Effectiveness of ESP Course for Business Administration at Community College of Jazan University: An Evaluative Study

Hussain Ahmed Liton, M.A.
Mustafa Ahmed Ali Mahmoud, Ph.D. and
Md. Khurshid Alom, M.A.

Abstract

This study examines the effectiveness of ESP course for Business Administration at Community College of Jazan University in Saudi Arabia. In other words, this article aims at creating a new route to effective ESP teaching-learning curriculum techniques in the tertiary context considering learners' specific needs in the field of Business Studies with a view to developing future professional leadership. The **authors** of this paper ventured to study the predicament of ESP course at Community College of Jazan University through survey questionnaires, observation as well as primary and secondary sources. The data were collected through questionnaires from a total of 20 ESP teachers at *English Language Centre (ELC), and Jazan Community College (JCC)*. The research results revealed that the existing ESP Course syllabus is not tailored appropriately according to the students' needs in the workplace. It, therefore, suggests that ESP Course should be redesigned in assimilating the learners' real needs in the job field and teacher-centred traditional ESP classes need to be replaced by the learner-centred *task-based language teaching* (**TBLT**) and *communicative approach* as a teaching technique. The study also concludes with some effective implications and recommendations based on the findings of the research analysis.

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan
University: An Evaluative Study   63

Introduction and Background

Due to rapid advancement of global information and technology, the business world is becoming more and more integrated and affiliated in the form of e-Commerce/e-Business. Most companies and organizations require especially Business graduates to have a global perspective, effective business communication skill and an understanding of different cultures. Business students need to develop skills that require problem solving, critical thinking as well as an understanding of global businesses, markets and customers of different cultures and races across the globe. In doing so, proficiency in English language is required in order of priority. So, the learners of Business studies need to be competent in English language skills that help understand and communicate with customers, company leaders as well as Business dealings globally.

But unfortunately in Saudi Arabia, Business students especially in Bachelor Level are very much poor in mastering the art of business communication. Behind this backdrop, this study attempts to evaluate the effectiveness of ESP course for Business Administration at Community College of Jazan University with a view to developing an effective and practical Business English curriculum as well as best teaching-learning outcome.

Focus of This Paper

The present paper talks concerning the context where ESP *(English for Specific Purposes)* practitioner is engaged in teaching-learning situations in which English is learnt as a foreign language. Consequently, English is not necessarily the mother tongue either of teachers or of students. Students, such an environment, learn English in order to fulfil their school curriculum requirement, to pass English proficiency tests, or to obtain promotion or professional development at work. In response to the great demand for English in academic, vocational, and professional contexts worldwide, more and more universities in Saudi Arabia like Taiwan, Kuwait, Iran, Lebanon, Pakistan, Thailand, India, Bangladesh, are offering ESP courses to meet the global trend as well as to meet students' future career needs. In fact, English continues to dominate as the single *lingua franca* in the realm of business, media, technology, medicine, education, research, and so, according to Tsao C. H. (2008), "… the demand for ESP is growing rapidly, particularly in EFL countries where English is mainly used for instrumental purposes" (as cited in Tsao, 2011). In such a context teachers' role is a vital factor as Schleppegrell defines "Their (Teachers) task is to analyze students' needs, outline objectives, select and adapt teaching materials, design lessons, create an adult-oriented learning environment, and assess students' progress" (Schleppegrell, 1991, pp. 18-22). Here lies the question of *needs analysis*. Under the tutelage of such backdrop, this research is of this kind.

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan
University: An Evaluative Study   64

ESP Teaching-Learning Implications in EFL Context

Teaching ESP in EFL context is very much challenging. English, here, is not necessarily the mother tongue either of teachers or of students. Students, such an environment, learn English in order to fulfill their school curriculum requirement, to pass English proficiency tests, or to obtain promotion or professional development at work. Due to the great demand for English in academic, vocational, and professional contexts worldwide as well as students' future career needs, English continues to dominate as the single *lingua franca* in the realm of business, media, technology, medicine, education and research. Consequently, the necessity of ESP is mounting up rapidly, particularly in EFL countries where English is mainly used for instrumental purposes to mitigate specific needs. So, it is vital important to develop ESP teaching-learning practices much more effective and fruitful. To this end, this study attempts to examine and evaluate the present ESP teaching-learning scenario at JCC of Jazan University, and to diagnose the pitfalls of ESP courses in making an effective curriculum plan and suggestion to progress the ESP teaching-learning aspect.

To make ESP classroom effective ground for maximum learning outcome, the ESP practitioners have lots to do. Now ESP practitioners are finding their role critical as the professionals and business world are expecting and demanding graduates to not only speak English, but to be conversant in Business English. In reality, the research and the assessment of ESP course effectiveness and usefulness showed that ESP is more effective to develop learners' calibre in English. In this regard, it is important to mention according to Chen (1993), *"... ESP is more effective in increasing students' learning motivation because it relates to their fields of study and caters to their needs"* (as cited inTsao, 2011).

In addition, this paper cites that "…the ESP instructor has as many as five key roles to perform: *teacher, course designer and material provider, collaborator, researcher, and evaluator.* Prior to teaching, the ESP instructors need to formulate the goals and objectives before they determine the content and select appropriate teaching materials for an ESP course. It often happens that the ESP practitioners may need to work with and even team teach with the subject specialists. They should also engage in classroom action research to solve instructional problems and improve teaching practice. And they should evaluate their course regularly to identify students' learning problems and to make proper adjustments" (Dudley-Evans & St. John, 1998).

Place of ESP in ELT
The teaching of ESP has been seen as a separate entity within English language teaching (ELT). It is believed that for some of its teaching ESP has developed its own methodology based on research from various disciplines. ESP has always been with needs analysis and

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan
University: An Evaluative Study   65

preparing learners to communicate effectively in the tasks prescribed by their field of study or work situation. The emphasis of ELT is always on practical outcomes.

The theory of ESP could be outlined based on specific nature of the texts that learners need knowledge of or need-related nature of teaching. In this regard, it is important to cite, according to Hutchinson and Waters (1987, p.19), *"ESP as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning"*. Strevens (1988) described it (ESP) as *English language teaching which is designed to meet specified needs of the learner* (as cited in Tsao, 2011). Still, there are others who specified ESP as the teaching of English for academic studies, or for vocational or professional purposes and the like.

Therefore, we have such acronyms as "EAP (English for academic purposes), EOP (English for occupational purposes), EMP (English for medical purposes), EBP (English for business purposes), and EST (English for science and technology). All of these are part of the ELT (English Language Teaching) repertoire. Whatever name it assumes, ESP is now a term connoting promise for more effective and more useful English language instruction" (Yogman & Kaylani, 1996). In a word, ESP should properly be seen not as any particular language product but as an approach to language teaching and learning which is directed by specific and apparent reasons for learning.

Jazan Community College (JCC)

Jazan Community College (JCC) is dedicated to community services. It serves the society, and for this very purpose, it was established in 1419 H (1999 AD) in Jazan to serve the people of this region. It was then affiliated to King Khalid University in 1999 and since 2006 it has become an affiliated institute of Jazan University. It offers the Associate Degree in different disciplines, namely the Department of Administrative Sciences, and the Department of Computer and Information.

These departments offer the Associate Degree in the following specialties:

1. Department of Administrative Sciences
- Accounting
- Business Administration
- Marketing
- Hotel and Tourism Management
- Office Management

2. Department of Computer and Information
- Computer Programming and Operation

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan University: An Evaluative Study   66

- Systems Analysis and Design

The course study span covers a period of three years divided into six levels. There are two levels in each year; the first consists of preparatory year and the rest is specialization courses. This college promotes and encourages student-oriented, transferable learning methodology enabling students to achieve sustainable career and personal success. It provides high-quality, student-friendly, and easily accessible educational resources and services. Actually, JCC is committed to create opportunities for university education and to prepare a qualified generation of outstanding responsible cadres and professionals in different fields. To this end, this college lays emphasis on English language for the graduates to meet the challenges of the global market.

English is the only medium of communication in all specializations here. In the preparatory year, students are taught intensive courses in English such as ENG019: English Language I & ENG020: English Language II. ESP is taught in the Level-II to gratify the learners' practical and specific needs and to develop their exposure in practical field of communication and linguistic competence. But the ESP course here is not becoming effective in reality. This study attempts to evaluate and diagnose the reasons behind the tardy progress and offers the viable recommendations.

ESP for Business Administration
ESP for Business Studies is aimed at developing business professionals, international account managers, sales managers and marketers and any professionals working in international sales and marketing that require English to present, conduct negotiations and to maintain effective communication with their international colleagues and clients. ESP course for Business Studies will certainly provide with:

- Commercial vocabulary for fruitful interactions
- The language to handle objections and overcome obstacles
- Improved listening skills for effective commercial meetings and teleconferences
- The language for successful team management
- More confidence in learners' ability to conduct business in English
- Greater verbal fluency for face-to-face business situations
- More professional approach and interaction with clients
- Greater confidence to effectively represent one's organisation at an international level
- Improved cross-border communication with colleagues and clients
- Enhanced comprehension skills and clearer pronunciation
- Fluency enhancement
- Effective written communication techniques

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan
University: An Evaluative Study   67

Emphasis on Student Speaking and Participation

Much of the business world today communicates through speaking English. That's why this research emphasizes student speaking and participation, not teacher lecture as in traditional English classes. In fact, ESP teachers practicing with this methodology should encourage students to converse in English for 70% or more of class time and limit their own speaking time to 30% or less. Teachers, of course, clarify grammar, introduce new vocabulary and work on reading strategies, but the emphasis is always on verbal English communication. This program allows students to develop their skills in business English as quickly and effectively as possible. In Business English Program, the focus is on conversational English used in a business context which is a matter of fact. Actually, enhanced English language ability can improve job performance and create new career opportunities.

Designing ESP Curriculum

ESP course should design the latest curriculum for business English classes to reflect what's happening in the contemporary business world and offer a wide range of relevant topics such as- *presentations, English for meetings, business across cultures, advertising, marketing and many others.* This is why so many business people make bridge their choice for quality English language instruction worldwide for their professional needs. Keeping in mind such global stand point, this research endeavours to assess ESP for Business Studies at JCC of Jazan University to facilitate leadership building career for the community and stresses on the learner centred ESP classes to improve students' English in Business/corporate job setting.

Review of Literature

Little research has been done however on just how effective an ESP course is in Saudi context. Globally, in the area of ESP teaching-learning development, researchers have attempted to provide available insight into the matter. This study looks into the available previous research outcomes on this issue around the world.

Proper and effective teaching methodology enhances learning activities in real classroom. Najeeb-us-Saqlain et al., in a research shows that "Simulation Method is more effective than Lecture Method for teaching Business Communication course at BBA level in a Pakistani class room" (Saqlain, Qazi, & Simon, 2012).

Esteban and Marios reflect in their study that "…the ESP teacher's task is to define students' learning needs and assume the role of language consultant, while the content teacher is *the provider* of what Dudley-Evans & St John (1998) term *carrier content,* as well as of professional skills consultant in different situations" (Esteban & Marios, 2002, pp. 7-21).

An Example from Malaysia

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan
University: An Evaluative Study   68

For ESP curriculum design and teaching, learners' specific needs analysis is a matter of fact. In Malaysian context, Kaur & Khan in a research points out "English language is deemed significantly important in almost every area of discipline especially in this globalised era where communications among individuals all over the world are borderless and through a variety of channels. With the globalization of trade and economy and the continuing increase of international communication in various fields, the demand for English for Specific Purposes (ESP) is expanding, especially in countries where English is taught as a foreign language (Gao, 2007). Malaysia as a rapidly developing nation plays a crucial role in equipping its graduates with all the necessary skills which are considered highly-in-demand in the current market. Dominant areas in ESP are now Business English and English for Academic Purposes (EAP) and course design issues need to take into account the target learning needs of ESP students" (Kaur & Khan, 2010, pp. 1-16).

Problems Faced by ESP Practitioners

It is observed that ESP practitioners often face problems due to students' deficiency of background knowledge in English language skills at the time of entering the course. In a study on the effectiveness of ESP based learning for Medical Secretary Studies students, Tim Cleminson et al., finds that "… there is a huge gap between the skills necessary to perform work activities and the level of students' English competency on entering the course. In order to bridge the gap, the authors suggested two possible strategies: either reducing the complexity of the skills that need to be mastered within a 15- week course, or dividing the skills into basic and advanced levels and teaching the course over two 15- week courses (Cleminson, Tanaka, & Uematsu, 2008).

In addition, regarding the same issue, Hassan Boudzi rightly implicates in his research in Moroccan context "Using the textbook as the sole instructional guide, from cover to cover, without any supplemental material, will not address the realities of individual learning situations. By getting to know the real needs of learners and their potential employers, ESP teachers can judge the distance between classroom material and the requirements of the workplace and be able to bridge that gap" (Bouzidi, 2009).

Payman Rajabi & Nazli Azarpour, in a study on the academic needs of the Business Administration students in the use of English for Specific Purposes (ESP) at Malayer Islamic Azad University, points out that "... reading and writing skills have great importance in classroom practice while speaking got high priority in success in future jobs of these students" (Rajabi & Azarpour, 2011).

In an ESP context, Pariseau & Kezim (2007) argue that "In an active, collaborative, or cooperative learning environment, students take more responsibility for their own education, and teaching effectiveness increases as the teacher becomes a facilitator and coach rather than a lecturer. Moreover, Meyers & Jones, (1993) add that 'Methods such as small group activities, case studies and cooperative student projects give students the opportunity to

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan University: An Evaluative Study   69

actively participate in the learning process by talking, reading, writing and reflecting'" (as cited in Ozgur Ates, 2012).

Role of Textbooks

Authentic textbook is a highly significant factor to develop language teaching-learning practices in the real life situation and to fulfil social purpose of the community. In this vein, Lee states that "*a careful and wise selection of materials focused on learners is a must if we want a positive response from them*" (Lee, 1995, pp. 323-328). In addition, Rivas (1999) and Mishan (2005) argue that learners' interests and needs are the most essential factors in the choice of authentic texts. Leading linguists and experts in the field of Curriculum design opine that

> " *...authentic texts for a successful instruction should be designed to expose students to a variety of learning styles, linguistic and learners' intra socio-cultural contexts including issues or content areas with a focus on communication, with a view to developing cognitive skills and understanding cultural variations*" (Liton, 2012).

Ostensibly, this aspect of the related literature review reinforces the importance and value of the present study.

METHOD

Research Context and Participants

The study was conducted in Saudi tertiary level where two types of English education prevail: one for English major students, and the other for non-English major students. We focus on the latter. Education for non-English major students is called "College English". This program is designed to facilitate developing "in students a relatively high level of competence in reading, and an intermediate level of competence in listening, speaking, writing, and translating so that students can communicate in English" (Team, 1999, p. 01)**.** Non-English major education embraces the largest portion of tertiary level students pursuing undergraduate degrees in a variety of disciplines, such as Management, Science, Law, Nursing, Business Administration, Medicine and so on. These students study English as a tool to speed up their advancement in own fields of study, and this research is an attempt of this kind.

The participants of this study are university teachers who have high profile language teaching experience. The participants were chosen on random basis. The teachers were not categorized in terms of Linguistics/Literature stream background. A total of 20 teachers took part in this study. We took in our purview *English Language Centre (ELC), and Jazan Community College of Jazan University, Jizan, Kingdom of Saudi Arabia*. It is expected that the research survey at these institutes will make available insights into ESP teachers' beliefs, practices,

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan
University: An Evaluative Study   70

perceptions, and expectations of ESP courses. Presumably, this survey will underscore a clearer view of the overall standard of ESP courses and help in assessing the success or failure of these courses. The findings and implications from this survey will also be useful for other universities to measure their levels and standard of ESP courses and offer the pathways of designing proper contents for ESP course syllabi.

Data Collection & Questionnaire

The instrument of data collection for this study encompasses one page written research questionnaire (See Appendix 1). The **researchers** contacted 25 native and non-native Saudi ESP teachers directly and distributed printed copy of questionnaires composed in computer in between April and May of 2012. There were multiple choice questions as well as question asking for short suggestions, offering the respondents a free rein. The pedagogical goal of the survey was explained in the appendix, and asked the participants to answer the questions. They answered the questionnaire quite willingly, and most of them made some precious suggestions. Actually, the research questionnaire "measures opinions and is probably the single most widely used research type in educational research" (Weirsma, 1995, p. 169). The questionnaire for this survey quests for teachers' perceptions, evaluations, beliefs, attitudes, and suggestions about ESP courses at Jazan University. It is important to mention here that

"personal reflections are integral to the emerging analysis of a cultural group, because they provide the researcher with new vantage points and with opportunities to make the strange familiar and the familiar strange" (Marshall & Rossman, 2006, p. 100).

 Out of 25, a total of 20 questionnaires were returned representing a response rate of 80%.

RESULTS

Data Analysis
The data of questionnaire are analyzed qualitatively and quantitatively in order, "to stress the unique strengths of the genre for research that is exploratory or descriptive" (Marshall & Rossman, 2006, p. 60).The data analysis processes continued in several steps. The collected data of questionnaire were sorted out, and the percentage of teachers offering the same answer was computed. The questionnaires were tabulated to record the responses from each participant for each option of the questions. Then the tabulations were considered and re-considered, read and re-read carefully to sort out the patterns and common phenomena of the same purport. Typically, throughout the data analysis processes, according to Creswell, the researchers "*seek to identify and describe patterns and themes from the perspective of the participant(s), then attempt to understand and explain these patterns and themes*" (Creswell, 2003, p. 203). Results were reported both quantitatively and qualitatively. Tables are drawn below to sum up the frequency of responses to almost all the questions. (See Tables)

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan
University: An Evaluative Study   71

In the first question the respondents were asked, "Which course do you prefer to teach?*"* 10% of the respondents answered "General English" while 60% of them answered "ESP". 30% of the respondents chose, "Both" option. (See Table-1)

Table 1. Which course do you prefer to teach?

Choices	Answer	Percentage (%)
General English	02	10
ESP	12	60
Both	06	30

The majority of the teachers are enthusiastic and interested in teaching ESP course which underscores the teacher-student's involvement in ESP practices in the classroom. Moreover, a large number of the participants show their curiosity to teach ESP and General English course. So, it is expected that irrespectively, the teachers are very much concern in teaching-learning game which sound positive response.

The 2nd question asked the teachers, "Do you think ESP course is designed to the needs of the students who you are teaching here?" In answer to this question 25% of the participants answered "Yes", and 75% of them replied "No". (Table-2)

Table 2. Do you think ESP course is designed to the needs of the students who you are teaching here?"

Choices	Answer	Percentage (%)
Yes	05	25
No	15	75

The response of a large portion (75%) of the teachers highlights more on unsuitability of the ESP course design. Nevertheless, the presence of positive (25%) impression on this course avows the appropriateness of course design in a miniature scale. Moreover, it also shows the teachers' suggestion for reshuffling and redesigning the ESP course in dealing with another question (Q. No. 8, See Appendix) whether they have any more to tell regarding the same. However, the teachers' nuance of responses regarding the offered course throws light on the deficiency in course design.

The 3rd question seeks to know the range of efficacy and appropriateness of the contents of existing ESP course making more learner centred practice oriented for better learning outcome. 10% of the participants selected "Yes, Completely" option while 65% of them made a choice "No" and 25% for "Partially" option. (See Table-3)

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan
University: An Evaluative Study   72

Table 3. Does the text material lay emphasis more on learner centred than teacher centred approach to teaching language for better learning output?

Choices	Answer	Percentage (%)
Yes, Completely	02	10
No	13	65
Partially	05	25

The response of a huge number of the teachers draws attention to the fact that the contents of *existing ESP text are not learner-centred and task-based practice oriented*. On the other hand, the presence of positive response for the '*complete*' and '*partial*' suitability of the course curriculum underscores a subtle line that any curriculum design and policy needs to be adequately scrutinized and checked by the teachers concerned before it can be activated as a policy.

In the 4th question, the respondents were asked, "Does the course improve your students' communicative competence (e.g., speaking and writing skill)?" In terms of the three choices: 10% 0f the participants chose "Completely" option; 30% "Partially" option and 60% answered in the negative. (Table-4)

Table 4. Does the course improve your students' communicative competence (e.g., speaking and writing skill)?

Choices	Answer	Percentage (%)
Completely	02	10
Partially	06	30
Not at all	12	60

The responses of this question find nuance of expressions, evaluations, observations, and perceptions about learners' progress in communicative skills like *Speaking and Writing*. The most of the teachers feels partial advancement of learners in communication skill in English, but a notable portion (60%) of them observes a sheer disappointment in the required field of competence. This notion of teachers' responses underlines *the unsuitability of textual material (especially Reading section) which does not capture the learners' appropriate need and demand*. So, it manifests the subtlety of overall course re-moulding with special stress on the appropriate material related to communicative skills and competences in the plot of the text.

The 5th question asked the teachers to comment on the use of functional and technical terms related to Business for ESP reading text in the classroom. 90% selected "Yes" while 10% selected "Partially" option. (See Table-5)

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan
University: An Evaluative Study 73

Table 5. Do you think functional and technical language (terms related to Business) should require for ESP reading text?

Choices	Answer	Percentage (%)
Yes	18	90
Not at all	00	00
Partially	02	10

The overwhelming responses of the respondents show their awareness of ESP teaching-learning norms and forms in the truest sense of the term. The sensible reason is that the ESP classroom context is very different from a natural ESL learning environment. This course is designed to improve the learners' competence in particularly communicative skills as well as to determine their specific discipline oriented minimum knowledge in English. *Obviously, it is suggested that ESP course should cover a minimum section of selected functional and technical terms and terminologies related to Business Studies, for example, Balance sheet, Journal, Ledger, Debit/ Credit, Profit & Loss account, Trading account, Gross/ Net Profit, Trial Balance, Schedule, Bill, Bond, Share, Debt, Exchange, I.O.U, Balancing, Entry, Share Issue/ Holder, Noting, Bank charge, Endorsement, and the like.* The presence of 10% negative response avers the inadequacy of participants' perception of ESP course curriculum.

The 6th question asked the teachers about what should be the focus of ESP course. In terms of six choices, they were asked to rank them. The ranking size was: grammar 30%; reading 40%; writing 70%; vocabulary 45%; listening 30%, and speaking 75%. (See Table-6)

Table 6. What should be the focus of ESP Course? Rank according to the degree of importance.

Choices	*Answer*	*Percentage (%)*
Grammar	06	30
Vocabulary	09	45
Reading	08	40
Writing	14	70
Listening	06	30
Speaking	15	75

The highest focus on Speaking and Writing skills divulges the fact that the ESP syllabus should stress on Communicative competence as if the learners can develop language skills especially, speaking and writing which are the foremost demand of the market for global Commerce and Business policy. The second most point is vocabulary acquisition, which will enable the students to receive and perceive the speakers' utterances and to respond them exactly and correctly. The third vital section is Reading skill, which will boost the learners' perception as well as articulatory ability. So, the primary focus Of ESP course syllabus

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan
University: An Evaluative Study
74

should lay emphasis on Speaking, Writing, Vocabulary, and Reading with other skills concerned.

In the seventh question, the respondents were asked whether the students need more English credit courses as ESP or not. 95% of the respondents chose "Yes" while 05% of them selected "No" option. (See Table-7)

Table 7. Do you think students need more English credit courses (as ESP) for sustainable development?

Choices	*Answer*	*Percentage* (%)
Yes	19	95
No	01	05

Interestingly, the answers report to organize more English credit courses as ESP to facilitate and to advance students' command in English in order to run their respective field of study in English medium and their sustainable progress to meet the challenge of the workplace.

Finally, the 8th question asked the participants whether they had any suggestions or more to tell about ESP course. Majority of them offered suggestions and few did not have any suggestion representing the percentage respectively 85% and 15%. We summed up their suggestions into structured answers. 80% suggested that ESP course syllabus should be redesigned and reshuffled in keeping with the learners' standard and demand of the competitive business job market. 70% participants laid more emphasis on reading, writing, and speaking skills respectively. 75% of the respondents opined that more ESP courses should be introduced in the Level-3. 70% teachers have suggested that the learner should be exposed to the opportunity to explore the forms in mode of vocabulary play (*such as- debtors & creditors, share issue, forfeit, balance sheet, cost and liability etc.)* in the course content of each unit and enabling them to identify how such forms were related to the kind of meanings expressed in the documents of the accountancy and business profession. 60% participants recommended innovative and interesting idea that Language Enhancement Programs (LEP) for more ESP credit hours rather than long course which will require more budgets.

65% of the participants proposed that communicative approach and learner-centred method should be followed in teaching, and the same percentage wrote that grammar, vocabulary and linguistic productive skills should be paramount focus in the courses. (See Table-8)

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan
University: An Evaluative Study   75

Teachers' Table 8. Suggestions from data analyses

Sl. No	Suggestions	Answer	Percentage (%)
1.	ESP course syllabus should be redesigned and reshuffled in keeping with the learners' standard and demand of the competitive business job market	16	80
2.	Course contents should cover the socio-cultural factors of the learners, i.e., Saudi socio-cultural milieu	09	45
3.	The learner should be exposed to the opportunity to explore the forms in the course content of each unit related to the kind of meanings expressed in the documents of the accountancy and business profession	14	70
4.	More emphasis on reading, writing, and speaking skills	14	70
5.	Introduction of more ESP courses in the Level-3	15	75
6.	Language Enhancement Programs (LEP) for more ESP credit hours than long course	12	60
7.	communicative approach and learner-centred method should be followed in teaching	13	65
8.	grammar, vocabulary	13	65

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan
University: An Evaluative Study   76

	and linguistic productive skills should be paramount focus in the courses

The presence of a significant number who did not have any suggestion for the courses reveals that there is a certain amount of discontent or satisfaction among the teachers about the courses, which does not portend a sign of hope for the students. However, the varied suggestions and plans from the majority of the participants recall that the promising teachers were involved in the upshot of their students' needs. Notably, the huge numbers (80%) who expected ESP course curriculum should be redesigned and reshuffled in keeping with the learners' standard and demand of the competitive business job market point to the ticklish offshoot of the TEFL planning in tertiary level. In addition, 75% of the teachers talked about the need for more ESP courses in the Level-3, which aver the ray of hope for effective ESP teaching-learning practices.

DISCUSSION and Hypothesis JET

In this paper, the researchers examined the diverse information on ESP teaching-learning issues and practical experiences of teachers based on statistical research data analyses as well as overall research review, and found the following points of hypotheses:

A) The present research diagnoses the following problems:

1. 60% (Table-4) teachers' responses underline the unsuitability of textual material (especially Reading section) which does not capture the learners' appropriate need and demand.

2. The ESP class size is excessively large in number which is incompatible to task oriented teaching.

3. 75% (Table-2) of the teacher participants identified the unsuitability of the ESP course curriculum design.

4. ESP Curriculum, here, is not well-organized to the socio-cultural spirit of the target language. Problem that arises is that all good and significant books available and used to teach Business English for Saudi students are written by foreign authors specially British/ American where only American examples are discussed. Therefore, the course contents to the core are not fit to Saudi socio-cultural milieu.

5. The ESP learners are very vulnerable in vocabulary, listening and communicative competence like writing and speaking skills.

6. ESP class is more teacher-centred than learner-centred.

7. In terms of '**learner-centred language teaching'** practice in ESP classes, 65% (Table-3) of the teachers claimed that existing ESP text materials are not learner-centred and task-based practice oriented. Interestingly, the focal point of language teaching has been placed on changing the classroom practice from the traditional passive lecture to more active group

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan
University: An Evaluative Study   77

learning so that learners can be more easily exposed to target language use. So, many teachers recommend *learner-centred* teaching materials, chiefly because they believe *learner-centred* and task-based learning has specific benefits for increasing learners' communication skills and interaction.

B) The research divulges the following effective and viable suggestions:

(I) The findings of this present study reflect that 80% (Table-8) of the participants suggest that ESP course curriculum should be redesigned and reshuffled in keeping with the learners' standard and specific demand of the competitive business job market because the contents of existing ESP syllabus are not satisfactory and appropriate so far as the Business Studies is concerned. The paramount focus of ESP syllabus should lay emphasis on Speaking, Writing, Vocabulary, Grammar and Reading with other skills concerned focusing the importance of communicative competence.

(II) The teachers have nuance of expressions regarding the text materials. Virtually, (45%, Table-8)for effective teaching-learning, ESP course contents should cover the socio-cultural factors of the learners, i.e., Saudi socio-cultural milieu as "The more texts are related to learners' personal concerns and interest the deeper and more rapid the processing will be" (as cited in Mishan, 2005). It means making the teaching materials relevant to the learners' personalities, backgrounds, needs, and interests as well as those of the teacher or institution. Indeed, textbook should include criteria that pertain to representation of cultural and gender components.

(III) The study offers a vital and focal point of attention (100%, table-5) that ESP course should cover a minimum section of selected functional and technical terms and terminologies in each unit related to Business Studies, for example, *Balance sheet, Journal, Ledger, Debit/ Credit, Profit &   Loss account, Trading account, Gross/ Net Profit, Trial Balance, finance, probationary, Schedule, Bill, Bond, Share, Debt, Exchange, I.O.U, Balancing, Entry, Share Issue/ Holder, Noting, Bank charge, Endorsement*, and the like.

(IV) 95% participants (table-7) report to organize more English credit courses as ESP to facilitate and to advance students' command in English in order to run their respective field of study in English and their sustainable progress to meet the challenge of the workplace.

(V) Moreover, the learner should be exposed to the opportunity to explore the forms and terms (*such as- debtors & creditors, bids, share issue, forfeit, balance sheet, cost and liability etc.)* in the course content of each unit and enabling them to identify how such forms were related to the kind of meanings expressed in the documents of the accountancy and business profession.

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan
University: An Evaluative Study   78

Variables

(I) 60% participants recommended innovative and interesting idea that Language Enhancement Programs (LEP) for more ESP credit hours than long course to reduce learners' vulnerability in essential language skills like *writing* and *speaking*.

(II) 75% participants favored to the introduction of more ESP courses in the Level-3.

Conclusion

This research divulges certain outcome and suggestion emerging from the survey results and analyses. First, ESP course curriculum should be redesigned and reshuffled in keeping with the learners' standard and demand of the competitive business job market so far as the Business Studies is concerned. The paramount focus of ESP syllabus should lay emphasis on Speaking, Writing, Vocabulary, and Grammar with other skills concerned in pursuing the global business communicative competence. Secondly, for teaching-learning effectiveness, ESP course contents (especially, Reading section) should cover the socio-cultural factors of the learners, i.e., Saudi socio-cultural milieu to avoid cultural clash and make the teaching materials relevant to their personal backgrounds and needs. Thirdly, teacher-centred ESP classes need to be replaced by the learner-centred *task-based language teaching* (**TBLT**) and *communicative approach* as a teaching technique. Fourthly, in ESP context *needs analysis* to facilitate students' specific needs, and lessons design adaptation should be constant and continuous practice of the ESP practitioners not being merely the slave of textbook in order to make ESP classroom effective and up-to-date. Finally, it can be suggested to introduce Language Enhancement Programs (LEP) for more ESP credit hours than long course with a view to providing additional support to the students to reduce the weaknesses for compatibility with the course. Only after all these modifications, we can expect the ESP courses to be effective and students to be benefited. It is hoped that this study may bring certain benefits to other ESP practitioners as well as course designers involved in developing similar courses in other Saudi universities or similar contexts.

==

References

Ates, O. (2012). Impact of Case Study Method on an ESP Business Course. *International Journal of Business and Social Science , Vol.3 No. 6* (Special Isuue-march 2012), 135-140.

Bouzidi, H. (2009). Between the ESP Classroom and the Workplace: Bridging the Gap. *English Teaching Forum* (Number 3), 10-19.

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan
University: An Evaluative Study   79

Cleminson, T., Tanaka, N., & Uematsu, Y. (2008). Effectiveness of ESP Based Learning: Teaching Work Related English for Medical Secretary Studies Students. *Kawasaka Journal of Medical Welfare , Vol. 14* (No. 1), 29-34.

Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Approaches. Second Revised ed.* London: Sage Publications Ltd.

Dudley-Evans, T., & St. John, M. (1998). *Developments in ESP: A multi-disciplinary approach.* Cambridge: Cambridge University Press.

Esteban, A. A., & Marios, M. V. (2002). A Case Study of Collaboration Among the ESP Practitioner,the Content Teacher, and the Students. *Revista Alicantina de Estudios Ingleses , 15*, 7-21.

Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach.* Cambridge: Cambridge University Press.

Kaur, S., & Khan, A. M. (2010). Language Needs Analysis of Art and Design Students: Considerations for ESP Course Design. *ESP World , Volume 9* (Issue 2 (28)), 1-16.

Lee, W. (1995). Authenticity revisited: text authenticity and learner authenticity. *ELT Journal , 49* (4), 323-328.

Liton, H. A. (2012). DEVELOPING EFL TEACHING AND LEARNING PRACTICES IN SAUDI COLLEGES: A REVIEW. *International Journal of Instruction , Vol.5* (No.2), 129-152.

Marshall, C., & Rossman, G. B. (2006). *Designing Qualitative Research.* London: Sage Publications Ltd. (Inc 1st pub. 1989).

Mishan, F. (2005). *Designing authenticity into language learning materials.* Bristol: Intelect Ltd.

Rajabi, P., & Azarpour, N. (2011). Academic needs of Iranian business administration students in ESP classes. *Contemporary Online Language Education Journal , 1*, 20-32.

Saqlain, N. -u., Qazi, W., & Simon, H. C. (2012). Effect of Teaching Methodologies for Business Communication at BBA Level in a Pakistani Classroom. *European Journal of Scientific Research , Vol.71* (No.1), 72-77.

Schleppegrell, M. J. (1991). English for Speciflc Purposes: a program design model. *English Teaching Forum , 29* (4), 18-22.

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan
University: An Evaluative Study   80

Team, C. E. (1999). *College English teaching syllabus (For regular college students).* Shanghai: Shanghai Foreign Language Education Press & Higher Education Press.

Tsao, C. H. (2011). English for Specific Purposes in the EFL Context: A Survey of Student and Faculty Perceptions. *The Asian ESP Journal , 7- 2*, 126-149.

Weirsma, W. (1995). *Research Methods in Education: An Introduction. (6th Ed.).* Needham Heights: MA: Simon & Schuster.

Yogman, J., & Kaylani, C. T. (1996). ESP program design for mixed level students. *English for Specific Purposes , 15* (4), 311-324.

===
Appendix 1

We have undertaken a research under the caption *"Effectiveness of ESP course for Business Administration at Community College of Jazan University: An Evaluative Study".* Teachers' perceptions, evaluations and beliefs are highly important to design and develop academic and professional practices. To this end, we value your opinion and especially what you experience in the classroom. Therefore, you are requested to answer all the questions below carefully. We appreciate your cooperation with thanks.

Hussain Ahmed Liton, *Lecturer, English Language Centre, Jazan University*
Dr. Mustafa Ahmed Ali Mahmoud, Instructor, English Language Centre
&
Md. Khurshid Alom, *Lecturer, English Language Centre, Jazan University*

===
Teachers' Questionnaire

1. Which course do you prefer to teach?
    a) *General English*   b) *ESP*   c) *Both*

2. Do you think ESP course is designed to the needs of the students who you are teaching here?
    a) *Yes*   b) *No*

3. Does the text material lay emphasis more on learner centred than teacher centred approach to teaching language for better learning output?
    a) *Yes, completely*   b) *No*   c) *Partially*

4. Does the course improve your students' communicative competence (e.g., speaking and writing skill)?
    a) *Completely*   b) *Partially*   c) *Not at all*

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan
University: An Evaluative Study   81

5. Do you think functional and technical language (terms related to Business) should require for ESP reading text?

   a) Yes   *b) Not at all*   *c) Partially*

6. What should be the focus of ESP Course? Rank according to the degree of importance.

a) Grammar   1. ---------------------------------------
b) Reading   2. ---------------------------------------
c) Writing   3. ---------------------------------------
d) Vocabulary   4. ---------------------------------------
e) Listening   5. ---------------------------------------
f) Speaking   6. ---------------------------------------

7. Do you think students need more English credit courses (as ESP) for sustainable development?

   a) Yes   *b) No*

8. Do you have any more to tell to make ESP teaching-learning effective? If so, please mention here: ---
----

==

Hussain Ahmed Liton, M.A.
Instructor
English Language Centre
Jazan University
Jazan, P.O. Box-114
K.S.A
ju.ksa09@hotmail.com
husal@jazanu.edu.sa

Mustafa Ahmed Ali Mahmoud, Ph.D.
Lecturer
English Language Centre
Jazan University
Jazan, P.O. Box-114
K.S.A
maam1959@hotmail.com

Md. Khurshid Alom
Lecturer
English Language Centre
Jazan University
Jazan, P.O. box-114
K.S.A
000khurshid@gmail.com

Language in India www.languageinindia.com
12 : 10 October 2012
Hussain Ahmed Liton, M.A., Mustafa Ahmed Ali Mahmoud, Ph.D., and
Md. Khurshid Alom, M.A.
Effectiveness of ESP Course for Business Administration at Community College of Jazan
University: An Evaluative Study   82