

BUSINESS ENGLISH FOR UNDERGRADUATE BUSINESS STUDENTS: AN ANALYSIS

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English is used as a global lingua franca in an enormous range of domains, from international politics to entertainment, from air traffic to academia, trade, diplomacy and social media. Its non-native speakers outnumber its native speakers, and bend the language to their own purposes. (A. Mauranen 2010)

Abstract: *This study investigates the need of English language learning for business students considering the need for incorporating English for specific purposes (ESP) and English for general purposes (EGP) in a learning friendly course curriculum to improve business English communication and proficiency in English to meet the need for business students in a tertiary level. This study also aims to understand the views on English for General Proposes (EGP) considering the set up of objective oriented class room environment to execute the lesson plan within a smoother, flexible, out come based course curriculum and teaching-learning methods and supporting the students to incorporate their needs for ESP and EGP as well. As per English learning it is very important to reconstruct the course objective for ESP classroom as business students require some special care while learning the second language. So, the study analyses the need for learning English for business students as they used to learn English as a global language to serve the purposes of specific needs. To set up an objective oriented class environment incorporating the general English with Business English is a fundamental need for those students who are learning English to serve with proficiency. The authors tried to bring out the characteristics and the classification of ESP along with it sub-classes. The attempt is made to focus on the different roles played by an ESP teacher in the class. Regarding Business English, the authors shows how to collect course materials and methods of making the Business English learners communicatively competent.*

Keywords: *English for Specific Purposes; English for General Purposes; needs analysis; Course objective; class environment*

Introduction :

The importance of Business English communication emerges from the fact that tells us about the English language dominance in the world. It's believed that "English is dominant in a way that no language has ever been before." The global imperialism has had a great impact on almost all the spheres of human endeavors including science and technology, education, engineering and of course, the ways the businesses are done.

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Apart from that, the cultural, political, and economic developments are a great cause for the English Language to be known as the dominant world language. With the impact of globalization, English is becoming highly valued and is regarded as a major medium of international communication. Therefore, the demand for non-native English speakers who want to learn English in their particular domain is growing increasingly. In English-as-a-foreign-language (EFL) countries, before entering workplace, EFL speakers' English ability is mostly developed in English courses at school. It's true that it's taught as a foreign language, but it is now a global language of business and trades, as many an international organizations are making it as a common corporate language. Thus, it would be proper to mention that the learning and enhancing English communication is one of the most important things to do in today's modern world. Business English is English language specially related to international trade, commerce and industry. It's a part of English language for fulfilling specific purposes. To put it simply, business English is English communication for Business. It must be noted that Business English focuses on business communication or it's used in business related issues rather than conversations that are made in general. It is used by the business people and the employees who need to use it in connection with their daily business or job related activities.

As stated above, developing or having acquired Business English Communication skills is one of the most important things to do in this day and age. Since most of us are associated with business organizations, leveraging language and using the technical terms appropriately or in a way that produces the desired effect is a valuable thing. Having been regarded as one of the top softest skills of an employee, the quality of maintaining good communication at the work place leads to get the desired results. It may be rightly said that improving business English communication is essential for all those people who need to work in any area of business.

The last century witnessed great changes in both theories of language learning and teaching. Towards the second half of the last century, we see the development of a new concept called ESP. ESP stands for English for Special Purposes. It is an English teaching programme. Within English language teaching (ELT) ESP has established itself as a distinct discipline as it has its own teaching methodology and it draws heavily "on research from various disciplines in addition to applied linguistics." The main objective is to endow the learner with a workable knowledge of English. Soon it becomes very popular. In this programme only limited amount of vocabulary and linguistic structures requiring for the field are taught.

The development of ESP

"Gatehouse (2001) enumerates three factors as the origins of ESP that speeded up development of ESP and resulted in courses which could meet ESP learners' needs and expectations. These are:

- the demands of Brave New World
- the revolution in linguistics
- the focus on the learners"

(as cited in Halina Siarocka, 2008, 33).

The demands of Brave World involve two major events – the Second World War and the Oil crisis. These two great incidents took the world by surprise and exerted tremendous impacts on the world economy. "The former resulted in a huge and extraordinary expansion of science, technology and economy, the latter caused the flow of the Western money and knowledge in the oil-rich countries and in both cases English was the language of change" (ibid, 33).

According to Hutchinson and Water (1987) there came a revolution in the field of linguistics when some linguists started focusing “on the ways in which language is used in real communication instead of concentrating on features of the language”. They also observed that language varies from situation to situation. So it was concluded that the language should be adjusted according to the needs of the learner for a specific situation.

Hutchinson and Water (1987) opine that the main focus is on the learner’s need instead of delivery of language. As the main goal is to take care of the different needs and interest of the learner, the various specific need oriented courses are started to be designed in field of language teaching. This contributes significantly to the growth of ESP.

Milevica Bojovic, a researcher says that the following are the factors behind the growth of ESP:

- “1) the expansion of demand for English to suit specific needs of a profession,
- developments in the field linguistics (attention shifted from defining formal language features to discovering the ways in which language is used in real communication, causing the need for the development of English courses for specific group of learners), and
 - educational psychology (learner’s needs and interests have an influence on their motivation and effectiveness of their learning” (2016 , 487).

According to Day and Krzanowski “ESP (English for Specific Purposes) involves teaching and learning the specific skills and language needed by particular learners for a particular purpose. The P in ESP is always a professional purpose – a set of skills that learners currently need in their work or will need in their professional careers. This broad definition can be taken to include business skills, such as English for Job-hinting or Presentations, but many ESP teachers see their field as distinct from main stream Business English” (2011, 5).

Actually, ESP is a branch of LSP (Language for Special Purposes) which is defined “...the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs” (Swales, 1992: 300 as cited in Knight et al 2010).

“English for Academic purposes is generally defined as teaching English with the aim of facilitating learners study or research in that language” (Flowerdew and Peacock, 2001).

Another researcher, Gillette (1989) defines EAP as “EAP is a branch of ESP in that the teaching content is matched to the requirements of the learners.”

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“EAP refers to language research and instruction that focuses on the specific communicative needs and practices of particular groups in academic contexts”. (Hyland and Hamp-Lyons 2002:2). According to Perrin (2011) “EAP should not be about learning English, rather it should aid learners in equipping them with the communicative skills to participate in particular academic and cultural contexts”. He further says in EAP “Success is measured by grades with grammar/vocabulary mistakes given prominence” (2011).

“The nature of the typical EAP learner has changed dramatically with the emergence of ELF (Björkman, 2008). Globalization has made English medium higher education a common feature of many academic institutions in northern Europe and elsewhere” (Björkman 2011, 82). According to the author, in the field of education English is gaining ground because of the increasing mobility of both students and staff. “The medium of this growing group is ELF” (ibid 82).

“In this manner, students become users of the English language, not learners of the language. Proponents of ELF consider ELF speakers as users of English rather than learners (Bjorkman, 2011). Moreover, results reveal that there was a minor difference of attitude among the participants with respect to academic level.” (Mira M. Alameddine 2014)

Objectives:

In education sector, generally EAP is taught with an aim to enable the learners to follow class lectures, take notes, read his texts and write his examination in English. In short, EAP is meant for enabling the students to pursue his studies in English.

“– a main objective of English departments is to ensure that ESP courses impart the key communicative skills that are most useful to graduates in their chosen careers,” (Hassan Bouzidi) 10)

According to Bojovic (2016) “Hutchinson and Waters (1987) define ESP as an approach rather than a product – meaning that ESP does not involve a particular kind of language, teaching material or methodology. The basic question of ESP is: Why does this learner need to learn a foreign language? The purpose of learning English became the core.”

“The object of an EAP - English for Academic Purposes - course is to help overseas students overcome some of the linguistic difficulties involved in studying in English. The job of the EAP lecturer is to find out what the students have to do and help them to do it better” (Gillette 1991).

Regarding the objectives of EAP, he (1991) says

They also allow students to familiarise themselves with the new environment and facilities of the institution before their main courses start. The students need to learn to adopt particular approaches to their study and learn strategies and skills that will enable them to succeed in the UK HE system. The purpose of the pre-sessional EAP course is to bring them up to the level that is necessary to start a course. In this case EAP tutors need to liaise with admissions tutors to find out what is necessary.

As Ferguson says, the establishment of English as the dominant language of scientific communication is now so well-documented that its strong presence is undisputed even by

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those who are critical of this development (2007). This dominant position of English in scientific communication has contributed to the growth of the field of English for Academic/Specific Purposes (Ferguson, 2007).

Relation between ESP and ELT

Though English for Specific Purposes has a lot in common with English Language Teaching (ELT), it has now established itself as a separate discipline within ELT. This is because ELT has its own teaching methodology.

The nature of the typical EAP (English for Academic Purposes) has changed dramatically with the emergence of ELF (Björkman, 2008). Globalization has made English medium higher education a common feature of many academic institutions in northern Europe and elsewhere (Ibid 82).

“An important component of an effective ESP course is a textbook that contains job- related English lessons. However, there often is a mismatch between the content of ESP textbooks and actual workplace language demands” (Hassan Bouzidi 2009, 10). He proposes following three remedies for this mismatch:

- to collect data about the needs of employees and employers,
- to use that data to evaluate classroom material,
- to supplement the ESP textbook to make relevant to the employment setting.

Characteristics of ESP

While justifying EAP as a part of ESP, Robinson (1991, 2-5) brings out the following key “features which are usually thought of as being criterial to ESP courses.

- First ESP is goal directed - the students are not learning the English language for the sake of it, but because they need to use English. EAP students are usually current higher education students or they are hoping to go on to higher education after their EAP course. They need to learn English in order to succeed in their academic careers.
- Second, ESP courses are based on a needs analysis, which aims to specify as closely as possible exactly what it is that students have to do through the medium of English. One important feature of EAP courses is the close attention that is paid to students' aims and what they plan to study. The first stage in any EAP, and ESP, course is to find out exactly why the students are learning English and therefore what language and skills they will need.
- Often there is a very clearly specified period for the course. Most EAP students are doing fixed term courses in preparation for an academic course.
- ESP learners tend to be adults rather than children. Most EAP students are over 18 and they will have made a difficult decision to study in an English medium university.
- Students may need specialist language, but this is not necessarily so. It is the activities that the students will want to engage in that defines the course. As with all ESP, an EAP lecturer would not take a text and say, "What can I do with this?" The starting point is always, “What will my students need to do with this text and how can I help them to do it?”

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In some cases, a very high level of proficiency is not required, as long as the students can succeed in their aims. Students need to be able to get good marks for assignments. Our job as EAP lecturers is to find ways to enable them to do this - getting their present tenses correct may not be as important the overall structure of the essay”.

These courses are intended to prepare Students in Higher Education coming to study in the UK to study in English. They also allow students to familiarize themselves with the new environment and facilities of the institution before their main courses start. (as cited in Gillette 1991).

Carver (1983) mentions following three common characteristics of ESP courses:

- Authentic materials- when ESP courses are offered at an intermediate or advanced level, the authentic materials are used. These materials may be modified by teachers or unmodified ‘especially in self-directed studies or research tasks’. Such materials are commonly used in ESP. in such cases ‘students are usually encouraged to conduct research using a variety of different resources including the internet’;
- purpose-related orientation – this usually involves role play by the learners (simulation of communicative tasks) as required by the target situation. In such cases the teacher assigns the learners ‘different tasks – to simulate the conference preparation, involving the

preparation of papers, reading, note-taking and writing'. In some cases, the learners of ESP have to "present logo creation, negotiating with the clients (suppliers and buyers), telephone conversation. They also practice listening skills, though the application is restricted because they employ newly acquired skills during their ESP classes with their colleagues and teacher" (Bojovic 2016, 490).

- Self-direction – this feature of ESP involves student's autonomy. According to this feature the teachers encourage their students to take freedom 'to decide when, what, and how they will study'. It is essential for highly capable learners to know the different techniques to get access to new culture.

Strevens' (1988) definition of ESP makes a distinction between 1) **absolute characteristics** (language teaching is designed to meet specified needs of the learner; related in content to particular disciplines, occupation and activities; centred on the language appropriate to those activities in syntax, text, discourse, semantics, etc. and analysis of the discourse; designed in contrast with General English) and two variable characteristics (ESP may be restricted to the language skills to be learned, e.g. reading; and not taught according to any pre-ordained methodology)

Robinson's (1991: 3) definition of ESP is based on two **criteria**: 1) ESP is normally 'goal-directed', and 2) ESP courses develop from a needs analysis which aim to specify what exactly it is that students have to do through the medium of English, and a number of **characteristics** which explain that ESP courses are generally constrained by a limited time period in which their objectives have to be achieved and are taught to adults in homogenous classes in terms of the work or specialist studies that the students are involved in (Bojovic 2016, 488).

EAP courses are offered before the learners start their main academic course. This is why EAP courses are called 'pre-sessional courses.'

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The nature of the typical EAP learner has changed dramatically with the emergence of ELF (Björkman, 2008). Globalization has made English medium higher education a common feature of many academic institutions in northern Europe and elsewhere. Although northern European universities seem to be more anglicized compared to the universities in southern Europe, English is gaining significance with increasing academic mobility, which involves both students and staff. The medium of communication for this growing group is ELF. Many institutions in continental Europe have acted to accommodate such groups and introduced English-medium programs consequently. In Sweden, for example, this proportion has increased to about 65 per cent in master's programs (Salö, 2010). In Swedish engineering education, it is not uncommon to have a German scholar lecturing a group of students from different language backgrounds, or for a group of Chinese, Spanish, Indian and Italian students to work on a group project, all through the medium of English. This linguistic development has given rise to a third target group of EAP including such speakers: Those who speak English as a lingua franca (Björkman, 2009). This third group consists of speakers from different first language backgrounds and uses English primarily as a "spoken" medium. (ibid 82)

Classification of ESP

ESP is divided into the following main areas

- English for Academic Purposes (EAP)

This involves

- pre-experience,
- simultaneous/in-service, and
- post- experience courses;and
- English for Occupational Purposes (EOP)

This involves Study in a specific discipline including

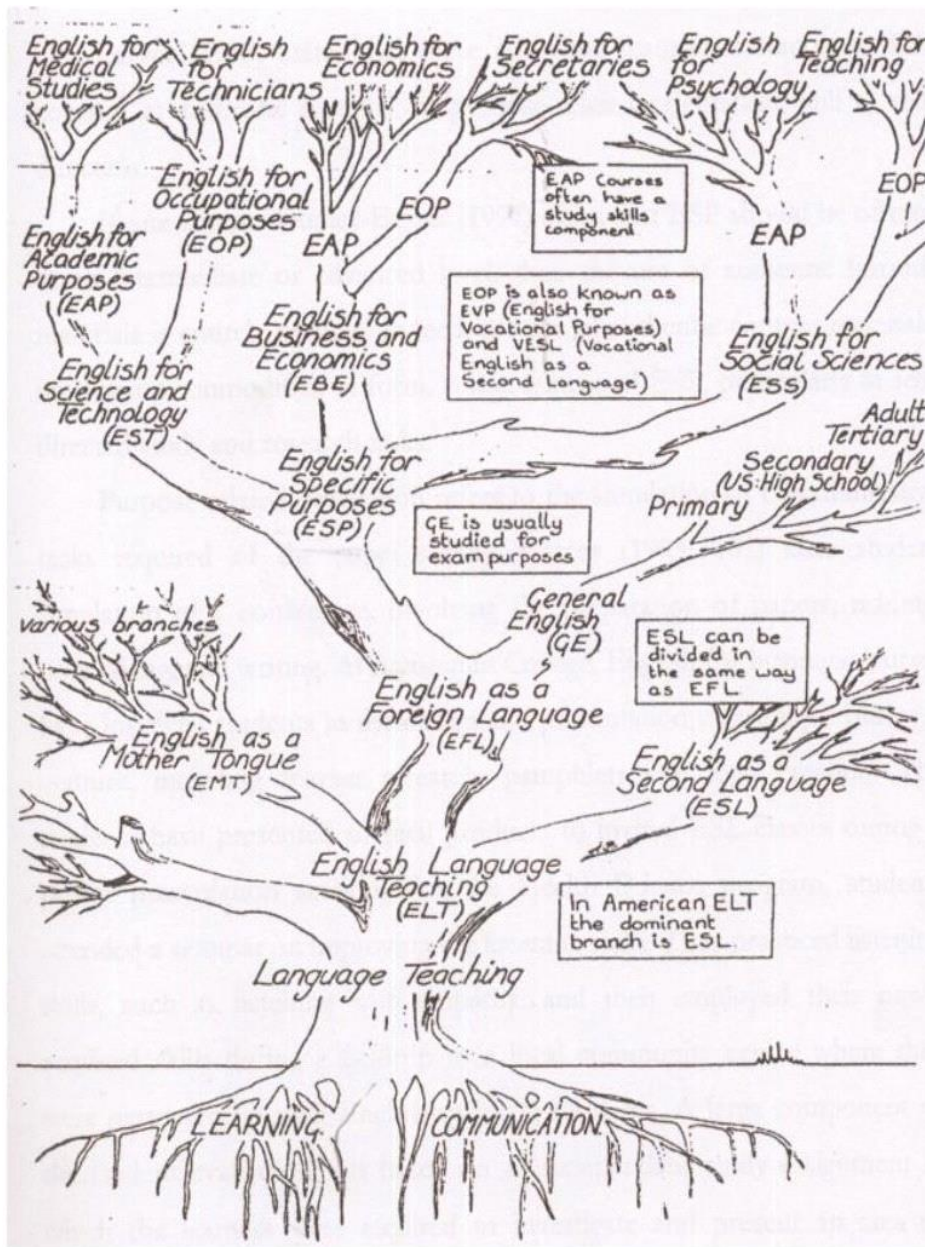
- pre-study, b. in-study, and c. post-study

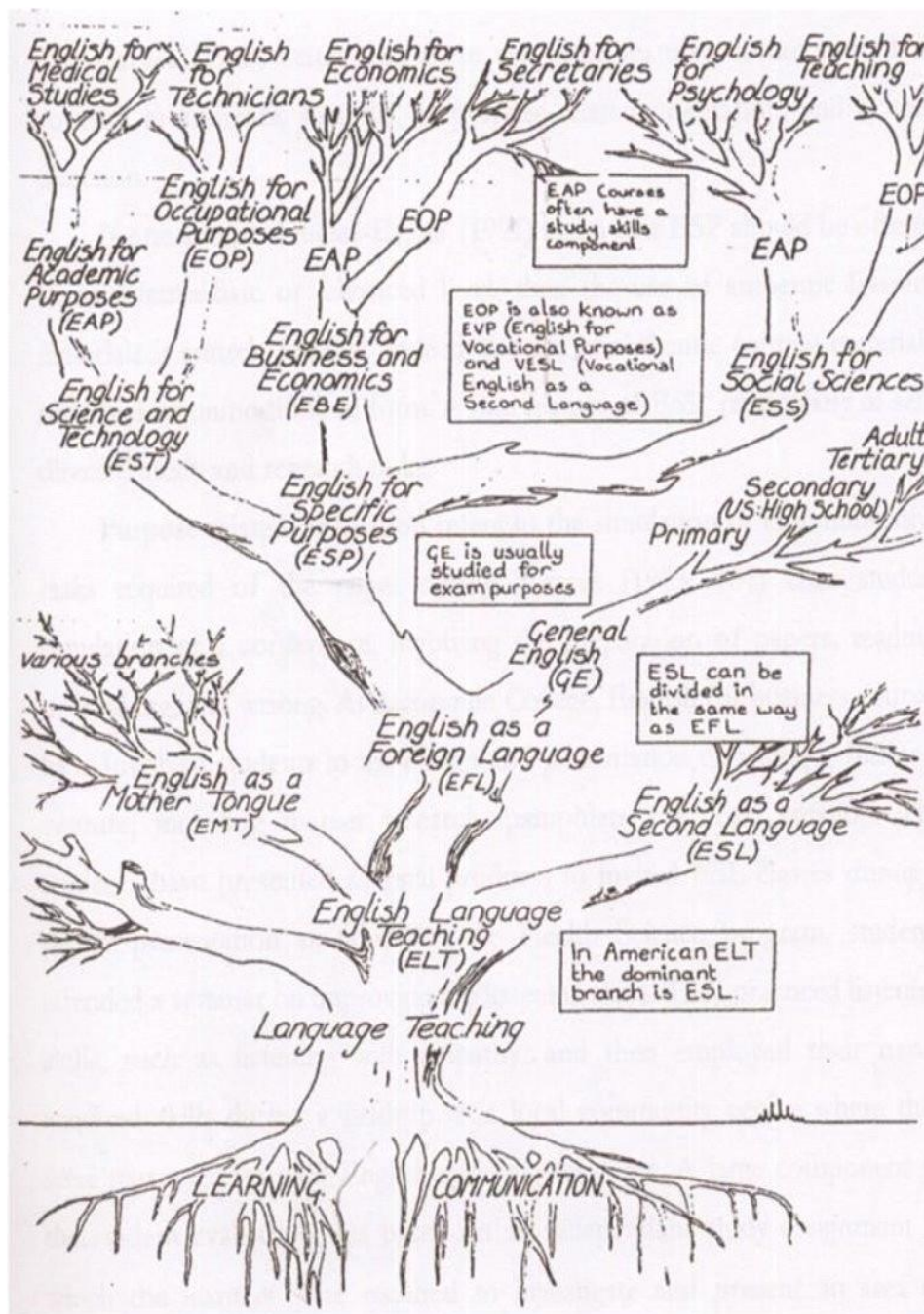
Or as a school subject, it may be independent or integrated.

From another perspective, EAP may be divided into the following disciplines:

- EAP includes i) English for (Academic) Medical Purposes (EMP), ii). English for (Academic) Science and Technology, iii). English for (Academic) Legal Purposes(ELP), and iv). English for Management, Finance and Economic;
- EOP (English for Occupational Purposes) includes i). English for Professional Purposes, ii). English for Business Purposes – EBP and iii.) English for Vocational Purposes (Pre-vocational English and Vocational English.

There is a nice classification of ELT in Tree by Huchinson and Waters. It is presented below:





ELT Tree (Huchinson and Waters 1987. P. 17)

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Recently in Masters in Business Administration programme, the academic study of business, finance, banking, and economics have occupied a very significant position. And EOP stands for English for Occupational Purposes in administration, medicine, law and business, and vocational purposes for non-professionals in work (language of training for specific trades or

occupations) or pre-work situations (concerned with finding a job and interview skills) (Bojovic 2016).

The above discussion and classification shows that there are a variety of ESP courses in different fields and professions, and accordingly each of them has its individual features. Consequently, the teacher of each ESP course has specific role to play and need to acquire specialized knowledge according to the needs and nature of that course.

The role of teachers in ESP

An ESP teacher performs multifarious jobs. In other words, his job is varied. In this respect, Halina Siarocka (2008, 34) states “generally in ESP classes the interaction is similar to that in a General English class, however, in the more specific ESP classes the teacher becomes more like a language adviser and consultant having equal status with the learners who are often experts in the subject matter.” So, in this field his status is more than a teacher. Many researchers and educationists also acknowledge that the job of an ESP teacher “involves more than teaching”. Dudley Evans and St. John (1998) prefer the term “ESP practitioner” in place of teacher as this term is “more detailed and complete” and more inclusive than any other word. According to them and other specialists, the following are the key roles of an ESP practitioner:

- teacher
- course designer and materials provider
- researcher
- collaborator
- evaluator
- The ESP practitioner as a teacher

ESP is a separate branch and quite different from general language teaching discipline. It is basically practical and need oriented teaching activity. Sierocka (2008, 35) states

The methodology changes as the teaching becomes more specific. In ESP situation, the students may know more about the content than their teacher. In the case of ESP classes, the teacher is no longer a “primary knower”. In the case of very specific courses, the students themselves are the primary knowers of the carrier content of the material. The teacher’s main role is to generate real, authentic communication in the classroom on the ground of the students’ knowledge.....apart from teaching, provides materials, designs a syllabus, collaborates with subject specialists, conducts research and evaluates the course and students.

In some contexts, the ESP teachers give one-to-one advice to students. Further, “ESP teachers need to have considerable flexibility, be willing to listen to learners, take interest

in the disciplines or professional activities the students are involved in, and to take some risks in their teaching” (Bojovic 2016) .

• The ESP practitioner as course designer and material provider

As ESP requires highly specialized need-based courses, there is heavy dearth of materials. Sometimes there exist no suitable published materials for the identified needs. In such cases, the ESP practitioners have to plan the course and accordingly manage the materials. Therefore, the

role of the ESP practitioner involves “selection of published materials, adapting material if it is not suitable, or writing it. ESP teachers also need to assess the effectiveness of the teaching material used whether it is published or self- produced” (ibid 490). This is why another language expert says

You will set goals for the students and then translate those goals into an instructional program with hourly, daily, and weekly activities. One of your primary tasks will be management; selecting and organizing course materials, supporting the students in their efforts, and providing them with feedback on their progress.

- **The ESP practitioner as researcher**

Research is a part and parcel of ESP. an ESP practitioner has to be a researcher in order to know and fulfill the needs of the learner. In this regard Sierocka (2008, 35) states “First of all s/he should research their aims in what they really want to achieve. Then research is necessary to design a course, to write teaching materials, and to find out the ESP students’ particular interest”. “Regarding the research into English for Business purposes, there is a growing interest in investigating the genres, the language and the skills involved in business communication. ESP teachers need to be in touch with the research” (ibid 490).

- **The ESP practitioner as collaborator**

Since the prime objective of teaching ESP is to achieve specific goals, the teacher can best perform his job when he collaborates with a subject specialist. Through this kind of cooperation an ESP practitioner becomes quite aware about the contents of the syllabus in an academic context or “the tasks that students have to carry out in a work or business situation”. This is why, in this regard “Dudley-Evans and St. John (1998) also see ESP teacher as a collaborator. By this term they mean cooperating with subject specialists. In their perspective, it could be a simple cooperation in which ESP teachers gain information about the subject syllabus or tasks the students have to carry out in their professional carrier or a collaboration when there is an integration between specialist studies or activities and language” (as cited in Sierocka 2008 35). As a collaborator the ESP practitioner also prepare their learners to acquire language for delivering a lecture onthe subject or giving a presentation.

- **The ESP practitioner as evaluator**

Another important job of an ESP practitioner is to prepare various types of evaluations such as testing of students, evaluation of courses and teaching materials. The role of testing seems very significant as the ESP practitioner has to assess the progress of his

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learners and evaluate the effectiveness of the teaching materials. In this regard, Bojovic writes

tests are conducted 1) to assess whether students have the necessary language and skills to undertake a particular academic course or career which is important in countries such as the UK, the USA, Australia where large numbers of international students do postgraduate course or research and need internationally required tests, e.g. International English Language Test Service (IELTS). Testing of English as a Foreign Language (TOFL), 2) to assess the level of their achievement – how much learners have gained from a course. Evaluation of course design and teaching materials should be done while the course is being taught, at the end of the course and after the course has finished, in order to assess whether the learners have been able to make use of what they learned and find out what they were not prepared for.

An ESP practitioner while evaluating focuses “on measuring specific uses of English language among identified groups of people, such as doctors, nurses, lawyers, civil engineers, tour guides, air traffic controllers, and others. As an evaluator, the ESP practitioner ensures in the mind of learners a sense of accomplishment and a feeling of covering all the items taught in the class. “Dudley-Evans and St. John (1998: 210) add that assessment ‘encompasses benefits such as reinforcement, confidence building , involvement and building on strengths’” (as cited in Alenka Tratnik - 2008).

Issues in ESP :

There are some burning issues in ESP. According to Sierocka (2008), the following are the problems and challenges in ESP:

- lack of ESP tradition and guidelines
- lack of specialist knowledge
- lack of materials

The language experts and researchers are of various opinions concerning tradition. According to some of them, the lack of tradition means the absence of a long tradition that might have given “some stability and guidelines”. This has happened as ESP has “relatively brief existence”.

Another great controversy is regarding the ESP practitioner’s knowledge about the subject matter of the contents of the ESP courses. About this, Prodhon (2013, 7) a researcher says

According to Taylor (1994) the critical factors for the ESP teacher are attitude and interest, not content knowledge. As students generally have the content knowledge, teachers can exploit that. Troike (1994), on the other hand, expressed “it is far easier, and more efficient, to train subject – matter specialists in the basics of ESL than to try to train ESL teachers in the technical content of the ESP subject”, and “if we try, or even pretend, to teach ESP without knowing the subject matter, we are seriously fooling ourselves or short changing our students, or both”.

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One possible solution for this is that ESP practitioner should also be trained in the contents of the courses.

Another serious issue in ESP is that there is the great dearth of teaching materials. Regarding this Sierocka (2009) says

The specificity of the ESP requires the use of authentic materials that are not always created for the purpose of language learning. These are written or audiovisual materials from the media like newspapers, magazines, radio, TV or the internet, books, academic text books, documents used in a particular professional discipline or recorded live events like conferences, presentations or meetings. Undoubtedly, they are invaluable in ESP classes.

The published materials are often pose some problems. They are either very difficult for the students or irrelevant to the students’ needs. The author opines the possible solution lies in the hand of the teacher. Students are the genuine source for collecting information regarding their needs. So he can give the students some homework regarding their needs. Studying their home works, the ESP practitioner can develop the teaching materials. The students will like this kind of materials because “they are authentic- used in real everyday situations which increase their motivation to learn and makes classes involving and gripping”.

Business English

Development of Business English

Business English is a branch of ESP. Business English is “related to the work place or the world of business”. The term “Business English” as the name signifies was evolved in order to “describe the English that is used strictly for business purposes. Business English became a subject to be taught for the first time in the 60’s. Since then, the need for business English has vastly increased due to factors such as the development of technology, new powerhouse economies, new markets etc.” (Aspect of Business English). Regarding the importance of Business English a research says

In today's business climate and with the advent of globalization, communicating well in English means gaining a competitive advantage in ever changing and expanding world markets.Business success rests to a large extent on the ability of individuals to communicate effectively in English. Business writing skills and communication will help students to understand the changing nature of business communication and pinpoint and eliminate errors in their Business Strategies.

In tune with this Elzbieta Jendrych (2011) states

At the end of the 1990, globalization processes were advanced. Language needs of people working for huge global corporations were most important. The biggest large group of learners was a group of professionals ready to change their jobs, ready to relocate or be retrained with a view of a faster career path. In order to be successful, they needed good business knowledge and creativity, and they had to be flexible, open –minded, aware of cultural differences and tolerant, and able to adapt to the fast

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changing economic and business reality. At the top of that, they needed good language communication competence and good communication skills.

Harmer (2003) also says

“A major factor in the spread of English has been the spread of commerce throughout the world, and in particular, the emergence of the \united states as a world economic power. Of course other economic blocks are hugely powerful, too, but the spread of intentional commerce has taken English along with it”.

Often some teachers of English feel uncomfortable at the thought of teaching business English as they perceive that “teaching business English is the same thing as teaching business studies. In fact, it's more about helping learners develop their English skills for use in a business context” (Jones 2014). Business English is taught and learned for utilitarian purpose and is referred to as English for Business Purposes or Business English. Regarding the necessity of business English Helen Mehta, a teacher of Business English says

In today's global economy, learners want not only the skills to read, write, listen to and speak English fluently, they also want to be able to communicate in a way which will be recognised and appreciated by their counterparts in the international arena. They want their English language learning to be targeted to this aim and they often also want their success in this to be measured using an internationally recognised benchmark - hence the rise in demand for business English examinations.

About Business English, Grygiel (2015) says “..... Business English is primarily concerned with the vocabulary of all sectors of market economy: setting up and running businesses, production, management, company structure, commerce, market structure, labor market, marketing, accounting, banking, financial markets, transport and logistics”.

About the learners of Business English, “Monica Sim from the University of Oradea states that teaching business English means saying goodbye to crowded classrooms filled with unmotivated students. Instead, she points out, Business English teaching is highly valued by highly motivated, intelligent professionals, who want to increase their business skills especially in the international environment... Sim points out that business English teaching can include all the following aspects: technical or academic terminology, taking notes, making presentations. All in all the main aim of business English is to meet students’ specific expectations and needs”.

Learners of Business English :

Business learners can be divided into two categories e.g. (a) Job-experienced language learners who work in companies or other business instructions such as managers, office staff and other professionals, and (b) pre-experienced (low-experienced) language learners from universities, colleges or trade and commerce schools who study business courses (Ellis, 2000 as cited in Dilani Sampath¹ and Arezou Zalipour²). In this regard, Vivian Lee also says

Basically, you will have two types of students - school students and corporate clients. ESL school students are those who do not have English as the mother tongue. They

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need help with Basic English grammar as well as Advanced English conversation for daily living. Corporate business clients are those managers and employees who need to polish their English in an ESL class for effective global business communication.

Contents of Business English Course

Business English is meant for making the learners communicatively competent. Communicative competence includes linguistic competence, sociolinguistic competence, and pragmatic competence. “That implies teaching them how to socialize and to be culturally sensitive, how to follow the standards of proper behaviour in business contacts, what dress code and body language to use, how to exchange business cards, which topics to avoid, how to manage conversations successfully, etc.” Elzbieta Jendrych (2011, 667).

In fine, while teaching Business English we should include the components such as i. communicative competence, ii. intercultural communication, iii. business etiquette, iv. numeracy skills, v. business skills vi. managerial skills and vii. writing skills.

In Bangladesh Business English is a very well-known course. Almost every university both private and public, and all degree colleges offering BBA and MBA degrees, teach business English. A huge number of learners (both fresh as well as official executives) get enrolled in MBA courses. In private universities MBA, especially Evening MBA is a very popular programme. These two programmes have become the main source of income for many private universities. And following the footsteps of the private universities, many public universities have introduced Evening MBA. In job markets, especially in banking sector the BBA and MBA degree holders are in great demand. In many sectors both national and multinational, these degree holders are also highly preferred. As a result, the market of MBA is growing fast with

the expansion of international trade and commerce and in keeping with it, the importance of business English is increasing steadily.

Addressing the business English teacher Gabrielle Jones (2014) suggests the following tips for teaching Business English effectively:

- Find out what students really want to achieve

At the beginning of the course, the teacher should discuss with the learners what they actually achieve from the course. Teachers should help set these objectives by analyzing the needs of “the learners early on. This ‘needs analysis’ can then be shared with the learners and referred to as a way of keeping them engaged and motivated throughout the course”.

- Get a clear idea about the contexts in which learners use English

From the discussion of the ‘need analysis’ the teacher should have a clear picture of the context in which the course participants need to communicate. It should be mentioned here that business is now a globalized activity. So, students are likely to communicate with non-native speakers. They should have thorough idea about cross cultural communication. Teachers can manage teaching materials from internet and books available in the markets for the students.

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- Be businesslike but keep energy levels high

“To make the right impression, it’s important to teach in a business-like way. This affects what you say, and how you behave, but also what you wear. If you’re going to work in- company, then punctuality, professionalism and competence are crucial.A group of managers who have just come back from a long business trip will need their trainers to keep energy levels high, as with all classes, there needs to be a certain degree of entertainment” (ibid).

- Choose your materials wisely

Regarding the selection of classroom materials, from available sources, the teacher should select only those materials which will create authentic situations in the classroom. In this case “probably the most important resource is the learners themselves. They can provide you with real materials from their working lives- the things they need to read and understand, or perhaps even create and present. These could be leaflets, emails, Power Point presentations of reports. Learners will probably expect you to take some these resources and create our own worksheets from them” (ibid)

- Be flexible and try to anticipate problems

Business learners may ask their teacher to arrange their classes during the lunch hour or at the end of the working day. Or they may cancel their class. This may appear very frustrating. But the business English teachers and trainers should put up such unusual things. Because, “for the learners in the workplace, work is clearly their priority. To reduce the stress, it can be good idea to negotiate a cancellation policy with the company in advance—ask them to make sure they inform you 24 or 48 hours in advance, for example” (ibid). the teacher has also to accommodate with the number of learners.

Conclusion and Implications :

We see that ESP is a branch of ELT. It is a well-established distinct discipline. There are different types of ESP. The main objective of ESP is to teach English according to the needs of

the learners. The teacher of ESP is regarded as ESP practitioner. He is a course designer, researcher, collaborator, teacher and an evaluator. Business English is a part of ESP. This discipline is rooted on solid ground. It enjoys popularity all over the world. Its specialty lies in the fact that its students are attentive and exclusively motivated to improve their communicative skills in business communication. In Bangladesh also a huge number students get enrolled in BBA and MBA courses which offer Business English as compulsory subject. Basing on its present popularity, it can be asserted that in near future there is no possibility of its extinction. But keeping an eye to the needs of the learners, teachers “need to be able to use approaches and methods flexibly and creatively based on their own judgement and experience. In the process, they should be encouraged to transform and adapt the methods they use to make them their own” (Richards and Rodgers 2005, p. 250 as cited in Elzbieta Jendrych 2011, 671).

Most of the subject instructors and English instructors shared similar views: they agreed that students lacked EGP skills and needed EGP courses, especially speaking. English instructor indicated that it was important for students to be competent in four skills.

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However, teachers would focus on speaking and listening for the reason that face-to-face communication was the key to students’ future learning and career. However, most of the students were afraid of expressing themselves in English. Therefore, they thought that speaking and listening was essential for students in business schools. It should be noted that the teachers preferred EGP courses did not mean they disagreed with the effectiveness of ESP courses. They favored EGP courses because they thought it would be difficult to find and train qualified teachers for ESP courses. The previous studies indicated that unqualified ESP teachers might lead to incomplete course design, unsystematic needs analysis and ineffective syllabus (Farhady & Hedayati, 2009; Mazdayasna & Tahririan, 2008). Thus, without qualified ESP instructors at the target university, the instructor participants did not believe that the university was ready for delivering ESP courses. We used to change our course curriculum without considering the long term benefit or outcome of the courses generally. We think that changes are required to develop the environment of learning and teaching as well. The problem arose when there been a transition between the course module took place in the formal learning place out breaking the natural flow of classes in the university level. Proper discussion, survey is a must to implement a newer course plan as it’s related to our students’ activities, career and above all knowledge to communicate with larger environment rather than classroom. So, this study tried to understand the requirements of ESP students of business students to learn to communicate with proficiency of EGP skills.

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