



# Designing English Materials Syllabus for Visual Communication Design Students Based on The External Stakeholders' Perspectives in Indonesia

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**Abstract.** This research explores the design of English materials syllabus for Visual Communication Design students in Indonesia, considering the perspectives of graduates and graduate users. It emphasizes the importance of understanding learners' needs and preferences in materials development and highlights the role of teachers in guiding the learning process. The study employs a mixed-methods research design, incorporating qualitative interviews, focus group discussions, and quantitative surveys. The findings aim to inform the design of future teaching materials and syllabi, ensuring alignment with learners' expectations and industry demands. The article provides insights into the target requirements for syllabus design and the role of English in the workplace, offering implications and recommendations for curriculum development.

**Keywords:** English materials syllabus, Visual Communication Design students, learners' needs,

## 1 Introduction

Learning plays a vital role in honing skills within social and business environments. It goes beyond mere memorization, encompassing experiential aspects as well (Hamalik, 2010: 36). To embark on the learning process, it is crucial to understand the reasons behind it, closely aligned with the goals of all individuals involved. Language materials hold significant importance among the essential elements of teaching and learning. Language materials, ranging from textbooks and videos to graded readers, flashcards, games, and online platforms, aid students in acquiring a new language (Tomlinson, 2012). These materials inform learners about the target language, guide their practice, provide real-life language experiences, encourage language use, and facilitate discoveries about the language. Consequently, materials development involves the evaluation, adaptation, design, exploitation, and research associated with creating and utilizing language learning resources. However, most commercially produced materials provide information about language features and guiding practice, disregarding diverse student learning preferences.

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M. Salimi et al. (eds.), *Proceedings of the 7th International Conference on Learning Innovation and Quality Education (ICLIQE 2023)*, Advances in Social Science, Education and Humanities Research 873,  
[https://doi.org/10.2991/978-2-38476-301-6\\_13](https://doi.org/10.2991/978-2-38476-301-6_13)

Sanjaya (2009: 96-97) asserts that teachers assume a significant role in teaching and learning activities. They can shape the learning experience according to students' needs, determine the desired learning outcomes, and assess students' progress. Consequently, the teaching process heavily relies on the presence of a qualified teacher, and learning cannot occur without their guidance. Teachers are responsible for delivering goals, selecting appropriate materials, and devising effective strategies to ensure optimal knowledge transfer. The process of creating materials involves selecting, adapting, and evaluating lessons. Designing suitable learning materials is crucial for successful instruction and integration into English-speaking communities (Richards, 2001).

English for Specific Purposes (ESP) is an approach tailored to the language needs of learners pursuing specific professions or fields of study. Saragih (2014) emphasizes the importance of developing English teaching materials that cater to students' particular needs based on thorough needs analysis, deficiency analysis, strategy analysis, limitation analysis, and educational needs assessment. ESP's focus on the language aspects, genres, discourses, and skills relevant to particular jobs or study areas necessitates a solid foundation in materials design.

Needs analysis, a fundamental strategy for establishing this foundation, is widely recognized as an essential practice in English for Specific or Academic Purposes (ESP/EAP). It enables educators and material developers to comprehend the specific requirements of their learners, ultimately leading to the creation of effective ESP materials (Ali & Salih, 2013). As cited in Paltridge and Starfield (2013), Hyland highlights gathering and evaluating information pertinent to course design, content selection, and methodology as integral components of needs analysis.

In recent years, language teaching resources for specific purposes have significantly developed. Highly specialized ESP courses, driven by needs-based syllabi, are recommended as part of curriculum renewal processes. Chostelidou (2010) advocates for an English for Specific Academic Purposes (ESAP) needs-based approach to teaching, enabling students to grasp academic and discipline-specific aspects of the target language effectively. Laborda (2011) presents a diverse range of current resources to facilitate ESP material development while outlining an ideal framework for future endeavours.

Designing an English course requires a comprehensive needs analysis for EFL students focusing on specific subject fields. A well-structured ESP curriculum or syllabus must address students' particular English language proficiency needs in their respective areas of study, satisfying both learners and industry stakeholders. Pre-identification of English proficiency issues is crucial for all stakeholders involved in the education process—students, employers, university officials, language teachers, and curriculum designers (Rido, 2020). Collaboration between higher education policymakers and internal/external stakeholders is paramount in designing learning materials responsive to student needs, aiming to meet the demands of local and global industries (Wijayanto, 2020).

Qiong (2017) defines perception as an individual's awareness and understanding of specific information. Variations in people's interpretations arise due to internal and external factors that influence their perception process. This process comprises three

stages: selection, organization, and performance, wherein individuals convert environmental stimuli into meaningful experiences, organize and group their experiences, and ultimately interpret the stimuli.

Therefore, this study aims to describe the target requirements for designing the syllabus of English language materials in the Visual Communication Design program, as perceived by graduates and graduate users' perspectives in Indonesia. Additionally, it investigates the role of English in the workplace from the users' perspective, aiming to equip graduates with valuable professional skills. By exploring users' perceptions of the importance of English and the frequency of its usage in specific activities, this research seeks to ensure that the learning materials and activities align appropriately. The findings of this study can guide future research endeavors, such as developing teaching materials and syllabi, to ensure their alignment with learners' needs and expectations.

## **2 Method**

This study employed a mixed-methods research design to achieve its objectives. The research involved qualitative and quantitative data collection and analysis methods to gather comprehensive insights into the target requirements for designing the syllabus of English language materials in the Visual Communication Design program and investigate the role of English in the workplace from the users' perspective.

### **2.1 Participants**

The participants in this study included ten graduates and five graduate users in the Visual Communication Design program in Indonesia. Graduates provided their expertise and insights into the syllabus design, while graduate users contributed their experiences and perceptions regarding the role of English in the workplace.

### **2.2 Qualitative Data Collection**

Qualitative data was collected through interviews and focus group discussions. Semi-structured interviews were conducted with graduates to explore their perspectives on the target syllabus design requirements and their experiences using English in their workplace. Focus group discussions were held with graduate users to gather their perceptions of the importance of English in the workplace and the frequency of its usage in specific activities. These qualitative methods allowed an in-depth exploration of participants' views, experiences, and perceptions of the research objectives.

### **2.3 Quantitative Data Collection**

Quantitative data was collected through surveys or questionnaires. A survey was administered to graduate users to obtain quantitative data on the frequency of English usage in specific activities in the workplace. The survey responses were collected

using Likert or appropriate rating scales to quantify the participants' perceptions. The quantitative data will provide numerical measurements that can be analyzed statistically to identify patterns, trends, and statistical relationships.

## 2.4 Data Analysis

The qualitative data from interviews and focus group discussions were transcribed and subjected to thematic analysis. This analysis identified the data's recurring themes, patterns, and categories to extract meaningful insights and interpretations. The quantitative data collected from the surveys were analyzed using appropriate statistical techniques, such as descriptive statistics and inferential analysis, to examine the frequency and significance of English usage in specific workplace activities.

## 2.5 Integration of Findings

The qualitative and quantitative findings were integrated to provide a comprehensive understanding of the target requirements for syllabus design and the role of English in the workplace from the users' perspective. The insights from both data types were triangulated to support and complement each other, enhancing the validity and reliability of the study's findings.

### *Implications and Recommendations*

Based on the findings, this study provided implications for designing English language materials in the Visual Communication Design program. It will also offer recommendations for future research endeavors, curriculum development, and aligning teaching materials and syllabi with learners' needs and expectations.

Overall, this mixed-methods approach allowed for a holistic investigation of the research objectives, combining qualitative depth with the quantitative breadth to comprehensively understand the target requirements and users' perceptions in the context of English language materials in the Visual Communication Design program.

## 3 Findings and Discussions

Exercises requiring English conversation must be included for learning to be effective. It also involves working on language proficiency-related speaking, listening, reading, and writing skills. Also, in the subject areas, vocabulary, grammar or structure, and pronunciation. A teaching technique involving a series of exercises was designed and used in each lecture to combine all those abilities and subject areas. Visual Communication Design students must be experts in all these areas and skills to succeed. Students in the Visual Communication Design area also need to learn the terminology that is nearly a second language, so it is even harder for them to succeed.

As stated in the section above, a questionnaire, interview, and analytic document were used to gather English language proficiency and subject matter goals. Hence, they demonstrated that the competency standard in English language proficiency and subject-matter activities;

1. The first competency activity for speaking skills activities was communicating messages briefly on commonplace, highly predictable subjects immediately affecting them. Then, using language creatively and blending previously learned concepts to convey unique meaning by discussing everyday topics known to them. After that, they could participate thoroughly and productively in conversations on various issues in official and informal settings, from both tangible and abstract viewpoints accurately and fluently.
2. The first competency activity in listening skills is understanding keywords and expressions that are highly contextualized and predictable. Then, comprehending information presented in a straightforward, sentence-length speech on familiar or commonplace topics, and finally, understanding the key points and the majority of the supporting elements in the related discourse on a range of themes of broad interest with an extended lesson that is linguistically challenging and found in professional and academic contexts, lectures, speeches, and reports.
3. For reading skills activities, the first competency activity was getting a limited amount of information from highly predictable texts in which the topic or context was very familiar-then, comprehending the central idea and illustrative aspects of the real-world narrative, descriptive texts, and information presented in straightforward, predictable, loosely connected texts. Moreover, the last was comprehending writings using sophisticated grammatical structures and precise, frequently specialized terminology from various genres covering various topics.
4. The first competency activity for writing skills activities was producing lists and notes, primarily by writing words and phrases and providing limited information on simple forms, messages, and letters. Then, write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature, and after that, create formal and informal letters, thorough summaries, reports, and research papers on various social, academic, and professional themes.

The goals for the activities related to computer engineering competency and communication competency have been created. The objectives address the communicative skills of computer engineering deeds to carry out competency-based tasks and the proper responses, drills, and tools to give the students quality practice.

### 3.1 Deciding Syllabus Type

The chosen syllabus was competency-based and created using data from student learning activities, student performances, and the communicative skills needed to carry out those activities. Also, it was chosen because a competence-based curriculum considered language as a social communication tool and situational settings, according to *Landasan Filosofi Teoritis Pendidikan Bahasa Inggris* (Depdiknas, 2004). The following elements were included in the design, according to *Pelayanan Profesional Kurikulum*. 2004 (Depdiknas, 2003): (1) competency standards; (2) basic competency; (3) indicators; (4) teaching materials; (5) learning experience; (6) time allocation;

(7) resource and media; and (8) assessment. Moreover, Finney (Richards & Renandya, 2002) stated that the design considers the content and the sequence of what will be taught. It might be viewed as the obvious first step in creating a language program suited to the demands of the learners.

### 3.2 Defining the Contents

Depending on the findings of the requirement analysis, the contents are specified as a sequence of materials and activities. The next stage would be choosing the fabric of the curriculum to determine the learner's linguistic needs. Most language curriculum information is taken from inventories or lists, such as word frequency lists, function inventories, or lists of specialized topics. A series of checklists that address discourse skills, communicative functions, and study abilities can also be used to define the range.

#### *The English 1 Syllabus*

The subject aims to enhance students' speaking, listening, reading, and writing abilities concerning predictable and familiar topics. A detailed breakdown of the various skills, competencies, learning experiences, time allocation, resources, and assessments for the English 1 subject syllabus.

**Table 1. The English 1 Syllabus**

<b>Skill</b>	<b>Description</b>	<b>Learning Experiences</b>	<b>Time Allotment</b>	<b>Resources</b>	<b>Assessment Methods</b>
<b>Speaking</b>	Convey messages on familiar and predictable subjects effectively. Develop competencies such as introductions, greetings, expressing opinions, and describing daily schedules. Engage in oral practice, role-play, group simulations, and project work.	Oral practice, role-play, group simulations, studying expressions and structures, project work	180 minutes over 14 meetings	Textbooks, manuals, CDs, DVDs, videotapes, online materials	Unit exams, mid-term exams, comprehensive final exams, written assignments, performance evaluations
<b>Listening</b>	Comprehend keywords and expressions in contextualized situations. Understand greetings, personal information,	Oral practice, role-play, group simulations, studying expressions and structures, project work	180 minutes over 14 meetings	Textbooks, manuals, CDs, DVDs, videotapes, online materials	Unit exams, mid-term exams, comprehensive final exams, written assignments, performance evaluations

<b>Skill</b>	<b>Description</b>	<b>Learning Experiences</b>	<b>Time Allotment</b>	<b>Resources</b>	<b>Assessment Methods</b>
	simple questions, and descriptions of jobs and routines. Engage in oral practice, role-play, group simulations, and project work.				
<b>Reading</b>	Extract limited information from predictable texts. Comprehend personal information, anticipate information in various texts, and understand keywords and phrases in questions and descriptions. Engage in oral practice, role-play, and project work.	Oral practice, role-play, group simulations, studying expressions and structures, project work	180 minutes over 14 meetings	Textbooks, manuals, CDs, DVDs, videotapes, online materials	Unit exams, mid-term exams, comprehensive final exams, written assignments, performance evaluations
<b>Writing</b>	Produce lists, notes, messages, letters, and short answers. Provide basic biographical details and practice basic writing needs. Engage in oral practice, role-play, group simulations, and project work.	Oral practice, role-play, group simulations, studying expressions and structures, project work	180 minutes over 14 meetings	Textbooks, manuals, CDs, DVDs, videotapes, online materials	Unit exams, mid-term exams, comprehensive final exams, written assignments, performance evaluations

This table breaks down the English 1 syllabus into different skills, their descriptions, learning experiences, time allotment, resources, and assessment methods. These competencies and learning experiences aim to foster students' English communication skills about familiar and predictable topics. The suggested resources and assessment methods support and evaluate the student's progress in each skill area.

### The English 2 Syllabus

English 2 is a subject that equips students with the necessary skills and understanding to communicate in English effectively. It focuses on language competencies such as speaking, listening, reading, and writing.

**Table 2. The English 2 Syllabus**

<b>Skill</b>	<b>Description</b>	<b>Learning Experiences</b>	<b>Time Allotment</b>	<b>Resources</b>	<b>Assessment Methods</b>
<b>Speaking</b>	Discuss familiar daily life topics and express personal meaning. Participate in informal and formal conversations, gain confidence, and ask/answer questions using sentence-level language in various tenses.	Oral practice, role-play, group simulations, studying expressions and structures, discovering generalizations/rules, project work	180 minutes over 14 meetings	Textbooks, manuals, CDs, DVDs, online materials, assignments, papers	Exams, written assignments, skills performance evaluation
<b>Listening</b>	Comprehend simple, sentence-length speeches. Understand informal/formal conversations, use real-world knowledge/contextual clues, and grasp the content of short narratives and descriptive texts.	Oral practice, role-play, group simulations, Q&A activities, studying expressions and forms, discovering generalizations/rules, project work	180 minutes over 14 meetings	Textbooks, manuals, CDs, DVDs, online materials, assignments, papers	Exams, written assignments, skills performance evaluation
<b>Reading</b>	Enhance understanding of main ideas and details in narrative and descriptive texts. Comprehend texts addressing personal/social needs and extract data from familiar formats like reports, announcements, and online articles.	Oral practice, role-play, group simulations, studying expressions and structures, discovering generalizations/rules, project work	180 minutes over 14 meetings	Textbooks, manuals, CDs, DVDs, online materials, assignments, papers	Exams, written assignments, skills performance evaluation
<b>Writing</b>	Write routine informal/formal correspondence, narratives, descrip-	Oral practice, role-play, group simulations, studying expressions and	180 minutes over 14 meetings	Textbooks, manuals, CDs, DVDs,	Exams, written assignments,



Skill	Description	Learning Experiences	Time Allotment	Resources	Assessment Methods
	tions, and factual summaries. Create statements, questions, and short written communications on personal topics. Write compositions and summaries.	structures, discovering generalizations/rules, project work		online materials, assignments, papers	skills performance evaluation

This table summarizes the various language skills covered in the English 2 syllabus and their descriptions, learning experiences, time allotment, resources, and assessment methods. Overall, English 2 provides students with a comprehensive set of skills and knowledge necessary for effective communication in English, encompassing speaking, listening, reading, and writing. The learning experiences involve various activities and resources, while assessments are conducted through exams, written assignments, and skills performance evaluations.

**The English 3 Syllabus**

English 3 is a subject that aims to develop students' communication skills with accuracy and fluency, particularly in English presentations essential for job performance. The course focuses on understanding the main ideas and supporting details in the connected discourse on various topics related to the job in both formal and informal settings. Additionally, it emphasizes comprehension of texts from different genres covering a wide range of subjects, including technical terminologies. The students are also expected to demonstrate various writing skills, such as formal and informal correspondence, in-depth summaries, reports, and research papers on social, academic, and professional topics.

**Table 3. The English 3 Syllabus**

Skill	Description	Learning Experiences	Time Allotment	Resources	Assessment Methods
<b>Speaking</b>	Develop accurate and fluent communication skills for job-related presentations. Discuss abstract issues, deliver information confidently, use communicative strategies, and demonstrate presentation skills.	Oral practice, role-play, group simulations, Q&A sessions, studying expressions or structures, project work	180 minutes over 14 meetings	Textbooks, manuals, CDs, DVDs, online materials, course assignments, student papers	Exams, written assignments, skills performance evaluation

<b>Skill</b>	<b>Description</b>	<b>Learning Experiences</b>	<b>Time Allotment</b>	<b>Resources</b>	<b>Assessment Methods</b>
<b>Listening</b>	Understand main ideas and details in complex discourse. Comprehend narrative, descriptive texts, complex factual material, and sentence-length speech in personal and social contexts.	Oral practice, role-play, group simulations, Q&A sessions, studying expressions or structures, project work	180 minutes over 14 meetings	Textbooks, manuals, CDs, DVDs, online materials, course assignments, student papers	Exams, written assignments, skills performance evaluation
<b>Reading</b>	Enhance understanding of precise vocabulary and complex grammar. Comprehend narrative, descriptive texts, expanded descriptions, argumentative texts, and essential points in areas of interest.	Oral practice, role-play, group simulations, studying expressions or structures, project work	180 minutes over 14 meetings	Textbooks, manuals, CDs, DVDs, online materials, course assignments, student papers	Exams, written assignments, skills performance evaluation
<b>Writing</b>	Produce formal/informal written communication, in-depth summaries, reports, and research papers. Compose summaries, coherent paragraphs, precise essays, and references in specific fields.	Oral practice, role-play, group simulations, studying expressions or structures, project work	180 minutes over 14 meetings	Textbooks, manuals, CDs, DVDs, online materials, course assignments, student papers	Exams, written assignments, skills performance evaluation

This table summarizes the different language skills taught in the English 3 syllabus, along with their descriptions, learning experiences, time allotment, resources, and assessment methods. In summary, English 3 gives students the skills and understanding to effectively communicate in English presentations and comprehend connected discourse on various topics. The course emphasizes reading comprehension of different text genres and enhances writing skills for formal and informal correspondence. The learning experiences involve multiple activities and resources, and assessments are conducted through exams, written assignments, and skills performance evaluations.

## 4 Conclusion

This study emphasizes the importance of designing English materials syllabus for Visual Communication Design students in Indonesia based on the perspectives of graduates and graduate users. It highlights the significance of understanding learners' needs and preferences in materials development and the crucial role of teachers in guiding the learning process. The study utilizes a mixed-methods research design, combining qualitative interviews, focus group discussions, and quantitative surveys. The findings aim to inform the design of future teaching materials and syllabi, ensuring they align with learners' expectations and industry demands. The article provides insights into the target requirements for syllabus design and the role of English in the workplace, offering implications and recommendations for curriculum development. By considering the perspectives of graduates and graduate users, the research aims to create practical and relevant English language materials for Visual Communication Design students, equipping them with valuable professional skills.

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