their countries was the second motivating reason, after the religious education purpose, that had led them to learn Arabic:

*Teaching, especially in our country. Because there is a lack of qualified teachers in the Arabic language* (Amani, Department of English Language).

Again, from the above statement, it can be seen that students’ previous language-learning experiences influence them in deciding to specialize in Arabic, as Kholod commented:

*I probably would be a teacher in my country. Because teaching Arabic there is not serious as much as here* (Kholod, Department of Islamic Studies).

Therefore, the poor practices involved in TAFL in some non-Arab countries, from where most of the participating students come from, may be considered a vital motivation for students to learn Arabic as L2 in order to qualify as Arabic teachers in the future.

On the other hand, learning Arabic to fulfil their social communication needs with native Arab speakers was a lower motive for some of those students. For instance, Mona was one of five students who mentioned that they want Arabic for:

*Communicating with Arabs who are visiting our country. Also, when I am going to Hajj¹⁴, I want to be able to communicate with people there* (Mona, Department of Islamic Studies).

Speaking with native speakers of any target language would be one of the key reasons for learners to learn that language; however, that was not the case for students in this study. This could be justified by students’ awareness of the variations in spoken Colloquial Arabic (CA), whether in a Saudi context or any other regions of the Arab countries, as a result of the influence of the diglossia phenomenon. This phenomenon is discussed within the literature of this study (see Chapter Three, Section 3.11).

Students’ perspectives in regard to their motivational reason for LAS have also been supported by point number four of the AAP programme goals. This emphasised that the

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¹⁴ Hajj is a fifth and final pillar of Islam. It is a religious duty that Muslims, whatever their nationalities and culture backgrounds, should undertake once time in their lifetime if they are able to. It includes a set of rituals that take place in Mecca over a period of five days.
AAP programme seeks to educate NNSA students about Islamic culture (see Appendix 2). Furthermore, the points number five and six of the characteristics of AAP graduates corresponded with students’ perspectives, as they informed me that the AAP programme seeks to ensure that their students would graduate with enough knowledge about Islamic culture and were able to apply the knowledge and value of what they learnt in communication activities in day-to-day life (see Appendix 2).

5.4.2 Students’ Preferred AAP Approach

In the light of their previous language learning experiences, as well as the present academic learning needs, students were asked to clarify which types of Arabic for Academic Purposes should be provided at the KNU in order to understand their preferred types of AAP courses, whether the Arabic for Specific Purposes (ASAP) course or the Arabic for General Academic Purposes (AGAP) course.

According to the data analysis, almost eleven of the participating students suggested providing the AGAP course to equip NNSA students with language and academic study skills that could assist them to continue academic tasks when they join the KNU:

*Because as long as you are in a learning community, you need to use speaking and presentation skills as well as writing academic research. So that you do not have problems while studying* (Department of Information and Computer Sciences).

Another reason that influences some students to give their voices to such holistic direction to teach AAP in the institute was given by Kholod, who claimed that:

*If she (NNSA student) is learning language in a general method, she then could benefit from that, whatever academic discipline she might join* (Department of Islamic Studies).

In this regard, Papadima, (2020) has emphasised that the AGAP or common core course is suitable for all NNSA students, whatever their fields of study are.

At the same time, Badryah and some students interpreted their choosing of AGAP as being useful for its role in building learner personal autonomy by practising self-learning, which is required for studying at tertiary level:
You have to improve yourself (NNSA students) in order to speak with others, because in the university you will act as if you are alone (Department of Information and Computer Science).

On the other hand, seven students emphasized the significance of providing a combination of AGAP and ASAP courses in teaching AAP for overseas students. For example, Mariam believes in the suitability of the integrated approach:

*It helps to provide you with a background on the specialization that you (as a NNSA student) want to enrol for at the university. Because when you graduate from the institute the university lecturers think that you will be able to study like a Saudi student (Mariam, Department of Islamic Studies).*

From her point of view, the integrated approach of AGAP and ASAP would provide them, as NNSA students, with a good scientific background about the subject in comparison with their Saudi colleagues. Consequently, it would be contributing to raising their academic performance in the target situation. Moreover, some students believe that offering both types of Arabic language courses would meet a variety of students’ needs, which, as Salma considered, is an essential right of institute students.

*I think the institute should provide several courses, rather than relying on only one course. Because some students have left the institute, as they feel that teachers (AAP teachers) were not understanding their needs (Department of Islamic Studies).*

Wingate (2015, cited in Li, 2020) suggests that the integrated approach is more valuable to the students, as it can provide them with the advantages of all previous AAP approaches. It would also assist in developing students’ performance in study skills, academic literacy, and digital literacy skills (Li, 2020; Shing & Sim, 2011; White, 2015, cited in Li, 2020).

### 5.5 Discussion

According to the LCA (see Figure 3, Section 4.4.1.4 in Chapter Four), students’ academic needs are analyzed in two main categories: target needs and learning needs.
In the first part, students’ needs are divided into three subcategories: necessities, lacks, and wants, which are identified when examining the perspectives of participating students, AAP teachers, and AAP leaders; this is supported by documentary evidence related to the AAP programme at the KNU. In the second part, the students’ learning needs refer to their motivations to learn Arabic as L2 and their preferred approach to learning AAP at the KNU; this is identified by the students’ own views, which are supported by documentary evidence related to the AAP programme at the KNU.

The findings from the first part show that the perspectives of the participants in this study, including students, teachers, and programme leaders, are slightly different with regard to determining the students’ target academic needs. In terms of necessities, for example, as is seen in Table 6 (in the Appendix 1), all groups of participants believed that study skills, particularly academic listening and reading skills, are the most important skills needed to be provided to the NNS students before they study at the KNU. However, learning academic vocabulary was also considered by the students and AAP leaders as an essential skill that needs to be developed prior to graduating from the AAP at the KNU language institute.

In the same way, in terms of lacks, all the groups that took part spoke of the students’ deficiencies in academic literacy skills, particularly writing skills and digital literacy skills, while only AAP leaders and students thought that a significant lack was in the area of academic oral skills, which seriously affected their ability to achieve the necessary academic requirements. Finally, in terms of wants, the findings show that only students and teachers thought that learning the Saudi local colloquial language was what students wanted in order to communicate well with native Arabic speakers.

Referring to the findings above of the necessities of students in a target situation, it was notable that study skills are the academic skills that are considered as needed most by the NNSA students to study at KNU. In terms of the lacks of the students in a target situation, however, in this study, the findings show that academic literacy skills, whether digital or generic study skills, were the skills that most students needed to acquire prior to studying at the KNU.

In fact, such a result is not surprising, considering the fact that Language for Academic Purposes (LAP), whether EAP or AAP, tends to be a multiple literacies practice (Li,
Therefore, based on local context, the academic dimension in teaching academic language, as it appears in the present study context, may include many dimensions, e.g. the critical dimension, digital literacy, the institutional dimension (Miller, 2015; Li, 2020) as well as academic language, academic practice, study skills, and academic literacy (Chazal, 2020). That is to help language teachers and course designers to deal with the changes that appear in academic contexts in terms of student types, as well as the spread of mix of academic disciplines (Hyland, 2006), to be reflected in the language courses and to make it more able to satisfy students' demands in such a changing learning environment.

Therefore, in this study, based on the above findings of the students' academic needs, the study skills, academic literacy, and digital literacy approaches that were applied for developing LAP courses would also be used in order to develop an AAP course that can meet the diverse academic needs of NNSA students at the KNU and other Saudi universities (see Chapter Seven, Section 7.4.3). However, before discussing the feature and the importance of each approach in meeting the students' academic needs, it is important to discuss the study findings in relation to the local and wide contexts.

Likewise, in the field of teaching English for Academic Purposes (EAP) (see Table 4, Section 3.5 in Chapter Three), in the AAP context, the study skills approach has been considered as a core of academic language courses (Teima & Alnagah, 2003; Fatoni, 2019; Othman, 2014). Therefore, there were some studies, such as the present study, that were interested to analyse the academic needs of NNSA to study at the universities where Arabic is used as the Medium of Instruction (AMI) for the purpose of the development of AAP practice. One of these studies, the study conducted by Eltingari and Shifaah (2017), has found similar findings to this study, as it found that based on the students’ priorities, the listening, reading, writing, and speaking skills were the necessary study skills needed by students to study in the Arabic and Islamic Studies department at the IIUM.

In the same context, Omar, Kheir, and Ahmad’s (2020) research identified that the Malaysian learners need to develop their ability in academic writing, speaking, and reading skills, such as reading and analyzing an essay, and writing an argumentative essay and research paper using the correct method. Such skills are considered, which is mentioned by some participants in this study (see sections 5.3.2.2 and 5.3.2.3), as a part
of academic literacy skills. Academic literacy skills are known as 'reading and writing within disciplines that constitute central processes through which students learn new subjects and develop their knowledge about new areas of study' (Lea and Street, 1998). Prosser and Webb, (1994 cited in McCune, 2004, p. 2.5.7) highlight with regard to this: 'Learning to write essays for a particular discipline can also be seen as a way in which students gain access to the academic discourse of that discipline'.

As discussed in the literature chapter (see Section 3.5.2), such an approach focuses on developing students’ literacy ability by enabling them to devise a hypothesis, to reach a conclusion, and to arrange and structure the argument (Daminova, Tarasova, & Kirpichnikova, 2017), thereby comprehending the connections between a text’s respective sections, realising what constitutes evidence, making inferences from extracted data, and then applying the data and/or its consequences generally. The approach also enables understanding detail on how academic language is expressed, such as in producing examples, making arguments and establishing definitions (Weideman & Dyk, 2014)

Furthermore, this finding is in agreement with other studies conducted in the field of teaching EAP. For example, Zhu and Flaitz's (2005) findings showed that the perceptions of the three participating groups, including Non-Native English-Speaking (NNES) students, the university’s faculty members, and the university’s administrative personnel, converged to some extent; however, each group had different concerns in terms of academic needs. Writing skills were also shown to be important, while cultural skills were considered to be a key aspect of ability in academic language. On the other hand, opposite to this study result, Zohoorian’s (2015) study found that writing and speaking skills are the skills most needed by the students, while the interview results indicated that the students also lacked study skills.

With reference to the students' lacks, in this study, the findings have shown that all participants believe that the NNSA have to develop their ability in using computer and computer software programs for academic study purposes, which are known in the literature as digital literacy skills, which is a key element to ensure that students communicate successfully in the university context. That is because digital literacy skills are concerned with improving the students' abilities, knowledge, and capabilities
to use digital technologies in an appropriate and safe manner (White, 2015, cited in Li, 2020).

In the LAP field, the emerging of such needs refers to many factors that have been discussed, as presented in the literature chapter (see Section 3.5.3) by many researchers. One of the recent influential factors was the rapid transition to remote teaching during the coronavirus pandemic (Covid-19) (Kohnke & Jarvis, 2021; Almelhes, 2021), which enhanced the speed of digitisation of university processes and products (Miller, 2015).

Interestingly, in Saudi higher education, similar findings have been found in a recent study carried out by Almelhes (2021), as the study found that the NNSA students are still not capable of using technological devices in an appropriate way for their study purposes. Therefore, he suggests providing training courses that can provide students with the necessary computer skills they need to become involved effectively in online learning.

Returning to the results analysis in this chapter: in this study, the findings from the second part show that, based on the perspectives of participating students in this study, the students’ religious purposes were the main reason that led the NNSA students to learn Arabic as L2. The findings also show that most of the students preferred the Arabic for General Academic Purposes (AGAP) course to be provided at the KNU, rather than the Arabic for Specific Academic Purposes (ASAP) course. Data from related documents support all the above results and indicate that the content of the AAP programme goals, and the characteristics of AAP graduates (see Appendix 2) do not vary among the perspectives of most participants in this study, as analysed above. The data show that it does not just prepare students with all the academic skills needed to complete their undergraduate study, but also allows them to experience exposure to Islamic culture in its original context.

This finding corroborates the view, which is adopted by many researchers in the field of TASOL, that confirm the domination of religious purposes instead of other reasons for the NNSA, such as the participating students in the present study, to learn Arabic as a Second Language (L2) (Al-washmi, 2017; Facchin, 2019; Elrajhy, 2014). It also matches with the results found in earlier studies, which are discussed in the literature chapter (see Section 3.6.3), which revealed that religious purposes are the main reasons
that lead NNSA students to learn Arabic as L2 (Mohammed, 1998; Obeidat, Mohammed, 2019; Surbakti, 2015).

However, the domination of such learning purposes in this particular context may be attributed to several reasons. These may, as discussed several times in this study (see Section 2.3, Chapter Two and Section 3.6.3 in Chapter Three), relate to Saudi Arabia’s position as a birthplace of the religion of Islam on the one hand (Al-washmi, 2017), and the influence of Islamic culture, as a result of the first reason, on the Saudi educational system, including the AAP context, on the other hand (Osaimi, 2010). Consequently, all these reasons may make the experience of learning Arabic for Muslim students in the Saudi educational context more attractive than other educational contexts of some Arab and Muslim countries.

Returning to the findings listed above, it can be noticed that the students’ perspectives regarding the preference of common core instead of subject-specific courses seem to be consistent with the perspectives of some LAP researchers about this issue. In the English for Academic Purposes (EAP) context, for example, those who support the common core direction claimed that it helps students to develop the types of language skills that help them to improve and apply communication solutions better than subject-specific courses might (Widdowson, 1983). It is because the role of the latter is limited in providing students with specific language features needed in a particular academic discipline, consequently, that it does not provide competent outcomes for learners (Hutchinson & Waters, 1987).

Nevertheless, they have confirmed that the common core approach covers a wide range of study skills, which give students flexibility to use it across different academic specializations, bringing to the fore the ideas of learner-centredness and self-directed learning (Widdowson, 1983; Basturkmen, 2003; Hutchinson & Waters, 1987).

Similar to the present study, the results of Noori and Mazdayasna’s (2014) study revealed that the NNES students who study in Iranian universities need to obtain an extracurricular EGAP course to improve their writing and speaking skills and to equip them with adequate background knowledge related to their discipline before their move to university.
By considering this approach, the AGAP courses would likely assist NNSA students to become autonomous learners who are able to manage and improve their own learning practice, especially in university classes, where they are expected to be treated like native speakers of Arabic.

5.6 Chapter Summary

This chapter has presented, discussed, and analyzed the findings regarding the academic needs of NNSA students at the KNU. A triangulation of methods has been used: semi-structured interviews with twenty NNSA students, a focus group with four AAP teachers, and related AAP programme documents. A comparison between the responses of the participants was performed to determine differences.

The next chapter presents the results regarding the extent to which the current AAP course at the KNU has fulfilled its students’ academic target needs, as well as their language learning needs for learning Arabic as L2 in this particular learning context.
Chapter Six: AAP Programme Evaluation/Data Analysis and Discussion

6.1 Introduction

After analysing and discussing the findings of the needs analysis in the previous chapter, it is now necessary to present related data to evaluate the effectiveness of the Arabic for Academic Purposes (AAP) programme offered at the KNU in satisfying students’ analysed needs. This chapter, therefore, analyses and discusses the data collected to address the second research question presented below:

Is the current language programme at KNU satisfying learners’ needs? If so, how? If not, why not?

Nunan (1992, p. 193) has stated that ‘evaluations, even of a single programme, are, in fact, research’, thus when considering the research main aims and limited time in which to achieve them, the main purpose of programme evaluating in this study is to provide the researcher with a deep understanding of the state of the AAP programme in the KNU, in term of its satisfying students’ needs. Consequently, that could provide rich data that relates to the programme’s means, resources, and constraints (Jordan, 1997), which would help the researcher to build a conceptualisation of a proposal to design a language-learning programme that could satisfy students’ target needs in this particular learning context.

In Chapter Four, the evaluation process was described as an integral part of the Learning-Centred Approach (LCA) for the needs analysis and the design of the AAP course used to further the aims of this study (see Chapter Four, Section 4.4.1.4). According to the LCA, similar to the process of Needs Analysis (NA) that was presented in the last chapter, in this study, the process of AAP programme evaluation is made up of two parts: the first part focuses on identifying which of the students’ needs have been satisfied or unsatisfied by the AAP, while the second part focuses on exploring the main factors, if there any, that impact on the programme effectiveness in respect of satisfying the students’ analysed needs. I believe that this framework suits
the descriptive and analytical purposes of the study, which are to analyse the target academic needs of the NNSA students and evaluate the AAP programme effectiveness in order to propose the principles and the theoretical framework for future AAP courses, which could meet those learners’ needs. As I believe that ‘there is no absolute good or bad’ course, nevertheless, there are grades of suitability for its stated purpose (Hutchinson & Waters, p. 97, 1987).

For the first part of the evaluation process, data were collected from multiple sources: semi-structured interviews with NNSA students and AAP leaders, a focus group with AAP teachers, direct observation, and documented evidence that was collected during the field work. Meanwhile, for the second part of the evaluation, data were collected using the same methods but without involving students.

The principal reason to apply varying data collection methods throughout the evaluation process is that it was hard to acquire data from the participants at the interview stage, particularly in terms of pinpointing the difficult elements that have affected how the AAP role has (not) met the students’ needs.

Literature concerning the assessment of the Language for Specific Purposes (LSP) reveals that several researchers (Hutchinson & Waters, 1987; Waters, 1987) have declared there to be problems in including graduate former AAP students to evaluate the process. The reason for their reticence is that these former students believe that they have nothing to gain from such involvement. They also feel that if they criticise the course, either in terms of organisation or pedagogy, it could be taken by them as a lack of respect of gratitude for the excellent facilities bestowed by the Saudi Government (see Chapter Two, Section 2.2.1).

6.2 Effectiveness of the AAP Programme

This section presents data related to the first phase of the evaluation process, which sought to answer the first part of the above research question (which aimed to determine what type of needs have or have not been met by the current AAP programme). In other words, it is precisely focused on identifying which of the students’ academic and learning needs have been satisfied and which have been not satisfied by the current
Arabic language programme. Consequently, to keep the coherence and sequence of the study content, I separated the first phase of the evaluation process into two sub-headings: Fulfilment of Students’ Academic Needs and Fulfilment of Students’ Learning Needs.

6.2.1 Fulfilment of Students’ Academic Needs

In order to determine the programme’s role in satisfying the students’ academic needs for studying at KNU departments, all three participating groups were asked in individual and group interviews whether students had been learning any type of academic study skills during the AAP programme. This was supported by direct observations for different AAP classrooms, as well as analysing the content and objectives of related documents, in the Study Skills syllabus, which teaches AAP students at advanced level.

According to the LCA, the students’ needs in the target situation are divided into three categories: necessities, lacks, and wants (see Chapter Four, Section 4.4.1.4). In this study, the data were analysed under two sub-headings: (1) Does the AAP satisfy the necessities of the students in the target situation? (2) Does the AAP satisfy the lacks and wants of the students in the target situation?

6.2.1.1 Does the AAP Satisfy the Students’ Necessities?

6.2.1.1.1 Students’ Perspectives

To identify whether the students’ academic needs had been met by the Arabic for Academic Purposes (AAP) programme, they were asked to clarify the academic skills that they had learnt during their course of study. According to data collected from the interviews, only four of the 20 students declared that they had learnt various reading strategies whilst attending the programme. These included reading to ascertain the main idea or gist of a text and reading library books for research purposes:

*In reading classes, I learned how to read a paragraph and understand the main ideas in it* (Mariam, student at the Faculty of Islamic Studies).
I learned how to search through library books for specific topics and how I can elicit the main idea from the text (Laura, student at the Faculty of Islamic Studies).

The examples given by Mariam and Laura indicate a deficiency in the programme content with regard to developing the ability of students to use the diverse reading skills needed at university. This may be because it gives students limited reading skills, as indicated in the examples above, and ignores their need for more diverse ones. This assumption is also supported by the low number of students who said that they had learnt some reading skills during the programme.

In the Study Skills class, I noticed that the teacher was focused on developing students’ writing ability more than their reading skills. For instance, the teacher would try to teach her students how to change the form and order of words to paraphrase text and use it when writing academic research. Before that, she would ask them to individually read a selected text on a general topic to comprehend the main ideas of it; however, she did not provide clear reading guidance or even teach them how to manage their reading by using different reading strategies.

Returning to the students’ needs that relate to improving their listening skills in order to understand the content of university lectures, the participating students unfortunately did not mention during their interviews that they had learnt any strategies that would help them. Through their observations, it was also found that the AAP teachers did not convey to their students any academic listening strategies that would prepare them for the target academic situation, even though these were considered the most necessary academic study skills by most of the students participating in this study, as analysed in a previous chapter (see Chapter Five, Section 5.3.1.1).

In the same way, the students did not provide the researcher with examples of how they had learnt the common and specific academic vocabulary that was required while they were studying in the AAP programme. Moreover, in most of the AAP classes that I attended, I found that the teachers would not provide any type of academic word lists or even refer their students to where they could find how to learn or use them. These should include a common or specific academic vocabulary.

In a reading class, for example, I noticed that the lecturer had asked students to determine the difficult and unfamiliar words in a text. After that, she asked them to
reread the words while taking context into account in order to help them realise the meaning. Unfortunately, such a practice cannot satisfy students’ needs when learning academic vocabulary, due to the type of learning materials used in AAP classrooms, as discussed in this chapter (see Section 6.3.2).

In addition to the above result, there is supportive evidence of the lack of attention given in the AAP programme to developing the students’ ability to read, listen to, and learn academic vocabulary. In reviewing the documents that were collected (see Appendices 4 and 5), it can be seen, for example, that the list of topics, as well as the learning outcomes that the Study Skills syllabus sought to provide to students, are devoid of any topics or objectives that relate to improving students’ skills in this regard. Although all of the above analysed data are significant and contain the students’ own perspectives, they are not enough to fairly determine the role of the AAP programme in satisfying students’ target academic needs. For this reason, teachers’ perspectives on the same issue will be presented below.

### 6.2.1.1.2 Teachers’ Perspectives

To gather deep and valuable data that could help the researcher answer the research question and achieve the present study’s aim of proposing a theoretical framework and principles for an AAP course that could help its teachers meet students’ needs at KNU and other Saudi universities, the teachers participating in this study were asked to define the types of skills that were taught to their students during the AAP programme.

However, the teachers did not give any practical examples during the interview of how they delivered these skills to their AAP students. Instead, it was mentioned that:

*In reading classes, for example, we require them to make a summary.*

This practice, in Noha’s opinion, is an example of the programme’s efforts to meet the need of students to develop their academic writing skills, such as by writing a summary from a text they have read. Indeed, using such a practice in reading classes may show evidence of how the AAP programme focuses on developing students’ academic writing skills more than their reading and listening skills.
This result was supported by the researcher’s observation, as presented above (see Section 6.2.1.1.1), during an AAP reading class. Moreover, I found in the same class that the teacher used a reading strategy that applied to teaching Arabic for General Purposes (AGP) classes. In that case, she asked students to practise silent reading before singling out one of them to read out a passage and asking other students to correct her reading. At the same time, I noticed that she had not taught her students the academic reading skills that they really needed, such as those analysed in the previous chapter (see Chapter Five, Sections 5.3.1.1 and 5.3.1.2).

Consequently, based on the interview result and supported by the researcher’s observation discussed above, it can be seen that the current AAP programme did not give sufficient attention to developing students’ reading skills (e.g. reading and understanding academic texts), listening skills (e.g. taking notes and listening to the lecture), and academic vocabulary, compared to what similar programmes are supposed to focus on to meet the needs of Non-Native Speakers of Arabic (NNSA) students in the higher education sector (Master, 1997; Zakie, 2017; see Chapter Three, sections 3.3 and 3.4.2).

However, before addressing elements that could affect the AAP programme’s effectiveness in meeting students’ needs, it is important to investigate this issue from the perspective of other stakeholders who might have been involved in establishing the current AAP programme, which the present study aims to evaluate for its effectiveness in satisfying the needs of participating students.

6.2.1.1.3 Programme Leaders’ Perspectives

Indeed, gaining different perspectives of all stakeholders on the same issue could help me, as a researcher, to reach a deep understanding of the actual teaching and learning implementations on the ground. Consequently, that would contribute to providing sufficient data needed to achieve the objectives of the current study. To this end, like the AAP teachers in this study, AAP leaders have also been asked to determine the types of study skills taught to students during the programme. The leaders’ voices in this matter are highly important, due to the fact that most of them, as mentioned before, have a good background in teaching, coming from their personal experiences in
Teaching Arabic for Speakers of Other Languages (TASOL) in the KNU. From her teaching experience, Ghader has provided an example of a reading strategy that she taught to Level Four students in reading classes on the AAP programme:

*I was trying to go beyond the texts, I mean I was trying to not have committed them to read the textbooks, but to read wisdom, for example, and ask them to tell me what it means!*

From her example, it can be seen that Ghader has tried to enhance students’ reading abilities in Arabic by asking them to practise open reading as a non-classroom activity. She has tried to focus on empowering them to read different and authentic texts instead of being constricted to the textbook that was designed to teach NNSA students. Nevertheless, her example shows us that students in the AAP programme had not learned the minimum academic reading skills that they actually needed, such as reading academic Arabic text, and scanning and skimming heritage books (Zakie, 2017; Master, 1997).

What is understood from Ghader’s statement above is supported by Huda. Based on her teaching experience, she explained that:

*I deliver the curriculum for her and then I tell her, for enriching reading, these are additional references and books. But she does not know why she is reading it and what it is required for …… so there is no plan for pre-reading.*

Again, the AAP leader here confirmed that she tried, as much as Ghader does, to encourage students to not restrict their reading to the textbook and curriculum of the language programme; however, this guidance is not developing students’ ability in academic reading skills, such as that which has been suggested to be taught to NNSA students by the AAP leaders themselves in this study (Appendix 1 and Chapter Five, Section 5.3.1.3). These data show that there is no evidence given by the AAP leaders regarding a real teaching practice that attempts to meet students’ necessities for learning academic reading and listening skills, as well as learning academic vocabulary in Arabic.

Considering the above result, it can be seen that the leaders’ viewpoints did not differ from those of the participating students. This was evidenced by their interest in clarifying the role of the programme in developing students’ reading skills. At the same
time, they did not give an actual example about its role in meeting other skills needed by students, particularly those related to meeting their necessities in the KNU context.

Having discussed the role of the AAP programme in satisfying students’ academic necessities, in the next section I will move to discuss the role of the programme in meeting the lacks and wants of the students in the KNU. That will be based on analysis of the perspectives of all stakeholders who were involved in this study, which is supported by different sorts of data collected from classroom observations and reviewing related AAP documents.

6.2.1.2 Does the AAP Satisfy the Students' Lacks and Wants?

6.2.1.2.1 Students’ Perspectives

In this regard, most of them emphasised that during the programme period, they learnt the basic principles of academic writing skills, e.g. developing an outline of the academic research, writing reports, paraphrasing and summarising paragraphs.

We have learned the method for writing research in a short time. I wish it had been stronger and for a longer period (Safana, student at the Faculty of Islamic Studies).

It was not an academic skill like that of what we have found here right now […] I learned the method of a writing research proposal in study skills material, but we have not written whole research, it is just a proposal (Mona, student at the Faculty of Islamic Studies).

The first and last sentences of each statement show that although they felt that the programme provided them with basic skills for writing research, they still had serious reservations about the content and duration of the Study Skills class. The students’ perspectives here correspond with their teachers, as is discussed in this chapter (see Section 6.2.1.1.2)

From Mona’s point of view, for example, there is a variation between the quality of the learned academic skills from the institutional course and those learned in the relevant university department. This view has been widely shared by other participating students who graduated from the same course, such as Zhrah, when she advocates:
We started to learn how to do research and the principles to organise research. It was very useful to me. [...] even if it was not in a comprehensive way. Because researches of the institute are different than those of the university (Zhrah, student at the Faculty of Computer Sciences).

Zhrah’s claim was more visible when I attended one of the Study Skills classes, which obviously from its name aims to prepare the institution’s students with skills needed in their target study context (Appendices 4 and 5). I noticed that the teacher was focused on delivering knowledge, with no time given to any practical activities. For example, in the lesson on how to use the library, the teacher was focused on teaching the criteria for borrowing and returning books. This happened with no clear mechanism procedures for teaching students how to choose the research topic and appropriate resources, while there was no good guidance to use such resources efficiently. Moreover, she was not teaching them to borrow or use other resources apart from hard-copy books. Students, therefore, would probably face difficulties in using the resources they anticipated using at the university, such as brochures, journals, e-books, CDs, videos and other electronic resources.

Besides this, in regard to selecting their research topic, students have not been guided towards subject-specific searching linked to their chosen specialities. Alternatively, topics were chosen randomly, with no clear relationship between these subjects, such as childhood obesity and environmental pollution, and writing and researching tasks in the target learning context. As result, after this class I decided to get more information from the interviews with the AAP teachers about their methods to teach their students writing and searching abilities. In addition, some students faced difficulties in using computers to search for books through the online library account. Most of them asked the teacher to help them in this task. Moreover, after the class, the teacher told me that it was their first time of being at the library and using its services and searching in its account. And I noticed that some students had missed the first twenty minutes of the class because they did not know where the library was located in the university.

Returning to the types of academic needs that have been met during the AAP programme, eight students pointed out that the AAP programme only helped them to practise and carry out oral presentations in the classroom. This was made clear by Susan’s argument, when she asserted that:
We started to give a presentation, but it was nothing. I mean it was just an introduction (Susan, student at the Faculty of Islamic Studies).

Once more, Susan felt, as the above students expressed, that the AAP was not as helpful as she had wanted in improving her ability to give a presentation. The term ‘nothing’ in her statement explains that she was not satisfied. Her opinion, indeed, corresponds with Safana’s complaint (see Chapter Five, Section 5.3.2.1) about the inadequacy of the course content in providing them with a standard level of performance in order to give presentations as students at a tertiary level.

According to the table of the content of the Study Skills (see Appendix 4), in one of the topics covered by the teacher in this class that were taught to students in Level Four (advanced) of the AAP, students are required to design and develop presentations. However, students have not been taught and trained on how to give a presentation before doing so. They need to develop their competence in various digital literacy and academic speaking skills, e.g. using PowerPoint, evaluating resources, interpreting and discussing data and results, etc. The evidence for that was found in a collected document (see Appendix 5), as it shows that the target learning outcomes and the evaluation methods for the Study Skills syllabus are not involving an objective to improve students’ ability in these important skills. In addition, if we review students’ responses in regard to their need for developing presentation skills, either here or in the previous chapter, it can be noticed that they have never been given any indication of how they need to learn to develop a presentation.

Finally, from the students’ points of view, supported by the researcher’s observations and documents, the AAP programme has worked to meet the students’ needs in some academic writing and speaking skills that are needed to achieve the required tasks for learning at the KNU. Moreover, it was found that there is no evidence of the programme role’s in meeting the digital literacy skills that the students lack. Therefore, this study suggests that the AAP programme needs to improve its role in term of satisfying students’ needs in order to allow them to achieve the required level in the target situation.
However, before discovering the reasons for this weakness, along with any other potential elements, it is important to embark on presenting the perspectives of the course teachers and the differences between their attitudes and those of the students.

6.2.1.2.2 Teachers’ Perspectives

With the intention of reaching deep and valuable data that could help the researcher to answer the above research question, teachers in this study were asked to define the types of skills that were taught to the students during the AAP programme.

According to the teachers’ responses, students were taught some academic writing skills. This is illustrated in the following statements given by the teachers when they answered the researcher’s questions during the interview:

Wedad: *They study a material called 'the Study Skills'.*

Monirah: *Such as research in the Study Skills material.*

Researcher: *Do you mean that the student develops research through this material?*

Alanod: *Not academic research, it is a ‘Bohith’.¹⁵*

Noha: *No.*

Researcher: *What does bohith mean?*

Wedad: *It is something simple, not complete actual research; you cannot say it is research.*

Noha: *It is just the research method.*

The term ‘bohith’ here, which was frequently used by participants’ teachers and leaders in this study, illustrates their perceptions of the insufficiency of course class content, particularly the Study Skills class, which should prepare graduates for carrying out outstanding research as extensively as tertiary level students are expected to.

Despite acknowledging the weakness of the method used in teaching researching skills, Alanod has a different opinion than her colleague on this issue. This is present in the

¹⁵This term means a small version of an academic research. In Arabic language the use of the diminutive form (اسم التصغير) is used to refer to a smaller or diminishing form of certain nouns and adjectives. Due to this, we understand from the teacher’s example that ‘Bohith’, a little research (بُحَيْث), is smaller than a research (بحث).
following conversation between her and Wedad, where the latter has expressed her suspicions about the programme’s effectiveness in terms of developing the students’ academic researching skills.

Wedad: *She learned (student) how to do research, but I cannot tell that every student graduates from this institute can do research, if you asked her to do one.*

Alanod: *No, as for me they submitted research, frankly.*

Wedad: *Me too. But do you think that their work is perfect and that she can do it perfectly?*

In regard to programme efficiency in meeting students’ academic speaking skills needs for studying at the KNU, during the interview, teachers did not mention any practical examples of teaching these skills during studying on the Arabic teaching programme. Nevertheless, as I observed in the Study Skills class, the teacher did keep reminding her students to be prepared to give a presentation at the end of the term, which was used as part of the assessment process. The evidence of that was found in the last topic of the content of the Study Skills syllabus (see Appendix 4), where each student had to design and present her research in the class as part of the assessment method used by the teacher to determine if the student was able to reach the anticipated level of achievement in this course or not.

This situation indicates that the AAP teachers have preconceptions about the students’ abilities to use technological devices. This is based on their belief that activating a computer-based approach to present subject matter or assess students inside the class is sufficient to help them use it effectively. That belief is evidenced by the debate that took place between teachers in the following interview:

Wedad: *Do they use technology with you in the classroom?*

Noha: *It is supposed to be so.*

Monirah: *They use it, but they have low level.*

Wedad: *That is right. Frankly, the majority has an unsatisfying level, because using the blackboard and the computer in the university will be fundamental.*
Other evidence supporting the argument of participating teachers about the shortage of current Arabic language programme effectiveness in satisfying students’ needs in speaking and e-literacy skills was found when reviewing Figure 4 about the content of the Study Skills syllabus (see Appendix 4). As can be seen, there is an unbalanced nature of this syllabus in writing and researching skills, in its ignoring of the needs of students in other significant academic areas, such as listening and digital literacy strategies. That was demonstrated by the titles of seven out of nine topics that were entirely concerned with writing and designing academic research, which had been covered during the class duration (see Appendix 4).

To sum up, from the perspectives of teachers, which are supported by the researcher’s observations and related AAP documents, it can be concluded that the current AAP programme has failed in meeting students’ analysed needs (Appendix 1) in terms of lacks and wants. However, after analysing the students’ and teachers’ perspectives on the issue, and in order to reach comprehensive data that help me as a researcher in answering the above research question, the following section intends to explore this issue from the perspectives of other stakeholders who were involved in this study.

6.2.1.2.3 Programme leaders’ Perspectives

The AAP leaders’ voices in this matter were highly important, due to the fact that most of them have a good background in TASOL, as was found above, in the KNU institute. Ghader’s point of view on the contribution of the AAP programme in meeting the lacks and wants of the participating students was expressed thus: *It is possibly in scientific research skills or the principles of research skills in the syllabus called Study Skills in Level Four. Only this is what I can tell you about it.*

From her statement, Ghader tried to show the programme’s failure by minimising its positive effects on students’ academic skills competence, which in her opinion is no more than an attempt to give them the fundamental principles of academic research skills taught in the Study Skills class, as mentioned previously by the participants’ students and their teachers.
This opinion was also supported by the second participating leader when she responded to the same question. Huda claimed that in the present programme:

*There is only an academic skills syllabus, and it is very basic material that is related to the research skills, and it is not accurate to define the needs of the students in university education.*

It can be noticed that the frequent use of the word ‘only’ by the AAP leaders was an attempt to express their belief that the course was only contributing by providing students with basic writing and researching skills. Such a belief was supported by Huda, when she used the term ‘not accurate’ to describe the deficiency of the Study Skills syllabus content in developing the actual needs of students at the KNU.

These perspectives have also been supported by the data found in the content of the Study Skills syllabus (see Appendix 4). As was mentioned earlier (see Section 6.2.1.1.2), it has only focused on developing students’ academic writing ability, with no consideration being given to the students’ academic speaking, digital, and e-literacy needs.

Therefore, based on these data, it can be concluded that the current AAP course, from the leaders’ perspectives, supported by data collected from observation and related documents, has not been successful in satisfying the students’ lacks and wants that are analysed in this study. This result agreed with those of the students and teachers regarding the effectiveness of the current course in fulfilling students’ needs in regard to these skills.

### 6.2.2 Fulfilment of Students’ Learning Needs

In the present study, to evaluate the course’s effectiveness in meeting students’ learning needs, data were obtained from the researcher’s observations and were supported by reviewing different official documents of the KNU institute. These included the general objectives and study plan of the AAP programme, and content and teaching objectives of the Interpretation and Hadith syllabus taught to AAP students at Level Four.
The rationale for collecting data about the course, instead of from the participating stakeholders, refers to the fact that, unlike the target needs, students’ learning needs are mostly varied and difficult to assess before completion of the analysis process. Considering the personal nature of some types of needs, as discussed in the EAP literature (see Chapter Three, Section 3.6.2.2), this makes needs unobservable.

6.2.2.1 Does the AAP Satisfy the Students' Religious Needs?

From my observation in the non-specialised and Arabic-specialised classes, I found that the Islamic culture was strongly present in the classroom discourse, topics, and activities. For example, in the Arabic Literature class, the topic taught to students was about a poem written by an Arabian poet in defence of the prophet of Islam Muhammad ‘May Allah honour him and grant him peace’. Thus, to help her introduce his character to the students, the teacher reviewed some of Prophet Muhammad’s biography and that of his companions with students. In the reading class, the teacher also introduced the definition of the topic, which was about ‘euthanasia’, then with her students she discussed the issue from the perspective of the Islamic religion.

Moreover, if we consider the programme’s goals and outcomes (see Appendix 2 and 3), discussed earlier, it can be seen that they focused on educating students about Islamic culture and values. Nevertheless, such unsystematic classroom practices and the general objectives of the programme itself would not be enough to meet learners’ diverse religious needs. For that reason, there is still a need to determine the procedures that have been followed to achieve this goal.

Practically, if we reconsider the type of syllabus taught to students (see Table 3, Section 2.3.1.1, Chapter Two), it can be noticed that it has been divided into three major subjects: Religion (20%), Language Skills (69%), and Arabic Literature (11%). That means that by attending the Islamic classes that include the Holy Quran, Interpretation, Hadiths, and Islamic Culture, students are likely to receive approximately 20 hours of an extensive learning schedule about Islamic education subjects. All these classes are delivered by subject-specific instructors who teach the same subjects at the Islamic Studies department, also using authentic learning materials like those used to teach NNSA students in the same department. In the Quran classrooms, for example, students
learn to read the Quran texts (surahs), which are written at a very high level of Classical Arabic, starting with words and moving on to verses.

Meanwhile, according to the goal and content of the Interpretation course found in the collected document (see Appendix 6), when students attend the classes, their needs for reading and understanding the underlying meanings of Quran texts might be achieved. This is delivered by applying various teaching methods, which could allow them, as shown in the document (see Appendix 7) to understand the Quran properly and take the benefits from its texts. In the same way, the goal and content of the Hadiths course presented within collected documents (see Appendix 8) have also sought to meet students’ demand to read and comprehend Hadiths’ resource books. Hadith classes, as can be seen in the document (see Appendix 9), have also been taught by using different teaching methods in order to assist students with reading and memorising the Hadith texts.

In summary, based on the data presented earlier, we could conclude that the current programme is focused on achieving students’ religious educational needs more than their target academic needs. This result has also been supported by the participating teachers during the interviews (see Chapter Five, Section 5.3.1.2). Since discovering what types of learning needs have been fulfilled in the current programme, in the next section I will explore the needs that have not been met and how that has arisen.

**6.2.2.2 Does the AAP Satisfy the Students' Demands for EGAP?**

With reference to the literature, the main goal of the Arabic General Academic Purposes (AGAP) course is to furnish learners with the generic features of academic language and study skills in order to complete tasks of the academic context, whatever their discipline (Hutchinson & Waters, 1987; Jordan, 1997), based on the result of the previous section, which stated that the current programme has failed to meet students’ target academic needs (see Section 6.2.1). It became simpler to understand that the students' desire was to learn Arabic at the institute using the AGAP approach rather than the Arabic Specific Academic Purposes (ASAP) approach.
The evidence of this is provided throughout the observation of teachers in classes, when I found that the present Arabic programme tends to be an interdisciplinary programme, where teachers teach both the content-specific disciplines and the language and study skills. More precisely, they focus on providing students with their potential linguistical and learning needs, as explained earlier, more than providing them with the study skills, academic literacy skills, and digital literacy skills (see Table 6 in the Appendix 1) that they need at the KNU.

In the Arabic content-specific classes, such as literature classes, the teacher has been concerned only with how she could facilitate students’ tasks in activities such as understanding the texts of a written Arabic poem and its linguistic features. On the other hand, in religious content-specific classes, such as the Interpretation classes, in order to achieve the objectives and learning outcomes shown in related documents (see Appendices 6 and 7), the teacher has to focus mainly on enhancing the learners’ knowledge of Quran texts and improving their cognitive capacity in the comprehension and analysis of these texts. Meanwhile, in the Study Skills classes, where students should be learning the generic study skills to meet their target needs, the teacher had restricted the course, as discussed before and shown in related documents (see Appendix 4) to developing her students’ writing abilities, e.g. summarising, paraphrasing, and developing scientific research. To understand the real AAP situation, in the following section I explore the underlying reasons that have led to the AAP’s failure to satisfy most students’ target needs and learning needs.

6.3 Elements Affecting AAP Effectiveness

After the completion of the first part of the evaluation process, which clarified that the programme was not successful in satisfying most students’ analysed needs, in this part I will focus primarily on answering the second part of the above research question, which aims to identify the factors that have led to this failure. This is taken into account when outlining any framework of suggested courses that could help to better fulfil these needs.
To achieve this aim, related data were obtained by using multiple sorts of data-gathering methods, involving individual and group interviews with both participating teaching and administration staff, as well as direct observations that took place in different AAP classrooms.

The data collected from the above sources show that the failure of the current AAP course in meeting most of the analysed needs of students is a result of the effect of several human and non-human elements (Suzani et al., 2001, as cited in Andriani, 2014) related to the AAP components. These themes emerged from the responses of teachers and programme leaders about their views regarding the role of the current AAP programme in terms of improving students’ academic ability, which is also supported by the classroom observations.

6.3.1 Human Elements

6.3.1.1 Students' Needs

As responses to the above question, during the group interview, the teachers confirmed that the AAP programme was not successful in improving the students’ academic abilities. From their points of view, that was because:

Monirah: The programme (the AAP programme) in the institute provides teaching Arabic... what do they call it?

Alanod: For general purposes (Arabic for General Purposes).

Noha: Yes, for the speakers of other languages.

Monirah: Yeah. They teach it generally (the AAP programme); they think that the student will study for a diploma and then she will leave, but the change they want to make in the new programme is to designate the entire fourth level for academic purposes.

Based on these responses, it can be said that teachers believe that the current programme is designed to teach Arabic for General Purposes (AGP) instead of being designed for teaching AAP. That may be attributed to the fact that the programme goals (see Appendix 2) have been designed based on the perspective of decision makers, with no
attention having been given to the students’ actual needs. That may be understood by the phrase ‘they think’ in the above conversation, which refers to the views of the decision makers. Besides that, the teacher Monirah mentioned, at the end of the above conversation, that the evaluation of the programme goals has not been conducted just by analysis of the students’ needs, but also by the views of those decision makers themselves.

This assumption, which was obtained from the perspectives of teachers, has been supported by the AAP leaders’ views. Because Huda confirmed that:

*When we designed programmes or curriculums, we did not design a programme for teaching the Language for Academic Purposes (LAP), as we depended on poor resources, sense and experience; we did not analyse the needs.*

During the interview, she also emphasised the same issue by explaining that:

*Honestly, we have designed a programme (current AAP), but when we came to designing the goals, we were still needed to count on the sense, prediction, and experience.*

In practice, this situation has led to overlapping between two different approaches used in TASOL: teaching Arabic for General Purposes (AGP) and teaching Arabic for Academic Purposes (AAP). According to Hutchinson and Waters (1987), in theory there is no difference between them; however, in practice they are different, especially in terms of dealing with the learners’ needs and interests within the process of programme design. For example, AGP is a language-centred approach, where the programme aims to help students to master basic Arabic language skills and social and cultural features of Native Arabic Speakers (NAS) (Robinson, 1980). AAP, in contrast, is a learner-centred approach, where the students' needs and interests are taken into account in each stage of the process of course design, as it mainly aims to satisfy the students’ own needs (Richards, 2001; Hutchinson & Waters, 1987) (for more differences, see Chapter Three, Section 3.4.1). However, it is important to clarify that such a problem is not unique to the KNU, as it has also been noticed in some AAP programmes in Arab-speaking nations such as Saudi Arabia (Mohammed, 1998), and in non-Arab-speaking countries such as Malaysia (Eltingari & Mohamad, 2016) (see Chapter Three, Section 3.4.1).
By considering the above statements, it can be concluded that the programme and its goals have not been designed from the results of a systematic Needs Analysis (NA) process, but rather they have been designed by decision makers from inside the institute, in order to cover all cultural, educational, and social objectives of scholarship programmes mentioned earlier (see Chapter Two, Section 2.3.1), accommodated within the programme objectives of what has been established to achieve them. In other words, non-attention paid to students’ actual needs when designing the current course and formulating its goals is one of the fundamental factors that has contributed to its failure to meet students’ analyzed needs. In the next section, the second factor that has caused this problem is presented.

6.3.3 Teachers' Experience

During the interview, I found that the teacher Monirah was the only teacher to have two years’ experience in teaching Arabic for religious purposes.

*I have volunteered, in abroad to teach Arabic for religious purposes. I mean, for example, to teach them to read Quran and Hadith texts* (Monirah, AAP teacher).

When questioned about their learning and training competencies in Arabic for Specific Purposes (ASP), all participating teachers, including Monirah, confirmed that they do not attend any training or learning programme that could raise their pedagogical and educational competencies in teaching Arabic for Specific Purposes (ASP), including AAP.

*No, nobody gave us(teachers) anything related to teaching the Language for Specific Purposes (LSP)* (Wedad, AAP teacher).

The teacher statement here has been supported by Huda, the AAP leader, when she stated that:

*According to my information, until now in the institution (KNU language institute), there is not anyone who is specialised in teaching the Language for Specific Purposes (LSP).*
Huda admitted that the institute’s teachers (AAP teachers) are not specialised in teaching ASP. That means they are not experienced in teaching AAP courses. In this regard, Alexander, Argent, and Spencer (2008) point out that teachers’ experience/expertise is considered as one of the potential constraints that impact negatively on the effectiveness of the language teaching programmes. Fareh (2019) and Aldyab’s (2012) study has also found that a lack of teachers’ experience in teaching AAP was one of the main problems that have influenced the effectiveness of the AAP programme in achieving its objectives and meeting the academic needs of NNSA students to study at some university departments where Arabic is used as the Medium of Instruction (AMI). That probably refers to, as will be discussed in the next chapter, different contextual and pedagogical factors, such as the lack of specialist subject teachers for teaching AAP, as well as a shortage of teacher training courses in the SA context. However, to understand more about the shortage of AAP specialised programmes within the institute’s training programmes agenda that are provided to improve teachers’ educational competency and skills, the next chapter investigates the macro factors that may cause this problem (see Chapter Seven 2.7.1.2). Before that, it is necessary to explore other micro factors that have a direct effect on the institute’s recent experience in teaching AAP.

### 6.3.2 Non-Human Elements

#### 6.3.2.1 Teaching and Learning Materials

In addition to the previous factor, the teachers’ group thought that the programme’s failure was linked to the absence of both a specialised curriculum and textbooks for teaching the Study Skills syllabus (see figures 4 and 4.1 in the Appendix):

> There is no curriculum, you just instruct them in some skills, e.g. summarising and making reports (Alanod, AAP teacher).

It can be understood from Alanod’s argument that the absence of a practical curriculum for teaching the discipline of academic study skills to Level Four students was one of
the reasons resulting in the AAP’s inefficiency to meet their needs in terms of these skills.

From the other side, some of them referred to the non-inclusion of academic study skills in the content of an AAP curricula:

*Practically, the book or the curriculum is just mere texts and questions, that is it, but the rest is left to the teacher herself, whether she will train them in these skills or not* (Noha, AAP teacher).

Noha argued that the textbooks used in the current AAP classrooms were not helping teachers in meeting the students' needs in term of academic skills needed to study in the KNU. Her claim has been proved through observing and exploring the teaching material used in some classes. In the reading class, for instance, I have seen that the teacher and students have read selected topics from the Al-lisan textbook, which is used to teach students at advanced level in the Arabic for General Purposes (AGP) programmes. This type of textbook is made up of non-authentic/contrived materials, which are produced to be used in teaching language for Non-Native Speakers – learners who want to learn language for general communication purposes. The use of these materials in teaching the AAP programme, therefore, is opposite to what has been commonly used in teaching Language for Academic Purposes (LAP). As mentioned in Chapter Three (see Section 3.6.2), the use of authentic materials, which are not produced for teaching purposes, but are selected or developed from the main area of study of the learners (Javid, 2013), is considered as one of the main principles that need to be taken into account for the development of any language course (Klímová, 2014).

Owing to this, as Noha mentioned earlier, the responsibility for teaching these skills has been transferred to the teachers’ desires and whether or not they want to bridge such a gap in the curriculum. For example, I noticed that in the summarising and paraphrasing lesson, in the Study Skills class, the teacher selected the content from the internet using PowerPoint slides. That led some students to seek the teacher’s permission to take a telephone picture for the lesson.

The teachers' perspectives presented above have corresponded with those of the AAP leaders. That is found by the statement by Huda, one of the participating leaders of AAP programme, as she said that:
Before they graduate (the students) from the fourth level or after the fourth level, and with it being taken into consideration that the institute (the KNU language institute) is an academic institution, it is supposed to provide an essential curriculum for the academic skills... but there is nothing like that!

Huda also tried to draw our attention to the gap between the main objective for establishing the KNU language institute, as presented in Chapter Two (see Section 2.3.1), and the content and means of the AAP programme provided at this institute in order to achieve this objective.

Therefore, in this study, based on the data analysed above, it can be concluded that the lack of a specialised curriculum, as well as the use of non-authentic materials in teaching AAP, are considered some of the factors that have led to the programme’s failure to satisfy the analysed needs of the participating students for study purposes at the KNU. In this regard, Alosaili (2010) argues that in most AAP programmes that are provided in most Arabic language institutes, the textbooks, syllabi, and teaching and learning materials used are not successful in equipping students with the language and academic study skills that are needed to be involved at some university departments where Arabic is used as the Medium of Instruction (AMI).

**6.3.2.2 Teaching Methods**

With a review of the above factor, it can be seen that the absence of a specialised curriculum led them to rely on their own initiative in selecting and delivering the content. In other words, in such learning circumstances, there was an enhancement of the teacher-centred approach, not only for the design of the subject content, but also for delivering it to the students in class. Consequently, traditional teaching methods were used by most of the AAP teachers.

The evidence for this was found through Noha’s statement below, in support of Alanod’s view, when she disagreed with the teachers’ views above (see Section 6.2.1.1.2) by confirming that her students were able to develop research effectively when moving to the KNU:
Because she did a great work with them. Look! I think it is based on the teacher concern.

The last sentence of this statement demonstrates that AAP teachers used a teacher-centred approach for teaching academic skills to the participating students. That was instead of using a task-based approach and autonomous learning, which is used widely in teaching LAP (Nunan, 1991), which is characteristic of LAP students, as mentioned before (see sections 3.4.1 and 3.6.1 in Chapter Three), who are mostly adult, motivated, and self-directed learners more than learners of language for general purposes (Todd, 2003).

On the ground, the effects of the above factors are reflected in the teachers’ performance in the classroom. I noticed that most of the teachers used the repetition and memorisation technique to educate students in language features and skills. However, in Language for Academic Purposes, as fundamental principles for design of the language course, teachers are encouraged to enhance learner autonomy by applying different teaching methods such as blended learning, cooperative and collaborative learning, and employing team teaching (Klímová, 2014; Dudley-Evans & St. John, 1998).

Another example for the use of traditional teaching methods in AAP classroom that I found was that most AAP teachers in most observed classes were committed to using Modern Standard Arabic (MSA) to deliver AAP in classrooms. The adoption of only one approach did not help the AAP course to satisfy the students’ personal desires, as determined in the present study. In this regard, Noha confirmed that students refused to accept the teacher’s focus on just one approach in AAP classrooms, and asked her to teach them the CA:

*We do not want standard Arabic; we learnt it now, we want the colloquial language,* they said to me (Noha, AAP teacher).

This demand from AAP students was accepted by most of the teachers’ group. Ramezanazdeh (2016) agreed with the teachers’ perspectives and stressed that the use of the one-size-fits all approach in TASOL classrooms, such as the teachers’ use of MAS as the only method for teaching Arabic language, as is the case in this study, is affecting the role of the language programme in satisfying the needs of its students.
Indeed, such widespread use of a traditional teaching method such as the teacher-centred approach in teaching AAP was also agreed by one of the participating leaders of the AAP programme. In this regard, Ghader emphasised earlier in this study that the AAP classes have not successfully satisfied students’ needs.

In related literature, Ramezanzadeh’s (2016) view agreed with the teachers’ perspectives, as he stressed that the use of the one-size-fits all approach in TASOL classrooms, epitomised by the teachers’ use of MAS as the only method for teaching the Arabic language, such as teaching AAP in this study, is affecting the role of language programmes in satisfying students' needs. In this regard, Ghader emphasised earlier in this study that the AAP classes have not successfully satisfied students’ needs. However, later during the interview, she added:

_If there is something, it is based on teachers’ efforts._

However, that was not the last factor to cause the programme to fail in meeting most of the target academic study needs of participating students. By using different data collection methods, in the next section I continue to discover other possible factors that could be involved in formulating this result.

### 6.3.2.3 The AAP Duration and Location

With regard to the duration of the AAP classes, most of the teachers’ group explained that there is no time during the AAP classes to teach these skills to the students, and that this is a result of the diversity of the course objectives and content, which need a long duration in order to be achieved. The teacher Alanod argued that:

_There is not enough time precisely, because of the short time, as it takes many lectures_ (Alanod, AAP teacher).

The teacher Alanod tried to express that the diversity of an AAP curriculum did not allow them to provide sufficient time to teach students the academic skills they need, because they have to ensure that they deliver all the learning requirements to students
before their graduation. Moreover, some participating teachers argued that the time given to the Study Skills class was very short.

Wedad: The skills material takes just two hours a week. I give her (the student) more than one skill in this class, such as summarising and paraphrasing, but the time is not sufficient for all these skills.

Noha: It is just two hours!

The idea Wedad wants to convey is that the time in the present Study Skills classes is limited, and because the content of such a curriculum is diverse, they must be given longer when training and applying it with the teacher both during and after the lesson, to ensure it has achieved its educational purposes.

On the other hand, teachers believe in the importance of making their students willing to practice the skills they learn, to allow them to experience real-world activities, such as visiting libraries and museums, as well as attending to the university lectures and events. However, for multiple and distinctive cultural and sociolinguistic reasons, that was not possible for some participating students who are living in KNU accommodation. That is because they are not allowed to leave the campus unless they gain approval from either their relatives or others who are involved in the organization itself. This outcome was clearly evident from a typical explanation of the teacher Alanod for the reasons behind this regulation:

Noha: Pardon me, in order not to miss the answer, in my opinion what our students lack in the current programme is external trips. Poor they are; they are extremely upset about that matter and vexed.

Monirah: They are not only vexed, but they are deprived of learning, e.g. I took them for the first time before a week and visited the library.

Noha: Ohhh, you took them there!!

Monirah: Yes. When I was studying abroad, I was asked by my teacher to make a presentation or make research, so we used to go and acquire new vocabulary, then I translated them so as to use them. So, I have had a great set of vocabulary.

Noha: You depend on yourself, not as we do with our students! Do you go there alone, not on a trip?
Monirah: Yes, alone.

Wedad: No, here they cannot get out by themselves.

Alanod: The idea is nice. But there is lots of procedure concerning the students’ getting out, as required by both the dormitory and the institute's administrations, in addition to the approval of a close relative (Mahram) of each student. Then we communicate with the officials of the target place which they will visit. To ask them if there is someone who speaks standard language.

In addition to the procedures to be followed by the AAP students, teachers also have to take into account the varieties of dialects used in day-to-day life in Saudi society. Therefore, Alanod has to ensure that there is someone who can use the MSA to communicate with students at the intended locations. Indeed, the difficulties that students and teachers usually face when they try to proceed with those procedures have led to restricted AAP learning in the institution’s classrooms. Consequently, this has prevented students from interacting with the NA speakers, whether they are those from inside the campus or people from Saudi society outside it.

Teachers’ perspectives have also supported AAP leaders. In this regard, Huda has argued that:

They (AAP teachers) do not expose them to authentic texts or authentic lectures [... ] she (the student) is supposed to go to the department that she is going to study in, listen to the lectures, even listen to the doctor (the university lecturer) or the professor.

In the above statements, it can be noticed that teachers and programme leaders tried to highlight the importance of transferring from the traditional formal instruction, which is restricted to the walls of the classroom, to the authentic learning context. This is in order to enhance the students’ academic skills, not just by using authentic texts, but also by doing authentic tasks that exist in the real-world context (Worny, Klu, & Motlhaka, 2018). According to Klímová (2014), Richards, (2001) and Todd, (2003) teachers encourage students to practise activities and tasks similar to what they are expected do in a target situation, because applying a task-based approach and learning autonomy would likely allow students to have exposure to authentic texts and connect their learning in the classroom with real language practice in the outside world (Nunan, 1991).
Therefore, based on the data analysis above, in this study, the limitations with regard to the AAP programme’s duration and location were considered the last factors to influence the effectiveness of the programme. This was according to the data obtained through the interviews conducted with the teaching and management staff during my visits to the institute.

6.4 Discussion

The results of the first part of the evaluation process of the current AAP programme have shown, from the data obtained from individual and group interviews with students, teachers and programme leaders, that the programme has focused on fulfilling students’ academic religious learning needs but has not succeeded in satisfying most of their target academic and learning demands. This was supported by the researcher’s observations of some AAP classrooms, as well as the Study Skills curriculum document (see Appendices 4 and 5).

Meanwhile, the result of the second phase of the evaluation process of the current AAP programme has shown, as obtained from the same methods of data collection used in the first phase, that the programme’s failure to satisfy students’ analysed needs is attributed to human elements, including students' needs and teachers’ experience, as well as non-human elements, including the teaching and learning materials, teaching methods, and the programme duration and location.

In the field of teaching Language for Academic Purposes (LAP), Suzani et al. (2001, as cited in Andriani, 2014) indicate that the problems that may impact on the LAP programme's effectiveness, such as AAP programmes in this study, relate to human elements, e.g. the roles of the teachers and the learners in the classrooms, the characteristics of teachers and learners, and non-human elements, e.g. textbooks, teaching methods, and the time and place where the programme takes place (Suzani et al., 2001, as cited in Andriani, 2014; Al Khalidi, 2016).

That is because the specified time and place for the programme, plus other elements, as discussed in Chapter Three (see sections 3.6.1 and 3.9), such as needs analysis (Robinson, 1980; Hutchinson & Waters, 1987; Jorden, 1997; Dudley-Evans & St John,
1998; Flowerdew & Peacock, 2001; Hyland, 2006; Songhori, 2008), class composition, access to resources, students’ experience, and teachers’ experience/expertise may appear as constraints that have influence on the course’s effectiveness (Alexander, Argent, & Spencer, 2008).

In the Saudi Arabian higher education sector, as mentioned before in the introduction (see Chapter One, Section 1.1), some researchers have reported that the current AAPs that are provided by the Arabic language institutes in most Saudi universities (see Figure 1, Section 2.3.1 in Chapter Two), were not successful in meeting the academic needs of overseas students. For example, Mohammed’s (1998) study indicates that the majority of Dawah\(^\text{16}\) students from two different Saudi universities were unhappy with their levels of academic reading skills; half of them expressed dissatisfaction with their learning of subject-specific vocabulary, although they were satisfied with their levels in other academic skills, such as writing, listening, and speaking.

In the reviewed literature, some of these problematic factors were also voiced by a number of Arabic theoretical studies conducted in the AAP education domain, including, but not limited to, unsystematic courses with an absence of needs analysis, unstable textbooks, inefficient facilities, duration and timing of the classes, and lack of learners’ motivation and incentives (Teima & Alnagah, 2003, cited in Taufiq, 2018; Eltingari, 2007; Norsidh, 2013; Esseesy, 2017). Additionally, in Saudi academic institutes, Mohammed (1998:16) argued that the teaching methods used in most AAP programmes ‘are based on rote learning rather than improving the skills of reading and writing, as well as abilities to interpret and analyse texts which are required by students at university level’.

Furthermore, the use of traditional teaching methods in the classrooms was not the only problem impacting on the effectiveness of AAP programmes. In Indonesia, for example, a recent study carried out by Fareh (2019) to identify problems that impact on the AAP programme performance at the Maulana Malik Ibrahim State Islamic University found that the programme was suffering from multiple lacks in terms of

\(^{16}\text{The definition of the Dawah term is presented in Section 2.3.1 in Chapter Two.}\)
experienced teachers, teaching means and strategies, specified textbooks, and teaching methods that are (in)appropriate for AAP education.

However, as mentioned above, it is important to take into account the fact that the emergence of those pedagogical problems was not restricted to the AAP context, but had also been found in different LAP contexts. In an EAP context, for instance, Zand-Moghadam et al.’s (2018) study concluded that although the EAP course was successful in its coverage of some sub-skills needs (grammar and vocabulary), it did not pay satisfactory attention to writing, speaking, and listening skills. Moreover, it was shown that the textbooks were inadequate. It is also suggested that to meet the learners’ present and target situation needs, the existing EAP curriculum needed to be modified. Likewise, an evaluation study carried out by Afshar and Movassagh (2016), mentioned in the previous chapter, found that neither students nor teachers were satisfied with the EAP course, because it was facing various problems with the materials, sources, duration, and timing of the programme’s classes.

Returning to the above results, there was much evidence that indicated the focus of the AAP programme for satisfying students’ religious needs more than their academic needs. That appears through the use of the characteristics of the AAP courses in teaching Islamic Study classes during the current AAP programme. It was interesting to note that students received subject-specific classes that cover different religious science areas, such as the Qur’an, Interpretation, Hadiths and Islamic culture. In addition, these classes are delivered by subject-specific teachers who are also teaching them at the Islamic Study department at the university. This is done using authentic teaching material, which is selected from the original curriculum taught to them in the same department.

Consequently, this appears consistent with the concept of LAP, such as AAP education, as this study found, and its objectives and characteristics, which have been determined by many practitioners and researchers in the field (Robinson, 1980; Hutchinson & Waters, 1987; Dudley-Evans & St John, 1998; Strevens, 1988, cited in Nurpahmi, 2017; Flowerdew & Peacock, 2001).

A possible explanation for this result might be related to the fact that AAP education in this institute was influenced by the domination of religious-oriented teaching practices
of Arabic as a Second Language (L2) or as a Foreign Language (FL) at most Saudi universities. That has been driven not just by the distinctive historical relationship between the Islamic religion and Arabic language, as mentioned in the literature (see Chapter Three, 3.6.3), but also by other complex situational dimensions that have formulated the actual AAP teaching practice on the ground.

In consequence, however, in the TASOL literature there were other possible explanations mentioned by some researchers and practitioners, who attributed them to multi-dimensional factors, such as contextual, social, and political elements that have formulated the policy and objectives of AAP in most Saudi universities. As mentioned in the literature review, for example, the language-teaching processes in the KNU language institute are affected by the general conservative and Islamic culture of Saudi society, of which the KNU is a part. Moreover, the religious nature of the learning needs of language learners who want to study Arabic in a Saudi context, like the participating students in the present study, has significantly contributed to a rise in the need to apply the appropriate teaching approach that can meet this type of learner’s needs (Osaimi, 2010).

In addition to the above dimensions, there is government support for the religious-oriented approach in teaching AAP at the KNU language institute and other academic language institutes in the KSA. The reason behind such perspectives of some researchers in the field of TASOL is attributed to the geopolitical situation of the kingdom, as a birthplace of the Islamic religion, which has an influence on the national TASOL policy (Al-washmi, 2017). In respect of this, Facchin (2019) believes that there is a political dimension behind the domination of religious-oriented TASOL practice in Saudi Arabia. Nevertheless, bearing in mind the result of the analysis of students’ needs to learn Arabic in the present study, I would argue that the government’s support could not be the only motive behind the influence of religious education on teaching language at the KNU.
6.5 Chapter Summary

The result of the first part of the evaluation process in this chapter indicates that the current AAP programme has focused on fulfilling some part of the students’ learning needs (religious needs), whilst it has not succeeded in satisfying most of their analysed academic targeted and learning demands.

On the other hand, the result of the second part finds that the AAP’s failure relates to human elements, including students' needs and teachers’ experience, and non-human elements, including the teaching and learning materials, teaching methods, and the programme duration and location. This raises questions about the potential challenges that might face the implementation of the AAP courses at the KNU. These points will be discussed in the next chapter, which will end by providing a proposed framework to design a future AAP course that can meet the needs of those students in this specific learning context.
Chapter Seven: Part One
Course Challenges/Data Analysis and Discussion

7.1 Introduction

This chapter has two primary parts, in which the third and fourth research questions posed in Chapter One are addressed. Thus, the first part presents the challenges that face the implementation of Arabic for Academic Purposes (AAP) in the KNU. Relevant data were collected from focus group interviews conducted with AAP teachers and semi-structured interviews with AAP leaders in order to construct a meaningful understanding of the investigated challenges. At the end of this part, the results are discussed in relation to relevant literature.

Meanwhile, in the second part, a proposed framework for developing AAP courses in the institute is presented, depending on the findings of the needs analysis and programme evaluation presented in Chapters Five and Six.

7.2 Challenges of AAP Course Implementation at the KNU

In this section, through the perspectives of AAP teachers and leaders, the focus is primarily on answering the study question:

What are the challenges facing the implementation of Arabic for Academic Purposes courses at KNU?

Depending on the data, the challenges are, as seen below, contained in three main categories: pedagogical, linguistic, and contextual.
7.2.1 Pedagogical Challenges

7.2.1.1 Lack of Arabic Content and Resources in the Field of TAAP

To achieve the above aim, during the interviews, both participating teachers and leaders of AAP programme had been asked to identify challenges that the establishment of the AAP programme in the institute could face.

In this regard, the data from the group interview showed that most teachers argue that the significant challenges facing the development of the AAP programme are evidenced in the quotation below, concerning the lack of texts about how to write well that are written in Arabic:

Noha: The weakness of the Arabic content.

Researcher: Do you mean regarding teaching Arabic for academic purposes?

Wedad: Yes.

Noha: Yes. If we need, for example, as we have said, summarising and these matters. If we wanted to read about them, we would not find anything, e.g. the texts sorts, can you remember?

Alanod: Yes, there are not any books written in Arabic about writing skills.

Noha: I swear there is nothing such as texts sorts and their writing patterns.

Alanod: Yes.

Noha: There is nothing which defines that this text is persuasive and you can use these words with it and that its pattern is like so and so.

Alanod: Ohh, there is nothing like that.

From their responses, it seems the teachers want to confirm that the great lack of Arabic content concerning the development of students’ proficiency in academic skills is one of the biggest challenges encountered in any effort to apply AAPs at the institute. As a result of this lack, some teachers in the current AAP programme, e.g. Noha and Alanod, have encountered difficulties in enabling their students to write various types of academic texts, as practised by L2 writers in other languages such as English.
Furthermore, the same teachers strongly criticised the quality of the written models available in the field. They expressed the need to reformulate and organise these models so that they are amenable to simulation by students in the class who are willing to perform a variety of required writing tasks in the university context. This situation has led them, depending on their teaching experience in the field of TASOL, to create and design models to help them reach this goal:

Noha: *In order to find the essay with these specifications our eyes became out*\(^{17}\) *but we do not find it, so we start designing.*

Wedad: *Got it? Honestly, there is not content, and in order not to do injustice certainly there are authors who do write, but we did not reach them.*

Alanod: *No, there are not.*

Noha: *We still depend on personal endeavours.*

Furthermore, the leaders’ perspectives, when responding to the same question above, correspond with those of the teachers. This is shown in Ghader’s comment below:

*There is no awareness of something called specific purposes .... There is no awareness of something called needs analysis ... needs analysis is something very, very, very important, and unfortunately there are no Arab references talking about it.*

The same point has also been mentioned by Huda, when she asked the same question:

*At first, the most significant challenges are the lack of the books and research that is related to teaching the language for academic purposes for the native speakers. We mainly have a crisis in the books that are written for the native speakers: what is the definition of the academic purpose? What is the definition of the academic skills? So, the great shortage in books that are directed for the native speakers reflects our delay in writing books for non-native speakers.*

Huda believes that the major challenge for the development of a specialised programme is the deficiency in Arabic foundational studies and books specialising in the TAAP area, especially those directed at native Arab speakers. This situation, according to her

\(^{17}\) In Arabic, this means that they become entirely exhausted.
statement, naturally resulted in the deficiency of studies and books that investigate the same field but are concerned with non-native Arabic speakers.

Ghader agrees with her partner, as she argues:

_In general, you will become exhausted until you find a good reference for teaching Arabic to non-native speakers, not only for specific purposes. I mean there is no interest in teaching writing skills to non-Arabic speakers, there is no basics. Basically, even we as native speakers, we do not have these references._

Indeed, I would agree with what the AAP teachers and leaders argue in this section. This is because there is no significant role for such resources, not just in introducing the main concepts and approaches of the AAP teaching direction to all stakeholders, e.g. the teacher, researcher, decision maker, and programme designer, but also in informing them about the important procedures that need to be considered to successfully complete the programme design process.

Overall, the data analysis in this section shows that there is a general agreement among AAP teachers and leaders that the shortage of Arabic content, including materials and resources related to teaching AAP, is considered to be the first obstacle to the programme’s implementation.

These findings fit well with Taufiq’s (2018) study, as well as with that of Teima and Alnagah (2003), when they explain that the great deficiencies in Arabic applied studies on AAP teaching and learning are aspects such as needs analysis, designing specialized courses, creating syllabuses, and developing a special linguistic lexicon for each learning discipline. Due to this lacuna, there is an urgent need to formulate the concept of teaching ASP, as well as establishing its basic principles that can be relied upon in building specialized programmes that meet the diverse needs of Arabic language learners, whether they learn it in Arab-speaking countries or abroad (Al-Jamawi, 2012; Obeidat & Mohammed, 2019).

However, this problem raises a question about the extent of the impact of the lack of basic knowledge and methodological background in the AAP area on other aspects of the learning process, such as teacher competence in teaching the AAP class. To find the answer, this issue is investigated in the next section.
7.2.1.2 Lack of Qualified individuals in the TASP Domain

This issue was raised by some participating teachers at the beginning of the interview, particularly after I asked them about their previous teaching experience in ASP instruction. The dialogue was stretched out by some interviewees to include the obstacles that previously prevented their efforts to develop some AAPs at the institute.

Noha: *The institute has started to seek to provide language courses for special purposes to the diplomats and nurses, but unfortunately there are some administrative obstacles, and it is not accomplished.*

Researcher: *What kind of obstacles, I mean such as what?*

Noha: *The one who will benefit you more is the head of department.*

It appears that the teacher, Noha, was not willing to answer the question directly. Nevertheless, the participation of her colleagues in the dialogue encouraged her to participate and clarify her answer above:

Wedad: *The time, also we were all busy here. We cannot send anybody; we experience pressure; each lecturer is needed for a million tasks, so we cannot. Also, we do not have a big number so that we can say: we will send this group outside the institute.*

Noha: *The time, and there are other administrative matters, such as the small number of teachers; most of them study and work at the same time.*

In these statements, teachers tried to express their feelings of being overwhelmed with the multitude of tasks they practiced on a daily basis, whether inside or outside the institute. This was a result of the low number of teaching staff in the institute, which, from their perspectives, has prevented the development of specialized language programmes in the past. In consequence, it could be assumed that this problem also constitutes a challenge for future AAPs. However, that would raise the question of what type of language teachers they are meant to be: are they intended to teach general Arabic, as they did, or specialise in teaching ASP?

An answer to this question was found in the data collected from the administration staff who participated in this study. The data show that they all believe that there is a great
shortage of AAP specialists, including teachers, researchers, materials writers, and programme designers who are experts in the field. This is apparent in the comments of all the programme leaders who participated in this study. Huda, for instance, mentions that:

*It is a big issue because we cannot find specialists[....], When you apply such programmes, you need a group of the researchers, a group of the teachers and a group of the academic staff and that is not available! Then you will have to ask for the help of the specialists in teaching the general linguistics, not for the non-native speakers, or the applied linguistics subject, which is a different field totally.*

Moreover, Ghader agreed with her colleague’s point view of when she said that:

*It is definitely the human capabilities [.........] I mean the qualified people who would sew this new dress for us. We are searching all over the world for someone who can dedicate himself to come to the institute to give us his experience.*

The phrases ‘we cannot find’, ‘that is not available’, and ‘we are searching’ within these comments explain to what extent it is difficult to implement these types of programmes within the existence of multiple pedagogical limitations in the language-learning environment in the Saudi context. Therefore, as part of their dealing with such an issue, the institute decided, as Huda mentions, to involve people with expertise in other specialisms to help them design the ASPs. This result could be considered a supportive interpretation of some of this study’s findings (see Chapter Six, Section 6.3.3), which have found that all the teaching staff and management staff in this study have not yet been involved in systematic training courses concerned with teaching and designing AAPs. This confirmation could raise the validity and reliability of the findings of the present study.

To sum up, the data analysis in this section shows that the AAP teacher and leaders groups agreed on the fact that the shortage of qualified individuals in the TAAP domain is considered one of the major challenges facing the application of AAPs in their institute.

However, the lack of specialists in the field of ASP seems to be not only in the SA. In this regard, Esseesy (2017: 193-194) admitted that: *In the absence of a teaching methodology designed for ASP per se and the dearth of data on ASP teacher education,*
I surmise that most, if not all, ASP practitioners are self-trained. The following section explores the main motivating factor behind the emergence of this challenge.

7.2.1.3 Shortage of ASP Training Programmes for AAP Teachers

Teachers’ standpoints on this issue were obtained at the beginning of the interview, particularly when asked about their training experiences in teaching specialised Arabic language courses.

Noha: We studied about it in the Master study, but it was not a material of specialization; it was a subject included in one of the materials.

Alanod: Yes, in the Master's study, just like this, but as a training, no!

Wedad: Particularly for special purposes?

Researcher: Yes.

Wedad: No, nobody focused on it!

The teachers tried to draw attention to the major reason behind the decline of their professional level in teaching AAP. Most of them attribute it to an educational lacuna that appears in the teachers’ preparation programmes in the field of TASOL in which they have studied, whether at diploma or postgraduate level.

They claim that the curriculum concerned with the AAP teaching and methodology aspects are relatively absent in most Arabic teachers’ preparation programmes offered in some academic institutes at Saudi universities.

In addition, the leaders’ perspectives were not different to those of the teachers in this respect. This is the case in Huda’s response below, when I asked her to determine a possible challenge to the AAP’s implementation in the institute:

Could you imagine that the student graduates and becomes a doctor while she knows nothing about the special purposes! It is an issue that affects her experience.

She also adds:
*I mean, even us, who studied for a Master’s or doctorate. I mean there is a defect in the programmes’ syllabuses that we had studied, according to my knowledge in the [name of a university]; for example, there is no focus on teaching ASP. While, at the [name of other university] it is available in the Master’s programme.*

Huda’s point of view is in line with the teachers, as she argues that there is a deficiency in the teachers’ preparation programme in qualifying them to properly teach AAP classes.

Ghader also suggested that the available training programmes in some universities are not helpful in providing her colleagues, the AAP teachers, with sufficient background knowledge in the field of AAP:

*When I sat with my colleagues who had graduated from [the name of University], I felt that they had no idea about this topic (ASP). I mean, they may not have taken it as a course. They might have learned it as a subject in a course.*

The fundamental message that the respondents convey via their comments above is that getting a high level of education in TASOL or in Applied Linguistics in the Saudi context is not a guarantee for providing language teachers with sufficient knowledge, skills, and experience in teaching any type of ASP.

On the other hand, in the field of EAP, there is almost complete agreement among professionals that a competent EAP teacher is expected to practice different types of tasks, including being a language teacher; that is, to cover a combination of roles such as needs assessor, course designer, materials provider, researcher, and evaluator (Hutchinson & Waters, 1987; Swales, 1985; Belcher, 2004).

In summary, the results obtained from analysing the teachers’ and leaders’ standpoints show that the absence of an ASP course in most teachers’ preparation and training programmes in Saudi higher education reflects a third challenge facing the implementation of AAPs at the institute. Upon this study’s results, it can be observed that there is an urgent need to investigate the training requirements of the AAP teachers and leaders in the field of TAAP, as well as to evaluate the current teachers’ preparation programmes in order to develop the learning and teaching abilities and strategies in this modern Arabic language teaching area.
7.2.2 Linguistic Challenges

7.2.2.1 Non-standard Arabic vs Standard Arabic in the Target Learning Context

While most of the previous challenges have emerged from an educational limitation that formed the AAP education reality in the institute, another kind appears from various language-related issues, such as how language is used in the target academic community.

This was noticed in the responses of one of the participating teachers when I asked them to talk about the challenges they think may face the application of AAs at their institute.

Wedad: The first challenge is that I will qualify the students, but basically, I cannot ensure that the person who you will receive knowledge from will use the standard language; e.g. I will qualify her to summarize an audio lesson, and she will understand, but when she enters the university she will be exposed to common vocabulary, things she did not learn, different curriculums and using both English and Arabic or semantics, e.g. some vocabulary is taught here in its eloquent meaning, but you hear it outside used differently, have you got what I mean?

Researcher: Yes.

Wedad: So, the language is the first point; I expect it hinders the student's academic training.

According to Wedad’s opinion, the use of colloquial dialects on the one hand and the use of the English language (see Section 7.2.2.2) on the other has a negative impact on the academic performance of non-Arab students.

This is especially true if it is known that determining which language levels are appropriate for students’ academic needs is an initial step in the process of programme design; it helps to define goals, choose or design educational materials, and then select appropriate teaching methods for them. This is because the objectives of these programmes are mainly to equip students with the necessary communication skills to raise their performance level. In other words, this will be putting the practical benefit of these programmes at stake.
Likewise, with the teachers’ views, one of the AAP leader respondents agreed with Wedad’s claims. Ghader’s statement was in response to the same question being asked of all participants with regard to the challenges facing the implication of these programmes at the institute:

*Honesty, the difference in the Arabic language, it has made it difficult to create an academic pathway to teach the language. It is a tough way.*

When I asked her to give further explanation as to what she meant by the differences in Arabic language, she added:

*For example, the teacher used to say: Where is the homework? (wayn\(^{18}\) alwajib?) give it to me (eatin\(^{19}\) 'iyah). This is in colloquial language that the student does not understand. And sometimes you spontaneously say such words, but some people teach using dialect and herein the problem lies.*

In her view, the use of dialects by some lecturers to teach learners in university classrooms is the main problem encountered in developing these programmes in the institute, since she believes it negatively impacts on learners’ academic performances in class. This situation is directly opposite to the main learning goal of what such language programmes should seek to achieve.

In the literature, the use of informal Arabic in education (see Chapter Three Section 3.10) is the result of the diglossia phenomenon in Arabic language, one of the major challenges that hinders the development of literacy acquisition of native-Arab and non-native Arab learners alike. Interestingly, a practical example of the impact of such a linguistic issue on the learner’s academic performance has been mentioned by the participating students in this study (see Chapter Five, Section 5.2.1.1). Moreover, according to Al-Busaidi (2015), the issue of determining what form of Arabic is more appropriate to use in the classrooms is still considered a major challenge facing the programme’s developers in the field of TASOL.

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\(^{18}\) This example is of the use of the NSA form of spoken Arabic by some lecturers in the university classrooms. The word *wayn* (where) is pronounced *Aynā* in Modern Standard Arabic (MSA).

\(^{19}\) This is another example of the use of NSA in the university classrooms. The word *wayn* (where) is pronounced *Aynā* in Modern Standard Arabic (MSA).
These results, therefore, show the urgent need to replace the method used in AAP classrooms with a more inclusive teaching method that takes into account the diversity of Arabic language forms used in the target learning environment. This would help their students to communicate successfully with native Arab speakers within the university campus, whether in the classroom or outside it.

Finally, depending on the data obtained from the AAP teachers and leaders involved in this study, it can be concluded that the use of non-standard Arabic instead of standard Arabic in the target learning context is considered one of the challenges affecting the development of AAPs in the institute.

7.2.2.2 English Language vs Arabic Language in the Target Learning Context

The second language-related issue that has faced the implementation of the Arabic teaching programmes for academic purposes is the multilingual nature of the target learning context. That was found in Wedad’s claim, presented in the section above, in her response to a question about the challenges that could face the process of designing AAPs at the institute. She thinks that the use of English as a medium of instruction at the university could affect the attempt to teach Arabic as an academic language to their students at the institute. This belief has also been shared by most of the participant teachers. This is presented in the following conversation, which happened at the beginning of the interview with the teachers, after I asked them about their training experience in teaching AAPs to their students.

Researcher: *Ok. So, not one of you has trained in teaching Arabic for academic purposes?*

Monirah: *Do you mean our students here before graduation?*

Researcher: *Yes, before they moved to [the name of the university]*

Noha: *They study English!*

Wedad: *They will study it in English!*

Alanod: *Most of the specializations other than Arabic and Religion are taught in English now.*
Wedad: *Even the lecturer began teaching in English the material, which is not supposed to be taught in English, because she graduated abroad, got it? Though the students are Saudis, and the material is written in Arabic.*

The teachers here have created a link between the spread of using the English language instead of Arabic as a medium of instruction in most university departments, and the decline in the need for developing AAPs at their institute.

The teachers tried to explain the influence of English as a global teaching and learning language in the Saudi higher education system as an example of what exists at the KNU, and how that is reflected in the method used in teaching AAP at the institute.

As they illustrate during the interview, most of the social science and scientific disciplines, such as law, education, early childhood, and computer sciences are taught in English. This situation, as they explain, has contributed to minimizing the demand to learn Arabic as an academic language, which is now restricted to just a few academic disciplines, such as Arabic and religious departments.

Moreover, although this result indicates the teachers' recognition of the importance of improving students’ academic performance in both language and skills levels in order to study in these departments, it also reveals the inaccuracy of their previous perspective, which is presented in this study (Chapter Five, Section 5.3.2.2). In this section it is argued that there is no need to improve the students’ knowledge in specific academic vocabulary in these disciplines.

Therefore, based on this result, which is supported by the results of the needs analysis (see Chapter Five, Section 5.5) presented in this study, it can be suggested that the future development in the field of TAAP should be focused on providing language programmes that seek to improve students’ performance in these specializations.

Considering the aims of the present study, which seeks to explore the challenges that face the implementation of AAPs in the KNU, the data obtained from focus group interviews with teachers indicate that one of these challenges was the use of English as a medium of instruction, instead of Arabic, in most of the KNU departments.
7.2.3 Contextual Challenges
7.2.3.1 Limitations in Financial Resources

As much as it is required for developing programmes to teach foreign languages as L2 or FL, the process of developing and designing AAPs also requires professional competencies capable of addressing all aspects of planning and delivering courses.

However, as a result of the shortage of these competencies in most Arabic language institutes in Saudi Arabia, the decision makers of the institute, as mentioned above, plan to collaborate with specialists from different educational disciplines (see Chapter Seven, Section 7.2.1.2) to help them to develop specialised language programmes that would appropriately meet their students’ academic and learning needs.

Nevertheless, from the perspective of Ghader, this issue was not the only problem facing the implementation of AAP in this learning context, as she commented:

*Also, the satisfactory financial compensation for this person or the team, because we need a team and there are no high financial resources here at the university, so it can provide us with sufficient budget to those people who are going to build this programme.*

It appears that the institute’s administration could encounter difficulties in fulfilling the financial goals of the collaborator or collaborative team as a result of inadequacy in the specialised financial resources provided to them by the university.

Moreover, Huda agreed with Ghader's above claim:

*Analysing the needs requires time, huge financial resources, qualified people, and standards!*

Sha also added:

*Such projects are huge; you present it as a project to the university administration and you ask for approval on the budget, and you ask for consultants from outside, and auditors. I mean it is a big work, it is not an individual work.*

They both emphasised that the institute needs a high level of financial support to develop specialised Arabic language programmes. However, according to what Ghader stated, it seems that the university suffers from limited financial resources, which means
that it may be unable to provide the large budget needed to provide these programmes within other language teaching programmes offered in the institute.

On the other hand, in comparison to the AAP leaders, I observed that the participating teachers avoided talking about the administrative problems that affected their recent attempts to provide ASPs at the institute. Such an example appears in the conversation presented earlier in this chapter (see Section 7.2.1.2).

Nevertheless, I assume that the limitations, which teachers were not willing to discuss with me at the interview, might also be linked to financial resources needed to design and implement the AAP programmes (AAPs) at the KNU. This is because after analysing the data obtained from both candidate groups in this study, I noticed that the high financial cost for the project development of AAPs was the only administrative issue not mentioned by the teachers, while it was stressed more than once by the AAP leaders.

Overall, the data analysis in this section shows that the fourth challenge affecting the implementation of AAPs in this study was the lack of financial resources needed to achieve this goal in the institute. According to Al-Batal (2007), some of the teaching Arabic as Foreign Language (FL) programmes in US universities have also been suffering from the fact that there is not enough funding to develop the curriculum or even bring in-service training programmes to the Arabic teachers.

### 7.3 Discussion

Based on the data collected from two different types of the interview’s protocols, the current study found that there are pedagogical, linguistic, and contextual challenges facing the implementation of AAPs at the KNU. According to the perspectives of the AAP teachers and leaders, the first type relates to the lack of Arabic content and resources for teaching AAP, a lack of qualified specialists for teaching AAP, and a shortage of ASP training for teachers. The second type relates to the use of non-standard Arabic instead of standard Arabic in the target learning context, and the last type, the contextual challenges, relates to the limitations in the financial resources for developing the AAPs at the institute.
In the related literature, there are three crucial factors that have brought about the emergence of the many pedagogical challenges in the field of teaching ASP and AAP in Arab speaking and non-Arab speaking countries. The first is the refusal by traditional Arabic scholars in the last decade to apply any developments proposed by Western scholars in the field of Teaching English to Speakers of Other Languages (TESOL) or the Teaching Arabic for Speakers of Other Languages (TASOL) field (Ismail, 1993).

The second is the fact that AAP education is a new domain of research and practice; it may suffer neutrally from a shortage of a basis for literature and research (Mohammed, 1998; Taufiq, 2018; Zakie, 2017; Teima & Alnagah, 2003). Consequently, all these factors have contributed to an absence of a clear methodological framework for designing and implementing AAP programmes that might provide teachers and course designers with basic information on how they can analyse students’ needs, develop materials, and select proper content to satisfy the learners’ needs fairly (Ismail, 1993; Mohammed, 1998; Teima & Alnagah, 2003; Al-haqbani et al., 2018; Facchin, 2019) (see Chapter Four 3.10).

Similar findings have been found by Obeidat and Mohammed (2019, p. 85), who mention that there are several challenges that face the implementation of AAP courses such as ‘the clear shortage in applied studies that offer programmes for teaching Arabic for special purposes; overlapping between concepts to understand teaching Arabic for life and Arabic for special purposes.’

Returning to the result presented earlier, the reason for the emergence of the linguistic challenge, as we have discussed several times in this study, has been clearly recognised as a result of the influence of two linguistic phenomena. One is the diglossia phenomenon in Arabic spoken and written patterns (see Chapter Three, Section 3.10). According to Obeidat & Mohammed (2019) and Fatoni, (2019), in the educational context, the influence of such a phenomenon appear when some lecturers are using both Modern Standard Arabic (MSA) and Colloquial Arabic (CA) as mediums of teaching in the university classes.

On the other hand, in related literature, a number of researchers have considered that the spread of the use of English as a Medium of Instructions (EMI) was the second phenomenon that has influenced the development of AAP courses. In this regard,
Jaworska, (2015) clarifies that the same situation was also faced by other international languages such as German and French, where they have been replaced by the English language as a medium of instruction in many academic settings (see Chapter Three, Section 3.2).

However, in regard to the financial challenge, the first reason is that the KNU institute is an official academic institute, therefore it falls under the supervision of the university administratively and financially; it is a non-profit institute where students are not required to pay any tuition fees, especially in language programmes for academic purposes. This is because it is one of the educational institutions taking its budget from the Ministry of Education (see Chapter Two, Section 2.3), unlike most academic institutes for teaching English, which are considered independent administrative and financial bodies. Most of its programmes are profitable, and students must pay tuition fees to be able to study in them.

In Saudi higher education, similar findings found in recent research carried out by Abdullah (2020) concluded that many obstacles have been faced by Arabic teachers in teaching and implementing AAP in these institutes. These include no training course provision for Arabic language teachers in TASA, the lack of students’ awareness on the important role of these programmes for acquiring Arabic language skills, the lack of well-prepared programmes for teaching AAP, and the mixture of colloquial and standard Arabic that the students are exposed to in these institutes.

Furthermore, Elhadky (2013), in his research, claimed that most of the TASOL teachers in Arab-speaking countries are not yet ready to teach ASP programmes, due to the inadequacy in the ASP teacher qualification programmes offered in Arabic universities. Therefore, he designed an ASP course that can be applied to Arabic teacher qualification programmes in language-learning specialities, including Applied Linguistics and TESOL areas.

As much as in the AAP literature, a few studies have been concerned with issues relating to the challenges that face the EAP programme design and development in the EAP literature and research. In this regard, Petraki and Khat’s (2020) research found in the Cambodian higher education context that the development of EAP programmes encountered some challenges, such as a lack of ESP training for teachers, students’ low
English competencies, lower levels of teacher motivation, and difficulties in developing materials for a particular context.

Another supporting finding was found in Issaei’s (2017) study, which concluded that the main challenge inherent in the practices of EAP curriculum development at the Colleges of Applied Sciences in Oman was the prevailing centralised approach under which courses are currently operating. He also noticed that the EAP education in this specific context is suffering from the lack of professional development opportunities for EAP teachers at the colleges, and the inadequacy of the textbooks for the students’ academic and linguistic needs. This point was highlighted by Hyland (2006), who claims that many EAP textbooks are still based on authors’ experiences and intuition, rather than on a research-based approach.
Chapter Seven: Part Two

Arabic for Academic Purposes Course Development

7.4 Introduction

This part of the present chapter, as mentioned before, focuses on answering the fourth research question:

What type of course meets the learners’ needs in terms of academic study skills? In which framework can the course be designed?

Therefore, using the results of Needs Analysis and the evaluation of Arabic for Academic Purposes programme at the KNU, in this part, the principles and a theoretical framework that can be used for developing AAP courses that can used to meet the needs of students at the KNU and other Saudi universities are presented.

7.4.1 Proposed Framework for Developing an AAP Course

By reviewing the major aim of what the current study seeks to achieve, it represents an attempt to develop a deep understanding of the AAP needs of NNSA in one Saudi female-only university, and the role that the current academic language programme has in satisfying it from the perspectives of participating students, teachers and programme leaders. This is all in order to propose the principles and a theoretical framework that can be used for creating AAP courses that meet Saudi university student needs in universities.

Therefore, based on the data obtained in this study, proposed principles and a theoretical framework for developing AAP courses in this context were developed. Due to this, a proposed course model has been developed to satisfy students’ academic and learning needs at the KNU. The course model’s name is the per-sessional Arabic Language and Academic Skills (ALAS) for the Islamic Study and Arabic Language students.
7.4.2 General Principles for Developing an AAP Course Design

Undeniably, the result of the current research has provided an insight into the academic and learning needs of overseas students, as well as the status of the AAP programme within a particular academic Saudi context. Therefore, for the purpose of designing an AAP course, like the development process of any language courses, as discussed in Chapter Three (see Section 3.6.2), as a course designer and AAP teacher, I need to be guided by a set of clear theoretical principles (Akşİt & Mengu, 2020) that can enable me to design an effective course that can meet the academic needs of the NNSA students at KNU and other Saudi universities.

Therefore, in this study, based on the findings of the present study as well as by reviewing the related literature, the main theoretical principles that need to be taken into consideration by the course designer/teacher for a successful course design for AAP are listed as follows:

- Conducting a needs analysis as a fundamental step in the process of AAP course design (Richards & Schmidt, 2013; Hutchinson & Waters, 1994; Flowerdew & Peacock, 2001b; Long, 2005b; West, 1994; Richards, 2001; Robinson, 1991; Hyland, 2006).

- For gaining insights into the learners’ language and skills needs, the course designers should investigate these from the different perspectives of all stakeholders, such as learners, teachers, the course director, the course leader, decision makers, course designers, etc.

- Contextual factors need to be determined and considered before planning and designing the AAP course.

- The AAP goals and objectives course should be realistic, achievable, and clear, and reflect not just the institution’s objectives, but also the learners’ actual needs and the teachers’ expectations of what their students will need at the tertiary level.

- Teachers must be highly qualified and fully aware of the principles and methodologies of AAP teaching.
Teaching methods should shift from the traditional teacher-centred approach to the more student-centred approach, which would reflect the diverse needs of Arabic language learners.

The content in the AAP courses should be adopted depending on a research-based result of learners’ needs analysis, instead of relying on the intuition and experience of teachers, course leaders, and decision makers.

The AAP course syllabus should be adopted from authentic texts and material to accommodate the level of language and form of the tasks that learners will be expected to deal with in their target context.

The AAP content and syllabus should also enhance learners’ self-direction and autonomy, which are needed for their target academic study.

The evaluation methods chosen must accurately and clearly measure the level of learners' performance in the skills acquired during the programme.

The list of principles mentioned above can be beneficial not only in guiding the designers of AAP courses, but also in reforming existing courses by encouraging current AAP practitioners to reflect on their teaching practices and their professional development. However, this does not mean that these principles are appropriate for all other similar contexts; rather, I think the matter remains dependent on the reader’s understanding of his/her own context, and the extent of compatibility and difference between it and the current context of the study.

7.4.3 A Model for AAP Course Design

Figure 5, below, describes the series of procedures that have been carried out in order to design the AAP course for the NNSA students who intend to continue their undergraduate study at the KNU. This model includes three main processes for designing the proposed course: needs analysis, programme evaluation, and, finally, developing the framework of the course.
After completing the first two procedures of this model, the remaining step for the researcher is developing a proposed framework for AAP course design.

The proposed course is an intensive Arabic language course designed for students who reach an intermediate and advanced level in Arabic and intend to continue their undergraduate study in the Islamic Study or Arabic Language academic specialisms.

The course is a pre-session part-time course that runs eight hours per week for twelve weeks. Three days a week with each class lasting ninety minutes seems an ideal amount of time for teaching the course syllabus. The actual learning hours are determined based on the total learning hours per academic semester given in the institute.

Such a structure was chosen to accommodate the academic study duration of the Arabic language institutes in Saudi Arabia; it is divided into two semesters. Each semester contains sixteen weeks - the first two are for enrolment procedures and the last two are dedicated to tests and exams; subsequently, there are twelve weeks left for teaching and
learning. The suggested places for running such a course are the institution’s classrooms, the university library, and the language laboratory.

The course focus, objectives, and goals are formulated from the result of the needs analysis that has been conducted in this study (see Chapter Five, Section 5.5), with all participating individuals who are involved in the educational process, including students, AAP teachers, and leaders; then it is reviewed to ensure it accommodates the objectives of the scholarship programme\[^{20}\] (see Chapter Two, Section 2.3). It is divided into two categories: course goals and objectives. In the field of language course design, the terms ‘goal’ and/or ‘aim’ are used synonymously to define the general statements of the overall intentions of the course, while the term ‘objective’ represents details of the specific purposes of the course.

### 7.4.3.1 Course Goals and Objectives

The course goal is to satisfy the needs of overseas students in academic language and technological skills, including listening, speaking, reading, writing, academic vocabulary, and digital skills, which are required to accomplish the academic tasks at the Islamic Study and Arabic departments at the Art School in the KNU. In terms of the course objectives, this course seeks to develop students’ abilities in:

- Academic study skills, including listening and understanding formal lectures, taking notes, organisation, delivering a presentation, participating in academic discussions, reading, understanding Arabic texts written in an academic style, and using different reading strategies.

- Academic literacy skills, including structuring, writing academic research, using the library and resources, developing various forms of essays, understanding a range of academic vocabulary.

\[^{20}\] This is because most of the students expected to join the AAP course are those who have got a seat on the scholarship programme, sponsored by the Saudi government, to continue their study at Saudi universities.
- Digital literacy skills that contain a set of foundational and practical computer skills, such as opening and closing applications, downloading and saving files, using computer devices for educational purposes, and using the computer in academic research.

### 7.4.3.2 Course Content

The results of the academic needs analysis of participating students in this study (see sub-sections of Section 5.4 in Chapter Five) promote a recommendation from which study skills and multiple-literacies models would be integrated into the course content, to be a combination of practical and training classes at the same time. A multiliteracies framework, which is considered opposite to a discipline-specific approach, as discussed in the literature, is a new trend in teaching Language for Academic Purposes (LAP) courses (Miller, 2015). It is designed to enable course designers and teachers in higher education to restructure the aims and objectives of the courses and programmes. This concentration on a specific set of skills, practices, and narratives that are relevant to specific universities is so designed in order that students realise what they need to have success in higher education (ibid., 2015). This reconceptualisation also enables those institutions to address any LAP issues that research has shown international students struggle with. It also helps in meeting the digital skills and multimodalities demands of students in the twenty-first century by a rethinking of approaches to LAP in higher education (Flowerdew, 2016).

This framework, therefore, was chosen to help teachers at KNU to gain a better outcome from the course in terms of satisfying the diversity of students’ needs in study skills and academic literacy skills, along with their needs in digital skills. Moreover, it was chosen in order to raise the possibility of matching the learning outcomes of the course with its objectives, drawing from not only the students’ needs, but also from the teachers, leaders, and standard objectives of the Saudi government’s Scholarship Programme (see Section 2.3 in Chapter Two). This inclusion of the four parties’ objectives would enhance the accuracy and quality of the course content.

Accordingly, based on the result of the analysis of the students’ needs, in this study, the proposed language course consists of various types of modules that can be subsumed...
under three broad headings: study skills, academic literacy skills, and essential digital literacy skills. It is designed to cover all types of skills and topics that meet the needs of the NNSA students for studying Islamic Study and Arabic Language disciplines.

1. Study Skills

In LAP, the teaching of the study skills approach, as discussed in Chapter Three (see Section 3.5.1) is defined as the use of skills and strategies that can enable learners in reading, speaking, writing, or listening for academic study purposes (Richards et al., 1992, p. 359, cited in Hyland, 2006).

For the purpose of enabling NNSA students to study at KNU and other Saudi universities, in this study, the teaching of this module is a response to those students’ needs (see Appendix 1 and sub-sections of Sections 5.3.1, Chapter Five) to have a variety of study skills, to be become more independent, and to be responsible learners (Solikhah, 2020).

That is by enhanced by their ‘learning how to learn’, for example, through the raising of consciousness, using strategies suitable to their subject-specific task, learning that is directed at the learner – who is central – and learner autonomy (Ellis & Sinclair, 1989, cited in Solikhah, 2020). It also seeks to enable them to deal with the anticipated academic tasks in the target academic settings. To this end, this module runs for four hours per week for twelve weeks and is divided into three main units, each one including a set of suggested subjects, which develop based on the students’ needs from one hand and from the content of related LAP (Basari, 2021; Hyland, 2006; Jordan, 1997; Wingate, 2015; Richards et al., 1992), and AAP studies on the other hand (Mohammed, 1998; Alosaili, 2010; Zakie, 2017; Alreshed, 2017; Omar, Kheir, & Ahmad, 2020), which are to be covered during the class:

1.1 Listening skills

1.1.1 Listening comprehension on the lecture content

• Understanding the topic of the lecture given in your discipline

• Understanding the relations between parts of a lecture
• Understanding intonation and voice emphasis during the lecture
• Understanding unfamiliar words, e.g. colloquial phrases and words
• Recognising repeated or reformulated information

1.1.2 Listening and note-taking
• Introduction to methods of note-taking
• Determining the purpose of note-taking
• Organising written notes

1.2 Speaking skills

1.2.1 Delivering presentations
• Developing the structure of presentations
• Using body language and eye contact
• Summarising key points in the conclusion
• Answering questions from the audience clearly

1.2.2 Discussion in the lecture
• Asking and answering questions
• Explaining ideas and opinions in clear and concise language

1.3 Reading skills

1.3.1 Reading and understanding academic texts
• Understanding the exam questions
• Understanding common academic vocabulary
• Understanding subject-specific academic vocabulary related to your discipline
• Developing an academic words list
• Predicting linguistic and rhetorical features of texts

1.3.2 Using different types of reading
2. Academic Literacy Skills

The development of the academic literacy approach was a response to the increase of criticism directed to the role of the Study Skills approach in developing students’ ability in academic skills (Lillis & Tuck, 2016). The main component of such an approach is to develop the writing ability of the students rather than reading, listening, and speaking skills (Zand-Moghadam & Khanlarzadeh, 2020). In teaching Language for Academic Purposes (LAP), the main concern of academic literacy skills is that it improves students’ performance in academic writing to be able to meet the university writing criteria of their specific academic discipline (Hyland, 2009; Lilis and Scott, 2007, cited in Zand-Moghadam & Khanlarzadeh, 2020).

In this study, therefore, to meet the academic literacy needs of the NNSA students and to allow them to accomplish a variety of tasks that are required from them in certain academic contexts, the module will be very practical and will maintain relevance by encouraging students to use material from their own academic studies as a basis for the classes, particularly those of the Islamic Study and Arabic Language disciplines.

In practice, this module is suggested to run for four hours per week for twelve weeks. In the proposed course, the content of this module is suggested to be divided into four units, each one including a set of subjects suggested to be covered during the class. These types of subjects reflect the diversity of students’ needs (see sub-sections of Section 5.3.2 in Chapter Five), as well as related academic literacy studies in the LAP context in general (Solikhah, 2020; Weideman & Dyk, 2014) and those specifically introduced in the AAP context (Zakie, 2017). In terms of academic writing skills, these may include:

2.1 Writing research and using the library

• Direct quoting and paraphrasing

• Summarising written texts
• Selecting the research topic and writing a research plan in your discipline
• Research organising and laying out
• Using bibliographies and indexes
• Selecting suitable material from your discipline
• Referring to sources and writing a reference list

2.2 Writing different types of essays effectively
• Writing a variety of types of academic essay
• Writing reports and articles
• Writing with correct spelling and using self-proofreading.

3. Essential Digital Literacy Skills

In LAP literature, the emergence of the digital literacy approach has been connected to the change of the nature of needs of the students in the new digital era (Hafner & Pun, 2020). As well as the rapid transition to remote teaching during the coronavirus pandemic (Covid-19), all these factors have increased the need to improve students’ digital literacy competencies to allow them to accommodate the ways in which language is used in academic settings (Kohnke & Jarvis, 2021; Almelhes, 2021; Hafner & Pun, 2020). Furthermore, the ubiquity of digital resources and platforms means that teachers of LAP need to help their students in choosing and managing these resources (Walker, 2014, cited in Li, 2020).

Therefore, in this study, considering all the above factors, the digital literacy module was inclusive of the content of the ALAS course to meet the needs of the NNSA students in terms of digital literacy skills needed to communicate effectively in the target situation.

To this end, this module runs for two hours per week for twelve weeks. The module will be very practical and will maintain relevance by mainly focusing on developing students’ digital skills, to help them to use them in the target academic contexts properly. The module will divide into three units, each one including a set of subjects
suggested to be covered based on the students’ needs and the evaluation of the AAP programme that is presented in this study (see the results of Chapter Five, Section 5.5 and Chapter Six, Section 6.5), as well as from the digital skills mentioned by LAP (Ahmed & Roche, 2021; Roche, 2017, cited in Ahmed & Roche, 2021; Chan & Clark, 2022; Walsh, 2010; Hafner and Miller, 2019; Alavi et al., 2016), and recent AAP studies (Al-Zahrani, 2013; Almelhes, 2021). These may include:

3. Digital literacy skills

3.1 Basic computer skills

• Powering the computer on and off

• Opening and closing applications

• Downloading, opening, and saving files

• Identifying parts of a computer

3.2 Computer applications for educational purposes

• Using PowerPoint for developing presentations

• Using Word for developing written assignments and research

3.3 Internet usage for academic tasks

• Using a computer for academic research

• Using suitable search engines

• Sending and receiving academic emails

• Using the university blackboard effectively

7.4.3.3 Teaching Materials

As presented in related research, selecting and/or producing teaching materials have been considered as fundamental components in the process of language course design (Graves, 2000; Hutchinson & Waters, 1987). In the LAP area, there are some important theoretical standards that need to be followed to determine the teaching materials for
the present course. One of them is that to develop LAP courses that aim to help students to meet the requirements of university study, such as the ALAS proposed course in this study, teachers should focus on 'context-reduced' language, which is rather more abstract and relies less heavily on an immediate context (Liyanage & Birch, 2001, cited in Shing & Sim, 2011). Furthermore, because of its role in developing the students’ competence in the target situation, most LAP researchers suggest the use of authentic materials in teaching such language in classrooms (Dudley-Evans & St John, 1998; Todd, 2003; Javid, 2013; Klímová, 2014; Octoberlina & Asrifan, 2021; Shahmirzadi, 2019). Applying this type of materials in teaching LAP, as mentioned in Chapter Three (see Section 3.4.1), is one of the main features that distinguishes LAP from Language for General Purposes (John, 1998; Nunan, 1988; Richards, 2001).

However, considering the result of the evaluation process in this study, selecting authentic materials is not an easy task, since it shows that there is a lack of basic Arabic learning resources and published coursebooks (see Chapter Seven, Section 7.2.1.1), whether commercially or institutionally, for teaching the AAP course. In addition, the result of NA shows that there is a diversity among the students’ target academic needs (see Chapter Five, Section 5.6).

Therefore, in teaching ALAS and other AAP courses, teachers are suggested to select authentic materials from a wide range of common core and subject-specific material, instead of using non-authentic materials, such as the materials used in the current AAP programme (see Chapter Six, Section 6.3.2.1) that are produced to teach Arabic for General Purposes (AGP) for NNAS. Meanwhile, for teaching the ALAS proposed course and future AAP courses, teachers encourage students to select authentic teaching materials, which refers to the using of material that has developed from the students’ subject area of study (Javid, 2013). This provides the course students with an opportunity to improve their communication competence, which allows them to interact effectively with native speakers of targeted language in real-life situations (Shahmirzadi, 2019). It may also develop their ability to use language appropriately for their study purposes, through active interaction with content (ibid., 2019).

Moreover, in order to meet students’ needs in terms of study skills, academic literacy, and digital literacy skills, which they need to facilitate their undergraduate study in Arabic and Islamic disciplines, teachers should select, order, and adopt a common core
material. To do that, they could return to translated English sources related to the field of teaching EGAP in general and teach academic and digital literacy skills to international language learners, to help them produce course material that fits with their students’ actual needs.

Such material should also involve authentic written and spoken material selected from a wide variety of textbooks, pamphlets, handouts – audio, visual, and audio-visual – relevant to the students’ field of study. In this process, language teachers are suggested to use the teaching approach of collaboration with subject-specific teachers in order to determine the appropriate material from the content of subject matter that is directly relevant to the students’ needs in the target course (Dudley-Evans & St. John, 1998). The Islamic Study tutor, for example, can provide the AAP teacher with a specific academic text to be read, using skimming or scanning skills in the class.

This material can be found in Islamic and Arabic courses, which are taught as compulsory courses to students in all departments at the College of Arts at the KNU, such as the Skills of Holy Quran Recitation and the Biography of the Prophet. It also may be selected from subject-specific courses such as Hadith, Interpretation, and Islamic Jurisprudence, etc., from the Islamic Study department, and Rhetoric and Literary Criticism, etc., from the Arabic Language department.

The aim behind the inclusion of Arabic for Specific Academic Purposes (ASAP) and Arabic for General Academic Purposes (AGAP) in course material selection is to ensure that it is reflecting the students’ target learning demands, as well as accommodating their future professional needs.

Teachers and students should also incorporate authentic supplementary material, such as newspapers, magazines, religious sermons, etc. alongside the AAP course contents, which can be beneficial – in conjunction with the classroom environment in terms of the Arabic language form, skills, activities, and the type of knowledge – to the real academic learning environment (Klímová, 2014; Hyland, 2006).
7.4.3.4 Teaching Methods

As mentioned above, alongside selection of the teaching materials, the selecting of teaching methods for teaching LAP courses such as EAP and AAP is a key component of the development process of language course design. Thus, in order to develop the AAP practice to meet students' academic needs, teachers should shift the teaching methods from traditional teaching methods, such as the teacher-centred approach that is used in the current AAP course, to a more student-centred approach, where the teaching methods used are chosen and adopted based on students’ needs.

To do so, the task-based approach is suggested (see Chapter Three, Section 3.5.3), as it seems to be undoubtedly suitable for the development of students’ ability in study skills, academic literacy, and digital literacy skills; it gives students an opportunity to be language users rather than language learners (Hutchinson & Waters, 1987).

At the same time, it allows teachers to transfer students from traditional language teaching to more communicative and interactive settings, by allowing them to practise real-life tasks similar to what are likely to be incorporated into the target learning environment (Klímová, 2014; Richards, 2001): for example, conducting research into the subject, or reading a set of instructions that are similar to expected activities and tasks they will be required to do in target situations.

Teachers need to employ learning strategies in such language teaching approaches to help steer them to effective outcomes. Potential strategies include scaffolding strategy, which encourages learner autonomy and self-directed study, seeing the teacher as a guide and a facilitator instead of an expert to be mined for information (Vygotsky, 1978, cited in Hyland, 2006). An example of this is if students are encouraged to decide on their own vocabulary once they have read material and listened to lectures.

The course teachers are also encouraged to apply a blended learning approach, based on integrated multimedia and educational technology, in teaching the course content. This is because it plays a vital role, not just in developing students’ academic skills but also in improving their digital literacy skills, which are necessary for successfully achieving the required academic functions. Language learning is boosted by this, as authentic experiences can be enjoyed through such an approach (Hockly, 2018; Terauchi, Noguchi, and Tajino, 2019, cited in Kohnke & Jarvis, 2021). Blended
learning combines learning practices such as face-to-face methods with online study (Littlejohn and Pegler, 2007, cited in Klímová, 2014). Blended learning has become the new normal in the last two years, as a result of Covid-19, which has ushered in the new era of digital learning (Kohnke & Jarvis, 2021). Thus, by applying this approach in teaching AAP courses, such as the ALAS proposed course in this study, students would be likely to improve their competence in digital skills as well as increase their knowledge in the use of technology for educational goals, to minimise the gap between them and the Native-Arabic peers in the class.

On the other hand, to deliver the course instructions effectively, the team-teaching approach is suggested to enhance the cooperative work between the disciplinary teachers, such as Islamic studies and AAP teachers in the class (Hakim, 2020; Dudley-Evans & St. John, 1998). This is chosen to help the AAP practitioners (teachers, course directors, course leaders, syllabus writers, decision makers) to overcome the attendant constraints related to the AAP teachers’ qualification and the availability of Arabic content and resources (see sections 7.2.1.1 and 7.2.1.2 in the present chapter).

Indeed, in contrast with other LAP contexts, such as some EAP teaching settings, I suppose that as an L2 Arabic teacher, there is no significant risk in implementing the team-teaching approach in the TAAP course at the KNU. This is because when looking at students’ learning needs, it has been found that most students prefer to specialise in social sciences subjects, including the Islamic Study and Arabic Language disciplines, not scientific subjects (see Section 5.4, Chapter Five), and this result promotes the advantages of using team-teaching on the ground for two reasons.

One is that in the KNU, students learn several Islamic subjects, as mentioned many times in this study, delivered by subject-specialist teachers. The second is that the Arabic language subjects can be taught by the AAP teachers, as most are considered specialists who are qualified in teaching Arabic as L1 and L2. This means that there is no need for teachers to come from outside the institute, other than teachers of Islamic culture who are mainly considered as part of the teaching team at the institute.

To run such courses, there is a significant need for a highly qualified teacher; not just in TASOL but also in teaching the learners how they can use the language to communicate and interact effectively when studying at the departments of Islamic and
Arabic study at the KNU. The teachers are expected to play different roles in relation to developing and teaching the course content to students in the classes (see Section 7.2.1.2 in the present chapter). According to Diab (1999), Hutchinson and Waters (1987) and Swales (1985) prefer to use the term ‘practitioner’ instead of 'teacher’, because alongside their teaching task, LAP teachers mostly need to deal with different functions outside the classrooms, including: analysis of students' needs, developing materials, creating a syllabus, and the evaluation of programme components.

However, based on the result of the current AAP programme evaluation process classes (see Section 6.5 in Chapter Six), it was clear that although most Arabic teachers are academically qualified in TASOL, they have no sufficient training and experience in teaching language for academic purposes.

Therefore, taking into account the diversity of the course objectives and content, it can be said that as potential teachers in the proposed course, those teachers need to get extensive in-service training courses that cover all their training needs that connect to different teaching and learning aspects in the ASP field. For example, it should focus on improving their academic abilities and skills, not just in teaching AAP classrooms but also in analysing learners’ needs, selecting appropriate teaching material, and using suitable teaching and evaluation methods.

On the other hand, for better course learning outcomes, the training needs of teachers that relate to teaching a digital literacy module to the students, alongside their needs for using technology in the class, should be taken into consideration when providing the training courses for them in the KNU.

7.4.3.5 Evaluation Methods

Course evaluation is an essential component in the process of language course design and development (see Chapter Three, sections 3.6 and 3.7). Course evaluation is defined as a process to gather data about the various language program elements, so as to comprehend how – and how effectively – the program operates, allowing various
types of decisions to be effected (Richards, 2001; Brown, 1989). It also concerns the processes of assessing data about students’ ability and/or success with languages (Hyland, 2006), while other aspects of the course involve course content, classroom processes, materials of instruction, teachers, students, the learning environment, staff development, and decision making (Richards, 2001). Due to this, the concept of evaluation is considered a broader term in its scope, as it involves both assessment and testing (Masood, 2021).

In practice, to evaluate the ALAS course by a formative approach, teachers should conduct the evaluation process in the early days of the course or during the course time (Brown, 1989). That is because it could help teachers to determine which of the course’s components are or are not progressing well, as well as identifying its strengths and weakness (Richards, 2001; Long, 1984). This method could be more practical and appropriate to evaluate AAP and the present course. That is because it could allow teachers to overcome the impact of present challenges that prevent the implementation of AAP courses in the Saudi higher education. That includes pedagogical challenges, e.g. a lack of Arabic content (see Chapter Seven, Section 7.2.1), contextual challenges, e.g. limited financial support (see Chapter Seven, Section 7.2.3), and linguistic challenges, e.g. the use of English as academic language (see Chapter Seven, Section 7.2.2.2). Formative evaluation, consequently, may help teachers to diagnose any problem that may appear in any part of the course before it is extended to other aspects of the course.

On the other hand, in term of assessing the students’ performance in the present course, teachers are encouraged use college-like assignments and tasks, which are also known as authentic tasks (Li, 2021; Afshar & Ranjbar, 2021). The formative approach will focus on evaluating student progress and understanding during the course. In this method, the teacher can include different types of assessment, such as coursework essays, group projects, presentations, mid-term and final-term examinations (Li, 2021). In the academic literacy classroom, for example, teachers are recommended to link these activities and methods used in language classes with the students' subject content in the target situation, as it gives them a chance to construct knowledge about their academic discipline (Li, 2021). In this regard, McCune (2004, p. 257) argues that ‘coursework essays have traditionally been one of the most important methods used to
evaluate students’ understanding of their subject area’. The features of using such methods are enhancement of teachers’ and students’ cooperation in the class and to engagement of students in the teaching. Such approaches can also help teachers to assess students' academic writing ability (Frydrychova Klimova, 2012a, cited in Klimova, 2014). For example, teachers can design informal writing tasks to provide formative feedback weekly by asking students to write a brief summary about a chosen topic from an academic book, then give them feedback on the quality of their writing skill of summarising written texts.

7.5 Chapter Summary

The current chapter has been divided into two parts. The first part was aimed at exploring the challenges that influence the process of the implementation of Arabic languages courses for academic purposes at the KNU language institute. That was in light of the findings that emerged from the individual and focus group interviews with the teachers and programme leaders, which has also been presented and discussed. In the second part, based on the findings of needs analysis and programme evaluation, a principle and a proposed framework for developing AAP courses in Saudi universities was presented.
Chapter Eight: Conclusion

8.1 Introduction

This chapter concludes the thesis by presenting a summary of the study and its key findings, followed by consideration of the study's contribution to knowledge, including theoretical and practical contributions. The limitations of the study are then discussed, followed by implications for the Arabic language teaching policy and practice for the improvement of the Arabic for Academic Purposes (AAP) course, as well as implications for further research. Finally, the chapter ends with a summary of the researcher’s reflections and lessons learnt from undertaking this study.

8.2 Summary of the Study and its Key Findings

This study’s title declares that it is interested in investigating issues related to developing and designing AAP courses in Saudi Arabian universities. Therefore, this study has sought to gain deep understanding to the needs of Non-Native Speakers of Arabic (NNSA) students in a female Saudi university and evaluate the effectiveness of the current AAP programme in meeting these needs. It has also aimed to identify the main challenges facing the application of an AAP course in the study context, in order to acquire sufficient data that can the researcher to propose a principle for a theoretical framework for designing an AAP course that better satisfies the needs of overseas students in the KNU context and in particular and at Saudi universities in general.

Indeed, as presented in the Introduction (see Chapter One Section 1.2) my previous experience in teaching AAP at the KNU, which gave me an impetus to think about exploring the needs of NNSA students and assessing the suitability of the AAP programme presented to them; this was important for suggesting a theoretical framework that contributes to developing the performance of these programmes and their components, and enables them to effectively meet the academic needs of international learners at Saudi universities.
To achieve these aims, the study has sought to answer four research questions starting with the main research question:

1. What are the needs of NNSA learners for academic study purposes at the KNU?

Subsidiary research questions:

2. Is the current Arabic for Academic Purposes programme at the KNU satisfying learners’ academic needs? If so, how? If not, why?

3. What are the challenges facing the implementation of Arabic for Academic Purposes courses at the KNU?

4. What type of course meets the learners’ needs in terms of academic study skills? In which framework can the course be designed?

To answer these research questions, in this study, a case study was adopted as the research methodology, using the Learning-Centred Approach (LCA) (Hutchinson & Waters, 1987) for needs analysis, to gain sufficient information for various types of students' needs (the target academic needs include: lacks, necessities, and wants, and learning needs) that were required to achieve the study’s aim in providing a framework for developing the AAP course in the KNU.

Moreover, as mentioned in the Methodology chapter, the case study methodology was chosen to allow the researcher to use multiple research instruments that helped attain rich and in-depth information about the issues under investigation within its natural context, and from the multiple perspectives of the individuals involved in the study. A triangulation method in terms of data-gathering tools and sources of information was applied, including semi-structured interviews with overseas students and AAP leaders, focus group with AAP teachers, direct observations for AAP classrooms, and related official documents.

During this investigation, a pilot study was conducted with a small size of potential participants, prior to the data collection phase, which aimed to test data collection instruments as well as ensure the proper type and size of the samples intended for later use in the study. Depending on the results, all necessary modifications were made.
The study has reached several important findings related to needs analysis and the development of an AAP course in the KNU. The findings emerged from needs analysis and thematic analysis for the programme evaluation process, and the challenges that hinder the implementation of AAPs within the KNU context are divided into three subsections derived from the research questions, as presented below.

8.2.1 Students’ Target Academic and Learning Needs

According to the LCA approach adopted in this study, the findings of the needs analysis process contain two parts: the first relates to the students’ academic target needs and the second to the students’ learning needs.

The findings from the first part that were collected from semi-structured interviews, focus group, and supported by related AAP documents, showed that the perspectives of participants in this study, including students, teachers, and programme leaders, are slightly different with regard to determining the students’ target academic needs. Most participants agreed that study skills, particularly academic listening and reading skills, are the most necessary skills for students to improve before moving to university level; however, learning academic vocabulary was also considered by the students and AAP leaders as an essential skill that needs to be developed prior to graduating from the Arabic language institute.

Similarly, all participating groups indicated that the students lack competence in academic literacy, particularly writing skills and digital literacy skills. However, students and AAP leaders considered some academic speaking skills, to be a major part of what they lack when it comes to achieving the academic requirements in the target context. The results also showed that only students and teachers believed that learning the Saudi Local Colloquial, in order to interact effectively with native speakers, was what the students mostly wanted.

Moreover, the findings of the analysis of the students’ learning needs, collected from semi-structured interviews with the students themselves, found that the students’ religious purposes were the main reason for enhancing the NNSA students’ learning of Arabic as L2. It was also shown that most of them suggested that the Arabic for General
Academic Purposes (AGAP) course, rather than the Arabic for Specific Academic Purposes (ASAP) course, would be more likely to fulfil target academic needs.

Data from related documents support the above result and indicate that the objectives of the current AAP programme did not conflict with the perspectives of most participants in this study, which are analysed above, as the programme sought to not just prepare students with all the academic skills needed to complete their undergraduate study, but also to allow them exposure to Islamic culture in its original context.

8.2.2 Effectiveness of the Current AAP Course in Satisfying Students’ Needs

The results of the programme evaluation are presented under two sub-headings: the effectiveness of the AAP programme in the fulfilment of students’ academic and learning needs, and elements affecting the AAP programme’s effectiveness.

In regard to fulfilling students’ academic needs, the findings from the semi-structured interviews, focus group, observations, and AAP related documents show that, through the study skills classes, the current AAP programme was successful at developing the students’ academic writing skills, such as developing a research plan, writing brief research, paraphrasing, and summarising; however, it has not paid sufficient attention in satisfying most of the students’ target academic needs to study at the university, including: (1) Listening and reading skills, as well as academic vocabulary (necessities); (2) Writing, speaking, and e-literacy skills (lacks); and (3) Learning colloquial Saudi (wants)(see Appendix 1).

In addition, the findings from observations and AAP-related documents found that the AAP programme has successfully satisfied students’ religious needs. This was through providing subject-specific classes delivered by subject-specific teachers and using authentic teaching material selected from related religious texts, such as the Qur'an, Interpretation, Hadith, and Islamic culture. However, the findings found that the programme did not pay attention to their preferred course type for learning Arabic as L2 at the KNU.
Moreover, the findings of the second part, collected from semi-structured interviews, focus group, and observations in AAP classrooms, found that the programme’s failure in satisfying students’ needs could attribute to human elements, including: students' needs and teachers’ experience, and non-human elements, including the teaching and learning materials, teaching methods, and the programme duration and location.

8.2.3 Challenges in AAP Course Implementation at the KNU

The findings of the semi-structured interviews and focus group revealed that there are differences in the perspectives of AAP teachers and leaders regarding the challenges facing the implementation of the AAPs in the KNU.

The results found that both groups considered that the pedagogical challenges, including: (1) Lack of Arabic content and resources for teaching AAP; (2) Lack of qualified specialists for teaching AAP; and (3) Shortage of ASP training for teachers, as well as the linguistic challenges, including use of non-standard Arabic instead of standard Arabic in the target learning context, are the most important challenges hindering the development of such programmes in the KNU context; however, from the AAP leaders’ points of view, the contextual challenges, including the limitations in financial resources for developing the AAPs at the institute, were also considered crucial.

8.3 Summary of the Study’s Contributions

The present study has aimed to explore the academic needs of a small group of overseas students at one Saudi female university and to evaluate the role of a current Arabic for Academic Purposes programme in meeting these demands. The motive for this was to provide basic data that could help the researcher propose the principles and a theoretical framework for the development of an AAP course that can satisfy the academic needs of overseas students at the KNU and other Saudi universities.

In light of the study results presented and discussed earlier, it can be argued that the empirical findings of this project provide several original contributions to educational
knowledge, as well as an original contribution to the educational methods that enrich the ASP body of literature, AAP literature in particular, within the Saudi higher education context, since research in these areas is relatively new and the related literature is still limited. In the following sections, these contributions are highlighted in more detail.

8.3.1 Methodological Contribution

The original methodological contribution made by this project relates to the fact that this is one of the rare studies that applies NA approaches to determining the Arabic language needs of overseas students in the ASP field in both the Saudi higher education context and in other wider academic teaching Arabic language communities around the world. Hence, the absence of any approaches to needs analysis for course design has been evident (see Chapter Three Section 3.6 and 3.6.1).

Moreover, in the ASP domain, to the best of my knowledge, no NA studies have been conducted using the LCA for analysing the needs of overseas students in Saudi universities. As we have discovered through the study, in the field of EAP, the LCA for needs analysis and course design was developed by Hutchinson and Waters (1987), and it has been used for a long time in different EAP educational contexts.

The successful use of such an approach in this study contributes towards giving practical evidence to the ASP stakeholders, such as teachers, administrators, course designers and decision makers, on the ability of NA approaches in general and LCA in particular, not just in designing the AAP courses but also in developing their components.

8.3.2 Educational Contribution

As discussed in the Literature chapter, there is no debate about the vital role needs analysis (NA) can plays in re-evaluating, developing, and creating any course or programme within the field of teaching English for Specific Purposes (ESP) as a major domain, and in the field of teaching English for Academic Purposes (EAP) (Munby,
1978; Hutchinson & Waters, 1987; West, 1994; Richards, 2001; Basturkmen, 2010); however, many interested researchers in teaching Arabic for Specific Purposes (ASP) and Arabic for Academic Purposes (AAP) have argued that there is a scarcity of needs analysis studies concerned with analysing the needs of NNSA learners in the Arab world (Teima & Alnagah, 2003; Alfarsi, 2004; Alkatib, 2008; Alosaili, 2010; Al-laham, 2013) (see Chapter Four Section 3.6 nad 3.6.3).

Therefore, as far as I am aware, and up to the date of writing this thesis, this study is an early local and Arabic study that provides research findings regarding the target academic needs of overseas students in Arabic universities. This study therefore adds to the ASP literature at the international as well as the local level.

In Arabic speaking countries, according to Zakie (2017) and Al-haqbani et al. (2018), most published research in the ASP literature has been concerned with the theoretical conceptualisation of needs analysis for developing specialised Arabic courses; meanwhile, this study’s findings, based on the research-based approach, add to the ASP body literature’s understanding about the academic and learning needs of overseas students studying at one of the Arabic-medium universities.

In the Saudi context, the findings also provide the AAP teachers, AAP leaders, course designers, decision makers and me, as a researcher and Arabic L2 teacher, with a deep understanding of the students’ target academic needs in term of necessities, lacks, and wants, which alludes to the significant need to involve AAP content in the linguistic, academic, and e-literacy skills constructively aligned with the students’ expected tasks in their academic specialisations. By taking the perspectives of all stakeholders involved in the learning process into account during the investigation of the students’ needs, including those of teachers, programme leaders, and the students themselves.

It has also informed us about the students’ learning needs in terms of the personal motivational reasons that led them to study Arabia as L2, which helps us to make the right decisions regarding the language of these content courses with regard to the type of syllabus and teaching materials that can well address these needs.

The contributions of the study are not limited to the area of needs analysis, however; by answering the second research question, which sought to evaluate the effectiveness of the present AAP programme in the context of the KNU, this study also provides
significant information regarding the AAP course’s role in satisfying students’ needs. As discussed before (see Chapter Four Section 3.9 and 3.10), the issues of programme evaluation and development in the area of teaching Arabic for Specific Purposes (ASP) and Teaching Arabic for Speakers of Other Languages (TASOL) alike have not yet received adequate attention in the related literature and research (Alsulami, 2018; Obeidat & Mohammed, 2019). Therefore, the results of this study contribute to an increase in the understanding of the practitioners in these domains, such as teachers, programme leaders, researchers, course designers, and decision makers, about the significant role of the course evaluation process in the development of the content, components, and outcomes of the general Arabic language teaching programmes and specialised Arabic language programmes alike.

In addition, in a Saudi higher education context, this study provides insights into the human and non-human elements that impact on the AAP programme’s effectiveness in the KNU, and thus enables the concerned stakeholders in the institute and university to find better solutions to overcome these problems and avoid them in future. In other words, it has informed them about the urgent demand to reconsider and reform the entire set of AAP components, including its goals, objectives, learning materials, teaching methods, teachers experience, duration, and location. These aspects essentially represent the most problematic elements of the AAP course’s effectiveness at the KNU language institute for better satisfying the students’ needs and gaining valuable outcomes.

Moreover, the programme evaluation findings highlight its strengths, thus helping AAP teachers to maintain them, and identify its weaknesses, in order to help teachers recognise them and resolve them. Meanwhile, this study plays a useful social role in building students’ self-confidence, especially in the conservative Saudi educational culture, by giving them an opportunity to be active participants who engage in the programme development process, which confirms for them that their voice, needs, and interests are significant and valuable. As a consequence, that could help minimise the impact of the dominant teacher-centred approach in the AAP programme; at the same time it helps to promote the learner-centred approach instead (Nunan, 1988; Richards, 2001).
As discussed in the literature review chapter, there is a lack of studies and research concerned with exploring the challenges that hinder the implementation of language programmes for academic purposes in the Saudi context (see Chapter Four Section 3.10). However, through the third research question presented in Chapter Two, which sought to explore the main challenges that face the implementation of AAP programmes in the KNU, this study can also be considered as one of the earliest studies that has focused on this issue within the Saudi higher education context. In the ASP, these findings are unique, therefore it may help the policymakers and practitioners interested in the field to recognise these challenges and then try to find possible solutions to address them in future.

Finally, the results from the case study research, as discussed in the methodology chapter, are impossible to generalise in wider contexts (Silverman, 2010). However, this study could also contribute to the development of AAP teaching and learning practice in other Saudi academic language institutes.

This latter could be achieved through providing a suggested framework that can be used by targeted readers in this study, such as teachers, administrators, and decision makers from similar Saudi institutes for the improvement of the current and future AAP courses, as well as shedding light on some of the problems related to AAP policy and implementation in the Saudi higher education context. This is because they are the only ones who can decide, after reading this study, whether this proposed framework is applicable or not in their own context (Cohen et al., 2018).

8.4 Limitations

As one of the initial exploration studies concerned with needs analysis and programme evaluation in the ASP context, and being conducted by a postgraduate researcher with limited time and resources, this study was expected to encounter a number of important limitations that need to be acknowledged.

One of the significant limitations that this study has suffered from is the lack of literature related to the NA and programmes evaluation in the ASP field, locally and internationally. This is because of, as explained in the previous chapters, the lack of
attention paid to this important research area in the TASOL field. This situation has led me, as a researcher in this new field, to explore related literature from other Language for Specific Purposes (LSP) teaching contexts. As a result, the theoretical background of this study is based on the theory and practice of needs analysis and programme evaluation that emerged and developed in the field of teaching English for Academic Purposes (EAP).

Another important limitation found in this study relates to the types of student needs that the study focused on. According to its aims, this study has sought to explore the target academic needs of overseas students studying at the KNU, in order to propose principles and a theoretical framework that could help in the development of AAP courses in Saudi universities. Meanwhile, as mentioned in the literature review (see Chapter Four Sections 3.6 and 3.6.1), a number of EAP researchers reported that the course-design process of language for specific purposes cannot be achieved by restricting the NA studies, on discovering the students’ target needs, without taking their learning needs into consideration (Hutchinson & Waters, 1987; Richards, 2001; Hyland, 2006). Therefore, as the LCA for needs analysis was adopted in this study, some aspects of the students’ learning needs were also explored. The reason behind this was to gain accurate and valid information about the actual needs of those students in this particular context, to be used, as mentioned above, as the basis for presenting a proposed framework that can help develop the AAPs. In this study, therefore, there is a limitation in exploring all students’ learning needs, such as their attitudes towards the language learned and its culture, preferred learning style, time and location of the course, and the kind of teaching resources (Hutchinson & Waters, 1987; Savage & Storer, 2001).

Another limitation is attributed to the study’s methodology, which was limited to conducting the qualitative case study inquiry in one research site, which was the KNU. Interviews were confined to the overseas students who were studying at this university and the AAP teachers and leaders who were working in its language institute. However, adopting the multiple-case study as a research methodology involving the same sample in other Saudi universities would possibly enrich the data and contribute to the understanding of the academic needs of those students, as well as exploring the extent of the current AAP programmes’ effectiveness in meeting these needs in the Saudi
The current investigation has been limited by focusing on exploring the academic needs of undergraduate students, a factor that also needs to be considered. For instance, exploring the academic needs of NNSA students who are conducting higher education studies, such as postgraduate students, could perhaps bring valuable information to the AAP literature, because the level of postgraduate education, by nature, requires students to have a certain level of academic performance in different academic study skills, as well as academic literacy skills. This could add more insight into the students’ academic needs in the context of higher education institutions in Saudi Arabia.

8.5 Implications

The findings of this study have raised a number of implications for the development of AAP education in the Saudi higher educational context. However, rather than it being an evaluation of current efforts to enhance the Arabic language teaching institutes’ AAP policies and practices in Saudi Arabia, this is a way of bringing another developmental element to this field, which could accompany other improvements and initiatives. As presented below, these implications are discussed in three sub-sections.
8.5.1 Implications for Practice

In this study, the findings of needs analysis and programme evaluation have a number of important implications for future AAP practice in the KNU institute. Taken together, these findings support strong recommendations to develop an AAP course, as discussed in the previous chapter, for the overseas students at the institute to help them to overcome the academic difficulties they are expected to encounter at the university.

The findings of the analysis of students’ academic needs showed that the target academic needs of those students are divided into three categories - necessities, lacks, and wants - which all have to be satisfied during the current AAP programme. However, the findings of an evaluation study into the effectiveness of this programme in meeting the students’ needs revealed that the programme has focused only on developing students’ academic writing skills, which was a part of their necessities, and it has neglected other students’ linguistic and academic needs (see Chapter Six Section 6.5).

Therefore, the AAP practitioners, such as teachers, programme leaders, programme directors, course designers, and programme coordinators, must all take the academic needs of their students into consideration when they design the AAP programme. For example, teachers must focus more on developing students’ listening and reading skills as well as teaching them the important academic vocabulary; the result of this study shows it is the most necessary skill for students to acquire before graduating from the AAP programme.

The study also encourages the AAP practitioners to focus their attention on improving students’ academic writing and speaking skills, as well as developing their competence in basic technical literacy skills to enable them to fulfil the requirements of studying in any department at the university they choose, whether it is the Islamic Studies department or the Arabic Language department.

In addition, the findings of the analysis of students’ learning needs support the recommendation for developing an AAP course, as they found that the educational purpose, particularly religious education, was the major motivational factor that led most overseas students to learn Arabic as an L2 language at the KNU institute (see Chapter Five, Section 5.4.1).
Nevertheless, this study claims that there is a definite need for formulating new pedagogical and educational changes for many teachings and learning aspects of the AAP programme. These include the programme objectives, goals, materials development, teaching methods, time, and locations of AAP classrooms, for which changes should be made by the AAP teachers, AAP leaders, course designers, and programme coordinators if they want to design an AAP programme that can succeed in satisfactorily meeting the students’ academic needs.

Firstly, the students’ needs, voices, and interests must be heard and taken into account by teachers, programme leaders, and course designers before they design a language programme or make any educational and pedagogical decision, such as selecting the programme content, material, and appropriate time and place for the programme's instructions. This is because the findings have revealed that one of the major elements leading to the programme’s failure, meeting the students’ academic needs, was excluded, and the students’ actual needs in the AAP programme design process were therefore ignored (see Chapter Six, Section 6.3.1). In other words, the AAP programme’s components must be planned and selected based on a methodical needs analysis, which should be conducted by AAP teachers and course designers, as mentioned in the previous chapter, to provide a homogeneous and valuable AAP programme that could successfully meet the students’ needs. Nunan (1992: p. 4) stated that 'teachers should find out what their students think and feel about what they want to learn and how they want to learn'.

The important role of NA in the process of designing a course for teaching any language has been widely mentioned by many scholars, including Hyland (2006), Flowerdew and Peacock (2001c), Robinson (1991) and Basturkmen (2010), as it is considered the cornerstone for helping teachers provide their students with focus and courses related to their specialised academic disciplines (Dudley-Evans & St John, 1998).

The second pedagogical change that must be made when developing the AAP practice at the KNU institute is to urgently evaluate the instructional materials used for teaching AAP to ensure that they resemble learners’ needs, echo the use of real language, and ease methods of learning (Cunningsworth, 1995), since the study here promotes the idea that the AAP project is aimed at students as its main beneficiaries (Tavakoli & Tavakol, 2018).
Due to this, teachers and programme leaders should reconsider the way the selection of materials is made, based on the presumption about the students’ needs or about the experiences of the AAP teachers. As the observations in the AAP classrooms found, teachers tend to use inauthentic materials such as the textbook series specifically used to teach Arabic for General Purpose (AGP), or authentic material selected randomly from that taught to university students in the Islamic study and Arabic literature departments (see Chapter Six, Section 6.3.2). Therefore, there is an urgent need to determine the conceptual overlap between the concept of AAP and AGP, that appeared in some TASOL contexts (Obeidat & Mohammed, 2019), as found in the present study context (see Chapter Six, Section 6.3.1)

Moreover, the results of this study have showed that the current teachers are teachers of Arabic for General Purposes, and they also lack experience in teaching the language for academic purposes (see Chapter Six, Section 6.3.3 & Chapter Seven, Section 7.2.1.2). Therefore, policymakers should develop a plan around needs analysis curricula and selecting curricula, and teaching methods suitable for use in language education programmes for special purposes (this proposal is consistent with the suggestion that language teachers for general purposes cannot teach language classes for special purposes).

This will only happen if policymakers in higher education, especially those responsible for Arabic education programmes for academic purposes in Arabic language teaching institutes, undertake a comprehensive and periodic evaluation, based on the opinions of all stakeholders, students, teachers, and programme leaders, about the effectiveness of these programmes.

8.5.2 Implications for Policy

In addition, the results found that the current programme focused on satisfying the students’ religious needs and neglected their other educational needs, such as their desire to become teachers of Arabic as a second language in their countries. Therefore, teachers, practitioners, and decision makers must create specialised training programmes to qualify the institute’s graduates for their aspirations to work in the
labour market in the future. This is especially important, since these needs are in line with the agenda and goals of most programmes for teaching Arabic as a second language offered in Saudi academic institutes, as well as with the government scholarship programme (see Chapter Two, Section 2.3 and 2.3.1) provided by the Saudi government for those wishing to learn Arabic in its land.

The study’s findings have revealed several serious challenges, including pedagogical, linguistic, and contextual challenges (see Chapter Seven Section 7.5) that hinder the development and implementation of AAP programmes in the KNU in particular, and the Saudi higher education context in general. Therefore, decision makers in language institutes, universities, and the Ministry of Higher Education need to cooperate to establish a local Saudi Association for the educators in Arabic for Academic Purposes (AAPP), similar to the British Association of Lecturers in English for Academic Purposes (BALEAP). Such an association should aim to bring the AAP practitioners and researchers together in the field of ASP and AAP, to focus and direct their efforts on developing a better understanding of the actual challenges that hinder the AAP programmes’ implementation in the Saudi higher education context, and then formulating practical solutions that can resolve these challenges. The association should be responsible for encouraging researchers to conduct empirical studies that concern different aspects of AAP education, such as analysing the students’ needs, creating appropriate teaching material, and evaluating the efficiency of the programmes and its components to reduce the lack of Arabic content and resources in the field; this was considered one of the important pedagogical challenges facing the AAP programme’s implication in the present study context. This implication agrees with the points of view of some participating AAP teachers and leaders (see Chapter Seven Section 7.2.1.1), who claimed that the development of the AAP programme cannot be achieved by individual efforts, but rather it needs the collaborative efforts of a group of researchers and specialists. Moreover, this association agrees with Obeidat and Mohammed (2019), Teima and Alnagah (2003), and Al-Sadiq (2013) on their recommendations that decision makers within Arabic education should motivate the Arab language teaching institutes to unify an Arab strategy similar to the European strategy for teaching Language for Specific Purposes; in addition, they recommend that they carry out studies and research in needs analysis, course design, and evaluation, and have joined-up thinking between associations in this field to teach and extend the
Arabic language, as well as administer the much-needed funding for improved AAP practice.

The findings have also indicated that there is a lack of qualified individuals, e.g. teachers, materials writers, and programme designers in the TAAP domain, therefore the establishment of a training programme for pre-service AAP teachers, as well as providing supporting programmes for those who are in-service, should be one of the objectives that the association suggests. This is because such programmes cannot only help provide specialised AAP teachers; they can also provide them with the necessary knowledge and skills to effectively achieve their multi-pedagogical roles; they are expected to achieve these in the AAP programmes’ actual teaching and learning practice (see Chapter Seven ,Section 7.2.1.3). This supports the suggestion by Aladdin (2016), who argues that the AAP teachers and course designers ‘need to be professionally prepared with skills to write, evaluate, and know what and how to create, select, adapt, and enrich the course materials to sustain students’ interest in learning the language.

8.5.3 Implications for Further Studies

Based on its findings and limitations, this research has thrown up many questions in need of further investigation. First, it seems that there is a dearth of studies in the area of needs analysis for AAP course design. It is important to state that the field of ASP in general, and AAP in particular, is still in its early stages of development and implementation, hence there appears to be an expansive research area with a number of smaller areas within AAP that have so far not been explored. This includes aspects of analysis in AAP programmes, AAP teacher education, AAP material development, AAP assessment methods, and AAP programme evaluation, all necessary for the learners.

In regard to analysing the needs of NNSA learners, for example, and because the current study has focused more on exploring the target academic needs of NNSA students, it is recommended that further research could focus on exploring the learning needs of those students, to include convenient teaching and learning styles and the appropriate time
and location for AAP instructions, which can provide a deep understanding of how the
programme can be delivered to students.

As presented in the chapters, this study has explored the academic needs of NNSA
students from different academic disciplines, therefore it would be interesting to
analyse the linguistic needs of particular students who study in a specific discipline,
e.g. determine the genres, lexis, and collocations used by teachers and learners in the
Islamic and/or Arabic disciplines, which were, according to the findings of this study,
the disciplines most chosen by the participants to complete their undergraduate studies
after completing language learning (see Chapter Five Section 5.2).

As a case study, this study is based on qualitative methods of data collection, which
were used in order to investigate the needs of a small group of overseas students and
explore the effectiveness of particular AAP programmes in meeting those needs at one
Saudi university. Thus, in future investigations, it might be possible to use a quantitative
method of data collection to investigate the needs of a large group of overseas students
from different Saudi universities and evaluate the AAP programmes they have already
studied; this can offer a detailed picture of students’ actual AAP needs and the quality
of Saudi higher education institutes’ AAP programmes, which in addition to advising
the course designers and teachers on how they can improve AAP practice in the future,
will overwhelmingly contribute to AAP literature.

In addition, the findings of this study have found that the lack of well-qualified AAP
practitioners was one of the significant challenges in the implementation of the AAP
programme in the study context, and further needs analysis research is needed to
determine pre-service and in-service training needs of the AAP teachers in Saudi higher
education in general and at the KNU institute in particular. Consequently, conducting
such research would provide valuable information that could help course designers to
develop focused training courses, which might not only improve the teaching capacity
of AAP teachers, but might also fill the demand of the TAAP sector in Saudi higher
education institutes for qualified educators, e.g. course designers and material
developers. The results found that this was one of the challenges facing the
implementation of the AAP programme in the KNU institute.
On the other hand, since the study sample consisted only of female students, teachers, and programme leaders, conducting the same research subject on a male sample in other Saudi universities would be another area to discover in future research. It is also recommended to compare the needs of female and male students; this would help to explore if there is a possible difference in these needs in relation to the gender factor.

In addition, the present study has focused on exploring the needs of undergraduate level students and evaluating the effectiveness of the current AAP programme in meeting these needs, therefore future studies could broaden the range of students’ educational level to include postgraduate students and examine whether or not these needs have been satisfied by the current programme. This is because the study’s findings show that the participating students needed to master many types of academic skills in order to study at the KNU, which could raise an important question on the possibility of a similar need among overseas students who are studying at postgraduate level in this university or at any Arabic-medium universities, whether in Saudi Arabia or in other Arab countries. This form of study, such as the present study, would give a fuller picture of the students’ needs and the level of the AAP programme’s performance and the quality of its components, which can, in the light of its findings, help teachers and course designers to set up an appropriate plan for the programme development to reach a desirable learning outcome.

Furthermore, the above implication leads attention to the benefits of the geographical expansion of the scope of the present study to other academic learning contexts. For example, it could transfer the study scope from being an exploratory case study of the needs of overseas students to study at one university in Riyadh, Saudi Arabia, to exploring the needs of the same students who want to study at other Arabic-medium universities in Saudi Arabia, or even outside the region.

Also, the findings of this study indicate that there are a number of pedological, linguistic, and contextual challenges that have impeded the implementation of AAP programmes in this context; there is a need for research that finds out about these challenges in other TAAP contexts in Saudi Arabia or in other wider academic communities around the world.
Finally, as mentioned several times in this study, as well as the significant need to carry out more systematic studies to analyse students’ needs in developing the TAAP sector in the Saudi context, the findings also show an existing need for further studies to evaluate the effectiveness of the current AAPs.

Thus, more research is required to determine the efficacy of different teaching and learning aspects of an AAP’s practice, which include its goals, objectives, existing materials, teaching techniques, evaluation, and assessment methods, which could help to effect a general AAP educational reform in AAP education in the Saudi context as a whole.

8.6 Final Reflections

This is the final section in this thesis, and it considers a self-reflection of me, as a researcher, and the lessons I have learned from the PhD journey. This is presented in the two sub-sections below.

8.6.1 Reflections on Substance

When I started this research several years ago, I did not realise what kind of challenges I would find in order to enable it to see the light. Although I am an Arabic language teacher, my academic experience in teaching Arabic for academic purposes was not sufficient to provide me with a clear picture of the academic needs of learners and how appropriate the AAP programmes offered to them are in the context of Saudi higher education.

In addition to that, the shortage of research and studies related to the study area, at the domestic and international levels, made me realise not only the difficulty of the task of reading and linking the findings of the current study with past studies in the same field, but also how there are huge research gaps in different AAP teaching aspects that I still need to explore in the future, especially in exploration studies on the academic needs of male students in other Saudi universities.
These circumstances made it hard for me to draw the research boundaries and formulate questions that could be answered and help me provide a valuable contribution to the current AAP literature. Therefore, I could say that conducting this study has significantly widened my knowledge on needs analysis and language course design for teaching Arabic as L2 and/or FL languages. It has helped me to understand that the process of designing any courses for teaching the Arabic language must pass through multiple stages, starting with analysing students’ needs, formulating objectives, developing materials, selecting evaluation tools, and organising the course content. Each of these stages contains a number of sub-steps that need to be considered in designing any Arabic language teaching course (see Chapter Seven, Section 7.4.3).

In addition to the above, the experience of conducting this research has taught me the necessity of involving the students in the process of improving and developing programmes and language courses directed at them. In other words, it has shown the need to take further steps for change by stopping the exclusion of the students’ needs from the decision-making process in the Saudi educational landscape. For example, through my research, I have come to recognise that students have their own needs, and my role, as a researcher, was to give them the opportunity to express their needs by choosing the form and content of the course they would learn. At the same time, I learned that to have an effective language course that can meet the students’ and decision makers’ needs, listening to the teachers’ and programme leaders’ views about their students’ needs was also significant. This experience will, I believe, serve me well in my future academic and learning career, especially when working with development teams to design, create, and improve AAP courses and the curriculum.

On a personal level, since this study was conducted during the Coronavirus crisis, this experience has taught me several skills, including time management, while studying remotely and dealing with stress and tension caused by the crisis. I thought that studying at home was impossible at first, but with the support of my supervisors and family, it has been proved to me that this is not the case. This experience has taught me the skill of crisis management, which helped me to reduce the anxiety and worry I felt and enabled me to concentrate on my study goals.

In addition, my PhD study experience in the United Kingdom gave me a wonderful opportunity to get to know friends from multiple cultures and different nationalities.
They supported me on a personal as well as an academic level, making my PhD journey an experience I will treasure and never forget.

### 8.6.2 Reflection on the Process

The benefits of having researched in the AAP area for more than three years go beyond the production of a genuine research project, as it has indeed improved my research skills. This has been done by following several research procedures, such as reviewing the literature related to the research area, then choosing the research design and methods of gathering and analysing the results, ending with interpreting the results by using its theoretical frameworks. For example, I learned how I can get rich and in-depth data from the participants and the study context by adopting a triangulation method for data collection in my research (see Chapter Four, Section 4.8).

As a final word, in conducting this research, I made every effort not to impose my personal opinions on any aspects, such as its participants and results, by separating myself from the research and constantly making a critique so that I could enhance its validity and acknowledge any of its limitations.
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اللغة العربية في عملية البناء الحضاري (متوفر الكترونيا) على:
https://www.academia.edu/38619138/
والتعليم. صدار رقم 2549 - (متوفر الكترونيا) على:
https://ejournal.unuja.ac.id/index.php/ij-atl/article/view/1057
Appendix 1: Findings of students’ target academic needs from the perspectives of students themselves, teachers and programme leaders.

<table>
<thead>
<tr>
<th>No</th>
<th>The students’ target academic needs</th>
<th>From the students' perspectives</th>
<th>From the AAP teachers' perspectives</th>
<th>From the AAP leaders' perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Necessities</td>
<td>- Study skills including:</td>
<td>- Study skills including:</td>
<td>- Study skills including:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>listening skills, reading</td>
<td>listening skills, reading</td>
<td>listening skills, reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>skills, and learning academic</td>
<td>skills,</td>
<td>skills,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>vocabulary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Lacks</td>
<td>- Academic literacy skills</td>
<td>- Academic writing skills.</td>
<td>- Academic literacy skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>including writing skills.</td>
<td>- Digital literacy skills.</td>
<td>including writing skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Study skills including</td>
<td></td>
<td>- Study skills including</td>
</tr>
<tr>
<td></td>
<td></td>
<td>speaking skills.</td>
<td></td>
<td>speaking skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Digital literacy skills.</td>
<td></td>
<td>- Digital literacy skills.</td>
</tr>
<tr>
<td>3.</td>
<td>Wants</td>
<td>- Learning Saudi Local</td>
<td>- Learning Saudi Local</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Colloquial (SLC)</td>
<td>Colloquial.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2: The AAP programme goals and the characteristics of AAP graduates.

**Program Goals:**
- To provide students with advanced level of the four skills: listening, speaking, reading, and writing.
- To educate students about Islamic and Saudi Arabian culture, and the Arabian civilization.
- To train students for academic and personal skills.
- To support linguistic-cultural dialogue and linguistic exchange between different nationalities.

The Arabic for Academic Purposes programme goals

**The Graduates Should be Able to:**
1. Use Arabic written and verbal characteristics in all language usages and tasks by a consistent level with the objectives of the program.
2. Practice Arabic skills at a level of performance that consists with the program’s objectives.
3. Communicate linguistically and socially in life situations in a compatible level to the program's objectives.
4. Analyze and interpret Arabic texts linguistically, in accordance with scientific bases in a compatible level to the program's objectives.
5. Have enough knowledge about Islamic culture in a compatible level to the program's objectives.
6. Utilize their knowledge of Islamic concepts in linguistic and social communication, in various activities of daily life.
7. Have enough self-confidence to be responsible and deal with life situations in line with their personal and cognitive abilities.
8. Have good morals and to be well behaved with others. 9. Be initiative and participate in group work and voluntary work.
10. Have enough leading skills in order to manage group work and teams in line with their personal skills.
11. Have the ability of critical and creative thinking in line with their acquired skills and knowledge.
12. Deal with different technologies in a positive manner in line with their acquired skills and self-learning ability.

The characteristics of Arabic for Academic Purposes graduates
Appendix 3: The AAP programme learning outcomes.

Program’s Learning Outcomes:

After completing the program, the student should be able to:

1. Identify the important aspects of Islamic and Arab culture, especially the main events in the Islamic world.

2. Apply the four Arabic language skills strategies.

3. Apply the rules of Tajweed and to recite the Holy Quran.

4. Inference direct and hidden meanings in books, researches, references and sources, in a variety of contexts.

5. Apply basic structures and rules of Arabic language.

6. Express herself, positions and opinions whether it was orally or in writing, at an advanced Arabic language level with proper standards.

7. Socialize with the Arab and Muslim community through participating in communication sessions, festivals and social events.

8. Use modern and appropriate computing techniques to develop academically and in learning the language, to do researches and also to communicate.

9. Be able to pronounce Arabic letters and sounds correctly and accurately phonetically.
Appendix 4: The content of the Study Skills syllabus (in English and Arabic).

<table>
<thead>
<tr>
<th>Topics covered</th>
<th>Planned teaching hours</th>
<th>Actual teaching hours</th>
<th>The reasons for the difference, if the percentage of difference exceeds the number of hours planned in advance by 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>How to use the library</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Summarization</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Selecting the research theme</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Setting up a research plan</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Writing the sources and references</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Writing a brief research</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Designing a presentation about the theme of the research</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>The report</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

1. التخطيط للموضوعات المخططة لها:

<table>
<thead>
<tr>
<th>الموضوعات التي تمت تعميلها</th>
<th>ساعات التدريس العملية</th>
<th>ساعات التدريس المخطط لها</th>
<th>التفاوت</th>
<th>％</th>
<th>كيفية استخدام المكتبة</th>
<th>إعداد مخطط بحث</th>
<th>اختيار فكرة البحث</th>
<th>إعداد المصادر والمراجع</th>
<th>كتابة بحث مصغر</th>
<th>تصميم عرض عن فكرة البحث</th>
</tr>
</thead>
<tbody>
<tr>
<td>التعريف</td>
<td>2</td>
<td>2</td>
<td></td>
<td>2</td>
<td>كيفية استخدام المكتبة</td>
<td>إعداد مخطط بحث</td>
<td>اختيار فكرة البحث</td>
<td>إعداد المصادر والمراجع</td>
<td>كتابة بحث مصغر</td>
<td>تصميم عرض عن فكرة البحث</td>
</tr>
</tbody>
</table>

The content of the Study Skills syllabus (in English and Arabic) (Curriculum Report of Study Skills, The National Centre for Academic Accreditation and Evaluation)
Appendix 5: The learning outcomes and evaluation methods for the Study Skills syllabus (in English and Arabic).

<table>
<thead>
<tr>
<th>learning outcomes of the course</th>
<th>Evaluation methods for each educational outcome</th>
<th>A brief analysis of the evaluation results of each educational outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To summarize readable texts.</td>
<td>Assignments, worksheets.</td>
<td></td>
</tr>
<tr>
<td>2. To paraphrase the texts in their own style.</td>
<td>Cooperative learning. The strategy of searching in dictionaries. Assignment.</td>
<td></td>
</tr>
<tr>
<td>3. To use the library properly.</td>
<td>Field visits to the library at two stations (9-10).</td>
<td></td>
</tr>
<tr>
<td>4. To work with different groups of nationalities and ideas with respect.</td>
<td>Exchanging of assignments and commenting on them. Observations. Make a presentation.</td>
<td></td>
</tr>
<tr>
<td>5. To use the required technical resources, such as searching on the Internet, sending e-mails.</td>
<td>Using social networking sites - YouTube – Websites.</td>
<td></td>
</tr>
<tr>
<td>6. To write a research plan about the topic you want.</td>
<td>Discussion. Lecture.</td>
<td></td>
</tr>
</tbody>
</table>

The learning outcomes and the evaluation methods for the Study Skills syllabus (in English and Arabic) (Curriculum Report of Study Skills, The National Centre for Academic Accreditation and Evaluation)
Appendix 6: The objective and the topics of the Interpretation syllabus (in English and Arabic).

1- What is the main objective of this course?

Developing the student's ability to understand meanings and manners of the Holy Quran and compliances that in her sayings and behaviors.

The objective of the Interpretation curriculum that teaches students in Level Four (in Arabic and English)

<table>
<thead>
<tr>
<th>Topics have to be covered:</th>
<th>Number of weeks</th>
<th>Teaching hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-Fatihah (the Opening).</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>An-Naba' (the Great News).</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>An-Nazi'at (Those Who Pull Out).</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>'Abasa (He Frowned).</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>At-Takathur (the Piling Up)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Al-Infur (the Cleaving).</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Projects</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Revision</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

The topics of the Interpretation curriculum that teaches students in Level Four (in English and Arabic).
Appendix 7: The learning outcomes, teaching, and evaluation methods used for delivering the Interpretation curriculum (in English and Arabic).

<table>
<thead>
<tr>
<th>N</th>
<th>Learning aspects according to the National Qualifications Framework and the learning outcomes of the course</th>
<th>The teaching strategies of the course</th>
<th>The evaluation methods used in the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1 The knowledge: The student being able to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Demonstrating knowledge and information through studying the Qur’anic texts.</td>
<td>Lecture</td>
<td>Written test</td>
<td></td>
</tr>
</tbody>
</table>

| 0.2 Cognitive skills                                                                                       |                                      |                                        |
| 1.2 Analysing the meanings and sayings.                                                                | Discussion                           | Written test                          |
|                                                                                                         | Cooperative learning                 | Observation                           |
|                                                                                                         | Self-learning                        | HomeWorks                             |
|                                                                                                         | Devising benefits from Quranic texts. | Given presentation                    |
|                                                                                                         | Learning based assignments           | Presentations                         |
| Brainstorm                                                                                              | Writing                              |                                        |
| Think, match, and participate                                                                           | Reflective writing                   |                                        |
|                                                                                                         | Presentation                         |                                        |
| Discussion                                                                                              | Written test                         |                                        |

المهارات الإدارية مماثلة للمهارات اللغوية واللغوية العربية.

- اختيار ورقى المقالة
- مراجعة المقالة
- تحليل المعنى والآراء في تفسير الآيات
- تقويم عرض
- صياغة الفترات على المشاركين
- تقييم الورقة
- النقاش
- الحقائق والآراء
- الوعي
- الهدف
- النقاش
- اختيار ورقى

المهارات الإدارية مماثلة للمهارات اللغوية واللغوية العربية.

- اختيار ورقى المقالة
- مراجعة المقالة
- تحليل المعنى والآراء في تفسير الآيات
- تقويم عرض
- صياغة الفترات على المشاركين
- تقييم الورقة
- النقاش
- الحقائق والآراء
- الوعي
- الهدف
- النقاش
- اختيار ورقى
Appendix 8: The objective and the topics of the Hadith syllabus (in English and Arabic).

B- the objectives

The course seeks to teach student some of the ethics and manners of what the Islam asked for it, to be able to practice it, throughout the hadiths that included in the course.

The objective of the Hadith curriculum that provides teaching to students in Level Four (in Arabic and English).

<table>
<thead>
<tr>
<th>List of topics</th>
<th>Number of weeks</th>
<th>Teaching hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Avoid ways of goodness in Islam</td>
<td>One week</td>
<td>Two hours</td>
</tr>
<tr>
<td>2. Warning against leaving fire at home when sleeping</td>
<td>One week</td>
<td>Two hours</td>
</tr>
<tr>
<td>3. The prohibition of tumez animal</td>
<td>One week</td>
<td>Two hours</td>
</tr>
<tr>
<td>4. Faith and honesty</td>
<td>One week</td>
<td>Two hours</td>
</tr>
<tr>
<td>5. That disbelief to God is the key for every goodness</td>
<td>One week</td>
<td>Two hours</td>
</tr>
<tr>
<td>6. The esteem of bread is the key for every goodness</td>
<td>One week</td>
<td>Two hours</td>
</tr>
<tr>
<td>7. The esteem of bread is the key for every goodness</td>
<td>One week</td>
<td>Two hours</td>
</tr>
<tr>
<td>8. The esteem of bread is the key for every goodness</td>
<td>One week</td>
<td>Two hours</td>
</tr>
<tr>
<td>9. The esteem of bread is the key for every goodness</td>
<td>One week</td>
<td>Two hours</td>
</tr>
<tr>
<td>10. The esteem of bread is the key for every goodness</td>
<td>One week</td>
<td>Two hours</td>
</tr>
<tr>
<td>11. The esteem of bread is the key for every goodness</td>
<td>One week</td>
<td>Two hours</td>
</tr>
</tbody>
</table>

(The topics of the Hadith curriculum that provides teaching to students in Level Four (in English and Arabic)
Appendix 9: The learning outcomes, teaching, and evaluation methods used for delivering the Hadith curriculum (in English and Arabic).

<table>
<thead>
<tr>
<th>N</th>
<th>Learning aspects according to the National Qualifications Framework and the learning outcomes of the course</th>
<th>The teaching strategies of the course</th>
<th>The evaluation methods used in the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>The knowledge</td>
<td>Lecture</td>
<td>Tests</td>
</tr>
<tr>
<td>1.1</td>
<td>Enable student to memorize the Hadith.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>To allow student to know the Narrator of the hadith.</td>
<td>Lecture</td>
<td>Written test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>homework’s</td>
</tr>
<tr>
<td>1.3</td>
<td>Enable student to explain the meanings of unknown words.</td>
<td>Discussion</td>
<td>Short tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>homework’s</td>
</tr>
<tr>
<td>2.0</td>
<td>Cognitive skills</td>
<td>A strategy of think, match, and</td>
<td>Tests</td>
</tr>
<tr>
<td>2.1</td>
<td>To allow student to understand the jurisprudence rules from the hadith.</td>
<td>participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cooperative learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Self-learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HomeWorks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Given presentation</td>
</tr>
<tr>
<td>3.0</td>
<td>Interpersonal and responsibility skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Non</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.0</td>
<td>Communication, information technology and computer skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>Non</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.0</td>
<td>Psychomotor skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1</td>
<td>Non</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The learning outcomes, teaching and evaluation methods used for delivering the Hadith curriculum (in English and Arabic).
## Appendix 10: Questions from the interviews with NNSA students

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Interviews Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1 The students’ academic needs</strong></td>
<td><strong>A1 The students’ academic needs</strong></td>
</tr>
<tr>
<td>What are the needs of NNSA students for academic study purposes at KNU?</td>
<td>- Did you encounter academic difficulties when you started your graduate studies, regarding reading, writing, listening and speaking? Please give examples? (Necessities)</td>
</tr>
<tr>
<td></td>
<td>- What are the most significant skills (e.g. reading, writing, listening, speaking) that you need to develop in terms of learning academic skills? Please provide examples. (Lacks)</td>
</tr>
<tr>
<td></td>
<td>- In your opinion, are there necessary academic skills that Arabic language learners have to master before graduating from the AAP programme? If yes, why? If no, why not? (Wants)</td>
</tr>
</tbody>
</table>

### (A2 The students’ learning needs)
- Why are you interested in learning the Arabic language?
- Based on your experience, would you choose one of these courses to be implemented at KNU language institute?
  - Arabic for General Academic Purposes (AGAP)
  - Arabic for Specific Academic Purposes (ASAP)
  Please explain your answer and indicate the reasons.

<table>
<thead>
<tr>
<th>Is the current language course at KNU satisfying learners’ academic needs? If so, how? If not, why?</th>
<th><strong>B The AAP programme evaluation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B The AAP programme evaluation</strong></td>
<td>- Did you master any kinds of academic skills during your study at AAP? If yes, how did you learn them? If no, why?</td>
</tr>
</tbody>
</table>
# Appendix 11: Questions from the interviews with AAP teachers

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Research Questions Interview Questions</th>
</tr>
</thead>
</table>
| What are the needs of NNSA for academic study purposes at KNU? | **(A) The students’ academic needs**  
- In your opinion, what are the most important academic study skills that students need to learn prior to graduating from the AAP programme? Why? (Necessities).  
- Are there any academic skills that students have difficulty to use? Please give examples (Lacks).  
- Are there specific academic skills that students want to learn? Please give examples (Wants). |
| Is the current language course at KNU satisfying learners’ academic needs? If so, how? If not, why? | **(B) The AAP programme evaluation**  
- Have you trained your students to use academic study skills to develop their academic abilities during their university studies? Please give examples.  
- What are the academic skills that students have learned in the AAP programme? And how?  
- In your opinion, what is the role of the current AAP programme in terms of improving students’ academic abilities? |
| What are the challenges facing the implementation of Arabic languages courses for academic purposes at the KNU? | **(C) The challenges of the AAP course implementation**  
- Are there any challenges that hinder the implementation of AAP courses in the KNU institute? Please give examples. |
## Appendix 12: Questions from the interviews with AAP leaders

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Interview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are the needs of NNSAs for academic study purposes at KNU?</strong></td>
<td><strong>(A) The students’ academic needs</strong></td>
</tr>
<tr>
<td></td>
<td>- In your opinion, what are the most important academic study skills that students need to learn prior to graduating from the AAP programme? Why? (Necessities).</td>
</tr>
<tr>
<td></td>
<td>- Are there any academic skills that students have difficulty using? (Lacks).</td>
</tr>
<tr>
<td></td>
<td>- Are there specific academic skills that students want to learn? (Wants).</td>
</tr>
<tr>
<td><strong>Is the current language course at KNU satisfying learners’ academic needs? If so, how? If not, why?</strong></td>
<td><strong>(B) The AAP programme evaluation</strong></td>
</tr>
<tr>
<td></td>
<td>- Have you trained your students to use academic study skills to develop their academic abilities during their university studies? Please give examples.</td>
</tr>
<tr>
<td></td>
<td>- What are the academic skills that the students have learned in the AAP programme? And how?</td>
</tr>
<tr>
<td></td>
<td>- In your opinion, what is the role of the current AAP programme in terms of improving students’ academic abilities?</td>
</tr>
<tr>
<td><strong>What are the challenges facing the implementation of Arabic languages courses for academic purposes at the KNU?</strong></td>
<td><strong>(C) The challenges of the AAP course implementation</strong></td>
</tr>
<tr>
<td></td>
<td>- Are there any challenges that hinder the implementation of AAP courses in the KNU institute? Please give examples.</td>
</tr>
</tbody>
</table>
Appendix 13: Arabic interview schedules (NNSA students)

<table>
<thead>
<tr>
<th>أسئلة المقابلات شهية المنظمة مع الطلبات (متحدثة اللغة العربية كغة خاصة)</th>
</tr>
</thead>
<tbody>
<tr>
<td>أسئلة البحث</td>
</tr>
<tr>
<td>أ- (1) احتياجات الطلبات الأكاديمية</td>
</tr>
<tr>
<td>ما هي الاحتياجات الأكاديمية للطلبات (متحدثات اللغة العربية كغة خاصة) للدراسات في NNSA؟</td>
</tr>
<tr>
<td>هل واجهت صعوبات أكاديمية في استخدام مهارات اللغة العربية (القراءة، الكتابة، الاستماع، الكلام) عندما بدأت الدراسة في الجامعة؟ اعط أمثلة على إجابتك من فضلك! (الحنات)</td>
</tr>
<tr>
<td>ما المهارات الأكاديمية (القراءة، الكتابة، الاستماع، الكلام) التي تحتاج إلى تطويرها؟ اسم إجابة على إجابتك من فضلك! (الحنات)</td>
</tr>
<tr>
<td>من وجهة نظرك هل هناك مهارات أكاديمية خاصة يجب أن تتقنها</td>
</tr>
<tr>
<td>متعلم اللغة العربية قبل التخرج من برنامج تعليم اللغة للأغراض الأكاديمية؟ إذا كانت الإجابة نعم أعطي أمثلة! وإذا كانت الإجابة لا فلماذا؟ (الحنات)</td>
</tr>
<tr>
<td>أ- (2) احتياجات الطلبات التعليمية</td>
</tr>
<tr>
<td>لماذا تعلمت اللغة العربية؟ هل هناك أهداف أخرى تذكرها؟</td>
</tr>
<tr>
<td>من خلال خبرتك الدراسية السابقة: أي برنامج من البرامج التالية تريح</td>
</tr>
<tr>
<td>أنه يجب أن توفر في المعهد:</td>
</tr>
<tr>
<td>برنامج تعليم العربية لأغراض أكاديمية خاصة</td>
</tr>
<tr>
<td>برنامج تعليم اللغة العربية لأغراض أكاديمية عامة</td>
</tr>
<tr>
<td>أرجو أن توضح إجابتك وتبري اختيارك.</td>
</tr>
<tr>
<td>ب- تقييم فاعلية برنامج تعليم اللغة العربية لأغراض أكاديمية</td>
</tr>
<tr>
<td>هل تعلم أي نوع من أنواع المهارات الأكاديمية أثناء دراستك في مجتمع تعليم اللغة العربية لأغراض أكاديمية؟ إذا كانت الإجابة بنعم؛</td>
</tr>
<tr>
<td>فكيف تعلمتها؟ إذا كانت الإجابة لا فلماذا؟</td>
</tr>
</tbody>
</table>

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Appendix 14: Arabic focus group schedules (AAP teachers)

<table>
<thead>
<tr>
<th>أسئلة البحث</th>
<th>أسئلة المقابلات</th>
</tr>
</thead>
<tbody>
<tr>
<td>ما هي الاحتياجات الأكاديمية للمتعلمات في خطوات الدراسة كلغة ثانية؟</td>
<td>(1) احتياجات الطلاب الأكاديمية</td>
</tr>
<tr>
<td>من وجهة نظرك: ما أهم مهارات الدراسة الأكاديمية التي يحتاجها الطلاب للتعليم قبل التخرج من برنامج تعليم اللغة العربية لأعراض الأكاديمية؟ ولماذا؟ (الضرورات)؟</td>
<td></td>
</tr>
<tr>
<td>هل هناك مهارات أكاديمية (القراءة، الكتابة، الاستماع، الكلام) تواجه الطلاب صعوبة في استخدامها؟ أعط أمثلة من فضلك؟ (الحاجات)</td>
<td></td>
</tr>
<tr>
<td>هل هناك مهارات أكاديمية محدثة تريد الطلاب تعلمنها قبل التخرج من برنامج تعليم اللغة لأعراض أكاديمية؟ أعط أمثلة من فضلك؟ (الرغبات)</td>
<td></td>
</tr>
<tr>
<td>هل يأتي برنامج اللغة العربية لأعراض الأكاديمية</td>
<td>(ب) تقييم فعالية برنامج تعليم اللغة العربية لأعراض الأكاديمية</td>
</tr>
<tr>
<td>هل قمت بتدريب طالباتك على استخدام مهارات الدراسة الأكاديمية لتطوير كفاءاتهم الدراسية أثناء الدراسة في الجامعة؟ أعط أمثلة على إجابتك من فضلك؟</td>
<td></td>
</tr>
<tr>
<td>ما المهارات الأكاديمية التي اكتسبتها الطلاب أثناء دراسة برنامج تعليم اللغة العربية لأعراض أكاديمية؟ وكيف ثم ذلك؟</td>
<td></td>
</tr>
<tr>
<td>من وجهة نظرك: ما دور برنامج تعليم اللغة العربية لأعراض الأكاديمية الحالي في تسهيل الإدراك الأكاديمي للأطفال؟</td>
<td></td>
</tr>
<tr>
<td>من وجهة نظرك: ما دور برنامج تعليم اللغة العربية لأعراض الأكاديمية الحالي في تسهيل قدرات الطلاب الأكاديمية؟</td>
<td></td>
</tr>
<tr>
<td>ما التحديات التي تواجه طالباتك في تطبيق دورات تعليم اللغة لأعراض الأكاديمية؟</td>
<td>(ج) التحديات التي تؤثر في تنفيذ دورات تعليم العربية لأعراض خاصة</td>
</tr>
<tr>
<td>هل هناك تحديات تعني من تنفيذ دورات تعليم اللغة لأعراض الأكاديمية في بعض الأماكن من فضلك؟</td>
<td></td>
</tr>
</tbody>
</table>

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### Appendix 15: Arabic interview schedules (AAP leaders)

<table>
<thead>
<tr>
<th>أسئلة البحث</th>
<th>أسئلة المقابلات</th>
</tr>
</thead>
<tbody>
<tr>
<td>ما هي البحوث المالية للمتعلمين لاكثرية اللغة العربية (المتحدثين للغة العربية الثانية)</td>
<td>ما هي البحوث المالية للمتعلمين لاكثرية اللغة العربية (المتحدثين للغة العربية الثانية)</td>
</tr>
<tr>
<td>هل هناك مهارات إدارية (القراءة، الكتابة، الاستماع، الكلام) متاحة للمتعلمين إدارياً؟ إذا لم يكن كذلك، كيف يمكن تعزيزها؟</td>
<td>هل هناك مهارات إدارية (القراءة، الكتابة، الاستماع، الكلام) متاحة للمتعلمين إدارياً؟ إذا لم يكن كذلك، كيف يمكن تعزيزها؟</td>
</tr>
<tr>
<td>هل هناك مهارات إدارية محددة تزيد مهارات التعلم قبل التخرج من برنامج تعليم اللغة العربية؟ إذا لم يكن كذلك، كيف يمكن تعزيزها؟</td>
<td>هل هناك مهارات إدارية محددة تزيد مهارات التعلم قبل التخرج من برنامج تعليم اللغة العربية؟ إذا لم يكن كذلك، كيف يمكن تعزيزها؟</td>
</tr>
<tr>
<td>هل يليبي برنامج تعليم اللغة العربية للأغراض الأكاديمية المتطلبات المالية؟</td>
<td>هل يليبي برنامج تعليم اللغة العربية لأغراض الأكاديمية المتطلبات المالية؟</td>
</tr>
<tr>
<td>هل تم تدريب طلابنه باستخدام مهارات التعليمية الأكاديمية</td>
<td>هل تم تدريب طلابنه باستخدام مهارات التعليمية الأكاديمية</td>
</tr>
<tr>
<td>تطورت فنادقهم خلال فترة الدراسة في الجامعة؛ لم يمكن لمثل تلك</td>
<td>هل تم تدريب طلابنه باستخدام مهارات التعليمية الأكاديمية</td>
</tr>
<tr>
<td>طالبها الذين تعليمهم في اللهجات الأخرى للغة العربية؟</td>
<td>هل تم تدريب طلابنه باستخدام مهارات التعليمية الأكاديمية</td>
</tr>
<tr>
<td>ما المهمات الأكاديمية التي اكتسبتها الطلاب أثناء دراسة برنامج تعليم اللغة العربية لأغراض أكاديمية؟ كيف تم ذلك؟</td>
<td>ما المهمات الأكاديمية التي اكتسبتها الطلاب أثناء دراسة برنامج تعليم اللغة العربية لأغراض أكاديمية؟ كيف تم ذلك؟</td>
</tr>
<tr>
<td>من وجهة نظرك: ما دور برنامج تعليم اللغة العربية لأغراض أكاديمية في تحسين قدرات الطلاب الأكاديمية؟</td>
<td>من وجهة نظرك: ما دور برنامج تعليم اللغة العربية لأغراض أكاديمية في تحسين قدرات الطلاب الأكاديمية؟</td>
</tr>
<tr>
<td>ما التحديات التي تواجه طلبات تعليم اللغة الأكاديمية في جامعة</td>
<td>ما التحديات التي تواجه طلبات تعليم اللغة الأكاديمية في جامعة</td>
</tr>
<tr>
<td>هل هناك أي تحديات تعيق من تنفيذ دورات تعليم اللغة لأغراض أكاديمية في معهد جامعة</td>
<td>هل هناك أي تحديات تعيق من تنفيذ دورات تعليم اللغة لأغراض أكاديمية في معهد جامعة</td>
</tr>
</tbody>
</table>

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Appendix 16: Samples of interviews with NNSA students

Researcher: Have you faced academic difficulties in using any of your language skills? In reading, writing, speaking for example?

Laura: Yes, some: when I read the texts for example, I cannot understand many of the words. So, I always tried to search of the meaning in the dictionary. But it takes a lot of time!

Reacher: is that is everything about your reading difficulties?

Laura: Yes. Just sometimes I cannot understand the texts.

Researcher: What about writing skills Laura?

I can write, but I am afraid of mistakes, then teacher says: Why is this girl writing like that!

Researcher: What type of mistakes do you mean?

Laura: Spelling, it is very hard to me.

Researcher: Ok, you told me about your reading and writing difficulties, so what about listening skills? Are there any difficulties you find on them?

Laura: Possibly, to talking with Saudi’s students. This is very hard! They are speaking by Ammiya.

Researcher: You do not understand Ammyia?

Laura: No, and they (Saudi students) talking very fast!

Researcher: That is right. What about speaking, Laura? Are there any difficulties that you found in related to speaking skill?

Laura: Yes, there is.

Researcher: Could you give me an example?

Laura: If the teacher asks me to give a presentation, I am afraid to speak in front of the class because I am worried about making mistakes.
Appendix 17: Sample of a focus group with AAP teachers

Researcher: Let me ask you about what are the academic skills that their students are facing most difficulty to learn?

Monirah: Using learning resources.

Alanod: That is right.

Wedad: Well. Is the use of technology related to it or not?

Monirah: Yes, a big resource of learning resources.

Alanod: Yeah.

Noha: That is right.

Monirah: Especially our students are not capable of using it!

Alanod: Unfortunately, especially that in the university there are many things that have changed to be electronic-focused; a lot of the curriculums became electronic.

Noha: You are right, especially the (specific students nationality).

Wedad: Do they use technology with you in the classroom?

Noha: It is supposed to be so.

Monirah: They use it, but they have a low level.

Wedad: That is right. Frankly, the majority has an unsatisfying level, because using the blackboard and the computer in the university will be fundamental.

Alanod: Yeah, somewhat.

Noha: We did it in the institute but generally.

Alanod: Yeah, but most of the students have a low level.

Wedad: Actually, the majority do not have a computer.

Monirah: Some of them even do not know how to switch it on.

Researcher: Ok. separately you counted summarizing skill, taking notes, reading and research methods, as Ms. Alanod said.

Alanod: Writing down the reports, all the academic writing and library search in the library.
Researcher: Did the students learn academic skills here, in the programme, among those which you counted now?

Noha: Yes.

Alanod: The students who graduated study it in a certain material.

Wedad: They study a material called ‘the Study Skills’.

Monirah: Such as research in the Study skills material.

Researcher: Do you mean that the student develops research through this material?

Alanod: *Not academic research, it is a ‘Bohith’.*

Noha: No

Researcher: What does bohith mean?

Wedad: It is something simple, not a complete actual research; you cannot say it is a research.

Noha: It is just the research method.

Researcher: Why?

Wedad: The Study Skills class takes just two hours a week. I give her (the student) more than one skill in this class, such as summarising and paraphrasing, but the time is not sufficient for all these skills.

Noha: It takes just two hours.

Researcher: Didn't the student learn these skills before?

Alanod: No, the first time for her to study it is in the fourth level only.

Wedad: She learns and applies: e.g. how to make a research proposal after she learns how to apply it with us, e.g. how to divide the research into chapters.

Noha: Yeah. That is it.

Wedad: But she does not do complete research; I have complete research and the time set for this material is just two hours a week. Make it up.

Researcher: Can you tell me if there are any academic skills that students have difficulty in using?

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*This term means a small version of an academic research. In Arabic language the use of the diminutive form (اسم التصغير) is used to refer to a smaller or diminishing form of certain nouns and adjectives. Due to this, we understand from the teacher’s example that ‘Bohith’, a little research (بحث), is smaller than a research (بحث).*
Wedad: She learned (student) how to do research, but I cannot tell that every student graduates from this institute can do research. If you asked her to do one.

Alanod: No, as for me they submitted research, frankly.

Wedad: Me too. But do you think that their work is perfect and that she can do it perfectly?

Researcher: Fine.

Wedad: She seeks the help of many things.

Alanod: She seeks help, and I am the first who she seeks her help

Necessities / Lacks / Wants / Evaluation the AAP programme effectiveness / Human and non-human elements effect AAP programme / Challenges face AAP course development.
Appendix 18: Sample of interviews with AAP leaders

Researcher: What are the academic skills that students need to master before graduation from their institution?

Huda: Before graduating from the fourth level or after the fourth level, and with it taken into consideration that the institute are an academic institution, there are supposed to be essential subjects for the academic skills... but there are not.

Huda: Do I need to mention them?

Researcher: Yeah.

Huda: Academic reading, types of academic texts used in each text, the skills of listening to the lecture, how to listen to the lecture, how to know the transitions of the lecturer from one paragraph to another, how to end the lecture, how to start it, surely the introduction and the conclusion is different in all the texts and the skills; as for listening, for example, you need to know that even if the lecture is scientific yet it is different to the academic writing, you need to differentiate between the skills and their relation to the text type.

Researcher: That is as for the listening and writing!

Huda: Yes, the writing skills, and it includes many things: what differentiates between the scientific texts, like the language and the type.

Researcher: Ok. Let me move to another question. What are the academic skills that have been learned by the students in the AAP programme? And how?

Huda: No, there is only a subject for the academic study skills, it’s a very poor subject that is about the research skills, it’s not so accurate about defining the student needs in the university stage.

Researcher: Are there academic skills that students want to acquire?

Huda: Mostly, honestly, the students – or at least the category that we have taught – know nothing about the academic skills that they need.

Researcher: From the necessary skills that you account for earlier, are there any academic skills that students have difficulty in using?

Huda: Okay, I will say them one more time, regarding to the academic writing skills, the student needs to differentiate between the types of the texts. She needs to know how does the writer move from the introduction to the main body and to the conclusion. She also needs to understand what the hedging language is; as it is the language of the academic person.

Necessities /Lacks /Wants /Evaluation the AAP programme effectiveness /Human and non-human elements affect the AAP programme / Challenges face AAP course development.
Appendix 19: Information letter for NNSA students

Students
Soha Altayar
PhD student
Faculty of Social Sciences
School of Education and Lifelong Learning,
University of East Anglia
Norwich Research Park
Norwich NR4 7TJ
United Kingdom
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Tel: +44 (0) 7796676223/
+096655540245.

Needs Analysis and Course Design in Arabic for Academic Purposes at a Saudi Arabian University

PARTICIPANT INFORMATION STATEMENT - Non-Native Speakers of Arabic students

(1) What is this study about?
You are invited to take part in a research study that aimed to understanding the needs of Non-Native Speakers of Arabic (NNSA) for study purposes at the University, and determine the role of the current Arabic for Academic Purposes (AAP) programme in satisfying these needs. It also seeks to explore the main challenges that face the application of such courses in the study context, in order to develop the principles of a theoretical framework that can be used for developing AAP courses that can meet the needs of students at Saudi universities. You have been invited to participate in this study because conduct this study requires your participation in an interview in order to collect data needed for the study. This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the study. Please read this sheet carefully and ask about anything that you do not understand or want to know more about. Participation in this research study is voluntary. By giving consent to take part in this study, you are telling me that you:

(2) Who is running the study?
The study is being carried out by the following researcher: Mrs Soha Altayar, PhD student, School of Education and Lifelong Learning, University of East Anglia. It is being carried out under the supervision of Professor Richard Andrews, Head of the School of Education and Lifelong Learning, University of East Anglia. This study is being funded by the Ministry of Education, representative by Saudi Cultural Bureau in London.

(3) What will the study involve for me?
This study will be conducted at the University during the second semester of 2018. You will be asked to take part of one-to-one interview with me. In the first part of the interview you will be asked to start introducing yourself and giving a short background information about your nationality, native language and qualification. And, in the second part I will start ask you a number of open questions related to the academic difficulties you may have faced in when you start your academic study and the necessary academic skills (e.g. reading, writing, listening, speaking) that you need to develop to be able to study at the University. My role will be limited to asking questions, and ensure that you have sufficient time to answer. I would like the discussion in the interviews to be audio recorded. If you do not consent on this, I can take handwritten notes of your responses during the interviews. The interviews will be conducted at a time that is appropriate to you.
You will be able to review the transcripts of your interviews, if you wish, to ensure they are an accurate reflection of the discussion.

(4) How much of my time will the study take?
The interview is expected to last for 1 hour. When original time of the interview running out you can leaves the discussion even if we have not finished.

(5) Do I have to be in the study? Can I withdraw from the study once I’ve started?
Being in this study is completely voluntary and you do not have to take part. Your decision whether to participate will not affect your current or future relationship with the researchers or anyone else at the University of East Anglia or [blank] University. If you decide to take part in the study and then change your mind later, you are free to withdraw at any time. During the interview you are free to stop participating at any stage or to refuse to answer any of the questions.

(6) Are there any risks or costs associated with being in the study?
Aside from giving up your time, we do not expect that there will be any risks or costs associated with taking part in this study.

(7) What will happen to information about me that is collected during the study?
By providing your consent, you are agreeing to us collecting personal information about you for the purposes of this research study. Your information will only be used for the purposes outlined in this Participant Information Statement, unless you consent otherwise. Data management will follow the 1998 Data Protection Act and the University of East Anglia Research Data Management Policy (2013). Your information will be stored securely and your identity/information will be kept strictly confidential, except as required by law. Study findings, fully anonymised may be published.

(8) What if I would like further information about the study?
When you have read this information, I will be available to discuss it with you further and answer any questions you may have. If you would like to know more at any stage during the study, please feel free to contact me at +44 (0) 7796676223 or + 00(966)555402045.

(9) Will I be told the results of the study?
You have a right to receive feedback about the overall results of this study. You can tell us that you wish to receive feedback by ticking the relevant box on the consent form. This feedback will be in the form of a summary and will receive this feedback after the study is finished.

(10) What if I have a complaint or any concerns about the study?
Research involving humans in UK is reviewed by an independent group of people called a Human Research Ethics Committee (HREC). The ethical aspects of this study have been approved under the regulations of the University of East Anglia’s School of Education and Lifelong Learning Research Ethics Committee.
If there is a problem, please let me know. You can contact me via the University at the following address:
Soha Altayar.
School of Education and Lifelong Learning
University of East Anglia
Norwich NR4 7TJ

If you would like to speak to someone else, you can contact my supervisor:
the Head of the School of Education and Lifelong Learning, Professor Richard Andrews, at

If you are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact the Chair of Research Ethics in EDU:
Kate Russell

(11) OK, I want to take part – what do I do next?
You need to fill in one copy of the consent form and give this back to me within one week from the date I have sent it to you. Please keep the letter, information sheet and the 2nd copy of the consent form for your information.

This information sheet is for you to keep
Appendix 20: Information letter for AAP teachers

Teachers
Soha Altayar
PhD student

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Web: www.uea.ac.uk

Needs Analysis and Course Design in Arabic for Academic Purposes at a Saudi Arabian University

PARTICIPANT INFORMATION STATEMENT - AAP Teachers

(1) What is this study about?
You are invited to take part in a research study that aimed to understanding the needs of Non-Native Speakers of Arabic (NNSA) for study purposes at the [insert university name], and determine the role of the current Arabic for Academic Purposes (AAP) programme in satisfying these needs. It also seeks to explore the main challenges that face the application of such courses in the study context, in order to develop the principles of a theoretical framework that can be used for developing AAP courses that can meet the needs of students at Saudi universities. You have been invited to participate in this study because to conduct this study, it requires your participation in focus group interview and your consent to being observed in the classroom, your contribution is so important for the study. This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the study. Please read this sheet carefully and ask about anything that you do not understand or want to know more about. Participation in this research study is voluntary. By giving consent to take part in this study, you are telling me that you:

- Understand what you have read.
- Agree to take part in the research study as outlined below.
- Agree to the use of your personal information as described.
- You have received a copy of this Participant Information Statement to keep.

(2) Who is running the study?
The study is being carried out by the following researcher: Mrs Soha Altayar, PhD student, School of Education and Lifelong Learning, University of East Anglia.
It is being carried out under the supervision of Professor Richard Andrews, Head of the School of Education and Lifelong Learning, University of East Anglia.
This study is being funded by the Ministry of Education, representative by Saudi Cultural Bureau in London.

(3) What will the study involve for me?
This study will be conducted at the [Princess Nourah University] during the second semester of 2018. You will be asked to participate in two phases of this project. The first phase will involve observing you in your class. I will be attending your classes for around two consecutive weeks of the first term in 2018 to take notes. You will be able to see any notes I take that are specifically about you. Also, you will be asked to take part in a focus group interview with me and a group of your colleagues. In the first part of the interview you will be asked to start introducing yourself to everyone and giving a short background information about you such as your experience, qualification and which level are you teach currently. And, in the second part I will start ask you and your colleagues a number of open questions. These related to the students' academic needs such as: what type of academic skills they have learn, what type of academic skills they have to develop and what type of academic skills they want to learn? what is the role of the current AAP programme in terms of improving students’ academic abilities. Finally, you will be asked to identify the possible challenges that facing the implementation of AAP courses at the [Princess Nourah University]. My role will be limited to asking questions, managing the discussion and ensure that you have sufficient time to express your opinion before moving to the other question. You will be asked to be listen well to your colleagues, share ideas and interact with your them.

For the focus group interview I would like the discussion in the interviews to be audio recorded. If you do not consent on this, I can take handwritten notes of your responses during the interviews.

The focus group will be conducted at a time that is appropriate to you. You will be able to review the transcripts of your interviews, if you wish, to ensure they are an accurate reflection of the discussion.

(4) How much of my time will the study take?
The interview is expected to last for 1 hour. When original time of the interview running out you can leaves the discussion even if we have not finished.

(5) Do I have to be in the study? Can I withdraw from the study once I’ve started?
Being in this study is completely voluntary and you do not have to take part. Your decision whether to participate will not affect your current or future relationship with the researchers or anyone else at the University of East Anglia or the institute. If you decide to take part in the study and then change your mind later, you are free to withdraw at any time. If you take part in a focus group, you are free to stop participating at any stage or to refuse to answer any of the questions. However, it will not be possible to withdraw your individual comments from our records once the group has started, as it’s a group discussion.

(6) Are there any risks or costs associated with being in the study?
Aside from giving up your time, we do not expect that there will be any risks or costs associated with taking part in this study.

(7) What will happen to information about me that is collected during the study?
By providing your consent, you are agreeing to us collecting personal information about you for the purposes of this research study. Your information will only be used for the purposes outlined in this Participant Information Statement, unless you consent otherwise. Data management will follow the 1998 Data Protection Act and the University of East Anglia Research Data Management Policy (2013). Your information will be stored securely and your identity/information will be kept strictly confidential, except as required by law. Study findings, fully anonymised may be published.

(8) What if I would like further information about the study?
When you have read this information, I will be available to discuss it with you further and answer any questions you may have. If you would like to know more at any stage during the study, please feel free to contact me at +44 (0) 7796676223 or +00(966)555402045.

(9) Will I be told the results of the study?
You have a right to receive feedback about the overall results of this study. You can tell us that you wish to receive feedback by ticking the relevant box on the consent form. This feedback will be in the form of a summary and will receive this feedback after the study is finished.

(10) What if I have a complaint or any concerns about the study?
Research involving humans in the UK is reviewed by an independent group of people called a Human Research Ethics Committee (HREC). The ethical aspects of this study have been approved under the regulations of the University of East Anglia’s School of Education and Lifelong Learning Research Ethics Committee.
If there is a problem, please let me know. You can contact me via the University at the following address:
Soha Altayar.
School of Education and Lifelong Learning
University of East Anglia
Norwich NR4 7TJ

If you would like to speak to someone else, you can contact my supervisor:
the Head of the School of Education and Lifelong Learning, Professor Richard Andrews, at

If you are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact the Chair of Research Ethics in EDU:
Kate Russell

(11) OK, I want to take part – what do I do next?
You need to fill in one copy of the consent form and give this back to me within one week from the date I have sent it to you. Please keep the letter, information sheet and the 2nd copy of the consent form for your information.

This information sheet is for you to keep
Appendix 21: Information letter for AAP leaders

Administrator
Soha Altayar
PhD studnt
1/3/2018

Faculty of Social Sciences
School of Education and Lifle Long Learning.
University of East Anglia
Norwich Research Park
Norwich NR4 7TJ
United Kingdom
Tel: +44 (0) 7796676223/
+0966555402045.
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Needs Analysis and Course Design in Arabic for Academic Purposes at a Saudi Arabian University

PARTICIPANT INFORMATION STATEMENT- Administrators

(1) What is this study about?
You are invited to take part in a research study that aimed to understanding the needs of Non-Native Speakers of Arabic (NNSA) for study purposes at [Princess Norah University], and determine the role of the current Arabic for Academic Purposes (AAP) programme in satisfying these needs. It also seeks to explore the main challenges that face the application of such courses in the study context, in order to develop the principles of a theoretical framework that can be used for developing AAP courses that can meet the needs of students at Saudi universities. You have been invited to participate in this study because conduct this study requires your participation in an interview in order to collect data needed for the study. This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the study. Please read this sheet carefully and ask about anything that you do not understand or want to know more about.

Participation in this research study is voluntary. By giving consent to take part in this study, you are telling me that you:
☐ Understand what you have read.
☐ Agree to take part in the research study as outlined below.
☐ Agree to the use of your personal information as described.
☐ You have received a copy of this Participant Information Statement to keep.

(2) Who is running the study?
The study is being carried out by the following researcher: Mrs Soha Altayar, PhD student, School of Education and Lifelong Learning, University of East Anglia.
It is being carried out under the supervision of Professor Richard Andrews, Head of the School of Education and Lifelong Learning, University of East Anglia.
This study is being funded by the Ministry of Education, representative by Saudi Cultural Bureau in London.

(3) What will the study involve for me?
This study will be conducted at [University name] University during the second semester of 2018. You will be asked to participate in one-to-one interview with me. In the first part of the interview you will be asked to start introducing yourself and giving a short background information about you such as your experience and qualification. In the second part I will start ask you a number of open questions. These related to students academic needs including: what is their necessities, lacks and wants. What type of academic study skills are taught to the students at the programme and what is the role of the current AAP programme in terms of improving students’ academic abilities. Finally, you will be asked to identify the possible challenges that facing the implementation of AAP courses at [University name] University. My role will be limited to asking questions and ensure that you have sufficient time to express your opinion before moving to the other question. I would like the discussion in the interview to be audio recorded. If you do not allow, I can take handwritten notes of your responses during the interviews. The interviews will be conducted at a time that is appropriate to you. You will be able to review the transcripts of your interviews, if you wish, to ensure they are an accurate reflection of the discussion.

(4) How much of my time will the study take?
The interview is expected to last for 30 minutes. When original time of the interview running out you can leave the discussion even if we have not finished.

(5) Do I have to be in the study? Can I withdraw from the study once I’ve started?
Being in this study is completely voluntary and you do not have to take part. Your decision whether to participate will not affect your current or future relationship with the researchers or anyone else at the University of East Anglia or the institute. If you decide to take part in the study and then change your mind later, you are free to withdraw at any time.

(6) Are there any risks or costs associated with being in the study?
Aside from giving up your time, we do not expect that there will be any risks or costs associated with taking part in this study.

(7) What will happen to information about me that is collected during the study?
By providing your consent, you are agreeing to us collecting personal information about you for the purposes of this research study. Your information will only be used for the purposes outlined in this Participant Information Statement, unless you consent otherwise. Data management will follow the 1998 Data Protection Act and the University of East Anglia Research Data Management Policy (2013). Your information will be stored securely and your identity/information will be kept strictly confidential, except as required by law. Study findings, fully anonymised may be published.

(8) What if I would like further information about the study?
When you have read this information, I will be available to discuss it with you further and answer any questions you may have. If you would like to know more at any stage during the study, please feel free to contact me at S.altayar@uea.ac.uk +44 (0) 7796676223 or +00(966)555402045.

(9) Will I be told the results of the study?
You have a right to receive feedback about the overall results of this study. You can tell us that you wish to receive feedback by ticking the relevant box on the consent form. This feedback will be in the form of a summary and will receive this feedback after the study is finished.

(10) What if I have a complaint or any concerns about the study?
Research involving humans in UK is reviewed by an independent group of people called a Human Research Ethics Committee (HREC). The ethical aspects of this study have been approved under the regulations of the University of East Anglia’s School of Education and Lifelong Learning Research Ethics Committee.
If there is a problem, please let me know. You can contact me via the University at the following address:

Soha Altayar.
School of Education and Lifelong Learning
University of East Anglia
Norwich NR4 7TJ

If you would like to speak to someone else, you can contact my supervisor:
the Head of the School of Education and Lifelong Learning, Professor Richard Andrews, at

If you are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact the Chair of Research Ethics in EDU:
Kate Russell

(11) OK, I want to take part – what do I do next?
You need to fill in one copy of the consent form and give this back to me within one week from the date I have sent it to you. Please keep the letter, information sheet and the 2nd copy of the consent form for your information.

This information sheet is for you to keep.
Appendix 22: Consent forms for NNSA students (1st copy to researcher)

I, ................................................................................... [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

✓ I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
✓ I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
✓ The researchers have answered any questions that I had about the study and I am happy with the answers.
✓ I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researchers or anyone else at the University of East Anglia or the institution now or in the future.
✓ I understand that I can withdraw from the study at any time.
✓ I understand that I may stop the interview at any time if I do not wish to continue, and that unless I indicate otherwise any recordings will then be erased and the information provided will not be included in the study. I also understand that I may refuse to answer any questions I don’t wish to answer.
✓ I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
✓ I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

• **Audio-recording during the interview** YES ☐ NO ☐

• **Written notes during the interview.** This is applicable only if you have not accepted to be audio-recorded during the interview. YES ☐ NO ☐

• **Reviewing transcripts after the audio-recording of the interview.** This is applicable only if you have accepted to be audio-recorded during the interview. YES ☐ NO ☐

• **Reviewing transcripts** YES ☐ NO ☐

If you answered YES, please indicate your preferred form of feedback and address:

☐ Postal: ________________________________

☐ Email: ________________________________

Signature ……………........ /PRINT name…………………………..Date ……………..
Appendix 23: Consent forms for AAP teachers (1st copy to researcher)

I, ................................................................................... [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

✔ I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
✔ I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
✔ The researchers have answered any questions that I had about the study and I am happy with the answers.
✔ I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researchers or anyone else at the University of East Anglia or the institution now or in the future.
✔ I understand that I can withdraw from the study at any time.
✔ I understand that I may leave the focus group at any time if I do not wish to continue. I also understand that it will not be possible to withdraw my comments once the group has started as it is a group discussion.
✔ I understand that I may stop being included in the observations if I do not wish to continue, and that unless I indicate otherwise, any field notes and written data about me will then be erased and the information provided will not be included in the study.
✔ I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
✔ I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

Regarding the first phase of the study, I consent to:

• Filed notes being taken on my participation in the class YES ☐ NO ☐
• Written notes during the classroom observations YES ☐ NO ☐

Regarding the second phase of the study, I consent to:

• Audio-recording during the focus group YES ☐ NO ☐
• Written notes during the focus group. This is applicable only if you have not accepted to be audio-recorded during the interview. YES ☐ NO ☐
• Reviewing transcripts after the audio-recording of the focus group. This is applicable only if you have accepted to be audio-recorded during the interview. YES ☐ NO ☐
• Reviewing transcripts YES ☐ NO ☐
• Would you like to receive feedback about the overall results of this study? YES ☐ NO ☐

If you answered YES, please indicate your preferred form of feedback and address:

☐ Postal: __________________________

☐ Email: __________________________

Signature ......................... /PRINT name.................. Date...............
Appendix 24: Consent forms for AAP leaders (1st copy to researcher)

I, ................................................................................... [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

✓ I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
✓ I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
✓ The researchers have answered any questions that I had about the study and I am happy with the answers.
✓ I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researchers or anyone else at the University of East Anglia or the institution now or in the future.
✓ I understand that I can withdraw from the study at any time.
✓ I understand that I may stop the interview at any time if I do not wish to continue, and that unless I indicate otherwise any recordings will then be erased and the information provided will not be included in the study. I also understand that I may refuse to answer any questions I don’t wish to answer.
✓ I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
✓ I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:
• Audio-recording during the interview YES ☐ NO ☐
  • Written notes during the interview. This is applicable only if you have not accepted to be audio-recorded during the interview. YES ☐ NO ☐
• Reviewing transcripts after the audio-recording of the interview. This is applicable only if you have accepted to be audio-recorded during the interview. YES ☐ NO ☐
• Reviewing transcripts YES ☐ NO ☐

If you answered YES, please indicate your preferred form of feedback and address:

☐ Postal: _____________________________

☐ Email: _____________________________

Signature …………………../PRINT name……………………..Date ………………………..
Appendix 25: Consent forms for NNSA students (2nd copy to participating students)

I, ................................................................................... [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

✓ I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
✓ I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
✓ The researchers have answered any questions that I had about the study and I am happy with the answers.
✓ I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researchers or anyone else at the University of East Anglia or the institution now or in the future.
✓ I understand that I can withdraw from the study at any time.
✓ I understand that I may stop the interview at any time if I do not wish to continue, and that unless I indicate otherwise any recordings will then be erased and the information provided will not be included in the study. I also understand that I may refuse to answer any questions I don’t wish to answer.
✓ I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
✓ I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

• Audio-recording during the interview YES ☐ NO ☐
• Written notes during the interview. This is applicable only if you have not accepted to be audio-recorded during the interview. YES ☐ NO ☐
• Reviewing transcripts after the audio-recording of the interview. This is applicable only if you have accepted to be audio-recorded during the interview. YES ☐ NO ☐
• Reviewing transcripts YES ☐ NO ☐

If you answered YES, please indicate your preferred form of feedback and address:

☐ Postal: ________________________________
☐ Email: ________________________________

Signature ………………… /PRINT name……………………… Date……………. 
Appendix 26: Consent forms for AAP teachers (2nd copy to participating teachers)

I, ................................................................................... [PRINT NAME], agree to take part in this research study.
In giving my consent I state that:

✓ I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
✓ I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
✓ The researchers have answered any questions that I had about the study and I am happy with the answers.
✓ I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researchers or anyone else at the University of East Anglia or the institution now or in the future.
✓ I understand that I can withdraw from the study at any time.
✓ I understand that I may leave the focus group at any time if I do not wish to continue. I also understand that it will not be possible to withdraw my comments once the group has started as it is a group discussion.
✓ I understand that I may stop being included in the observations if I do not wish to continue, and that unless I indicate otherwise, any field notes and written data about me will then be erased and the information provided will not be included in the study.
✓ I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
✓ I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

Regarding the first phase of the study, I consent to:

• Filednotes being taken on my participation in the class
  YES ☐ NO ☐
• Written notes during the classroom observations
  YES ☐ NO ☐

I consent to: Regarding the second phase of the study, I consent to:

• Audio-recording during the focus group
  YES ☐ NO ☐
• Written notes during the focus group. This is applicable only if you have not accepted to be audio-recorded during the interview.
  YES ☐ NO ☐
• Reviewing transcripts after the audio-recording of the focus group. This is applicable only if you have accepted to be audio-recorded during the interview.
  YES ☐ NO ☐
• Reviewing transcripts
  YES ☐ NO ☐

• Would you like to receive feedback about the overall results of this study?
  YES ☐ NO ☐

If you answered YES, please indicate your preferred form of feedback and address:

☐ Postal: __________________________
☐ Email: __________________________

Signature ………………….. /PRINT name………………………………….Date …………………..

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Appendix 27: Consent forms for AAP leaders (2nd copy to participating leaders)

I, ............................................................................................................ [PRINT NAME], agree to take part in this research study.
In giving my consent I state that:

✓ I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
✓ I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
✓ The researchers have answered any questions that I had about the study and I am happy with the answers.
✓ I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researchers or anyone else at the University of East Anglia or the institution now or in the future.
✓ I understand that I can withdraw from the study at any time.
✓ I understand that I may stop the interview at any time if I do not wish to continue, and that unless I indicate otherwise any recordings will then be erased and the information provided will not be included in the study. I also understand that I may refuse to answer any questions I don’t wish to answer.
✓ I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
✓ I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:
• Audio-recording during the interview  YES ☐ NO ☐
• Written notes during the interview. This is applicable only if you have not accepted to be audio-recorded during the interview. YES ☐ NO ☐
• Reviewing transcripts after the audio-recording of the interview. This is applicable only if you have accepted to be audio-recorded during the interview. YES ☐ NO ☐
• Reviewing transcripts  YES ☐ NO ☐

• Would you like to receive feedback about the overall results of this study? YES ☐ NO ☐

If you answered YES, please indicate your preferred form of feedback and address:

☐ Postal: ____________________________

☐ Email: ____________________________

Signature ................................ /PRINT name.............................. Date .................................
Appendix 28: Arabic information letter for NNSA students

ملومات عن البحث للمشاركين (الاطارات باللغة العربية لغة ثانية)

تحليل الاحتياجات وتصميم دورات تعليم اللغة العربية لأغراض أكاديمية في جامعة سعودية

1) ما هو موضوع هذا البحث؟

يفيد هذا البحث إلى إعداد التحديات الأكاديمية للطلاب الناطقين باللغة العربية لغة ثانية في جامعة لتحديد دور برنامج تعليم العربي لأغراض أكاديمية لتحسين هدف تطوير مساعدة الإطار النظري الذي يمكن استخدامه في تطوير دورات تعليم العربية للأغراض الأكاديمية التي تلبي احتياجات الطلاب في الجامعات السعودية، وإجراء هذه الدروس، أن تمدخنة المشاركة في هذه الدورة من خلال المشاركة في مقابلة شخصية، من أجل جمع البيانات اللازمة للدراسة، بدلاً من المعلومات التي سوف تساعد على تحديد ما إذا كانت روابط المشاركة في الدورة غير ملائمة. يرجى منك قراءة هذا الورقة بدقة، والأسف على أي شيء لا تفهمه، أو تريده معرفة المزيد عنه.

2) ما نوع المشاركة في هذه الدورة؟

أقترح المعلومات الموضحة في هذا الورقة، وفهمها.
- توافق على المشاركة في هذا البحث.
- توافق على استخدام معلوماتك الشخصية.
- حصلت على سماح من بيان معلومات الرسالة، وكمكتب الارتباط بها.

3) كيف ستشارك في هذه الدورة؟

ستجري هذه الدورة في جامعة لخليج الدراسات الثاني من عام 2018. سيطلب منك المشاركة في مقابلة ميدانية.

الجزء الأول من المقابلة سوف يطلب منك تقديم نفسك، وإعطاء معلومات أساسية قصيرة عنها مثل: خبرتك، ومهاراتك، وفي الجزء الثاني من المقابلة سوف يتم طرح عدد من الأسئلة المفتوحة، ونتحدث هذه الاحصائيات في الجامعات الأكاديمية، ومنها: ما نوع مهاراتisure للدورة وتقييم هذه الدورات في أداءك. في حين يبحث عن هذه الاحصائيات في الجامعات الأكاديمية، أجراء سبلة عن الدورات المتاحة التي تواجه تغيير دورات تعليم العربي لأغراض أكاديمية في جامعتك في المقابلة سوف يبحث عن ما تعرف بالأسئلة التي توجهها في تقييم هذا الموضوع.

4) كم مدتها المقابلة؟

30 دقيقة، وهو الوقت المقدر لإصلاح المقابلة، وفي حالة الانتهاء الوقت الأصللي للمقابلة، يمكنك المغادرة حتى لو لم تنتهي المقابلة.

5) هل يمكنك الانسحاب من المشاركة في البحث؟


مشاركتك في هذا البحث تمثلية وليست الرامية للفيكن حرية الانسحاب من المشاركة في هذا البحث في أي وقت تشتت. فصارك المشاركة أو الانسحاب من هذا البحث لن يؤثر على علاقتك بالبحث، أو أي شخص؛ سواء في جامعة أم الباز، أو في جامعة أم الباز.

هل هناك مشكلات في هذا البحث لها أي أضرار؟
فيما هذا السماح لنا بعدة مسألة، فلا يوجد أي أضرار من المشاركة في هذا البحث.

(3) ماذا يعرف المشاركين بالمعلومات التي جمعناها أثناء المشاركة؟
من خلال مفاصلة هذا على المشاركة تجمع البيانات التي جمعت أثناء المقابلة سوف تستخدم لأغراض البحث كما تم توضيحه أعلاه في تفاصيل الشفافية. سوف تكون هذه البيانات موقعة من جهتي، في حالة ما جاء في وثيقة قانونية.

نادي الدارا، عام 1999م، وسياسة إدارة البيانات والبحث في جامعة أم الباز، مثالية لعام 2010م.

(4) كيف يمكنني الحصول على معلومات أكثر عن البحث في حال رغبت بذلك؟
سوف تكون النشطةً مع استعداد تم إعداده عن أي سوال لديك في أي مرحلة من مراحل البحث.

S.altayar@uea.ac.uk
+44 (0) 7796676223 or +00(966)555402045

(5) هل أستطيع معرفة نتائج البحث؟
يمكنك الحصول على معلومات عن نتائج البحث في حال أوضحت رغبتك في نموذج الموافقة المرفق. سوف تزودك بهذا الموافق بعد الانتهاء من إجراء هذا البحث.

(6) ماذا لو كان لدي شكوك أو أي مخاوف حول هذا البحث؟
رحب بالسؤال الإخلاقي لذا البحث في حال لم تكن أي إشكاليات أو مشاكل تتعلق بالبحث، وفي حال حددت أي مشكلة، يمكن التواصل مع النشطة على العناوين التالية.

S.altayar@uea.ac.uk
+44 47796676223 or +00(966)555402045

وفي حالرغبتم بتقدم شكوى إلى شخص متغير، يمكن التواصل مع رئيس لجنة أخلاقيات البحث في جامعات أم الباز، مثالية لعام 2010م.

السيدة، كيت راسل
kate.russell@uea.ac.uk

(7) في حال رغبت المشاركة، ماذا عن أن أفعل؟
يرجى النص الكتبة في نموذج الموافقة، وارسله للننشطة خلال أسبوع من تاريخ استلامه.

(هذه الوثيقة لك يمكن الاحتفاظ بها)
Appendix 29: Arabic information letter for AAP teachers

معلومات عن البحث لأعضاء الهيئة التعليمية (معلمة برنامج تعليم العربية لأغراض أكاديمية)
تحليل الاحتياجات وتصميم دورات تعليم اللغة العربية لأغراض أكاديمية في جامعة جدة.

(1) ما موضوع هذا البحث?

هذا البحث يهدف إلى تقييم الاحتياجات الأكاديمية للطلاب في اللغة العربية في جامعات إحدى هذه الاحصائيات. كما يسعى إلى تحليل الحاجات الرئيسية التي تواجه تطوير هذه الدورات في الجامعات. لابد من تطوير دورات إجادة اللغة الفارسية للانطلق نحو معالجة المتطلبات التي تطرأ على البرنامج كلما تقدم البلاغ في الاحصائيات. وتعد المشاركات في هذه الاحصائيات مهمّة، كما يعدّ هذا البحث تحذيرًا. وتؤثر على استخدام معلومات البحث. وتؤثر على استخدام معلومات البحث. وتؤثر على استخدام معلومات البحث.

(2) من هو البحث؟

هذا البحث يجري من قبل الباحثة سهيلة الطيار، وهي طالبة تورطها في الكلية العربية. وفقًا للبحث، فإن الباحثة قد قدمت البحث في الجامعي. ومورثت هذه الدراسة من قبل وزارة التربية والتعليم، في مكتبة الكتب العربية في جدة.

(3) كيف ستشارك في هذه الدراسة؟

ستجري هذه الدراسة في جامعة جدة، خلال الفصل الدراسي الثانى من عام 2018. ستطلب من الباحثة في المقابلة جمعًا مع الباحثة، وجمعًا مع المعلمة، وجمعًا مع المعلم، وجمعًا مع الطالب، وجمعًا مع الكلモン، مثلاً: مشاركات، ومواعيد، ومواعيد، في الجملة الثانية ستبدأ البحث بطرح عدد من الأسئلة المتعلقة بالوفاء، وتنطلق هذه الدراسة ببحث احتياجات الطلاب الأكاديمية، ومنها ما ندعو بهدف الدورات الأكاديمية، ومنها ما ندعو بها في الدورات الأكاديمية.

(4) كيف ستكون النتائج؟

سيتم نشر النتائج على طريقة للطلاب، ومن ثم الوقت الكافي لتوضيحها. ترغب الباحثة في تسجيل هذه المقابلة بخصوصها، فذا كفاءة نسج المقابلة خاصةً، يمكنهم التقاطها على الإنترنت.

(5) مدة المقابلة؟

30 دقيقة، وهو الوقت المتوقع للمقابلة. وفي حالة إنتهاء الوقت الأصلي للمقابلة، يمكنها الامتداد، حتى أو لم تنتهي المقابلة.

(6) هل يمكنك اتصالك بالمشاركة في البحث؟

شاركت في هذا البحث تطوعية وليست رسمية، لذلك فإنك يمكن أن تصل إلى هذه المشاركة من البحث في أي وقت تختاره، ولكن المشاركة من هذا البحث لن يؤثر على علاقتك بالبحث، أو أي شخص، سواء كان في جامعة جدة، أو في جامعة أخرى.
1. هلمشاركة في هذا البحث لها أي أضرار؟
فيما إذا السماح لنا بالنص على ذلك، فإنه يوجد أي أضرار من المشاركة في هذا البحث.

2. أي سوف تكون المعلومات التي جمعها الباحث أثناء التطبيق مع؟

3. كيف يمكنني الحصول على معلومات أكثر عن البحث في حالة رغبتك?
سوف تكون الباحثة على استعداد تام للإجابة عن أي سؤال لديك في أي مرحلة من مراحل البحث.
S.altayyar@uea.ac.uk
لا تتردد في التواصل مع الباحثة على:
+44 (0) 7796676223 or +00(966)555402045

4. هل استطعت معرفة النتائج البحث؟
يمكنك الحصول على ملخص عام للتخلص في حال أوضحت رغبتك في نموذج الوضاءة المربع، وسوف نرودي بهذا الملف بعد الانتهاء من إجراء هذا البحث.

5. ماذا لو كان لدى شركي، أو أي مخاوف حول هذا البحث؟
رجوت الجوانب الأخلاقية لهذا البحث من قبل لجنة أخلاقيات البحث التابعة للكلية اللندنية بجامعة أيضًا انجلطا، وفي حال حدوث أي مشكلة برجي التواصل مع الباحثة على هنا:
S.altayyar@uea.ac.uk
+44 (0) 7796676223 or +00(966)555402045

6. وفي حال رغبت في البحث، مع شخص أخر حول ذلك؟ يمكنك التواصل مع المشرف على الدراسة:
بروفيسور: ريتشارد أندرو
Richard.Andrews@uea.ac.uk
ويحال رغبتك بناءً على ذلك إلى شخص ستقلل يمكنت التواصل مع رئيس لجنة إخلاقيات البحث في جامعة أيضًا انجلطا، في حالة:
kate.rossell@uea.ac.uk

7. في حال رغبت المشاركة، ماذا علي أن أفعل؟
يرجى ملاحظة أن المقابلة نموذج الموقف، وإرسالها إلى خلال أسبوع من تاريخ استلامه. للغادة برجي ملاحظة الإفصاح بورقة المعلومات، ونسخة من خطاب الوضاءة لدبك.
(هذه الورقة لك يمكنك الإفصاح بها)
Appendix 30: Arabic information letter for AAP leaders

معلومات عن البحث لأعضاء الهيئة الإدارية (في برنامج تعليم العربية لأعراض أكاديمية)

تحليل الاقتراحات وتقييم دورات تعليم اللغة العربية لأعراض أكاديمية في جامعة سعودية

(1) ما هو موضوع هذا البحث؟

هذا البحث يركز على تقييم برامج تعليم اللغة العربية لليابانيين في جامعة سعودية، ويناقش ما إذا كان له تأثير إيجابي أو سلبي على تعلم اللغة العربية لأعراض أكاديمية.

(2) كيف ساعدك في هذه الدراسة؟

هذا البحث يجمع المعلومات المدرجة في هذه الوثيقة، ويناقش ما إذا كان له تأثير إيجابي أو سلبي على تعلم اللغة العربية لأعراض أكاديمية.

(3) كيف ساعدك في هذه الدراسة؟

هذا البحث يجمع المعلومات المدرجة في هذه الوثيقة، ويناقش ما إذا كان له تأثير إيجابي أو سلبي على تعلم اللغة العربية لأعراض أكاديمية.

(4) كم عدد المقابلات؟

هذا البحث يجمع المعلومات المدرجة في هذه الوثيقة، ويناقش ما إذا كان له تأثير إيجابي أو سلبي على تعلم اللغة العربية لأعراض أكاديمية.

(5) هل يمكنك الاستمرار في البحث؟

هذا البحث يجمع المعلومات المدرجة في هذه الوثيقة، ويناقش ما إذا كان له تأثير إيجابي أو سلبي على تعلم اللغة العربية لأعراض أكاديمية.

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هل هناك نقص في هذه البحث لها أي أضرار؟

فيما عدا السماح لنا أن يكون جزء من ومكابل، فلا يوجد أي أضرار من المشاركة في هذا البحث.

(2) هل سوف تكون المعلومات التي جمعها البحث أثناء المقابلة معكم؟

من خلال مواقفك هنا على المشاركة، فإن جميع البيانات التي جمعتهم أثناء المقابلة سوف تستخدم لغرض البحث كما وضح سابقا في قرارك على المشاركة.

فاسبك، وهويك محفوظة بسرية ثابتة ومنظمة، لن تساهم في وثيقة قانونية لجمع البيانات لأغراض البحث. ستكون جزءًا من السياسة إدارية للبيانات في جامعة أستنبول لعام 2020.

كيف يمكنك الحصول على معلومات أكثر عن البحث في حال رغبت بذلك؟

سوف تكون البحث على استعداد تزويد الإجابة عن أي أسئلة لديك في أي مرحلة من مراحل البحث.

لذلك لا تتردد في التواصل مع الباحث على:

S.altayar@uea.ac.uk

+44 (0) 7796676223 or +00(966)555402045

هل تستطيع معرفة نتائج البحث؟

يمكنك الحصول على معلومات عن نتائج البحث في حال أوضحت في نهاية المواقف المرفق، وسوف تزودون بهذا الملف بعد الانتهاء من إجراء هذا البحث.

ماذا لو كان لديك أي مخاوف حول هذا البحث؟

يرجى جعل الإجابة من هذا البحث على لجنة أخلاقيات البحث التابعة للكليات التربوية بجامعة أستنبول، وفي حال حدوث أي مشكلة يرجى التواصل بالحالة على العناوين التالية.

S.altayar@uea.ac.uk

+44 (0) 7796676223 or +00(966)555402045

وفي حال رغبتكتحرك مع شخص آخر، ها هو ذلك؟ يمكنك التواصل مع المشرف على الدراسة:

Richard.Andrews@uea.ac.uk

وفي حال رغبتك في التواصل، يمكنك التواصل مع رئيس لجنة معايير الأخلاق في جامعة أستنبول، في حالة:

kate.russell@uea.ac.uk

(3) هل في حال رغبتك المشاركة، لديك على أن تفعل؟

يرجى الملاحظات بعناية، دعومًا في إعداد ورسالة إلى خلال أسبوع من تاريخ إستلامك، للمقدمة يرجى ملاحظة ملاحظة دعوي.

هذه الملاحظة يمكن الاحتفاظ بها.)
Appendix 31: Arabic consent forms for NNSA students (1st copy to researcher)


Ana ... [sama], wafaqu li-lmasaneri

Banaa al-mawqafat al-aana; faani ahsab bi-yali:

- Al-balbath.


- Aعلم أن مشاركتي تتضمن محصبة، وأني ليست مضطورة للمشاركة، وأعلم أن قراري بالمشاركة في الدراسة لن يؤثر على علاقتي بالباحثين، أو أي شخص آخر في جامعة إست إنجلها، أو جامعة ...

- أعلم أنه يمكنني الانسحاب من الدراسة في أي وقت شئت.
- أعلم أن لي الحق في الانسحاب من المقابلة في أي وقت شئت، إذا كنت لا أرغب في الاستمرار، وأن جمع بياناتي مستحكر، ولن نستخدم في الدراسة.
- أعلم أيضًا أنني أستطيع أن أرفض الإجابة عن أي سؤال.
- أعلم أن جمع البيانات الخاصة بي التي جمعت لأغراض هذه الدراسة، سوف تحفظ بشكل آمن، واستخدمنا للأغراض التي وافقتي عليها فقط.

- أعلم أنه قد يتم نشر نتائج هذه الدراسة، وأن هذه النتائج لن تحتوي على التصريح باسمي، أو بأي معلومات يمكن من خلالها التعرف علي.

- أوافق على:

  - تسجيل المقابلة صوتيا: □ نعم □ لا
  - تسجيل المقابلة كتابيًا. هذا فقط إذا لم تقبل تسجيل المقابلة صوتيا: □ نعم □ لا
  - مراجعة التسجيل الصوتي للمقابلة. هذا فقط إذا قبلت تسجيل المقابلة صوتيا: □ نعم □ لا
  - مراجعة الملاحظات: □ نعم □ لا

  - إذا كانت إجاباتك بالموافقة؟ برجي التذكر بتعيين أحد الخيارات التالية المفضلة لديك:

    □ البريد:

    □ البريد الإلكتروني:

    □ الاسم / التوقيع / التاريخ...
Appendix 32: Arabic consent forms for AAP teachers (1st copy to researcher)

أوافق على المشاركة في هذه الدراسة.
بناءً على الموافقة أعلاه، فإني أصرح بما يلي:

- أفهم الغرض من الدراسة، وطبيعة المشاركة فيها، والأضرار التي قد تتربى على ذلك.
- قرأت نموذج المعلومات المعد للمشاركات في الدراسة، وتأكدت مواضيع مشاركتي في الدراسة مع الباحث.
- أجيب فليخت عن أسئلي حول الدراسة بشكل معرض.
- أعلم أن مشاركتي تطرد محظية، وأني ليست مضطربة للمشاركة، وأعلم أن قرار المشاركة في الدراسة لن يؤثر على علاقتي بالباحثين، أو بأي شخص آخر في جامعة إيست أنجليا، أو بأي شخص آخر.
- أعلم أنه يكون الإنساح من الدراسة في أي وقت شئت.

أعلم أن لي الحق في الانسحاب من المشاركة في أي وقت شئت إذا كنت لا أرغب في الاستمرار، وأن جميع البيانات الخاصة بي التي جمعت لأغراض هذه الدراسة سوف تحفظ بشكل آمن، وتستخدم للأغراض التي وافقت عليها فقط.
- أعلم أن فقد تنازل لهذا الدراسة، وأن هذه النتائج لن تحتوي على التصريح باسمي، أو بأي معلومات يمكن من خلالها التعرف علي.

فيما يخص الجزء الأول من المشاركة أوافق على:

أخذ الملاحظات على أي داني في النصل: □ نعم □ لا

أخذ ملاحظات كتابية أثناء ملاحظة الفصل: □ نعم □ لا

 فيما يتعلق بأعمال الثاني من المشاركة أوافق على:

- تسجيل المقابلة مع المجموعة صوتياً: □ نعم □ لا
- تسجيل المقابلة المجتمعة كتابياً. هذا فقط إذا لم تتلبتي تسجيل المقابلة صوتياً. □ نعم □ لا
- مراجعة المسجل الصوتي للمقابلة. هذا فقط إذا قبلت تسجيل المقابلة صوتياً. □ نعم □ لا

هل ترغبين في الحصول على نسخة من النتائج المهنية للدراسة إذا كانت الإجابة بالإملاكية في النتائج باختيار الطريقة التي تفضلين إرسالا إليك من خلالها.

البريد الإلكتروني: _______________________

البريد الإلكتروني: _______________________

التاريخ: _______________________

التوقيع: _______________________

أني، …………………………………………………………………………………………………………………... …………………………………………………………………………………………………………………... …………………………………………………………………………………………………………………... …………………………………………………………………………………………………………………... …………………………………………………………………………………………………………………... …………………………………………………………………………………………………………………... …………………………………………………………………………………………………………………... …………………………………………………………………………………………………………………...
Appendix 33: Arabic consent forms for AAP leaders (1st copy to researcher)

نموذج الموافقة لأعضاء الهيئة الأدبية على المشاركة في البحث (النسخة الأولى للباحث).

أنا: ................................. [اسمك]. أوافق على المشاركة في هذا البحث.

بناءً على الموافقة أعلاه، فإني أصرح بما يلي:

- أفهم الغرض من الدراسة، وطبيعة المشاركة فيها، والأضرار التي قد تترتب على ذلك.
- قرأت نموذج المعلومات المعد للمشاركين في الدراسة، وناقشته موضوع مشاركتي في الدراسة مع الباحث.
- أجاب الباحث عن أسئلتي حول الدراسة بشكل مرضي.

أعلمت أن مشاركتي تتوافق مع المعايير، والتي ليست ممتلئة للمشاركة، وأعلنت أن قراري المشاركة في الدراسة لن يؤثر على علاقتي بالباحثين، أو أي شخص آخر في جامعة إيطاليا، أو جامعة

أعلنت أنه يمكنني الانسحاب من الدراسة في أي وقت شئت.

أعلم أن لي الحق بالإنسحاب من المشاركة في أي وقت شئت، إذا كنت لا أرغب في الاستمرار، وإن جميع بياناتي سميحة، ولن تستخدمن في الدراسة.

أعلنت أيضًا أنني أستطيع أن أرفض الإجابة عن أي سؤال.

أعلم أن جميع البيانات الخاصة بي التي جمعت لأغراض هذه الدراسة سوف تتم الحفظ بشكل آمن، وستستخدم للأغراض التي واضحها عليها فقط.

أعلنت أنه قد تنشر نتائج هذه الدراسة، وأن هذه النتائج لن تحتوي على التصريح باسمي، أو أي معلومات يمكن من خلالها التعرف علي.

أوافق على:

- تسجيل المقابلة صوتياً: □ نعم □ لا
- تسجيل المقابلة كتابياً. هذا فقط إذا لم تقبل تسجيل المقابلة صوتياً: □ نعم □ لا
- مراجعة التسجيل الصوتي للمقابلة. هذا فقط إذا قبلت تسجيل المقابلة صوتياً: □ نعم □ لا
- مراجعة الملاحظات: □ نعم □ لا
- هل ترغبون بالحصول على نسخة من النتائج النهائية للدراسة؟
- إذا كانت الإجابة بالموافقة، فيرجى التكرم باختيار الطريقة التي تفضلون إرسالها إليك من خلالها.

□ البريد الإلكتروني:
□ البريد الالكتروني:

الاسم: ............................................
التوقع / التاريخ: .................................
Appendix 34: Arabic consent forms for NNSA students (2nd copy to participating students)

نمذج الموافقة للطالبات على المشاركة في البحث (النسخة الثانية للطالبة)

في هذا الدراسة، بناء على الموافقة أعلاه، فإنني أصرح بما يلي:

✓ أفهم الغرض من الدراسة، وطبيعة المشاركة فيها، والأضرار التي قد تترتب على ذلك.
✓ قرأت نموذج المعلومات المتعة للمشاركات في الدراسة، وناقشته موضوع مشاركتي في الدراسة مع الباحث.
✓ أجاب الباحث عن أسئلتي حول الدراسة بشكل مرضي.
✓ أعلم أن مشاركتي تطوعية محسنة، وأنني ليست مضطراً للمشاركة، وأعلم أن قراري المشاركة في الدراسة لن يؤثر على علاقتي بالباحثين، أو أي شخص آخر في جامعة إست أنجليا، أو جامعة جامع.
✓ أعلم أنه يمكنني الانسحاب من الدراسة في أي وقت شئت.
✓ أعلم أنني أปกครอง في الانسحاب من المشاركة في أي وقت شئت، إذا كنت لا أرغب في الاستمرار، وأن جميع البيانات سوف مسحوبة، وأنني ليست في الدراسة.
✓ أعلم أيضاً أنني أستطيع أن أرفض الإجابة عن أي سؤال.
✓ أعلم أنني جميع البيانات الخاصة بي، التي جمعت لأغراض هذه الدراسة سوف تحفظ بشكل آمن، واستخدمت للأغراض التي وافقت عليها فقط.
✓ أعلم أنه قد تنشر نتائج هذه الدراسة، وأن هذه النتائج لن تحتوي على التصريح باسمي، أو بأي معلومات يمكن من خلالها التعرف علي.

أوافق على:

• تسجيل المقابلة صوتيا: □ نعم □ لا
• تسجيل المقابلة كتبت: □ نعم □ لا
• مراجعة التسجيل الصوتي للمقابلة: □ نعم □ لا
• مراجعة الملاحظات: □ نعم □ لا

إذا كنت إجابتك بالموافقة، يرجى التكريم بتعيين أحد الخيارات التالية المفضلة لديكم:

البريد: __________________________
البريد الإلكتروني: __________________________
التوقيع: __________________________
التاريخ: __________________________
Appendix 35: Arabic consent forms for AAP teachers (2nd copy to participating teachers)

Name: 
Email: 

Appendix 36: Arabic consent forms for AAP leaders (2nd copy to participating leaders)

نموذج الموافقة لأعضاء الهيئة الأدارية على المشاركة في البحث (النسخة الثانية للمشاركة)

أنا، .................................................. أوافق على المشاركة في هذا التحقيق.

بناء على الموافقة أعلاه، فأنا أصح بما يلي:

✓ أفهم الغرض من الدراسة، وطبيعة المشاركة فيها، والأضرار التي قد تتسبب في ذلك.
✓ قررت نموذج المعلومات المعد للمشاركتين في الدراسة، وناقشنا موضوع مداخلتي في الدراسة مع الباحث.
✓ أجاب الباحث عن أسئلتي حول الدراسة بشكل مرضي.
✓ أعلم أن مشاركتي تطوعية محضة، وأني ليست ضرورة للمشاركة، وأعلم أن قراري المشاركة في الدراسة لن يؤثر على علاقتي بالباحثين، أو أي شخص آخر في جامعة إبي أليجا، أو جامعة
✓ أعلم أنه يمكنني الانسحاب من الدراسة في أي وقت شئت.
✓ أعلم أن لي الحق بالانسحاب من المشاركة في أي وقت شئت، إذا كنت لا أرغب في الاستمرار، وأن جميع بياناتي ستتمس، ولكننا لنستخدم في الدراسة.
✓ أعلم أيضا أنني أستطيع أن أرفض الإجابة عن أي سؤال.
✓ أعلم أن جميع البيانات الخاصة بي التي جمعتها لأغراض هذه الدراسة، سوف تفترض بشكل آمن، وستستخدم للأغراض التي وقعت عليها فقط.
✓ أعلم أنه قد تتغير نتائج هذه الدراسة، وأن هذه النتائج لن تحتوي على التصريح بباسمي، أو بأي معلومات يمكن من خلالها التعرف على.
✓ أوافق على:

• تسجيل المقابلة صوتيا:  نعم □ لا □
• تسجيل المقابلة كتباً: هذا فقط إذا لم نطلب تسجيل المقابلة صوتيا:  نعم □ لا □
• مراجعة التسجيل الصوتي للمقابلة: هذا فقط إذا قبلا تسجيل المقابلة صوتيا:  نعم □ لا □
• مراجعة الملاحظات:  نعم □ لا □

هل ترغبون بالحصول على نسخة من النتائج النهائية للدراسة؟

إذا كانت الإجابة بموافقة، فلا يمكنني التكرار باختيار الطريقة التي تفضلن إرسالها إليكم من خلالها.

البريد: ..............................................
البريد الإلكتروني: ..............................................

لا اسم .............  / التوقيع / التاريخ
Appendix 37: Letter to the KNU

31 January 2018

Dear Sir or Madam

Mrs Soha Altayar

I write as Mrs Altayar’s academic supervisor as she makes continued good progress towards a PhD on the topic of ‘Needs Analysis and Course Design in Arabic for Academic Purposes’. She expects to collect data in the period from mid-February to the end of April 2018.

I would be grateful if you would give her every assistance in supporting this research.

Thank you.

Yours sincerely,

Professor Richard Andrews
Head, School of Education and Lifelong Learning
University of East Anglia
31 January 2018

Royal Embassy of Saudi Arabia
Cultural Bureau in London
630 Chiswick High Road
London
W4 5RY
United Kingdom

Dear Sir or Madam

Mrs Soha Altayar

I write as Mrs Altayar’s academic supervisor as she makes continued good progress towards a PhD on the topic of ‘Needs Analysis and Course Design in Arabic for Academic Purposes’ She expects to collect data in the period from mid-February to the end of April 2018.

I would be grateful if you would give her every assistance in supporting this research.

Yours sincerely,

Professor Richard Andrews
Head, School of Education and Lifelong Learning
University of East Anglia
Appendix 39: Letter from the Saudi Arabian Culture Bureau (in Arabic and English)
To whom it may concern

The Saudi Cultural Bureau of the Royal Embassy of Saudi Arabia in London assure you that: Soha Mohammad Altayar is one of the students which the Ministry of Education has sent to study for a Doctorate degree in Education from 29/2/1438 until 1/2/1441 at the University of East Anglia and her still on the study period.

This letter was given to present to the

The cultural attaché in the Royal Embassy of Saudi Arabia

in United Kingdom

Dr Abdulaziz Bin Ali Almagushi.