A NEEDS ANALYSIS OF A BUSINESS ENGLISH COURSE AT A PRIVATE COLLEGE

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A NEEDS ANALYSIS OF A BUSINESS ENGLISH COURSE AT A PRIVATE COLLEGE

ABSTRACT

This study aims to examine an existing syllabus of a Business English course taken by business diploma students at a private college located in Kuala Lumpur, Malaysia. The participants comprise 22 business diploma students and five lecturers, including an ESP lecturer and subject matter lecturers. A series of procedures, primarily survey questionnaire, classroom observation and semi-structured interviews were employed to collect information from the participants. This study investigated various aspects of a needs analysis approach in analyzing the ESP course and recommending changes for improvement. It is hoped that the findings of this study will help the educators to better comprehend factors that facilitate and/or constrain business communication.

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ABSTRAK

Kajian ini bertujuan untuk mengkaji sukatan pelajaran sedia ada kursus Bahasa Inggeris Perniagaan yang diambil oleh pelajar diploma perniagaan di sebuah kolej swasta yang terletak di Kuala Lumpur, Malaysia. Peserta terdiri daripada 22 pelajar diploma perniagaan dan lima pensyarah, termasuk pensyarah ESP dan pensyarah mata pelajaran. Satu siri prosedur, terutamanya soal selidik kaji selidik, pemerhatian bilik darjah dan wawancara separa berstruktur digunakan untuk mengumpul maklumat daripada para peserta. Kajian ini menyiasat pelbagai aspek pendekatan analisis keperluan dalam menganalisis kursus ESP dan mencadangkan perubahan untuk penambahbaikan. Diharapkan penemuan kajian ini akan membantu para pendidik untuk lebih memahami faktor-faktor yang memudahkan dan / atau menghalang komunikasi perniagaan.

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And this study is specially dedicated to my beloved late mother,*Mrs Rukumani Muniyandy*. She has been a great mother and the reason why I am here today.

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LIST OF SYMBOLS AND ABBREVIATIONS

ESP-   English for Specific Purposes

EBP-   English for Business Purposes

ESBP-   English for Specific Business Purposes

BE-   Business English

GE-   General English

MOHE-   Ministry of Higher Education

NA-   Needs Analysis

TSA-   Target Situational Analysis

PSA-   Present Situational Analysis

LSA-   Learning Situational Analysis

MA-   Mean Analysis

DA-   Discourse Analysis

LFA-   Learner Factor Analysis

TCA-   Teaching Context Analysis

ESL-   English as a Second Language

EFL   English as a Foreign Language

HRD-   Human Resources Development

MQA-   Malaysia Qualification Agency

KPT-   Kementerian Pengajian Tinggi

OBE-   Outcome Based Education

OECD-   Organisation for Economic and Development

SPM-   Sijil Pelajaran Malaysia

IT-   Information Technology

CIMA-   Chartered Institute of Management Accounting

TAR-   Tunku Abdul Rahman

UITM-   Universiti Teknologi MARA

UNISEL-   Universiti Selangor

UKM-   Universiti Kebangsaan Malaysia

MBA-   Master of Business Administration

PhD -   Doctor of Philosophy

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CHAPTER ONE

INTRODUCTION

1.1 Background of Study

The tremendous changes in science and technology have notably shaped the business world; hence business communication skills have come to be an essential component in most professions across disciplines (Vaghari and Shuib, 2013). According to Jeharsae (2012), English is recognised as a global business language as a means to communicate, for consultation and transaction purposes among millions of people worldwide. Having the status of a global language, English plays a huge role in business communication internationally. Victor (1992) has highlighted the necessity of business communication skills mentioning that it is worth to have good business communication skills and average industrial skills rather than have excellent industrial skills with poor communication skills. Written and spoken communication skills show an equal function in business communication, since spoken communication is not sufficient enough to respond to all communicative needs (Kuen, 2001). These insights highlight the point that good competency in business communication skills is a must in this industrialised world. The increasing necessities for having good communication skills have pushed many institute worldwide to offer Business English courses.

With the increasing need for business communication skills among its graduates, many educational institutions in Malaysia, both local and private, offer Business English courses to meet this need.

Since English holds the status of the second official language in Malaysia, the Business English course offered in the institutions should be effective enough in equipping the learners with necessary language skills needed for their studies and professional requirement. However, planning a good Business English course requires cooperation from different stakeholders, comprising learners, subject matter lecturers, course developers and institutional administrators. Based on Ellis and Johnson (1994), designing a Business English module is not simple because various aspects need to be considerate, such as the necessities of learners, course, types of assessment and course evaluation. Basturkmen (2010) concedes that designing an ESP course is grounded on needs analysis that focuses on course content, resources and assessment of the course. This has therefore led to the motivating factor behind this research which is to analyse the effectiveness of an existing Business English course at a private institution in Kuala Lumpur.

1.2 Problem Statement

Over time, the business industry has undergone positive growth in Malaysia in various sectors, thus the employability skills also experienced various changes to meet market needs. Based on Kuppan's study (2008), the majority of employees in Malaysia, especially fresh graduates, experience the stress of being pushed to communicate competently as they are exposed to the diversities of English used by industry patrons.

Dato' Sri Haji Mohammad Najib, former Prime Minister of Malaysia has highlighted this phenomenon by stating that English is a necessity in the modern world, and without English, Malaysians will not be able to enter the trade of international market, as cited by Lim (2015) in Malaysiakini, retrieved from http://www.malaysiakini.com/letters/319287.

The National Graduate Employability Blueprint 2012-2017 distributed by MOHE Malaysia, discovered that firms are not pleased with fresh graduates as most of them lack of industry soft skills and lack of English competence. The blueprint illustrated that Malaysian graduates are capable in their expert areas; however they are not proficient enough in English language (MOHE, 2012). This highlights that fresh graduates need to be trained with sufficient communicative skills in English, in order to overcome future challenges, especially in the business sector.

Moreover, an informal consultation was conducted with a few business lecturers and students at a private institute in Kuala Lumpur where the present research was conducted. The preliminary findings revealed that a majority of the business students had issues in English communication skills that affect their performance during their practicum. One particular business lecturer summarized the industrial attachment statement (e.g. DOME Café Sdn Bhd, SukaSucre Bistro Sdn Bhd, and Bolton Optical Sdn Bhd) that most of the business students were unemployable due to their deficiency in English communication skills and lack of exposure to the field. Besides, students themselves agreed that they constantly struggled to communicate in English language, especially when having to use business-specific terminology. Hence an effective business communication course could be the means used to train the students to face the communicative challenges in their future profession.

Many researches have also been carried out globally on the genre of Business English course, namely, Crosling and Ward, (2002); Zhu, (2004); Bacha and Bahous, (2008); Jiajing, (2011) and Chan, (2014). Most of these studies examined the target situation needs of Business English and the teaching of Business English.

However, it seems that not many studies have looked into the English communicative challenges, needs and wants in the context of Business English courses. Some recent ones conducted in Malaysia by Ting and Ying (2012) and Daud *et al* (2015) have researched on the needs analysis of Business English, but did not examine in detail the language aspects. This highlights that there is a gap in the studies, and as such it is anticipated that this research investigates the needs analysis of a Business English course on the basis of looking at the English communicative challenges, language needs and wants. The motivation of this study is based on the lack of prior studies in this specific area and attempts to fill in the mentioned gap.

1.3 Research Aims

This research aims to examine an existing syllabus of a course at a private institution, and for the purpose of this study the course is known as BM109 which is English for Business Purpose (EBP) program. The objectives are to ascertain:

    I. the English language communicative challenges faced by the business diploma students in the programme.

    II. the English language communicative needs and wants of these students in the programme at the present situation

    III. changes that may be needed to meet the needs and wants of these students.

1.4 Research Questions

Based on the above objectives, three research questions have been formulated and they are:

      i.   What are the English language communicative challenges of the business diploma students in the EBP programme?

     ii.   What are the English language communicative needs and wants of these students?

   iii.   How can the existing EBP programme be improved in order to suit the needs and wants of these students?

1.5 Significance of the Study

As discussed earlier, Business English courses play a crucial role in equipping current learners to be more proficient in English so that they can be more employable in their workplace when they graduate. According to Fong (2000), any ESP programme need to be analysed and reviewed early basis in order to identify the effectiveness of the course. This holds true where the course analysis and evaluation aid the course designer to recognize areas of weaknesses that may need improvement. The main objective of this study is to analyse an existing EBP programme on the basis of the English communicative challenges, present situation needs and wants of business diploma students. The finding of this study serves as valuable information for the business department at the private institution. It is anticipated that the result of this research may function as a model to any ESP curriculum developer to create a suitable ESP programme of those in similar backgrounds.

1.6 Scope of the Study

The study was conducted at a private institution in Ampang, Kuala Lumpur. The chosen college was rated as a three-star institute by My Quest in 2017/2018. The target population of this research was the business diploma students. This research was grounded on assumptions that the English language communicative challenges, needs and wants of the business diploma students in the EBP programme from the selected institution will be considered as a reliable sample for future studies of similar backgrounds across the nation.

1.7 Limitation of Study

Due to time limitation, this research focuses only one group of students who are taking the Business English course at the private college and the lecturers who are currently teaching on the business diploma programme. The findings of this research cannot be generalised as it is limited in scope and cannot be used to represent all private institutions in Malaysia. The findings of this research could be more consistent if more stakeholders are involved in the study. It is expected that forthcoming study could include samples that cover a wider scope. For the purpose of this research, only semi-structured interviews, observation, and survey questionnaire were utilized to gather finding. It will be better if additional instruments such as pre-test, post-test, and discussion are utilized in this study to add validity and reliability in the findings.

1.8 Definitions of Terms

The terms utilized in this research may not be the ones already present in the ESP literature and therefore a description is provided below to ascertain that those used in this study are as described as such.

1.8.1 English for Specific Purposes (ESP)

ESP is look as method that considering learners' necessities in learning process. (Hutchinson and Waters, 1987).

1.8.2 English for Business Purposes (EBP)

EBP has become prevailing part of ESP which followed by work of discourse and genre analysis (Dudley-Evans and St John, 1998).

1.8.3 Need analysis

According to Basturkmen (2010), Need Analysis is the "disparity in what the practitioners need to grasp to drive in the Present Situation (PS) and Target Situation (TS)".

1.8.4 Manglish

According to Lirola and Stephen, 2007, Manglish is a creole form of spoken English in the context of Malaysia.

1.9 Chapter Summary

This section comprises, background of the study, statement of problem, research aims and questions, significance of the research, scope of research, limitation of research and concluded with terms used. The following chapter discusses on literature review.

<center>**CHAPTER TWO**</center>

<center>**LITERATURE REVIEW**</center>

2.1.   Introduction

In this chapter, it describes the framework of literature review in the following areas: English for Specific Purposes (ESP), Emergence of ESP and Business English, Needs Analysis, ESP Curriculum Design, Code Switching, and Manglish. The relevant past studies and theoretical framework are also included in the chapter.

2.2.   English for Specific Purposes (ESP)

With the status as a global language, English plays a crucial role in various fields, particularly in the education line. As a result of that, the teaching and learning process has developed gradually and has led language experts to expand their ways of approach to be able to meet learner's expectations. With this ESP plays a significant role to help target learners in managing different circumstances in light of their specific needs. However, there have been various endeavours to determine ESP in the circle of language teaching. Strevens (1977) outlines ESP modules and the content are grounded on English language necessity of target learners.

In agreement with this, Dudley and Evans' (1997) viewed ESP courses as a means to fulfil the target learners' specific needs, which may not have been adequately met by General English courses.

It is therefore obvious that ESP course aims towards specific needs of acquiring English language that focuses on attaining the language proficiency of learners with regards to any discipline and this course definitely will act as a guide for them to handle any circumstances of English language in the working environment.

Dudley and Evans (1997) also added that the quality of ESP relies on the significance of three main traits, which are productivity, competence and pace of learning that channel down to a great degree of engaging any potential student. Furthermore, Rani (2012) informs that ESP courses are intended to train target learners to be well-versed in language skills that are required in a particular field, profession or vocation for purpose of achieving specific aims. This highlights that the ESP course plays a crucial role for the enhancement of expertise in specific fields, which focuses on the learners' needs. It has also been proven that ESP course enables the learners to acquire English to fit their own needs based on legitimate present and target situations.

Despite numerous descriptions given above, ESP course is generally meant to fulfil learners' necessities based on the situation and context. Hence, the ESP course designers are strongly advised to give more consideration to the needs and wants of learners to develop appropriate ESP courses, so that the courses can meet the desires of the learners.

2.2.1 The Emergence of ESP

ESP has arisen as a modality of teaching after the Second World War, when the society was experiencing a huge expansion of technology, science and commerce. However, the expansion of the western culture has created the necessities to communicate in English beyond the geographical borders worldwide.

This has turned English into an international language that is being used in various disciplines especially for the Business world. Consequently, it has created a different type of language learner who would demand specific and effective English courses, in a lesser time.

In other words, learning a language has shifted its purposes as it moved from a leisure activity (a hobby) to a professional or academic requirement. Another aspect that has contributed to the development of ESP emerged from new linguistic theories, which focus on language variations that identify how a language is sensitive to different contexts.

Therefore, an ESP course would recognize the linguistic needs of a particular course. For example, when designing an English course for Medical purposes; the terminologies, jargon and language used in the course should match the particular discipline of the studies. According to Hutchinson & Waters (1999, p. 8), this shift in linguistic theories has been led by the norm: "The reason why you need to learn English will determine the English you need". This norm has highlighted that the reasons of learning English merely depend on the learners' necessities. Apart from that, new developments in educational psychology have also made their way into the ESP development by placing targets learners as the central part of the teaching/learning process. By focusing on the attention of learners, English course designers have shed more light upon the learners' prior knowledge, their interests and specific needs, as well as their motivation to learn a foreign language. In sum, these three aspects are major influencers of the ESP emergence.

2.3 Needs Analysis

In the late 1970s, the ESP focused on 'need analysis' (NA) in order to recognize learners' potential linguistic necessities through exact motives of learning a language. NA leads to tasks that are concerned with collecting materials that will help to design a programme which sees the necessities of target learners (Hutchinson and Waters, 1987). According to Iwai (1999), need analysis implies that the exercises are done to assemble data that will eventually aid in the design of a course plan which will satisfy the necessities of the target group of learners.

This statement has been supported by Graves (1996) that NA is a way of transferring data from learners in order to develop a programme. This definition has further been ascertained by Piyanappa (2004) informing that need analysis is to identify the learners' necessities.

On the other hand, Basturkmen (2010) has provided an intensive definition stating that needs analysis is the recognition of the language skills in ascertaining the ESP course content.

She however stresses that the acknowledgement of the learners' language skills is very crucial in developing the ESP syllabus. It is also looked at as a method used for comprehending learners' motivation in learning language skills and how the learners would utilize those language skills in real situations. There are three major terms that are utilized in the need analysis process which are needs, wants and lacks.

Basically, the term 'needs' refers to the distinction of what learners see between their present competence in certain skills and the competence they desire to achieve. Meanwhile, the term 'lacks' refers to the gap between present skill and the skill the learner desires to accomplish; and the term 'wants' refers to the learner's preference in obtaining a particular skill.

Albeit, different point of views has been initiated by ESP experts, which ended up with them coming up with same views as to the fact that need analysis is a core element in creating an appropriate a curriculum. It is vital to state that without a needs analysis approach, a course would not meet its primary objectives.

2.3.1 Models of Needs Analysis

The model of need analysis is mainly built up of three main elements needed for the recognition of the learners' necessities. The elements are discussed below:

a. Target Situation Analysis (TSA)

TSA is one of the important requirements needed in planning a curriculum. The data gathered for TSA covers the objectives of the learners needs, working environment, cultures, language skills and communication skills. It is only with TSA that course designers are able to design an accurate syllabus for learners' to achieve their objectives and needs. Robinson (1991) states that TSA is a model that looks on the learner's necessity at the learning of any module.

b. Present Situation Analysis (PSA)

Unlike TSA, Present Situation Analysis is focused on the learners' lacks, needs and wants in a present situation. According to Robison (1991), PSA studies the learner's strength and weakness when commencing their language course. This shows that the PSA allows ESP trainers to detect learners' lacks at initial stage. PSA also explores the students' motivation status during learning and their perception of the process of learning.

This study particular focuses on the PSA which comprises of the element of lacks, needs and wants. As discussed earlier, the term "Lacks" refers to learners' existing language proficiency and the skills they need to enhance their existing proficiency level.

Meanwhile, the term "needs" denotes to the demands of language where novices' are anticipated to fulfil both present and target situation. Learners will be observed on language necessities as it allows a smooth interaction for the gathering of data. Finally, the term "Wants" is referred to as the learners' preference in learning a language. The learners are usually aware of the lacks and the necessities; however, each learner may have their own individual wants to be based on their specific situation.

c. Learning-Situation Analysis (LSA)

LSA is usually represented in the process of both oriented and subjective method. Dudley-Evans and St. John (1997) mentioned that LSA is an effective method used for adopting language skills due to the fact that LSA always ascertain the learners want in acquiring language skills. They believed that LSA deals with both the cognitive and affective factors in learning a language. Thus, this will create a confidence among learners to be able to acquire the language as well as ease the learning process.

d. Mean Analysis (MA)

Mean analysis denotes to the environment or setting where the module is being run. The data collected on MA is useful for the purpose of facilitating the teaching and learning process. This MA is utilized to observe how a language course can be applied in a situation. According to Swales (1989) as cited in West (1994) mentions that MA is the process of bringing all the possible outcomes of the learners' needs apart from the content of a course.

2.3.2   Theoretical Framework: Basturkmen

The Basturkmen's (2010) framework has offered a comprehensive outline on the need analysis of a language course. Furthermore, the Dudley and Evans' (1997) need analysis' framework is deemed to be the focal setback of Basturkmen (2010) need analysis model. Basturkmen's model is prominent to this study as it collects the information in relation to the language use of the learners in the present situation. Basturkmen's framework focusses on ESP curriculum design on the ground of need analysis. Hence, this framework suits well for the objectives of current study. Apart from that that, she also provides a comprehensive elaboration of need analysis that focusing on (Target Situation Analysis, Present Situation Analysis, Teaching Context Analysis, Discourse Analysis, and Learning Factor Analysis). However, for the purpose of this study, only four elements utilized expect target situation analysis as this study doesn't centre on target needs of students. This seems as a basic element in ESP programme for the successful implementation of a new programme. Therefore, these elements are being used to response the research questions. The details of each element and how it aids to answer the research questions are described below:

Figure 1: Basturkmen's Need Analysis Model

1. Discourse analysis (DA) is used to identify the language utilized in a present situation and target situation. It also collects data pertaining to language skills of which learners are required to grasp in both academic and professional settings. The part 1 of the survey questionnaire is designed to gather the discourse analysis information. The information gathered helps the researcher to analyse learners' language skills either the existing or the current ones. This information also is crucial for the purpose of identifying the learners' lacks as well. The disparity amid of prior understanding of learners and target language skills are represented on the learners lacks. Therefore, the information gathered from the DA is steered to answer research question one.

2. Present situation analysis (PSA) is recognized as the learners' prior knowledge and what they require in a present situation. The PSA aids to discover the disparity between what the learner should know and what they can achieve.

This study merely relies on the PSA since the primary aim of the study is focusing on present situations. Additionally, the information of the PSA is collected through the Part 2 questionnaire; however this section is dissented into the purpose to identify the learners' lacks and necessities in present situations.

Apart from the questionnaire, students' interview and class room observation is also helpful in the collection of data concerning PSA. In sum, all the information gathered through PSA is aimed at answering both research question one and two.

3. Learner factor analysis (LFA) is for the purpose of ascertaining the learners' aspects for instance, their preference, wants and purpose of discovering a course. In short, LFA is also used to identify what motivates learners to learn a particular language and course. Basically the data related to LFA is gathered through a questionnaire (Part 3).

Besides questionnaire, interviews are also employed to gather the LFA information. Primarily, the data of LFA is used to identify the learners' wants as well as to answer research question one and two.

4. Teaching context analysis (TCA) is used to recognize elements pertaining the environment in which a particular course will be executed. This element is similar to the mean analysis proposed by Dudley-Evans and St John (1998) which focuses on the setting of a module and further amenities recommended for the course.

As for this study, the information related to TCA is collected through semi-structured interviews only. The data gathered through TCA is also used to formulate discussions that can be used to answer research question three due to reason being that the question is seeking for a suggestion for a betterment of the existing course.

5. Target situation analysis (TSA) is a recognized skill that learners require in a target situation, which means it could refer as what learners need to possess in their particular job. In this study, TSA is not been focused on subjectively, however few questions regarding TSA has been initiated in semi-structured interviews to recognize the disparity among target and present situation.

2.3.3 Past research of ESP Courses

Several of studies were conducted to explore the ESP course in various disciplines and settings. For example, Bosher & Smalkoski (2002) conducted need analysis in designing a course for "Speaking and Listening in Health Care Setting". The main objective of designing this course is to aid ESL learners who were enrolled in a health-care program at a private institute in Minneapolis, Minnesota.

Bosher & Smalkoski (2002) mentioned that this particular course was really helpful for the nursing students to be able to communicate efficiently and in health-care setting.

The study highlights that the language skills should not be abandoned in designing a course. Thus, the replication of this particular study would bring positive changes in designing ESP course in various disciplines.

Additionally, Cowling (2007) carried out studies on need analysis for an intensive English course in a working setting for a well-known Japanese company. The researcher has expressed the comprehensive stage of need analysis in creating the course in his study. As mentioned earlier, the intensive English training is designed for workers who worked at big Japanese firms involving overseas exchanges. Open-ended questionnaires and interview sessions were used as a main tool to gather data from the stakeholders in this study. The triangulation of data has provided comprehensive results in this study.

Cowling has created two course outlines namely: content-based syllabus and notional-functional syllabus based on the collected data. However, the content-based syllabus is focused on the structure of English language whereas; the notional-functional syllabus is focused on the application of the language in an authentic situation. Furthermore, Cowling believes that this syllabus has created a full-flesh of a communicative course.

The findings also implied that this syllabus served as an aid to exploit the learners' prior English knowledge into the industry needs. The study also suggested few recommendations of the topic that should be included in Business English course, for instance: business presentation skills, business telephoning skills and technique of meetings.

Overall, this study highlights the importance of need analysis in designing a language course that fulfils the requirement of a real industry. Besides that, this study has also proven that a language skill would be enhanced by expanding learners' language schemata.

Dehnad *et al.* (2010) reviewed English courses from various postgraduate disciplines grounded on needs analysis, and they provided recommendations for the alterations in the course plan. This study was conducted among 56 postgraduate students of various disciplines from the Faculty of Management and Medical Information, the Iran University of Medical Sciences.

The findings of this study revealed the differences between what the learners recognized as their necessities and what was enforced on them. From the data, it was evident that the role of an ESP teacher is prominent in a syllabus revision through needs analysis. However, it was sensed that the study was broad in scope, as it included various disciplines. The researcher might confront limitations in terms of money and time to look into several disciplines. Therefore, the current research has focused on a specific program, EBP, at a specific setting.

Being inspired by the research of Dehnad *et al.*, Aslrasouli (2012) conducted a similar study on the significance of confining ESP syllabus development, and the functions of teachers in assessing and identifying the necessities of each specific situation. The study also investigated the ESP resources design at tertiary level in Iran and India.

The primary objective of this study was to analyse ESP material design and find out whether it fits the learners needs. This study utilized qualitative approaches where interviews were used as a primary tool to gather data. The findings however, emphasized that no-prepared resources could ever encounter the needs of any given lesson accurately.

The researcher believed that this study would help to deliver greater insights for the ESP syllabus improvement for future studies.

Another study on need analysis of ESP course was carried out by Karuthan (2016) on the lacks and needs of nurses based on the target situation. This study primarily focused on the challenges faced and necessities of nurses to communicate effectively in Medical Tourism settings in Malaysia. The researcher utilized a concurrent triangulation strategy in collecting data from the stakeholders. A set of questionnaire was used as the primary instrument, tailed by interview sessions.

By employing a mix-method in collecting data; it was easier for the researcher to cross check and validate the obtained result. The data showed that many of the nurses especially, the starters are facing difficulty in understanding both spoken and written form of English language. Apart from that, the nurses' also found difficulties in reading nursing records in English. Thus, it could be deduced that one's lack in language skills might be the major factor that affects the quality of communication skills. Based on the findings, almost all the nurses wanted to improve their proficiency in English language with focus on the integrated skills including the medical terminologies and grammar.

Hence, an extensive ESP course plan was suggested for these nurses. The study also indicated the significance of need analysis prior to the designing of the ESP course.

2.4 Business English

Business English (BE) is one of the sub-parts of an ESP course due to the reason being that they share common key features in designing syllabus or to select course material (Ellis and Johnson, 1994). However, BE usually implies specific terminologies and language corpus that is being used in business context.

Business English course is usually developed for a setting meant for business purpose, which comprises specific contents of the business discipline. However, over the years, the focus on Business English has changed. In the beginning of the 1970s, the focus was on specialized vocabulary, communication skills, and language functional areas such as giving opinions, showing agreement and others.

Since 1980s, besides all the criteria mentioned above, Business English has focused on developing those skills that are embedded with the language. The focus has been on effective meeting skills, presentation methods, and communication.

With regards to the language of Business, Ellis and Johnson (1994) noted that BE is characterized on a particular aim. Therefore, the language use in Business English is simple and follows basic structure of terminologies. This helps the learners to grasp the content of the Business English course easier and effectively. Another factor that is of important concern with regards to Business English is its learners. Generally, Business English learners are categorised as pre-experienced learners. The necessities of the experiential novices are to meet their goals and gain a qualification they are seeking. They also train themselves for a professional setting such as: skills for commercial correspondence and giving presentation.

On the contrary, the job-experienced Business English learners are pragmatic. For them, the language use in a professional setting or an authentic situation is more important than the linguistic theory of a language. The aim and content of a course will produce an effective outcome of a communication approach either in a present or target situation.

The job-experienced learners are mostly adults who have different experiences in the world of business, as social human beings, and as leaners in other training environments.

They are often curious about the objectives of particular tasks and will be critical in their own performance, and that of the trainer. They will also constantly evaluate what they are doing, and what is being done. The environment of learning is highly motivated by the aim of the course. Besides that, the teaching resources such as materials, exercises, and activities are also determined by the goal of a programme. This is because the job-learners are judgemental regarding the quality of materials.

2.4.1 Related studies on Needs Analysis in Business English Setting

Crosling and Ward (2002) conducted a study for business graduates employees from a private institute known as: Monash University, Australia. The aim of this study was to identify the target needs of business graduates in professional settings. The researcher utilized a survey questionnaire to ascertain the workplace communication. A total of 24 companies, with more than 200 employees were employed in this research. Data from the research revealed that most of the respondents required strong oral communication, and without these skills they weren't able to perform well in the work place. The findings proved that oral communication plays a significant role in the professional setting. Based on the data, few suggestions that emphasized on oral communication were recommended.

The findings of this study denotes an idea to incorporate significance of oral communication skills in Business English setting. Hence the current study has emphasised oral communication skills has a main proponent of the study.

Furthermore, Zhu (2004) conducted a study at the University of South Florida by reviewing the skills and assessment that learners need in business courses.

Zhu was motivated to identify the learners' targets needs and also to understand the process of designing an appropriate business course. The overall finding of this study revealed that to operate effectively in business writing, learners must have two-fold roles.

The study also emphasized that any institution and professional setting such as industrial attachment must not be detached, but rather should be correlated to outline an efficient programme.

In contrast to the above, Bacha and Bahous (2008) took a different approach from Zhu (2004). Their study relied on need analysis on a particular language skills (writing) that was acquired by a group of business students and faculty members at Lebanese American University.

Basically, the study examined on learners' language skills, the significances of language skills (writing skills) and also the function of English and Business faculties in improvising learners writing skills. In sum, the overall findings revealed that there was a difference in the learners and faculty members' viewpoints on the significances of writing skills. However, both faculties felt that collaboration among them is essential to construct a useful business writing course. In line with this idea, the current study emphases on both Business and English department in gathering the data of study. This eventually provides positive remarks for the study in revising the Business English course.

Jiang (2011) studied English for Specific Business Purposes (ESBP) course to identify the target needs of higher management and trainees at an International Chinese trade corporation. Jiang felt that need analysis is a core element in designing any successful ESP course.

Practically, this study looked into the needs of both employees' and employers' necessities in analysing the ESBP course at a Target situation. The findings from the result provided a comprehensive discussion on analysing the existing ESBP course.

This study also revealed the significance of teachers' perception in analysing ESP course, as both learners' and teachers' point of view would create an effective syllabus. Knowing the significance of teachers and learners perspective in designing an appropriate ESP course, the current study also emphases on lecturers' and students' viewpoint on Business English curriculum and suggestion to revive the course.

Likewise, Jiang (2011), Chan (2014) investigated on a business English course that was grounded on what the ESL students needed. The study was conducted among 215 Chinese professionals in Hong Kong as well as teachers who were teaching the program since the syllabus was designed.

Chan further indicated that teachers should recognize skills which were necessary to know the learners' needs and those they should avoid paying attention only to the existing syllabus. The data of the findings also revealed that oral communication should be a crucial topic covered in a business English program due to reasons being that it helps learners to encounter real communication needs in professional settings. Thus, the learners skills also been highlighted in current study findings as it play a significant role in the reviving syllabus.

However, there are several similar studies conducted in the context of Malaysia. For instance, Kuen (2001) investigated on the communication necessities in sales with regards to the context of Malaysian businesses. This study employed an ethnographic research design to analyse the communication necessities among Malaysian employer of sales personnel. The study also focused on the productive skills and communicative skills that are needed for sales personnel in a target situation. Based on the nature of the research design, pre-field observations and in-field observations were utilized in collecting data.

The pre-field observation was used to identify the background of the study, followed by the in-field observation which focused on specific needs and wants of participants. Kuen concluded that grammar, linguistic and discourse competence also contributed to develop the sales personnel communicative needs. This study highlighted on the importance of linguistics component in Business English, thus the idea has been reflected in the current study. Moreover, the instrument utilized in this study, observation has been replicated in current study that helps to gain better understanding of Business English course.

In a similar but more comprehensive approach to this study, the current study will focus on productive skills, grammar and discourse element in analysing the ESP course.

Mosleshifar & Ibrahim (2012) carried out research on English Language Oral Communication Needs of Human Resource Development (HRD) undergraduates. Though this is not specifically business related, however it falls into the area of management studies which can be considered as a branch of business studies. They collected data using a survey questionnaire and their findings highlights that the oral presentation skills, communication skills, and discussion skills should be given emphasis on with regards to the English courses. This study also provided an outline of a course that meets the learners' oral communication needs to help learners deal with target situational needs. However, the study could improve if it makes use of different methods for data collection to be able to increase the validity of its data findings.

A similar study conducted by Ting and Ying (2012) investigated on employers' insights with regards to competencies in the Malaysian banking industry. A cross-sectional method was applied to collect data and from this, it shows that the support of different tools is necessary in order to collect reliable data. A wider range of voices in terms of competencies on business graduates were obtained, but most of the reviews were based only on the competency's definition.

2.5   Course Design

The most important element in designing any course is to develop the content and structure of the course that is in accordance with the learners' necessities.

The role of a programme developer plays a crucial part in distinguishing between the relevant and inadequate information. Imparting knowledge that is required by students will lead to the development of a distinctive sequence of learning process, where the learners will slowly adopt themselves with the new notions and thoughts that leads them towards the objectives built up previously by the educator.

There are only two types of language courses and it's either for general purposes or specific purposes. This study particularly focuses on the Business English (BE) course. The outline of the General English (GE) course is in a total contrast from that of the Business English (BE) course.

GE course puts more accentuation on the Basic English structure in connection to linguistics elements, meanwhile the BE course emphasises greater significance of language in business communication. Due to reason being that the BE course falls under the ESP genre, the course design of the BE course is followed on the ESP course designation.

2.5.1   Language-Centred course design

Language-centred course design is one of the most common forms in language course design, owing to its nature. The primary goal of this design is to associate language skills with both the present situation and target situation needs. Basically, the course content always overlooks the learners' prior and specific language skills.

Each learner is handled in a way that he/she can be able to obtain knowledge at a constant pace with their peer. However, the language-centred course design is well known for its logical method, but has also been criticized for rigidity, as it observes learning as a straightforward and consistent method (Hutchinson & Waters, 1987).

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Though, the course developer plays a crucial role in developing the course, at the end of the course it is eventually developed based on what the teachers want to teach and not based on the leaners needs and wants.

2.5.2 Skills-centred course design

The skills-centred course design is grounded on two principles namely: theoretical and linguistic approach. A skills-centred course design is the underlying of any language performance that focuses on a particular skill and strategy in order to fulfil the language discourse.

The language basis for the skills-centred approach is derived from a distinction between goal-oriented and process-oriented course which was initiated by Widdowson (1981) as cited in Prince (1984). Also, Holmes (2008) pointed out that NA shows a vital part in a skill-centred approach. The skill-centred design aids the course developer to identify the abilities and potential knowledge that learners acquire from the ESP course. Besides, it also stipulates a ground based on a determining competence that allows learners to perform in both present and target situation.

Meanwhile, Hutchinson & Waters (1987) emphasizes on the fact that skills-centred approach focuses on both the general and specific objectives, as the outcome of the learning goals are imparted on competence and performance.

2.5.3 Learning-centred course design

Learning-centred course design focuses on the quality of material and the information that is conveyed to the learners directly. Over the development of the learning-centred course design, the course designer is enforced to develop a course structure that is encompassed with a number of assignments, readings and examination. Each one of them plays a role in the way of obtaining knowledge and in the meantime, achieving the objectives set up by the course.

The concept of the learning centred course design is not only focusing on the educator's perspectives but also on learners perspectives as well. The educators are anticipated to play the role of a facilitator rather than being a channel of knowledge transmission.

Learners also should be alert with regards to their responsibility in the learning process from the beginning and not only depend on the teachers' shoulders.

Based on Perry (1970) as cited in Entwitsle (2004), learning centred course design merely follows the framework of "dualistic learning". Dualists' learners believe that the educators are expertise in their own field and are able to convey the notion of knowledge by using appropriate framework of teaching. This technique propels the student to act all the more autonomously, to set up his or her own objectives and to keep his or her inspiration at the most elevated conceivable level. Hence, the educators are not only accountable if the leaner fails to fulfil the requirements of a particular course.

This type of course design eventually develops two communication skills in the learning process that balances the role of the educator and the learners in the classroom. According to Cochran *et al* (1993), the teacher is anticipated to offer feedback on the proposed activities and qualities of the learners' work that will lead to the upgrading of their understanding with regards to the module and skills.

At the meantime, the educators are also able to evaluate the competence of selected learning activities and modify them so that they can offer good results and also expand the learners' benefit.

In the learning-centred course, learners are highly motivated to influence the course structure of the module. Learners should collaborate with the educators and course designers to be able to design an impactful course without abandoning the learners' necessities. Therefore, , both parties will be equally fulfilled with the results of the course at the end of course.

Therefore, this particular study focuses on the learning-centred design that is grounded on the framework of Nation & Macalister (2010). The reason behind this selection is because a learning-centred course places an attention on the quality of students' in every aspects of learning. Moreover, the learning-centred course emphasizes on activities and assessments that promote long-term learning and high order thinking skills.

This in line with Fink (2004) statement that learning centred course undergone multistage design process for creating integrated course that promote significant learning. The further details of this framework are discussed in the following section.

2.5.4 Theoretical Framework of Language Curriculum Design

Nation & Macalister (2010) proposed a language curriculum design framework which has been used by many researchers. The framework comprises three outside circles and subdivided inner circle (refer figure 2) below. This model suits well for the purpose of this study as it focuses on designing curriculum by building a bond between the course designing system, objectives of a course and language learning theory. Moreover, this framework also illustrates on wider field of curriculum design that signify fast developing areas in second-language teaching. To suit the aim of the current study, the element from this model have been utilized wholly.

The parameters of the framework is mainly used to design Parts 3 and 4 of the survey questionnaire. Based on the results findings, it offers a comprehensive discussion to the final research question. The framework is illustrated in Figure 2 and the details of the framework are discussed below:
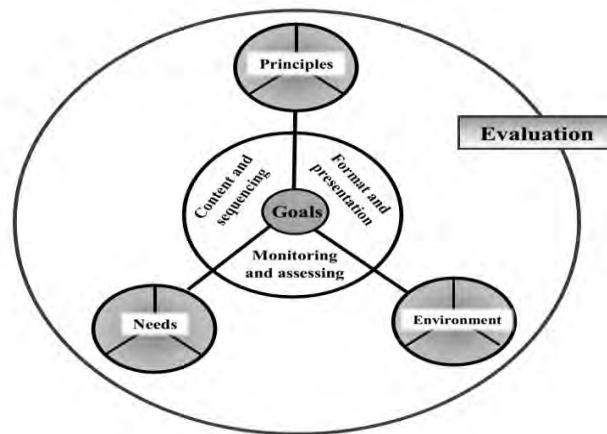
Figure 2: Language curriculum design process

The curriculum framework proposed by Nation and Macalister (2010) consists of 3 main sections: one outer circle, and two inner circles. The first inner circle comprises of environmental analysis, needs analysis and the application of principle. The first component is the environment analysis which provides ideas that are associated to the learning state, teachers and learners. This component is similar to the discourse analysis (DA) initiated by Basturkmen and the mean analysis initiated by Dudley and Evans respectively. Since the content is almost similar with DA which places more emphasis on the learners' background, the environment analysis is not being focused on in this study.

This is followed by the second circle, which deals with the aspect of needs analysis. The need analysis here focuses on learners' lacks and necessities in both target and present situation. This is almost similar to what Basturkmen had proposed; therefore this element is not been discussed further in this section.

Furthermore, the subsequence's circle is with regards to the relevance of the principles that encompasses the process of the language curriculum designs. The principle of the language curriculum design basically focuses on the first language, second language, foreign language and also the general language.

The language teaching is ultimately proposed to meet the language necessities of students. This component has been divided into three parts which are represented as the sub-inner circle. The sub-inner circle comprises of the content and sequencing, format and presentation as well as monitoring and assessing. Interestingly, all of these components are centred by course goals, which are clearly shown in figure 2. As for content and sequencing, they are variables that need to be taken into consideration in a particular language course, and they will enable the learners to comprehend the course content which balances with the language components. However, the element of content and sequencing is being utilized to form survey questionnaire (Part 3) for this study. Apart from that, it is also useful in the formulation of the semi-structured interview questions. This eventually helps the researcher to gather data on the content of the course and the arrangement of the course content.

This is followed by the format and presentation element that embodies the organization or structure of a course in a syllabus. This element is particularly focused on the type of activities that are involved in a language course and how the activities contribute in achieving the aim of a course. The language course should therefore fulfil the learners' desire in achieving the fluency of language through the desired activities. The course needs to be presented as required by learners' so that they will show interest in the learning and utilizing of the language wholly. The language course also needs to be presented in a way that fits the learners' learning style.

Therefore, the current study is considering this element in collecting data on the types of activity and learners' preferences for the activities.

The part 4 of the questionnaire is mainly designed on with respect to the format and presentation element. Based on the possible answers that have been derived from the survey questionnaire, the semi-structured interview question were been formulated as well.

And the final element of the sub inner-circle is that of the monitoring and assessment which represents the types of assessment of a language course. However, there is also a need to consider the learning process and testing the outcomes of the course, due to reason being that the information collected for these aspects would lead to changes in most parts of the course designing process. The suggestion as regarding the type of assessment and selection of resource in the teaching language course should be considered based on the learners' preferences. The current study is also adopting this particular element to design the survey questionnaire (Part 4).

Lastly, the centred goals in the sub-inner circle are being represented with regards to the clear objectives of a language course. Based on the Malaysian Education policy, any language course should meet its course learning outcome as well as its programme learning outcome as set by the blueprint of the Malaysia Qualification Agency (MQA). The goal or objectives of the course will eventually lead to the determining of the success of that course.

Therefore, the current study also places emphasis on this particular element in designing the survey questionnaire (Part 4).

Furthermore, the big circle that is drawn completely around the whole model refers to the evaluation. Although this is often a neglected aspect of a course design, it is a vital component as it evaluates the overall effectiveness of any course implemented. Therefore, the evaluation of the overall course is being considered in this study. The survey questionnaire of Part 3 is represented on this element.

As a way of recapping, the current study is mostly adopting the elements of the sub-inner circle and also the big circle in order to evaluate the existing language course as well as to get a comprehensive suggestion on how to improve the existing language course.

As mentioned earlier on, these elements are being used to design the survey questionnaire for Parts 3 and 4. The collected data is referred to response research question 3 of the study and also to provide an intensive discussion.

2.5.5 Related studies on EBP Curriculum Review

Karuppan (1999) worked on the "Evaluation of the English for Technical Purposes Syllabus: A Case Study of a Polytechnic in Port Dickson".

This particular study aimed at evaluating the effectiveness of English for Technical Purposes curriculum which was focused on the learners and teachers' elements. The participants of this study comprised of final year engineering students who have gone through practical's sessions and have been exposed to the real-world industry needs and wants. From the data collected, it was evident that there are many weaknesses in the syllabus that does not eventually match the industry requirements.

Thus, Karuppan believed that these weaknesses could be rectified during the teaching and learning procedure if the proper evaluation takes place. On this basis, he concluded that the success of a language course does not only rely on the examination results but also on the learners' communicative competence in the real industry.

Similarly, Chee (2000) studied on the evaluation of the reading component of the Business English course for Chartered Institute of Management Accounting (CIMA) at a private institute, Tunku Abdul Rahman (TAR) College. The primary aim of the study was to ascertain whether the reading component in existing Business English course is effective and could achieve the programme outcome. Furthermore, their study utilized both the qualitative and quantitative approach as primary instruments to collect data. The participants were lecturers and students of the programme. Majority of the respondents expressed their point of view with regards to the fact that the reading skills taught are useful and beneficial to students.

Yet, few students felt that some skills were difficult to comprehend and they were not confident to use it. In general, the findings revealed that the outcome of the course is achievable, and the reading components of the existing syllabus is relevant and meets the students' necessities. However, the findings also revealed some weakness of the reading components that needs to be furnished up.

Another research on curriculum evaluation was carried out by Kee (2000) "Evaluation of an ESP at Polytechnic in Malaysia". This research mainly focused on the process-oriented approach which deliberates on the Commercial and Practical English curriculum. The target participants for Kee's study were semester three students who had completed the Commercial English course; these particular participants were not exposed to any job experiences.

This study could have been more reliable if the participants from the practical students who have the experience from industry were involved in the study. This is because the practical students have more experiences to share on the industry expectation with regards to the required language skills.

In general, the research discovered there differences in the perception among learners and teachers of the course, for instance, the teaching methodologies, the course content and also the views on language skills. The findings also implied that the perceptions of the teachers was that the conduct of classes based on pre-planned lesson is safer and has lesser work load; however, this view was in total contrast from the learners' angle as they wanted to polish their English language skills in order to secure their future job's employability. As a way of recapping, it is obvious that the ECP course is not planned based on the learners' needs. It has also been proven that any pre-planned resources would not match the learners' needs. Therefore, the current study is aimed at analysing the course structure based on the learners' and educators' necessities.

Ismail (2003) conducted a study to identify the effectiveness of the Technical English course in terms of communication. The participants for this study included both students and teachers. The involvement of teachers in the study provided a good insight as they already have experience in teaching the particular subjects. They have known the strength and weakness of the course in details, therefore the ideas initiated by them was really useful in order to revamp the course. She particularly focused on the productive skills to evaluate the course.

The results of her study received positive outcome that this particular course satisfied the target situation needs and wants of the learners. However, based on the suggestions provided by the participants, Ismail initiated few lessons could be comprised in the existing syllabus. Most of the studies mentioned earlier are directly relevant to the present study. However, similarities can be detected in terms of the aspects being studied, for instance all the studies are focused on analysing and evaluating the existing curriculum for betterment. In addition, the setting of the present study is similar to the previous studies which involved the tertiary level institute.

However, lack of studies conducted on the analysing and evaluating of courses were grounded on Present Situation Analysis (PSA) as most of the studies focused more on the Target Situation Analysis (TSA). Even though the results obtained from the PSA might be useful in analysing and evaluating the ESP curriculum, however, not yet many studies have focused on the PSA. Therefore, the present study focuses on PSA in analysing the ESP course.

2.6 Code-Switching

Many researchers have defined the concept of code-switching in various manners. Lee et al., (2012) denote the code-switching terms as a method that mixes other languages in between the course of a discussion, in the case whereby both parties comprehend the same language.

A similar definition was highlighted by Nomura (2003) which stated code-switching is a way to discover suitable vocabulary or phrases in second language conversation.

Besides that, Javier (2007) expressed code-switching as the ability of a dual-language speaker to be able to substitute one language system to another language based on the situation. According to Lee et al. (2012), situational switching and metaphorical switching are two common types of code-switching. Situational switching happens if the discussion among two parties suits the situation accordingly,

Meanwhile metaphorical switching happens due to the variation of a topic. Generally, this type of code-switching occurs in inserting a distinctive sense to a particular topic that could be sensitive to converse in another language. For example, certain words like the pronunciation of a language gives different meanings to another language which might create sensitive issues or can even lead to a conflict, in such cases metaphorical switching will take place to avoid misunderstanding among the speakers. Almost all the participants in this study are affected by code-switching due to poor English language proficiency. The participants admitted that without code-switching it's become hard to continue their conversation in English. Code-switching happens naturally among these participants that eventually impact their language fluency. The details of findings have discussed in 4.4.8.

2.6.1   Factors of Code-Switching

Code switching occurs mostly in bilingual communities and it is natural among the speakers to code switch during conversation. There are many factors that leads to code-switching and it is important to know the reason behind code-switching. Holmes (2008) has pointed out seven factors that are attributed with an individual to be able to code-switch. The seven factors are mentioned below:

1. Metaphorical switching

   The Metaphorical code-switching generally occurs in any conversation among bilingual speakers. This happens due to the inability of the speakers to find an appropriate word in a particular language.

   Besides that, the speakers will be able to converse and deliver information effectively without hesitation.

2. Lexical borrowing

   Lexical borrowing is another factor of code-switching that occurs when a speaker lacks the vocabulary of a target language. Generally, this happens when speakers couldn't find a suitable word in a target language which eventually leads them to borrow words from other languages.

3. Switching for affective functions

   This is another type of code-switching that usually happens in switching from a formal conversation to an informal one. By this, the speaker creates a friendly style of conversation which reduces the distances among speakers and the recipient.

4. Status

   This factor is quite similar to switching for affective functions. However, this factor focuses on the status of a speaker, whereby a speaker code-switches based on the professional or individual status of a person. For instance, a student would use standard language when communicating with his or her teacher, but he or she might prefer to converse using code-switch with their friends which actually creates a friendlier environment.

5. Participants

This factor occurs with the aim of including or excluding a person in a group discussion. For example, if we receive a new member in a group discussion, a code-switching might encourage the person to engage with the conversation or vice-versa.

6. Solidarity

This factor is usually displayed when a speaker shares his or her culture to a particular addressee.

7. Topic

Speakers tend to code-switch a particular phrase which cannot be fully deciphered to other language system. Generally, this type of code-switching is used for a referential point.
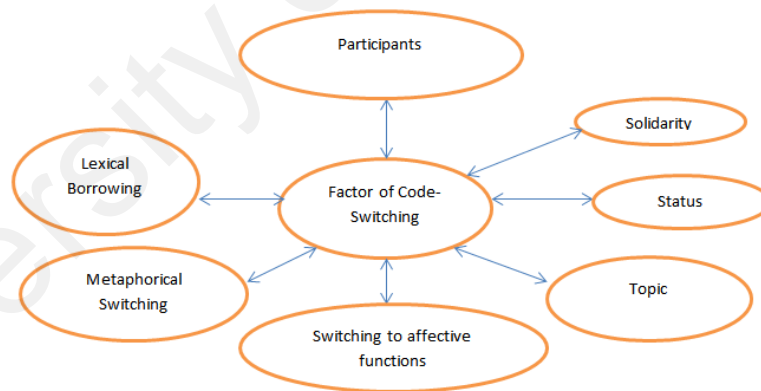
Figure 3: Holmes (2008), Code-switching attributes

2.6.2 Related studies on Code-Switching in Various Setting

A significant study on the aspects of code-switching in an ESL classroom was carried out by Ahmad & Jusoff (2009). They analysed the student perceptions on the teachers' code-switching and the impact of the switches to the students learning success.

The data was collected using a set of questionnaire distributed to 257 low English proficient learners attending Communication 1 proficiency course in Malaysian public university. From the feedback, they found out that the students viewed code-switching as a positive tool in facilitating the learning process of the target language.

Teachers' code switching helped the students to maximize their understanding of the teacher's input hence allowing the students to complete all the tasks given in the class. Thus, this situation promised a better opportunity for the students to acquire the target language successfully.

In addition, Muthusamy (2010) conducted a study on analysing the patterns of code-switching among secondary school students. He did this by analysing the classroom discourse and questionnaires were distributed to 20 students selected from four secondary schools situated in the Klang Valley.

The result indicated that the multi-ethnic samples used Malay as their matrix language alongside with English. On the contrary, when those of the same ethnic group converse, the dominant language would be their mother tongue, with English and Malay as the embedding languages. He also discovered that the frequency of the occurrence of code-switching among these secondary school students were high. He believed that this condition maybe closely related to the student's family background.

Another research on code-switching was carried out by Ariffin & Husin (2011) on code-switching between the Malay and English language with regards to a content-based classroom. The sample involved both instructors and students; a survey questionnaire and interviews were utilized as a method to gather data from the participants. From the data, they discovered that the instructors regularly code-switched between Malay and English language in the classroom.

Their analysis showed that linguistic competence of instructors and students and the determination to conduct an effective lesson is becoming a predominant factor of code-switching.

Though, learners with good command of English language felt that code-switching in class does not aid in refining their English language competence.

In the concluding remarks, they concluded that code-switching displays conflict between the actual use of the English and Malay language in classroom as well as the language policy.

On that basis, they concluded that it is crucial for teachers to focus on the language that is used in the teaching and learning process so as to make it beneficial to the students.

On the other hand, Dar *et.al* (2014) investigated on teachers 'code-switching in ESL classrooms at Pakistan. The samples involved 12 English language teachers from Karachi. These teachers were a combination of both secondary and tertiary level teachers. A semi-structured interview was employed as the main tool to collect data from the participants.

From the data collected, there were 14 reasons of code switching in the ESL classroom which can be segregated into two parts which are: social and academic purposes. The findings also implied that the main factor of code-switching in the classroom is for social purposes due to the belief of the teachers on the fact that code-switching the burden and anxiety in learning second language could be reduced.

This study also mentioned that a private institute does not encourage the usage of code-switching in classroom compared to government institutes.

In conclusion, all the researches mentioned earlier have proven that this is occurring because of several intended purposes, either pedagogical or social. The studies also suggested that teachers and students have different views on the usage of code-switching in the class. Thus, a better understanding of the functions and the views on code-switching could help the teachers in improving the teaching and learning strategies in acquiring the target language.

2.7   Manglish

Malaysia is well-known for its cultural diversity and heritage. Malaysian's live among different ethnicities who speak many languages. It is not new for a Malaysian to speak multi-languages. Bahasa Malaysia is declared as the official language, where it is being used in both formal and informal situations. Despite the official language, English language is still being used as a second official language especially with regards to business contexts in Malaysia. Therefore, it is common among Malaysians to mix both languages during conversation particularly in an informal setting. The mixture of English and Malay language has created the term referred to as: "Manglish". According to Lirola and Stephen (2007), Manglish is a coined language which consists of the lexical form of Malay and English words. The term: Manglish is also being recognized as a mixed-language. Generally, Malaysians are able to converse using more than a language as Malaysia is well known for its language diversity.

This particular attribute has led to the formation of creole language which is known as Manglish (Lee *et al*. 2012). However, Manglish has become a common habit among Malaysians during any conversation especially in an informal situation. In Malaysia, the term Manglish is also categorised as code-switching which relies on the primary factors initiated by Holmes (2008). Incompetency of language causes an individual to mix languages in order to convey the right message. Similarly, the participants of this study also affected by Manglish as speaking using both Malay and English language seems very comfortable for them. Most of these participants are agreed that the incompetency of English language led them to use both Malay and English language in a conversation. This often occurs among the bilingual speakers wherein both parties understand the language.

2.8 Chapter Summary

This chapter presents various researches that have been conducted both abroad and in Malaysia with relation to research issues. In spite of that, this chapter has also discussed the theme of English for Specific Purposes (ESP), Business English, Needs Analysis, ESP Curriculum Design and Code Switching.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This section discusses on participants and sampling procedure, research design, the research instrument, data analysis procedures, pilot study and ethical consideration. A need analysis was carried out by using interviews and classroom observation that supported with survey questionnaire.

3.2 Participants and Sampling Procedure

The participants of this study comprises a total of 22 students from Semester 2 Diploma in Business Management programme. The participants were within age range of 18 to 22, who have completed their basic education. All the participants are expected to complete a given questionnaire, and eight of participants were interviewed to understand their insight on existing BE course. A purposive sampling was used to select the participants as they were students who were currently taking the course. Meanwhile, the interviews were conducted with volunteers of these participants, followed by a questionnaire was administered during one class.

Other participants were the educators from Business and English department, possessing Bachelor's, Master's and PhD degrees. Most of these participants serve more than 5 years' service in the college, where this study conducted.

In total 5 lecturers were chosen on simple random sampling as they currently teaching the 22 business Diploma students. These lecturers were interviewed to support the findings obtained from the questionnaire.

3.3 Research Design

The design used in this research was qualitative data from interviews and classroom observation notes. Quantification came from the questionnaire which yielded results in frequency counts. According to Creswell (2009), this kind of research design uses more than one approach in collecting data, thus helps to provide validity to the study.

3.4 Instruments

Semi-structured interviews and classroom observation (qualitative approaches) utilized as primary instruments. Meanwhile, a set of survey questionnaire (quantitative approach) was used as supplementary instruments. The description of each instrument are discussed further in the following sub-session.

3.4.1 Semi-Structured Interviews

Flick (2006) concurs that interviews are intended to discover prior understanding of participants in a way that can be extracted in the form of statements that become accessible for interpretation. In this study, two different sets of semi-structured interview questions were designed for students and lecturers. The first session of interview was conducted with the volunteered students (Refer appendix 3 and 7). Meanwhile the second session of interview was conducted with the volunteered lecturers (Refer appendix 4 and 8).

The interview was conducted after the fourth week of semester commencement, this is to ensure the students understand the Business English syllabus better before sharing their feedback in interview. The interview held in the selective lecture room of the college and the venue is sanction by the college authorities. It took almost 2 weeks to complete the overall interview session with the students.

A number of open-ended and close-ended questions were posed to these participants. The interview questions were set based on five themes namely, Communicative challenges faced by students in understanding BM109 course, Communicative needs of the students in understanding BM109 course, Communicative wants of the students in BM109 course, Curriculum evaluation of BM109, and Suggestions to improve the existing BM109 course. The selection of themes is made based on research questions that focusses on lacks, needs, wants and suggestions to improve the BE course. Moreover, it also ensure the questions of interview in line with the research objectives. To ensure the validity of the interview questions, two experts who are a senior lecturer at UM and an ESP lecturer with 12 years teaching experience at a private college verified the survey questions.

3.4.2 Classroom Observation

Apart from the semi-structured interviews, a self-designed field note template was developed for classroom observation (Refer appendix 6). This was done as the college did not allow any form of recording of the lesson. The observation template was cross-checked by the same experts mentioned above. This observation also serves as a data triangulation tool in order to substantiate the findings obtained from survey questionnaire and semi-structured interviews.

Based on Zohrabi (2013), data collected through observation is sought as a first-hand picture of the events that allow researchers to gain contextual factors.

3.4.3   Survey Questionnaire

In addition to the two tools mentioned above, a set of questionnaire was designed based on Basturkmen's (2010) and Nation and Macalister's (2010) frameworks. The parameters from these two models were adopted and adapted to match the study's research objectives. The questionnaire consists of 40 questions, which where categorized into four parts.

Part 1 is designed to gain a demographic profile of the respondents, which consists of six questions. These questions were based on Basturkmen's discourse analysis component. Whereas, Part 2 is divided into three sub-sections, which consists of fifteen questions; five (5) questions to identify English language communicative challenges of BE course (sub-section 1), five (5) questions to identify English language communicative needs of BE course (sub-section 2) and five (5) questions to identify English language communicative wants of BE course (sub-section 3). These questions were formulated based on Basturkmen's present situation analysis, learner factor analysis and teaching context analysis components.

On the other hand, part 3 is designed to evaluate BE course (BM 109) which consists of 9 questions, whereas Part 4 is designed to gather suggestions to improve existing BE Course (BM 109) which consist of 10 questions. These two parts were designed based on Nation & Macalister's sub-inner circle that comprises of the content and sequencing, format and presentation as well as monitoring and assessing. However, question 9 and 10 (Part 4) are self-designed questions that focus on suggestion to improve the Business English course. The reasons of adding this question to get in depth view from participants of the existing BE course and get further suggestions to improve the course.

All the questions for Parts 2 and 3 are answered using five-point Likert Scale (Strongly disagree- Strongly agree) whereas for Part 4 , options are given for eight (8) questions and two (2) open-ended questions , as these questions require participants' view point.

The two experts, who had validated the semi-structured interview questions, also validated the survey questionnaire. Besides that, a pilot study was also conducted to test whether the items in the questionnaire were comprehensible to the participants. The reason for using this questionnaire is that this type of method can extract data faster within a short of period and it is economical.

This was also affirmed by Sekaran and Roger (2013) who used questionnaires and proposed that it amplifies the rapidity of data collection and data analysing processes.

3.5 Research Procedures

The researcher approaches the private institute to conduct the study at their premises. The researcher had submitted the Permission Letter from the researcher's university (University Malaya), consent form and research proposal to the Human Resources Manager to get approval to conduct the research. After a month, the researcher got the approval to conduct the research at the institute under Business Department. However, the institute did not allow the researcher to capture picture or to video recording of any lesson. The researcher was requested to liaise with Head of Business Department of the college to conduct this study. The researcher sent a formal e-mail to the Head of Business Department of the college, for the purpose of the study. After receiving an approval from the Head of Business Department, the researcher had a brief meeting with the Business lecturers and English lecturers to explain in further on the purpose of this study and the duration of the study.

3.6 Analytical Procedure

The data obtained from semi-structured interviews was analysed using a thematic analysis. The use of thematic analysis on the transcripts from the semi-structured interviews was to identify suitable themes. Five major themes emerged from the analysis, which are (1) English language communicative challenges faced by business students, (2) English language communicative needs of the students, (3) English language communicative wants of the students, (4) Evaluation of the Business English course, and (5) Suggestions to improve the course.

The discussion of the emerging themes is supported by examples from the participants. The interview sessions were conducted at the college and only those who volunteered were questioned.

Each interview session lasted for 20 to 30 minutes, which were audio-recorded on a digital sound recorder and later transcribed. The volunteers were assured of their privacy and assured that they will remain anonymous. Ethical clearance and consent were obtained from the college authorities.

Meanwhile, the survey questionnaire consists of 40 questions, which were categorized into 4 parts and data gathered was analysed based on frequency counts. However, for questions 9 and 10 of Part 4, these were analysed using a thematic approach. This approach helps with identifying themes as the participants' viewpoints were transcribed and analysed. The data obtained was processed and presented in forms of charts for ease of understanding. The survey questionnaire was administrated to the participants in one class for confidentiality issues and to obtain ethical clearance. The participants completed the questionnaire within half an hour.

Another means of data collection was classroom observation and analysis was also done by themes. Two main themes emerged from the analysis and they were (1) challenges faced by business students in the course and (2) the effectiveness of the course. The data obtained from the observation was used to validate the results from the questionnaire and semi-structured interviews. This classroom observation was done over 4 continuous weeks, starting from weeks 3 to 6 of the semester. The role of researcher during the observation is as a non-participant. As mentioned in above section, self-designed observation template was used to take the field note.

The classroom observation is recorded on the teaching and learning process namely, set of induction, presentation, practice, produce and also closure. Apart from the teaching methodology, course syllabus, assessments, activities and classroom facilities also been taken during the classroom observation.

The findings of the classroom observation was described accordingly in the template after each classroom observation. The collected data is used to support the finding of interviews and questionnaire.

To conclude, all the analysed data is synthesized to provide recommendations for possible changes in the existing course.

3.7 Pilot Study

As mentioned earlier, a pilot study was to examine whether the items in the survey questionnaire were feasible. The pilot study also help to identify any ambiguities or inadequacies in the questions. According to Cohen *et al* (2000), pilot study generates the prospect to verify on the precision of the tools used for a study. Cohen also emphasizes that pilot study is employed to recognize the ambiguity of the items on the coding system in analytical procedure.

The study was done with 7 final semester students of diploma program at the same college. It has been conducted a semester before the actual study. A simple random sampling was also employed to choose these participants on the volunteers' basis. It almost took two weeks to complete the pilot study.

The results obtained revealed that most of the participants were reluctant to answer the open-ended sections of Part 4, questions 9 and 10. The main problem was there were no answer options or reference points provided. Furthermore, some participants were confused with some terminologies used. Thus, the affected part was modified by providing answer options and glossaries (refer to Part 4: Appendix 1 –Pilot Study, and Appendix 2 - Amended questionnaire). Besides, some participants were concerned on their particular to keep anonymity.

Hence, the researcher has developed a consent form that attached with survey questionnaire.

3.8 Ethical Consideration

There are a several ethical issues that need to be considered throughout the study. Firstly, the researchers will present a permission letter that will be provided by the Faculty of Language and Linguistics, University Malaya, to conduct the research. A consensus will be requested from the Head of Department to allow the researcher to collect the data needed. Moreover, to ensure participants anonymity a consent form was attached with set of questionnaire in the actual study. All the consent form is returned back to the researcher upon completing the survey questionnaire (Refer appendix 2; consent form).

Secondly, participants' privacy, confidentiality and anonymity will be guaranteed. Finally, to safeguard the confidentiality of the participating lecturers, the names will be recorded as Lecturer A, B, C and so on.

3.9 Chapter Summary

Overall, this chapter discusses on of the selection of the participants and sampling procedure, research design, research instruments, research procedure and analytical procedures. Followed by, pilot study that utilized in this research and finally the ethical consideration is deliberated. The subsequent chapter will discuss the data findings that in line with research questions.

CHAPTER 4

ANALYSIS OF DATA

4.1 Introduction

The following section presents the report on the data analysis and seeks to answer the three research questions. For easy reference, the three research questions *(RQs)* are given below:

- *What are the English language communicative challenges of the business diploma students in the EBP programme?*

- *What are the English language communicative needs and wants of these students?*

- *How can the existing EBP programme be improved in order to suit the needs and wants of these students?*

The discussion is provided according to the five themes that were obtained from the semi-structured interviews which were supported by the distribution of questionnaires and classroom observation. The five themes emerged from the interview sessions are: Communicative challenges faced by business students in understanding BM109 course, Communicative needs of the students in understanding BM109 course, Communicative wants of the students in BM109 course, Curriculum evaluation of BM109 course and Suggestions to improve the existing BM109 course.

4.2 Demographic Profile of the Participants

Demographic profile refers to the general information of the participants. Basturkmen's Need Analysis model (Discourse Analysis) was utilized in order to collect this information, which will eventually help to answer research question one. It refers to the challenges faced by students in the Business English course; hence the background information of the participants could highlight the factors behind the challenges. The following section will discuss briefly the findings of the demographic profile.

4.2.1 The Demographic Profile of the Students

As mentioned earlier, a total of 22 business diploma students from a private institute in KL were the participants in this study who had completed their first semester in a Business Management course and then went on to their second semester. All the participants were in the same course and information of their profile was gathered through the survey questionnaire (see Part 1 of the questionnaire in Appendix 2).

The table 4.1 presents students demographic profile based on gender, age, education, mother tongue, spoken language and rating of fluency.

Table 4.1 Demographic Profile of the Participants

Variable	Numbers	Percentage
Gender		
Female	15	68%
Male	7	32%
Age		
19 Years	17	77%

20 Years	5	23%
Education		
Diploma	22	100%
Mother Tongue		
Bahasa Melayu	12	55%
Tamil	4	18%
Chinese	4	18%
Other Languages	2	9%
Spoken Language		
Bahasa Melayu	12	54.5%
English	1	4.5%
Chinese	4	18.2%
Tamil	3	13.6%
Other Languages	2	9.1%
Rating of Fluency		
Beginner	5	23%
Elementary	15	68%
Intermediate	1	4%
Advanced	1	4%

As shown in Table 4.1, among the student participants, there are 15 (68%) females, and 7 (32%) males, giving a total of 22. A majority of the business diploma students are dominated by the female gender. There are more female students who tend continue their studies to tertiary level as compared to males in this institute.

Under the age group range, the findings show that slightly more than a quarter 17 (77%) of the participants are 19 years old and the remaining 5 (23%) are 20 years old.

It is made compulsory that all students in Malaysia must complete their secondary study with the government examination "SPM" before they can be able to pursue their tertiary study, hence that these participants fall in the age range between 19-20 years old.

For the mother tongue variable, more than half of the participants 12 (55%) stated that their mother tongue is Malay, while 4 (18%) stated Chinese and Tamil language respectively. This was followed by 2 (9%) participants who stated other languages, namely, Malayalam and Telegu languages as their mother tongue. The result shows that these participants belong to different ethnic groups and cultures.

Under the spoken language variable, slightly more than half of the participants 12 (54.5%) indicated Malay as their daily spoken language, while 4 (18.2%) speak the Chinese language. This was followed by 3 (13.6%) who speak the Tamil language, meanwhile 2 (9.1%) speak other languages. However, only 1 (4.5%) uses English as his/her daily spoken language. The data finding shows similar results as the mother tongue variable, however there were slight changes in the statistics for the Tamil and other languages. The participants seem to be more comfortable using their own mother tongue language as a spoken language. This is probably because speaking in their own mother tongue might create a sense of security and confidence.

An indication from a study by Kavaliauskiene (2009) also confirms that mother tongue usage in social interactions increases their confidence.

On the participants' self-rated English proficiency variable, the majority of them 15 (68%) reported to be at an elementary level. Meanwhile, 5 (23%) reported to be at the beginner level, and only 1 (4.5%) reported to be at an intermediate and advanced level correspondingly.

The results revealed that most participants felt that they were poor in language proficiency. As mentioned earlier, Malaysia consists of multilingual speakers and thus, speaking English language all the time is not compulsory for Malaysians as they could use alternative languages, such as their mother tongue or national language for communication purposes. As such, this could be the reason why most of the participants did not have the chance to polish their English language proficiency.

4.2.2 Profile of Lecturers

A total of 3 subject matter lecturers and 2 English language lecturers also took part as supplementary participants in this study. The selected lecturers as of the time of this investigation were teaching the semester II business diploma students who are the main participants of this study. The data of the lecturer profile was obtained from the lecturers' semi-structured interviews and also from the Human Resource Manager of the institute. Table 4.2 below summarizes the lecturers' academic and professional background.

Table 4.2 Lecturers' Profile

Particulars / Lecturers	Academic Background	Professional Background
Lecturer A	• Completed his Master of Education at (UITM)	• 16 years of experience in teaching various English subjects. • This lecturer serves as Head of English department cum English lecturer at the particular institute since 2010.
Lecturer B	• Completed his Bachelor in English at (UNISEL) • Completed his Master in Education at (UITM)	• 12 years of experience in teaching English language including Business English course. • This lecturer serves as English lecturer at the particular institute since 2011.
Lecturer C	• Completed her Bachelor of Arts in Business Studies-Marketing Management at (University of Wales) • Completed her Master of Business Administration in Strategic Management at (University Teknologi Malaysia)	• 11 years of experience in teaching Business related subjects. • This lecturer serves as Business lecturer at the particular institute since 2014.
Lecturer D	• Completed his Master in Business Administration (MBA) from University of Sydney, Wales. • Pursuing his PHD (Finance) at UPM.	• 20 years of experience in teaching business subjects • This lecturer serves as Head of Business Department cum Business Lecturer at the particular institute.
Lecturer E	• Completed her Master of Business Administration (MBA) from CYMRU University of Wales in the year 2000. • Pursuing her PHD (Doctorate of Business Administration, DBA) at UKM.	• 12 years of teaching business courses. • This lecturer serves as Business lecturer at the particular institute since 2010.

As described in the table above, most of the lecturers have completed their master's degree in various fields, and some of them are pursuing their doctorate studies in their respective fields as well. The lecturers are well-qualified academically as having a bachelor degree is the minimum qualification requirement set by the Malaysian Qualification Agency (MQA) to teach the diploma students in Malaysia. Apart from that, the description of lecturers' professional background also illustrated that they have wide experience in the teaching where most of them are in the field for more than 10 years.

In addition to that, most of the lecturers have contributed their services to the institute where the research was conducted, for more than 5 years. The interview data also reveals that some of the lecturers have been assisting in developing syllabus for different programmes at the institute. From their own words, they have mentioned the following:

Lecturer A: *"I have been working here for almost 6 years and apart from teaching, I have experience in doing MQA documentation for various programme"*.

Lecturer C: *"Nearly 4 years plus I worked at BMIC. Apart from teaching, I have contributed my work in planning event and designing programme"*.

Lecturer D: *"I guess it almost 10 years I've been working here and I'm glad working here, for this past ten years I have gained a lot of experiences in teaching and creating syllabus and this has made me to be a better educator"*.

Therefore, there is no doubt on the lecturers' credibility in delivering knowledge for these diploma students.

4.3 Identification of the English Language Communicative Challenges

The analysis for English language communicative challenges is derived from the semi-structured interviews (qualitative data) and survey questionnaire (quantitative data) that were used to answer research question 1: "***What are the English language communicative challenges of the business diploma students in the EBP programme?***".

The data gathered from the qualitative data is discussed first, followed by the quantitative data. Finally, all the data gathered are categorized under the theme **"**Communicative challenges faced by business students in understanding BM109".

The data collected through the semi-structured interviews highlighted that speaking and writing were the most challenging skills for the business students in the course.

A majority of the participants provided similar feedback for the students' interview question on "*Which are the most challenging English language skills that you have faced in BE course?*". The following are extracts from the interview which reveals the challenges:

> Student A: *"The sound systems in English language is a main reason for me that leads difficulties in understand the language".*
> Student D: *"I don't have confidence to speak in English in B.com class because of my pronunciation. I scared that my lecturer and friends will laugh at me".*
> Student E: *"Grammar miss, because grammar and some choice of English word, I cannot do good in writing essay, it is very hard miss".*
> Student F: *"I difficulties carrying of writing activities because English sentences structure and tenses susah la; I always goggle translate to write in English".*

Further clarification was made by a similar question posed to the lecturers:

> *"What are the English language skills that are lacking among Semester II business diploma students?*

Out of 5 lecturers, three provided responses which were parallel with the students' views that these students generally lacked speaking and writing skills. Some examples from the interview extracted are:

> Lecturer A: *"I guess they are lacking in speaking and writing skills".*
> Lecturer E : *"Based on my view, they are lacking in grammar, writing and speaking skills".*

Additionally, these findings from the interview data could be verified with the classroom observation data where it was noticed that the students struggled to speak using proper English language, but they were certainly more comfortable to use Malay in the class.

Besides that, most of these students were passive and hardly communicated with each other in the BE class. The lecturers believe that the difference in the students' proficiency level is one of the factors that hamper the students' speaking ability.

There were a few instances where the students alternated between the use of English and Malay. The following extract shows an instance of real language use in the class which exemplify the issue as mentioned here:

> *Sir, boleh sir ulang maksud decoding, I do not understand it*; *can I use BM, I don't how to present in English, boleh tak?* ; *she don't complete she work teacher; Wait two minute sir; the definition of encoding was sending message ah sir; and He cuti today teacher, my work with he.*

The extract illustrates that the students cannot use English accurately and hence, resorts to code switching. This is also reflected in Ariffin and Husin's (2011) study that examined code-switching and code-mixing in ESL classroom. Their study focused on participant's attitudes and frequency of using code-switching and it was found that incompetence in English language of learners and teachers was a major factor for code-switching occurrences. It could be concluded that the lack of language proficiency leads to code-switching recurrence.

To complement the qualitative data above, analysis from the survey questionnaire also indicates that a majority of the participants face difficulties in speaking and writing skills in English, and the data findings are presented in Figure 4.1 below.

A total of five questions were posed in this part and the finding of each question is described in Figure 4.1. In the later parts of this section, the overall data that were gathered are interpreted to answer the research question one.

Figure title: **Identification of the English Language Communicative Challenges**
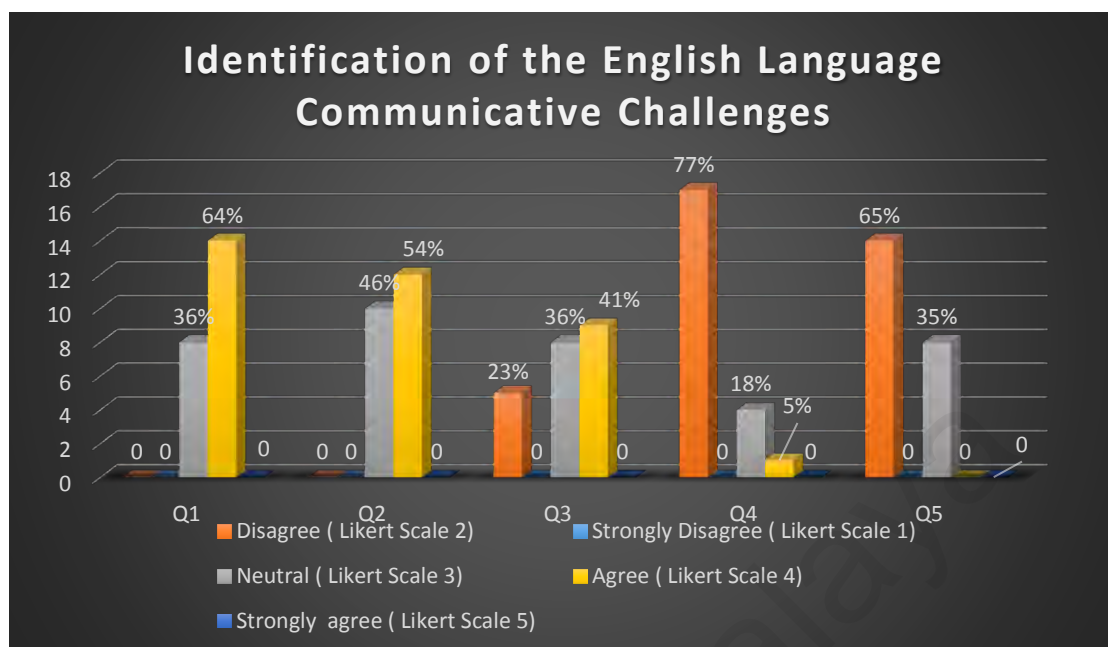
Q1.	I faced difficulties in carrying out speaking activities in BE (BM109) course
Q2.	I faced difficulties in carrying out writing activities in BE (BM109) course
Q3.	I faced difficulties using an appropriate vocabulary and grammar when interacting with classmates, friends and teachers during BE (BM109) course lesson.
Q4.	I faced difficulties in carrying out reading activities in BE (BM109) course.
Q5.	I faced difficulties in carrying out listening activities in BE (BM109) course

Figure 4.1: Identification of Communicative Challenges

For Q1, the result displays (64%) of the participants agreed that they were lacking in their speaking skills. Meanwhile, the remaining 36% reported neutral with regards to the statement. Though, the questionnaire results were not strong enough to show that these participants were facing problems in their speaking skills, however, the extract from the interview data and classroom observation clearly depicted that these students are unable to speak proper English. Hence, it was obvious that these participants were facing difficulties in their speaking skills and they needed a proper training on the skills to be able to rectify their oral communicative problems.

In Q2, the finding shows that (54%) of the participants agreed that they were facing difficulties in their writing skills, and the remaining 46% reported to be neutral.

Similar to Q1 findings, the questionnaire results did not show significance in frequency count; however the interview data had proven that these participants were facing serious problems in the writing skills. Moreover, they admitted that they were not able to construct proper sentences in English due to the use of tenses in the language. They further requested that if given a chance to polish their writing skills by being exposed to more writing skills, they would be able to enhance their skills. This emphasizes that the learners have an acute problem in writing skills that need immediate solution.

Meanwhile, for Q3, the results show that (41%) of the participants reported that they were lacking in English vocabulary and grammar, followed by 36% who reported to be neutral. The remaining 23% 'disagreed' with that statement. This implies that vocabulary and grammar are also challenges faced by the participants in understanding the BE course. In addition, the information gathered from the interview sessions also indicates that these participants were reluctant to speak in English, and rather chose to continue speaking in Malay. There were many code switching and fillers during the interviews. It appears that the deficiency of vocabulary and grammar understanding was what led the participants to code-switch in between of the conversation.

In Q4, more than half of the participants (77%) rated 'disagree', implying that they did not face any difficulties in reading skills, while 18% indicated 'neutral' for the statement. Only 5% agreed with the statement. The overall findings depict that these participants do not have a serious problem in reading skills.

This could be because the existing BE course only comprises a few topics on reading (refer to Appendix 5), thus the participants could not experience the challenges in the reading skills compared to other language skills.

In Q5, the result shows that more than half of the participants (65%) disagreed and the remaining 35% reported to be neutral for the statement. Similar to Q4 findings, this result also reveal that the participants do not seem to have major problem in listening skills. However, the observation data show that these students are facing some difficulties in listening skills, particularly when the lecturer speaks too fast and with slang. However, in such situation the students are usually passive and silent rather than offer responses. Therefore, it is probably inaccurate to say that these participants are good in listening skills based on the questionnaire's data.

In summary, quantitative and qualitative data had revealed similar findings that these business diploma students have serious issues with speaking and writing skills compared to other skills. Likewise, many past studies of different disciplines also indicated that speaking and writing skills (productive skills) are problematic for students, especially for non-native speakers in acquiring English based programmes.

For instance, studies conducted by Bacha and Bahous (2008), Zhu (2004), Crossling and Ward (2002), and Kuen (2001) have emphasized that productive skills is a major concern for the language learners to portray good communication skills.

4.4 Identification of the English Language Communicative Needs

To analyse the data findings on English language communicative needs, both quantitative and qualitative data were employed.

The qualitative data is discussed first and followed by the quantitative data. Finally, all the data gathered will be generalised under the theme **"**Communicative needs of students in understanding BM109". In the later parts of this section, the findings have been organised to answer research question two.

The interview data from the students reveal that productive and grammar skills are the most needed ones from the question: *"What are the English language skills that you need the most in the Business English course? Why?* Some responses of the interviews data were:

> Student C: *"I guess speaking and writing is most needed, it is because in B.Com class my lecturer always ask to write and to do class discussion".*
> Student D: *"Writing is most needed, because we usually learn on writing in B.Com like memo, minutes of meeting, ahh yeah".*
> Student G: *"I need grammar and vocabulary in understanding B.Com because I always face problem using proper grammar in writing task and presentation".*

Further interpretation was made by a parallel question asked to the lecturers:

> *"In your point of view, what are the most needed English language skills among Semester 2 business diploma students? Why so?*

Majority of the lecturers provided similar responses as the student's views. The following are extracts from the interview:

Lecturer A: *" In my point of view, writing skills is the most needed skills for these students as most them display poor writing skills and many grammatical errors in writing, this makes it frustrating to read their writing either assignment or exam scripts".*

Lecturer D: *"In my opinion, both speaking and writing skills is needed for the students. Majority of the students speaks broken English and most time use Malay language even in formal presentation. Similarly, in writing also they use informal language and code-switching, this eventually has effects on their quality of writing. Therefore, speaking and writing skills seems to be the most needed skills for the students".*

Lecturer E: *"I strongly believe that these students need speaking skills. It is because, these students rarely speaks English in the classroom and most of them seems to have lack of confidence when speaking the language. This makes them not to perform well in most of the English oriented courses".*

These responses show that the students are badly in need of training, in particular for productive skills where it will specifically cater for their needs and increase the motivation in learning the Business English course.

On the other hand, the data from the survey questionnaire Part 2 (ii) also appears to support the interview findings that productive and grammar are the most needed skills by the students. Basturkmen's model on Present Situation Analysis (needs) was used to develop the questionnaire. A total of 5 questions were posed under this part to ascertain the exact necessity of the learners in understanding the BE language course. The results provide comprehensive data to answer research question two. The finding of each question is discussed briefly below:

Identification of the English Language Communicative Needs

Legend:
- Disagree (Likert Scale 2)
- Strongly Disagree (Likert Scale 1)
- Neutral (Likert Scale 3)
- Agree (Likert Scale 4)
- Strongly agree (Likert Scale 5)
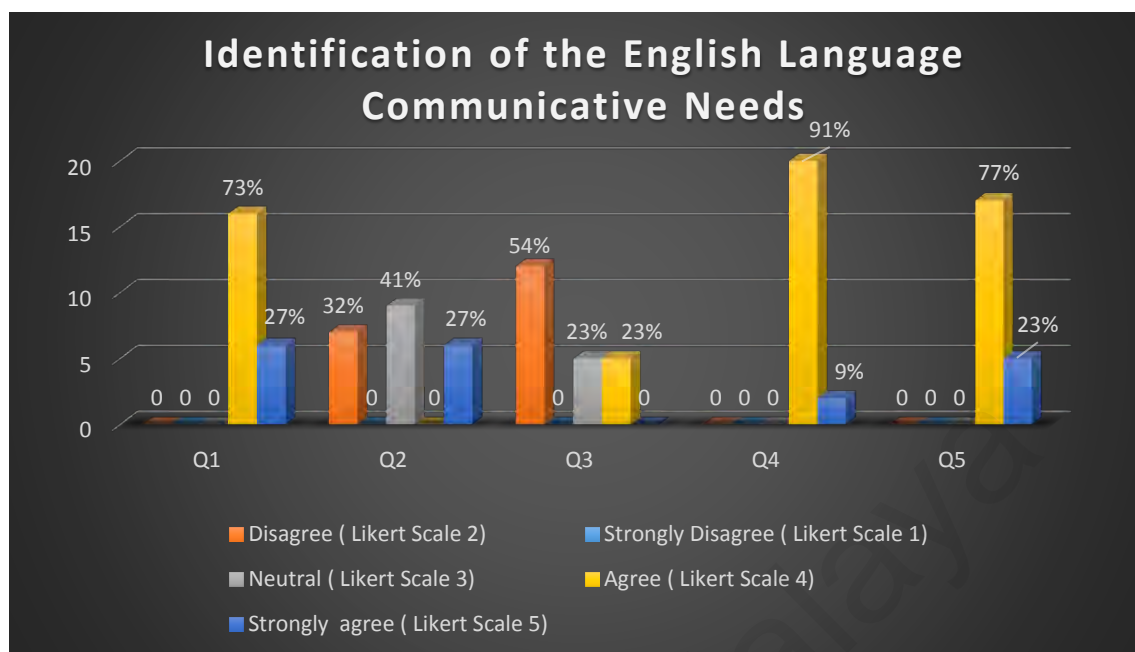
Q1.	I need more productive skills (speaking and writing skills) in understanding the BE (BM109) course.
Q2.	I need more receptive skills (listening and reading skills) in understanding the BE (BM109) course.
Q3.	I need to use proper English language when interacting with my classmates, friends and lecturers during the BE (BM109) lesson.
Q4.	I need to use an appropriate grammar and vocabulary in understanding the BE (BM109) course.
Q5.	I need more assessments and activities in understanding the BE (BM109) course.

Figure 4.2: Identification of Communicative Needs

For Q1, it shows that almost three quarter of the participants (73%) agreed that they needed

productive skills. Meanwhile the remaining 27% of the participants opted for the strongly

agreed choice. The findings show that all the participants required more productive skills in

understanding BM109 course. Correspondingly, the interview data also indicates that a

productive skill is an essential skill needed by the students. This is probably because of the

nature of the BE course, which focuses more on the writing lesson (refer to Appendix 5). On

top of that, many job opportunities in today's world relies on both speaking and writing skills,

realizing the fact that the students are requesting for more productive skills in order to secure

their future career.

In particular, a study conducted by Moslehifar and Ibrahim (2012) also highlighted that graduates need to equip themselves with communicative skills so that they can be able to perform better at their future workplaces.

For Q2, 41% of the participants opted to be neutral in signifying that they need more receptive skills in understanding the course, meanwhile 32% disagreed and only 27% agreed with the statement. This frequency count indicates that the receptive skills is less needed in order to perform well in the BE course. In addition to that, there is no indication from the students' interview data with regards to this skill. However, a contrast was highlighted by the subject matter lecturer stating that the students should be exposed to phonetics and the English sound system, in order to familiarize themselves with the right pronunciation.

Although, these skills may not seem significant in the existing BE course, it is one of the important skills needed to establish one's language proficiency. Therefore, an equal weightage should be given to these skills when designing a complete language programme.

For Q3, slightly more than half of the participants (54%) disagreed that they need to use proper English during the lesson, followed by 23% who opted for the 'neutral' and 'agree' choices for the statements respectively. The results clearly highlighted that interacting in proper English is not important for the participants. It has also been highlighted in the observation data that these students are not in a situation to speak proper English during the lesson where most of them are inclined to code switch.

Surprisingly, the lecturers also code-switch and use bilingual language during the lesson. So, this could be the reason why many participants disagree that speaking in proper English during the lesson is not necessary.

The result for Q4 reveals that all participants identified that they needed to improve on their grammar and enhance their vocabulary to perform well in the BE course, where 91% of the participants opted for 'agreed' and the remaining 9% opted 'totally agreed'. This indicates that grammar and vocabulary are the most needed language skills in understanding the BE course. This finding matches with the interview outcomes where majority of the participants felt that grammar and vocabulary skills are most needed in the course.

Furthermore, the students admitted that they were also likely to feel embarrassed to pronounce certain words when they were unsure of the meaning. Another factor that makes them hesitate to speak English is due to their lack of understanding in grammatical structures. Thus, realizing the importance of the vocabulary and grammar, all of the participants felt that they need to use proper grammar and vocabulary.

Finally, for Q5, almost three quarters of the participants (77%) stated that they needed more assessments and activities in the BE course, and 23% strongly agreed with the statement. This implies that all the participants felt that assessments and activities are equally important in understanding the course. Assessment and activities are important elements to evaluate a student's understanding in any course.

By having more assessment and activities, one can increase their understanding of a course. However, designing an activity and assessment should be appropriate to the students' needs, thus the learners may able to learn efficiently.

In general, the overall views from the interviews, observation and questionnaire highlighted similar points that without productive and grammar skills, these students could not perform well in the subject. The perception of participants clearly indicate that they need more productive skills in understanding the BE course.

4.5 Identification of the English Language Communicative Wants

The data analysis for the English language communicative wants were derived from the semi-structured interviews (qualitative data) and survey questionnaire (quantitative data) and they were meant to answer research question 2. The data gathered from the qualitative data is discussed first, followed by the quantitative data. Finally, all the data gathered will be generalised under the theme **"Communicative wants of students in understanding BM109"**. The interview data revealed that grammar and productive skills are the most wanted skills for the business students. This finding was similar to the "English Language Communicative Challenges and Needs". This has been highlighted in the students' interview question "Which *English language skills do you want to improve in order to understand Business English lesson? Why?"* The following are some extracts from the interview data:

> Student A: *"Writing miss. Because mid-test also is on writing but my writing is still bad miss.*
> Student B: *"I prefer all language skills in B.Com course" because I want improve my English.*
> Student D: *"I want more speaking and writing skills in B.Com subject to perform well and score the subject because my lecturer always give comment to improve grammatical errors in writing and speaking".*
>
> Student E: *"I want to improve speaking, I can write but when ask to presentation I be tension and my teacher don't understand. Sometimes I will be silent because too nervous in front of class".*
> Student H: *"I think I want all the skills because I generally weak in most of the English language skill, this will help me to improve my English level.*

This seems to show that the participants wanted more speaking and writing skills in order to improve their proficiency level.

The data obtained from the questionnaire were also in line with the interview data, that productive skills is the most wanted component for the course. Basturkmen model (2010) on present situation analysis (wants) was developed to design the survey question of part 2 (iii). This part is designed to identify the wants of the students in understanding the BE course. A total of 5 questions were designed for this part. The findings for each question are explained below in Figure 4.3:
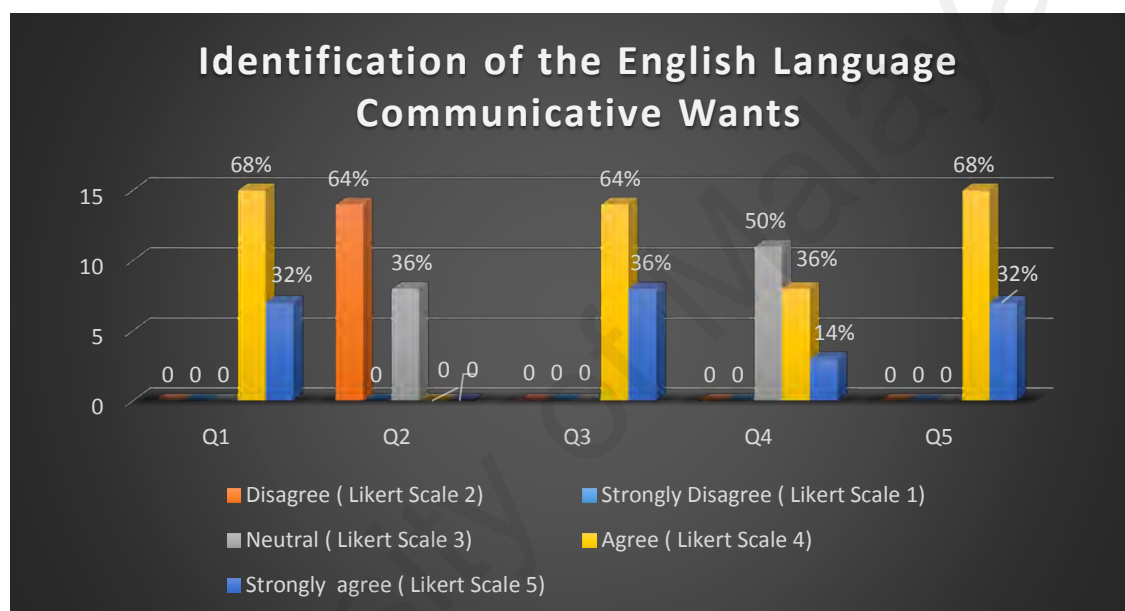
Q1.	I want more productive skills (speaking and writing skills) in Business English (BM109) course.
Q2.	I want more receptive skills (listening and reading skills) in understanding Business English (BM109) course.
Q3.	I want to use proper English language when interacting with my classmates, friends and lecturers during Business English (BM109) course.
Q4.	I want to use an appropriate grammar and vocabulary in understanding Business English (BM109) course.
Q5.	I want more assessments and activities in understanding Business English (BM109) course.

Figure 4.3 Identification of Communicative Wants

For Q1, all of the participants want more productive skills with the frequency count of (68%) who 'agreed' and 32% who 'strongly agreed'. This finding emphasized that all the participants prefer productive skills to be comprised in the BE course. Moreover, the students' interview data revealed that they want more productive skills since they are weak and face difficulties in this particular skill.

For Q2, 64% of the participants agreed that they want more receptive skills in the course while the remaining 36% choose the 'neutral' option. Surprisingly, more than half of the participants wanted receptive skills which is in contrast with the lacks and needs data findings. It appears that the participants have realized the significance of receptive skill in developing good understanding of the language. Demonstrating good listening and reading skills could improve one's proficiency skills. Additionally, poor listening skills may lead to communication failure either in the written or spoken context. To some extent and based on this reason, it is not surprising that the participants would wish to polish the respective skills.

The result for Q3 reveals that (64%) disagreed and 36% strongly disagreed that they want to use proper English during the BE lesson. This emphasized that all the participants do not prefer to use proper English in the lesson. This could be because these participants have a poor command in English and most of the time they code-switch while interacting with their classmates and lecturers. The interview data also revealed that the participants felt that using proper English in class makes them worried and restless because they do not have proper understanding of the grammar structure of the language. They also admitted that even though getting more than 10years of proper education in English at Malaysian schools, they still fail to use proper language due to many factors. This could be the reason why all the participants do not prefer to speak proper English during the lesson.

For Q4, 36% of the participants agreed and 14% strongly agreed, that adds up to half of the participants who wanted to use appropriate grammar and vocabulary in the BE course. Meanwhile the remaining 50% of the participants opted to be neutral. Though the interview data did not focus signify on this particular skill specifically, yet the participants confessed that they want all the language skills to be incorporated in the course so as to improve their proficiency level. This also signifies that the participants realized the importance of grammar and vocabulary in a language course.

For Q5, all the participants felt that they want more assessment and activities in the BE course. More than half of the participants, (68%) agreed to the statement and the remaining 32% strongly agreed. The frequency count is similar to the Q1's findings. Without the assessment and activities, it is hard to measure the success of a course as it is the only way to evaluate students' progress. Additionally, the interview data also highlighted similar findings that assessments and activities could aid the participants to perform better in the BE course. To some extent, this may be the reason why the participants wanted more assessment and activities.

On the whole, the data obtained from both the questionnaires and interview indicate that the participants want more productive skills in the course followed by other skills as mentioned above. Though the participants might desire to be equipped with specific language skills, their wants could be challenged by the language needs in order to achieve professional and academic objectives. This sheds some light on the discrepancy between learners' views on wants and their real course-taking actions.

However, many past studies have emphasized that the wants of the learners should be considered in order to create a balance syllabus structure, particularly a study conducted by Aslrasouli (2012) pointed that learners' preference should be considered while planning a module, as any pre-prepared lesson might not fulfil the learners' expectation. A similar view by Liu *et.al* (2011) that in designing a syllabus, the students' insight and objectives should be put into consideration as it will create an engaging and motivating ESP course.

4.6 Curriculum Evaluation

To answer the research question 3: *How can the existing EBP programme be improved in order to suit the needs and wants of these students?"* semi-structured interviews and classroom observation methods were used and validated by the survey questionnaire data. The data has been categorized into three sub-themes which are *Business English lecturer's evaluation, syllabus review and also learning resources*. In addition, the overall data gathered have also been generalised under the one main theme *"Curriculum evaluation of Business English course"*. The themes will be discussed in the following sections.

4.6.1 Lecturer's Evaluation

The interview's findings with the students revealed that they were not satisfied with the subject lecturer. Out of eight participants, six felt that the lecturer is boring and therefore did not create curiosity in the learning process. This emphasized that the particular lecturer failed to generate students' curiosity in learning the course.

This has been highlighted from the question *"In your view, do you think the Business English lecturer is effective enough in delivering the subject? Why do you think so?* . The following are some extracts from the interview data:

Student B: *"My lecturers teach very well but sometimes boring miss"*
Student C: *"He is strict and boring and sometimes I don't understand some*
lesson. This makes me loose interest in the subject,
Student D: *"Most of time my lecturer ask us to do own revision, that's why I*
felt that he is not effective in delivering the subject.
Student G: *"He don't explain the topic clearly, sometimes the class finish very*
early, and we have to study by own".

The findings clearly show that the delivering skills of the lecturer did not meet the students'

expectation. The role of a lecturer is crucial in delivering a successful lesson, and if students

do not comprehend the lesson, it could lead to many problems that might end up with failure

of the course. The interview findings is also supported by the questionnaire data (see Part 3,

Q 1-3) which looked into the lecturer's teaching skills. A brief discussion of the questionnaire

data is presented in Figure 4.4 below:
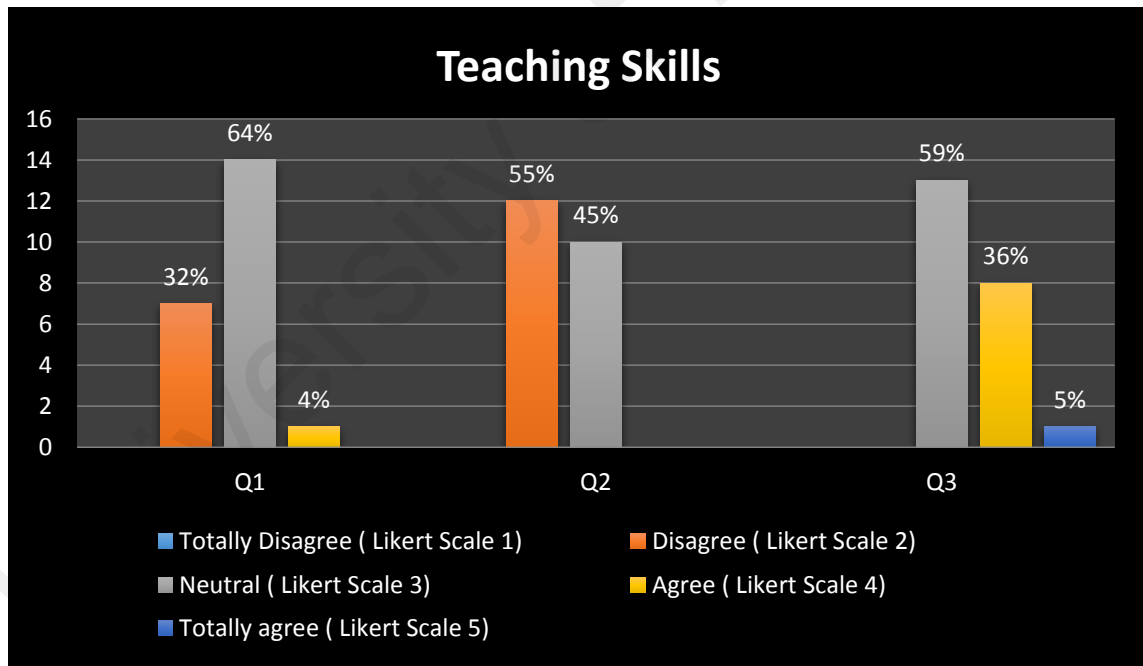
Q1.	The lecturer's explanation is very clear.
Q2.	The lecturer is effective at stimulating interest in the subject.
Q3.	The lecturer is able to communicate effectively.

Figure 4.4 Lecturer's teaching Skills

In Q1, more than half of the participants (64%) opted 'neutral' for "The lecturer's explanation is very clear", meanwhile the remaining 32% disagreed with the statement and only 4% agreed. This indicates that the lecturer's explanation is not clear. This might be because the explanation given by the lecturer is too brief and hard to follow. This could be justified through the observation data that students hardly respond to the lecturer's question and hence remain silent most of the time. Apart from that, some topics were skipped by the lecturer and it seems that the students are expected to do their own revision at home. This might lead the students to feel that the lecturer's explanation is not clear. A study by Geng (2014) also stressed on this issue that a BE teacher should prepare the lesson prior to the class so that the class is well organised. It is vital that proper teaching skills which meet the teaching objectives would be necessary to ensure that the learners' interest is maintained throughout the course.

For Q2, slightly more than half of the participants (55%) disagreed that the lecturer is effective at stimulating interest in the subject and the remaining 45% choose 'neutral'. In parallel to Q1, this results also indicate that majority of the participants were dissatisfied with the lecturer's teaching approaches. Additionally, the data gathered from the classroom observation also revealed that the BE lecturer uses the same techniques throughout the observation period which are slide shows and hand-outs. The questionnaire findings shows that half of the participants felt that their lecturer does not creating interest of the subject, though the remaining participants chose to be neutral in their stand point. The disagreement of the participants indirectly shows that they do not have much interest of teaching and learning process. These students are millennial and they are probably looking for more modern approaches in the sharing of information, hence the repetition approach might not trigger the students' attentiveness in the learning process.

The findings also in line with 4.10 findings as it highlights that the participants were looking for teaching and learning process that incorporate technology .Therefore, this could be the factor why majority of the participants felt that the lecturer is not effective enough in stimulating the interest of the subject.

For Q3, more than half of the participants (59%) chose 'neutral' for the statement "*the lecturer is able to communicate effectively",* meanwhile 36% disagreed and 5% totally disagreed with the statement. Communication between lecturer and students is most aspect in a lesson, and miscommunication between the both parties would lead to failure of the course.

According to Dudley-Evans (1998), good communication skills among language educators are important and they suggested three essential aspects which are cooperation, collaboration and team-teaching. This could be concluded that good improvement in the educator's communication level will eventually contribute to the learners' progress especially on the language-based programme.

On the whole, it shows that teaching skills is one of the important factors to be considered in designing a syllabus. The findings also emphasized that before assigning lecturers for any subject, it is essential to evaluate their teaching skills and their understanding of the course as well. For instance, they should prepare their lesson plans before the course and update the exam blueprint before the course's commencement. By doing this, lecturers could track their teaching approaches and avoid traditional methods of teaching. In addition to this, Geng (2017) concedes that teachers are supposed to be able to choose suitable tasks based on their learners' necessities, and by doing this it will create interest and enthusiasm in learners to learn.

He also adds that teachers should know how to set up lessons and tasks systematically to ensure quality in their teaching and not delve into unnecessary explanation and information. Out of various factors, it appears that learners are greatly influenced by the teaching skills in the BE learning environment. Thus, the BE course developers and educators need to examine the learners' needs based on different perspectives to drive the learners' motivation in the learning process.

4.6.2 Curriculum review on Business English Syllabus

Based on the interview data, five out of eight participants who were interviewed felt dissatisfied with the existing English syllabus as they found its topics to be hard and uninteresting. The following are some extracts from the interview data:

Student C: *"I don't think the B.com course really interesting course because there is lot of theory and format to remember"*

Student D : *"The subject is make me stress because I kena hafal and use English in doing assignment and examination",*

Student E : *"I jumpa cikgu sekali in one week and we don't always learn the subject like other subjects. Sometimes, I don't understand some topic because all in English".*

Student G: *"The topics of B.Com so boring miss, always writing and reading, the same one only all the time, I don't really like the course".*

Student H: *"I don't have chance to spend more time to learn the subject because it's only one day class, I have interest with the subject miss but I can't depends on teacher because I meet him once".*

For further clarification, another question posed to the students was *"How do you like the course and do you think the course should revamp?"* Here is some extract from the interview data:

Student C: *"I'm ok with the subject but please have some good activities and clear explanation."*

Student D: *"Not really interest in the course, it's better change the topic, I think",*

Student E: *" Boleh la, but I don't really like it, if change it ok miss , maybe it will be better miss".*

Student G : *"For me the syllabus should change miss".*

Student H : " Some better exercise and simple topic."

In addition to that, the subject matter lecturer also felt that the course needed to be revamped as no course evaluation has been done for the past 6 years. The lecturer also felt that it is safer to teach pre-planned lessons due to time constraints. The following is an extract from the lecturer's interview data:

Lecturer B: *"From my point of view, this particular course should be revamped since it has not been evaluated for the past six years, I have taught the subject for the past five years on the same syllabus. Sometimes, I felt that the syllabus is irrelevant but I couldn't do anything as I don't have time and the authority to change it, it is safer to teach the existing syllabus"*.

Similar to the interview data, the survey questionnaire also revealed a similar finding. There are three questions formulated under the syllabus review theme. The theoretical framework of Nation and Macalister (2010) on *evaluation* component was employed to design those questions. The discussion of the findings of each questions are presented in Figure 4.5 below.
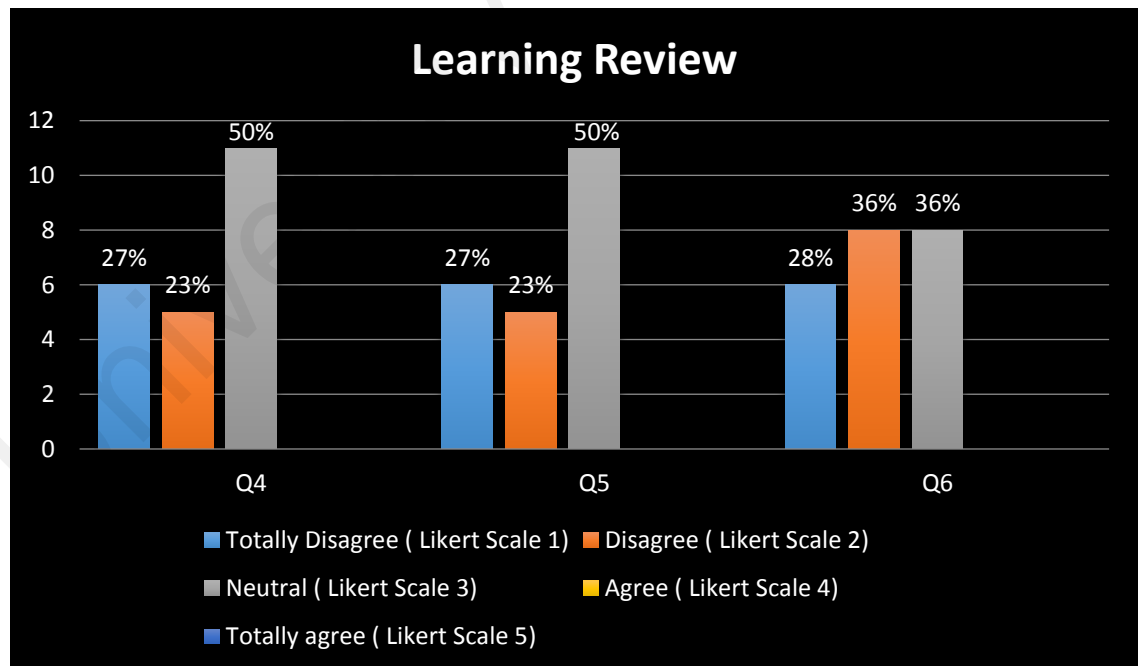
Q4.	The learning outcomes were realistic.
Q5.	The course was effective and useful for Social purposes, Educational purposes, and Professional purposes.
Q6.	Overall a very challenging and difficult module.

Figure 4.5: Evaluation on Business English Syllabus

As presented in the chart above, for Q4, exactly half of the participants (50%) selected 'neutral' and the remaining participants, 27% opted 'disagree' and 23% 'totally disagreed' with the statement. The frequency count shows a balanced count; therefore we could not assume that the outcome of the syllabus is totally unrealistic and ineffective.

According to Nation and Macalister (2010), the objectives of a course is the core factor of programme development, the achievable learning objectives appears to be a primary factor of a programme success. Likewise, Geng (2014) argues that the objectives of the BE course can create the learner's interest and cultivate their self-confidence which eventually develops their capability for autonomous learning. Moreover, the Malaysian Qualification Agency (MQA) is also looking seriously into the achievability of learning objectives in a particular course. If a course sets unmeasurable objectives, it leads to difficulties in conducting the course as the objectives of a course play a central role.

So, this could be the reason why half of the participants felt that the learning objective of the course is unrealistic. Therefore, it could be better to revise the learning objectives as it has not been revised for more than 10 years.

For Q5, the frequency count is similar to Q4 where half of the participants (50%) opted neutral, while the remaining 27% disagreed and 23% totally disagreed with the statement. This was probably because the content of the existing BE syllabus (refer to Appendix 3) is grounded on educational purposes, and there is no mention of the need to meet social and professional purposes in the course.

However, the course is under a big umbrella of ESP, so it should be better if some social and professional topics are included. Thus, it could bring a better vision of the students understanding of the course beyond the educational setting.

For Q6, 36% opted for 'neutral' and 'agree' respectively while the remaining 28% totally agree with the statement. It shows that majority of the participants (64%) agreed to the statement. In addition, the students admitted that the course seems challenging because of the topics being repeated, especially in writing. This is probably because the syllabus was outlined without placing concerns on the students' lacks and necessities.

This has been indicated in a study by Liu *et.al* (2011) that teachers should realise the specific necessities of learners to create effective classroom pedagogies. Therefore, it is needed to revamp the overall syllabus of the existing syllabus at this juncture.

In conclusion, no syllabus is complete without a proper evaluation process, the feedback received from the evaluation will determine the effectiveness of a course and possible changes could be done for the improvement of the program. According to Morrison (2005), conducting a review of a program is vital in order to identify the learners' satisfaction of a particular course where it would bring a best solution to improvise the existing syllabus if the learners are dissatisfied with a program. By doing this, it would help the course developer to design an appropriate course that meets the learners' expectation.

4.6.3 Evaluation on Learning Resources

The interview data collected from both students and lecturers demonstrated that the learning resources at the institute are insufficient especially for the BE course. The limited learning resources led the students to find self-access materials to do revision. Some of the interviewees claimed that they could not find appropriate books in the library to do revision. Apart from that, insufficient computer resources also lead to disappointment for those students doing revision. The extracts from the interview data to prove this point are presented below:

> Student C: *"Library don't have enough book and usually B.com lesson is only in class, I don't go to computer lab in B.com class"*
>
> Student D: *"No, the resources are limit, I only have chance to use library twice in this semester, that's why I buy my own reference book ,it's expensive",*
>
> Student H : *"Most of time, I couldn't use the computer lab to do assignment because the slot is already book for other class and also library always don't have book that I cari".*

Additionally, the interview data from the lecturers revealed similar findings that these particular institutes do not provide sufficient learning resources to the students due to financial constraints. The following are extracts from the interview data:

> Lecturer C : *"The learning resources in BMIC is insufficient, not only library books, sometimes the projector and laptop are also insufficient, we have to book it early one day to use it for the learning purpose. That's why I prefer to use hand-outs most of the time."*
>
> Lecturer D: *"Sad to say, the learning resources are limited at BMIC, I have highlighted this issue in the management meeting, however for the moment they couldn't make any improvement due to finance problem."*
>
> Lecturer E: *"In my opinion, the learning resources especially library books are insufficient and not up to date. There is lots of back dated books that should be replaced with new ones. Moreover, some books are unavailable at the library most of the time. The library management should take effort to resolve this problem".*

In summary, both the students' and lecturers' interview data revealed that the learning resources at the particular institute are insufficient and thus distracts the teaching and learning process. These findings are also supported by the qualitative data (Part 3 survey questionnaire). There are three questions posted to evaluate the learning resources for the BE course (Q7-9). The finding of each question is presented in chart 4.6 below:
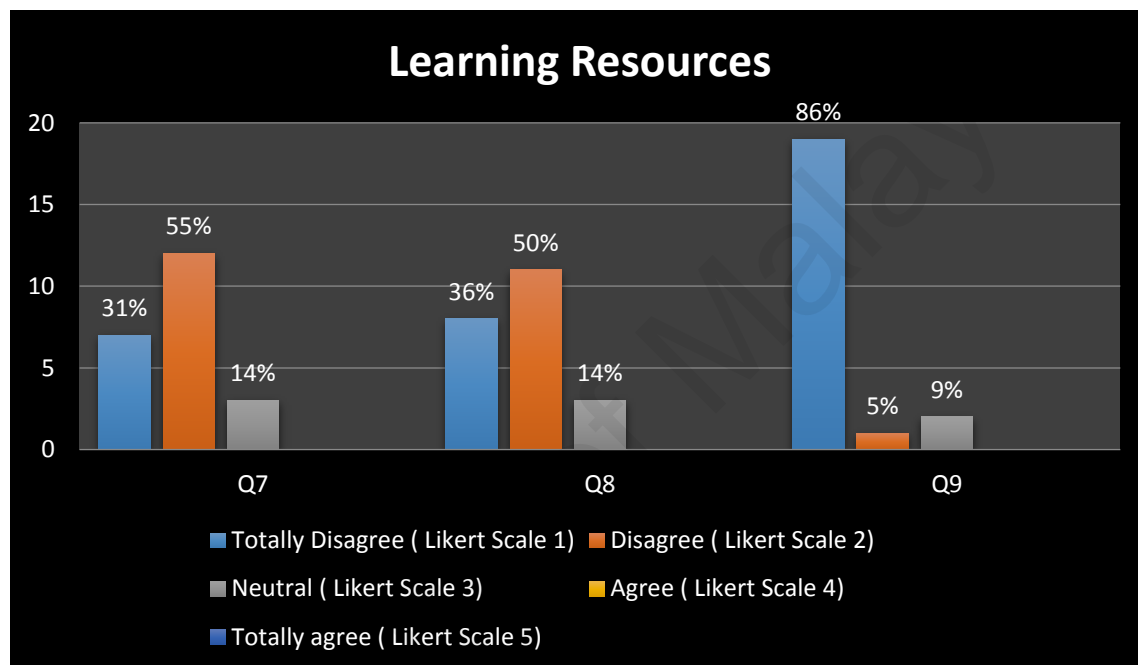
Q7.	Library resources and services are sufficient for my needs.
Q8.	I am able to access general IT resources during the English lesson.
Q9.	I am able to access specialized equipment or facilities during the English lesson.

Figure 4.6: Evaluation on Learning Resources.

As presented in the chart above, for Q7, more than half of the participants (55%) disagreed and 31% totally disagreed with the statement while the remaining 14% chose neutral. None of the participants agreed with the statement. This indicates that majority of the participants felt that the library resources and services do not satisfy the learners' needs.

The participants also admitted that books in the library are limited and insufficient, which makes them disappointed. Moreover, the library is also not equipped with the latest version of book resources that can motivate the students to study. The government agency such as MQA and Kementerian Pelajaran Tinggi (KPT) also insisted that revision books should be up to date within every five years in order to help students keep in track with worldwide education systems, yet this has not been put in place by the institute.

It is pertinent that the institute take this matter seriously and revise the existing resources in the library for the betterment of the college.

A similar frequency count is presented for Q8, where half of the participants (50%) disagreed and 36% totally disagreed. However, 14% of the participants opted neutral for the statement. In summary, a total of 86% of the participants felt that the IT resources are limited. It seems that this institute did not incorporate technology in the teaching and learning process. Furthermore, the observation data revealed that the BE class is conducted based on slides and hand-outs. This shows that the students are not exposed to modern technological resources during the lesson. It is important to expose students with IT as the current education systems relies more on it. Furthermore, Malaysia's former Higher Education Minister, Datuk Seri Idris Jusoh had initiated the idea of learning and teaching the 4.0 framework in higher institutes that incorporates technologies in the education system. This framework insists that all the educators should keep track with technological advancements in learning and revamp the curriculum to the meet current needs so that the graduates are able to fulfil the career requirement of today's world (The Star Online, 2018).

For Q9, majority of the participants (91%) felt that there is a lack of specialized equipment or facilities during the English lesson. Only a small percentage of students stated 'neutral' for the statement.

This shows that these students could not have the chance to utilize specialized equipment for the course. Since this course is a language-based programme, facilities such as language labs that is equipped with appropriate linguistic tools should be provided for use by the students, such as a listening and reading room.

This will eventually foster a positive environment of learning and provide an opportunity for the students to make use of those facilities.

In summary, the overall finding indicates that the learning resources at this particular institute are insufficient and also does not meet the requirement of the students. Therefore, increasing and integrating some essential resources in the course could make a difference. In view of this, Nation and Macalister (2010) also mentioned that learning resources play a big role in boosting the success rate of a course.

4.7 Suggestions to Improve the Existing Business English Course

This section will list the suggestions to improve the existing BE course from the data obtained through the questionnaire and interview. The description of BE course will first be discussed, followed by the findings obtained. The finding for this section is meant to answer research question 3.

The main rationale of the BE course is to produce competent business graduates in terms of communication for both spoken and written skills. However, after analysis, the course outline of the module was not in line with the module rationale and the course learning outcome. Most of the topics focused on writing skills. To get an idea of the effectiveness of the lesson, classroom observation was carried out for 4 continuous weeks (refer to Appendix 6).

Below is a list of suggestions obtained from the interviews and questionnaire data. Six questions were asked in the students' interview under the heading: "suggestion to improve the course".

And a similar question was posted in the survey questionnaire (Part 4) to get further clarification of the results obtained from the interview data.

The first question is: "*What is the aim of you taking Business English course"?* Almost all of the participants revealed that their aim is to improve their speaking and grammar skills by taking the BE course. Some examples from the respondents' views are:

Student B: "*I want to improve my talking in English, my English is not good".*
Student D: *"It will be better if my able to improve my grammar and writing skills since I always make grammatical errors in speaking and writing".*
Student E: *"To improve my English language and also able to communicate in English well".*
Student F: *"Speaks good English and to get good job"*

Out of eight participants, four of them admitted that the purpose of them enrolling for the BE course was to improve their speaking and communication skills. Unfortunately, speaking skills has not been stressed in the course (refer to Appendix 5). These findings are in line with the survey questionnaire findings (Part 4) Q1, which states that improving speaking and grammar skills is the students' main concern. The frequency counts are presented in Figure 4.7 below.
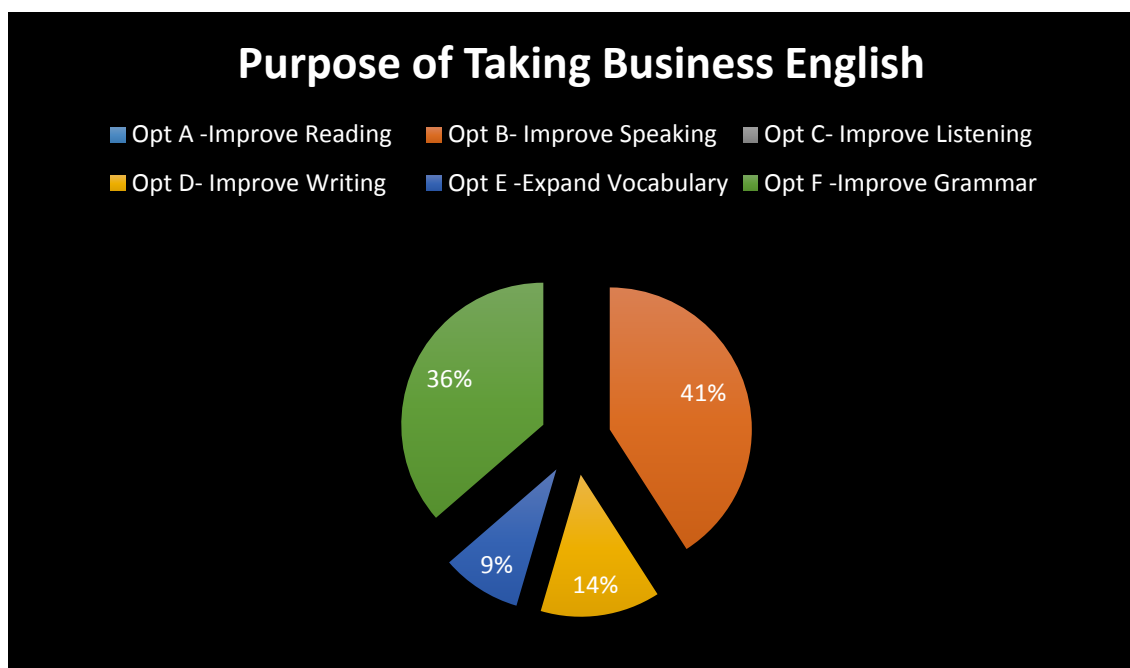
Figure 4.7: Purpose of Taking Business English

The result in Figure 4.7 shows that out of the 22 participants, (41%) wanted to improve their speaking skills, followed by 36% who aimed to improve their grammar skills. Meanwhile 14% of the participants aimed to improve their writing skills whereas only 9% aimed to expand their English vocabulary by pursuing the BE course. This could lead to necessary changes that need to be made in the course of fulfilling the needs and wants of these students as they desire to improve their speaking and grammar skills by taking the course.

For Q2: *"Do you prefer morning or evening session for Business English course? Why"?* A majority of the participants felt more convenient in taking the lesson in the morning session. In addition, most of the classes for this program are held in the morning and evening at the college. Some instances from the respondents' data are:

Student D: *"I want classes in the morning only, so I can do my part-time work".*

Student F: "*I feel comfortable to have class in the morning, in evening usually I feel sleepy after lunch".*

These findings are also similar to the survey questionnaire findings (Part 4) Q 2, that majority of the participants opted morning session for the lesson. The frequency counts are presented in Figure 4.8 below.
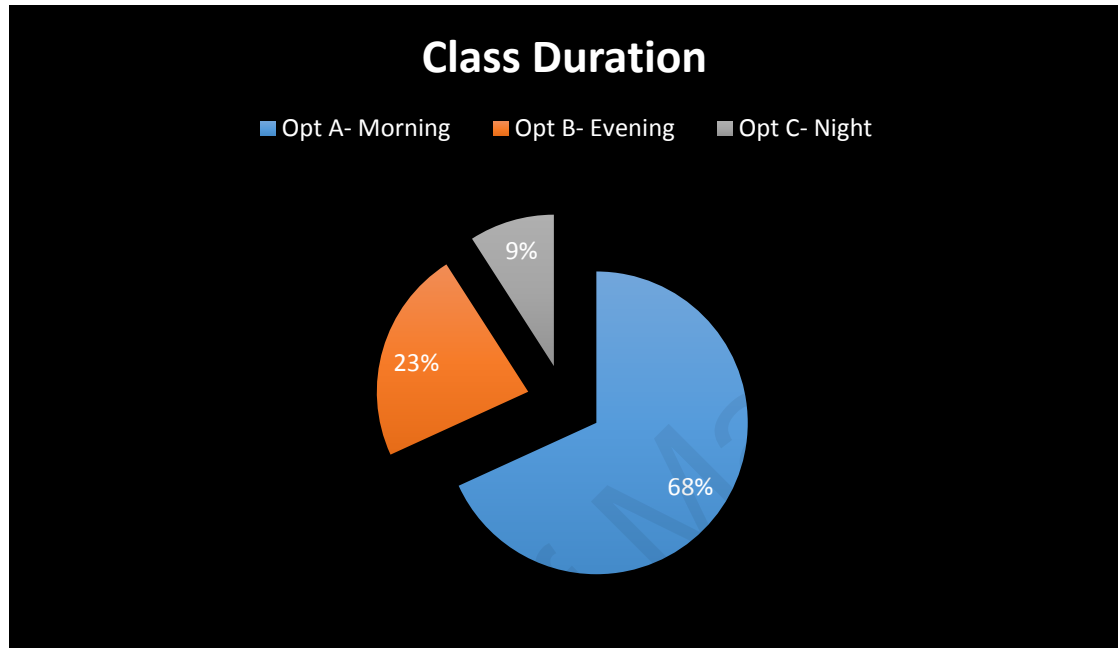
Figure 4.8: Class Duration

Out of the 22 participants, nearly a quarter of the participants (68%) chose morning session, followed by 23% who chose the evening session. Meanwhile, only 9% chose night session for the lesson. Even though it might seem insignificant, it may determine the learning pattern of students which eventually impacts the success rate of the course. This is in line with what Dudley Evans and St John (1998) concurs, that timing could influence the learners' performance and motivation in a language-based course.

The subsequent question is on *"How frequent do you want the Business English course to be held in a week and why?"* Majority of the participants felt that frequent learning of the BE is needed to improve their proficiency skills and to understand the course content better. The data reported that most of the participants required two classes per week to polish their existing English language skills. Some extracts from the interviews data are presented below:

Student A: *"I think that two days class in one week is better, so that I can learn more and improve my language".*

Student C: *"Probably, more than one class miss, I like the English if more than one class, I can do good in the exam".*

Student H: *"My opinion, two classes miss, because I can study more and understand the subjects.*

In addition, the lecturers' interview data also reported a similar finding that regular BE class is needed as these students are facing difficulties in using the language either formally or informally. Apart from that, the lecturers also believed that the course should be conducted frequently to help the students grasp some business terminologies as well as furnish their proficiency level in English language. Some examples from the respondents' views are:

Lecturer C: *"I feel that the English course should be done frequently because the business students are still poor in English proficiency level and one class per week is insufficient".*

Lecturer E: "*The English course is really important to the students as most of the subjects for the business programme is in English, hence more classes on the subject should be given to the students so that they can acquire more business vocabularies and communicate well in English".*

Furthermore, the data findings of the questionnaire (Part 4, Q 3) also show similar results that more BE classes is required by the students. The data of the survey questionnaire is shown in Figure 4.9:
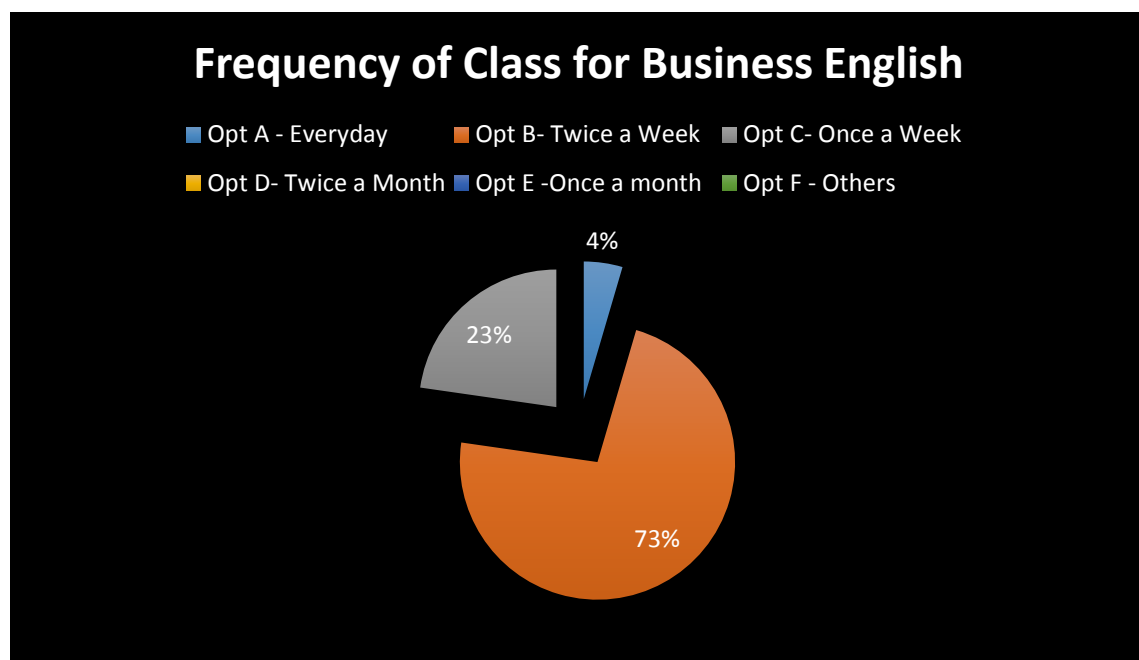
Figure 4.9: Frequency of Class

Based on the pie chart above, slightly more than half of the participants (73%) chose twice a week, followed by 23% who chose once in the month. Only a small number of the participants 4% chose everyday as the frequency for the BE course. The findings emphasized that these students are interested in the BE class. Despite having difficulties in understanding the course, the participants are still keen in learning BE. This was also revealed depicted in the interview data that they need more English classes to improve their proficiency skills. According to Aslrasouli (2012), the duration of a course will determine if the course is meant to be extensive or intensive. This clearly shows that the time and length of a course gives certain impact on the course structure. Therefore, more significance should be given to the time and duration of an ESP course so as to allow the course developers have better notion of the syllabus specification, content sequencing and items to be included in the course.

For Q4: *"What type of learning mode do you prefer in Business English course? Why?"* Out of eight students, five opted for blended learning. This shows that these students are keen in both online and tutorial mode of learning. A few extracts which supports this are:

Student A: *"I like both online and tutorial miss, It give provide me new experience of learning"*

Student B: *"I want both miss blend learning because I will chance study using internet"*

Student E: *"I preferred both online and tutorial because I can study more and it is fun"*

Student F: *"Emmm miss, I think blended learning because kalau belajar dengan internet best and senang faham".*

Student G: *"I want online learning and tutorial, so I can understand better the subject."*

On the other hand, the lecturers' interview data also indicates parallel findings. Both the lecturers and students believed that blended learning could offer a good model in the teaching and learning process. Similar to the students' view, the lecturers' also felt that the use of technology could bring positive changes in the education field. Some extracts from the lecturers' data are presented below:

Lecturer A: *"Blended learning is better because the students could experience learning through technology and normal tutorial. Even our government do emphasize on using technology in the teaching method".*

Lecturer E: *"In this technology era, blended learning is the best option for the students as the students may explore many ways of learning using IT. Moreover, nowadays kids are more interested in IT than old methods of teaching, so we also should change according to their needs."*

The interview findings were also consistent with the questionnaire's data (Part 4, Q 5) revealing that majority of the participants selected blended learning for the course. The results are presented clearly in Figure 4.10 below:
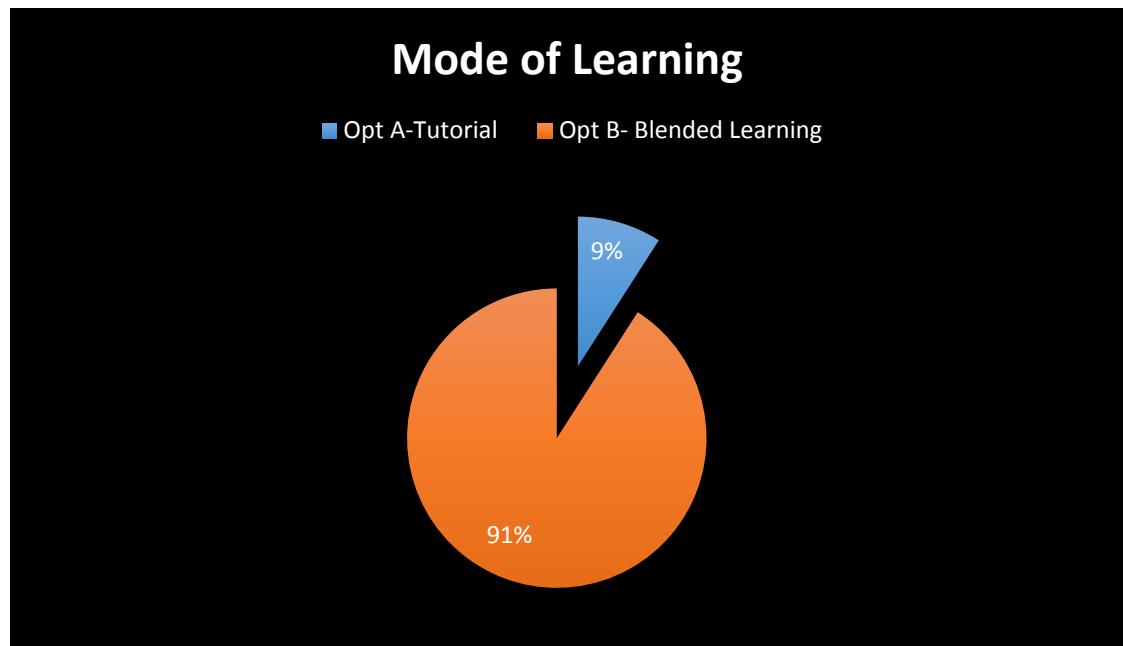
Figure 4.10: Mode of Learning

The results in Figure 4.10 demonstrate that majority of the participants (91%) chose blended learning, and the remaining 9% chose tutorial as the mode of learning. The results indicate that the impact of information technology in the field of education could be a reason why these students chose blended learning.

Furthermore, they are in the millennial age who are already known to be technologically savvy and therefore "text book" form of learning is considered boring. Furthermore, a study by Dzakiria *et.al* (2012) stressed that blended learning has the potential to stimulate constant learning programme in a much expressive and appealing mode in the context of Malaysia. In addition, this study also indicates that blended learning aids to reduce the feeling of inaccessibility as the blended learning encourages learners to participate in an effective way. Thus, it is proven that blended learning will create a robust student-centred concept which can eventually promote life-long learning.

The next interview question is *"Do you need more assessment and activities for Business English course? If yes what type of activity and assessment is suitable for the course"*. The data obtained from the interview suggested that speaking activities and group activities should be emphasized more compared to individual activity in the course. The findings also revealed that these students prefer interesting classroom activities that may arouse their curiosity in learning the course. Apart from that, the findings also revealed that the most of the students felt that examination should be abolished and no exam-based assessment should be conducted in the course. This may be probably because of the fear and anxiety of the examination which could make them loose interest in the course. They also suggested having fun-based assessments that could encourage them to learn the course in a positive and an enthusiastic manner. A few instances of the students' interviews data is given as follows:

Student A: *"More fun activity and fun class like game or theatre presentation. Like last time, in English class we have more fun activities. I want this class also to have fun activity"*

Student B: *"I like interesting activity, I don't like only discussion. Group work is easy for me but I don't like to speak a lot"*

Student E: *"I want more group activity and less class discussion. Class discussion is boring and we need to discuss the answer and no final exam"*

Student F: *"Games and assignment only and no exam. I don't like exam"*.

In addition, the data gathered from the lecturers' interview suggested that the speaking activities for the students will stimulate their speaking ability and confidence level. The finding indicates that various types of activities are needed by the students in order to stimulate their good understanding of the course and arouse their interest in learning. However, Briguglio (2005) emphasized that learners should be notified on the objectives of various activities in order to exploit their learning process.

He also supports that collaborative learning activities will promote critical thinking skills and communicative competency in target situations.

On the other hand, the lecturers also suggested that more time should be allocated for formative assessment compared to summative assessment. They also felt that final examination seems to burden the student which leads them to have lack of motivation in learning the course. One particular lecturer has highlighted the Outcome-Based Education (OBE) concept that was initiated by MQA a few decades ago which focusses on non-examination based courses. They believe that non-examination courses may arouse the learners' interest and motivation in learning a course. Some extracts of the lecturers' interview data are presented below:

Lecturer C: *"Having more class activities such as problem solving, case-study and presentation will arouse students' curiosity"*

Lecturer D: "*Formative assessment should be emphasized in tertiary studies, since our government also encourages all the institutes to utilize the OBE style of learning."*

Lecturer E: "*I think assessment that is not based on examination is better, and also activities like educational trip which can help students see the situation in the real world"*

Furthermore, this interview finding is also supported by the questionnaire data (Part 4, Q6 and 7). These two questions were asked in order to identify their preference activity and assessment respectively. The results for the preference activity is presented in Figure 4.11, while Figure 4.12 represented the preference assessment of students in the BE course.
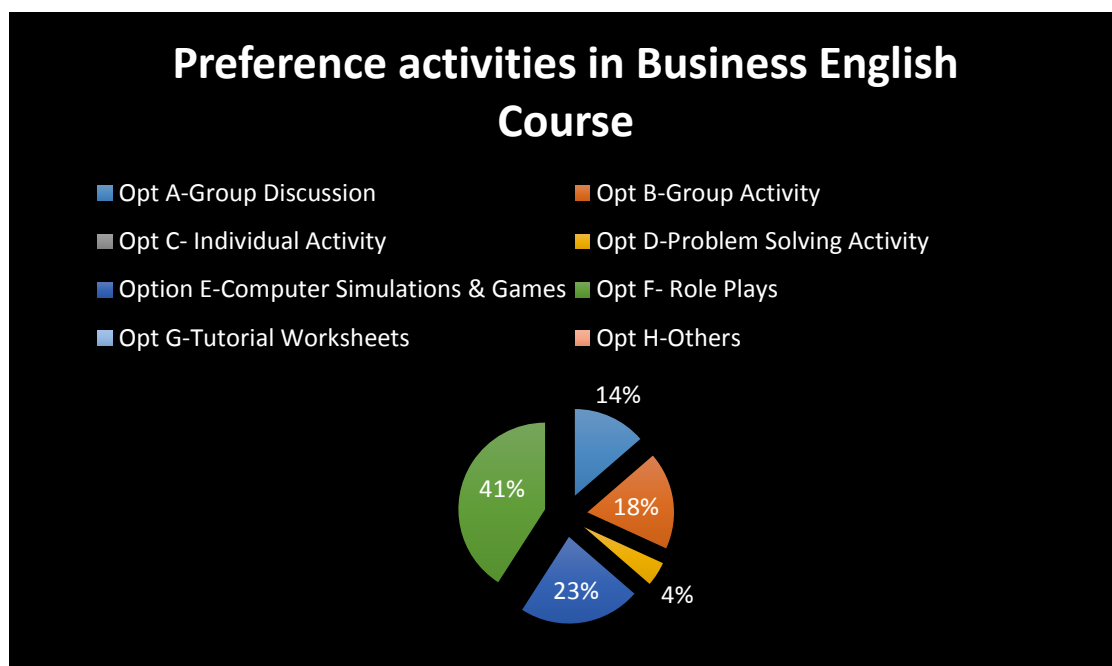
Figure 4.11: Evaluation on Preference Activities.

As indicated in Figure 4.14 above, majority of the participants (41%) selected role-play, followed by 23% who chose computer stimulations & games. 18% opted for group activity and the remaining 14% chose group discussion and only 4% chose problem solving activity respectively.

As pointed out in the interview data, the participants prefer fun-based and speaking oriented activities compare to old methods of activities such as tutorial worksheets and individual based activity. On the other hand, a study conducted by Peacock (2001) discovered that the ESL learners wanted auditory and kinaesthetic approaches compared to the group or individual approaches in learning. However, Alptekin (2002) stressed that well-managed group works denotes learners the chances to improve their communicative skills. Similarly, Dzakaria (2012) indicates that it is vital for educators to create a sense community in order to get the involvement of learners in the learning process. Thus, it appears that group work activities are more efficient and reliable among ESL learners.
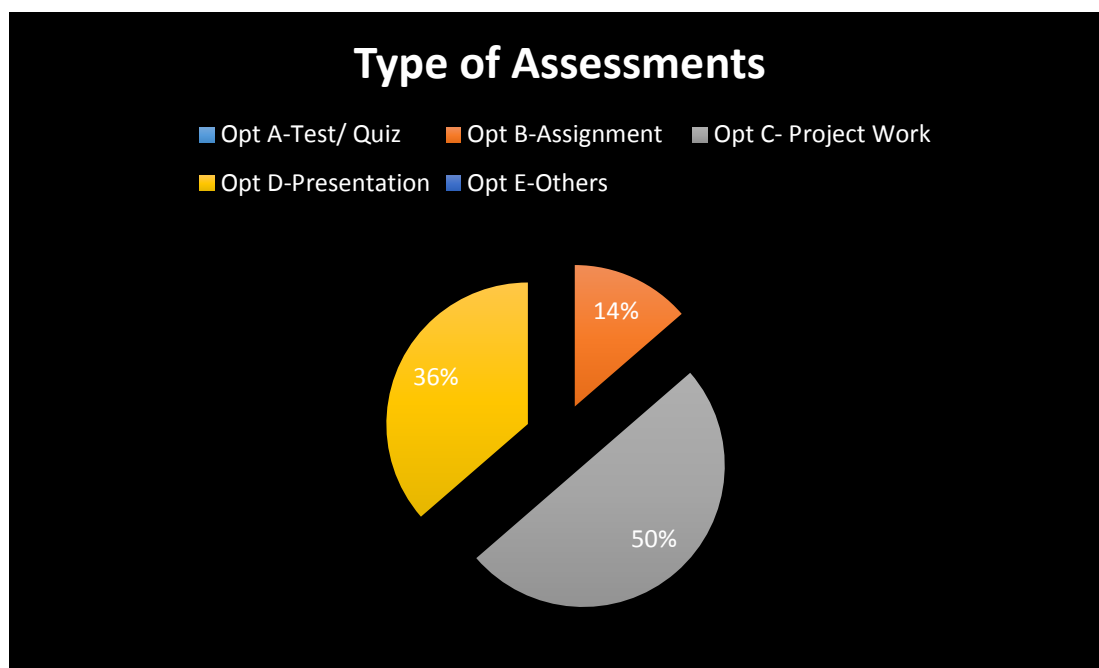
Figure 4.12: Evaluation on Type of Assessment

Figure 4.12 demonstrated the type of assessment findings. The data depicted that half of the participants (50%) chose project work, followed by 36% chose presentation and only 14% chose assignments. This finding show that the participants prefer formative based assessment, since none of them chose test or quiz as their option.

This finding is in line with the MQA's OBE policy that no examination should be measured in a course. Therefore, it is undoubtedly certain that the examination concept is not been encouraged in this millennium age.

Finally, the last question asked in the interview question under the heading of suggestions to improve the existing BE course is *"Based on your point of view, how could the existing Business English course be improvised"*. The findings revealed that majority of the participants requested for changes in the course content, better environment and facilities.

The result from this question is very important in this study as it provides suggestions for the betterment of the course and also to answer the third research question. Few instances from the students' interview responses are presented below:

Student C: *"To have better activity and interesting activity; I want more English class to improve my English language."*

Student D: *"I want more class hour and interesting activities in B.Com subject."*

Student F: *"Easy topics and good lecturers; I want big class".*

Student H: *"Class yang lebih besar and seronok."This class quite sempit and noisy.*

Similarly, the survey questionnaire of (Part 4, Q9 and 10) also collected comparable findings with the interview data. The data collected were divided into five themes: are course content, course structure, environment, facilities and activities. The findings collected through the questionnaire provided comparable results with the interview data. The summary of the students' response of each theme were tabulated in Table 4.3 and further discussion of each theme is presented below.

Table 4.3: Summary of Students' Comment on Overall Business English Course (BM109)

No	Area to Improve (Thematic Approach)	Summary of Students of Comments
1	Course Content	• **Better course content** • **Easy topics** • **Include more interesting topics** • **Include more speaking components in tutorial**
2	Teaching Skills	• **More class hour** • **More interesting class** • **More course works** • **No examination** • **Supporting / Friendly teacher.**
3	Environment	• **Good environment** • **Bigger Class** • **The current class is warm and want good air-conditioner** • **The class is too small**
4	Facilities	• **Need more books to do revision for English and Business Subject (Library resources)** • **Need to access to computer lab to do assignment or other work** • **More facilities (e.g. Computer and WIFI)**
5	Activities	• **Group activity / Group work** • **Interesting exercises** • **More English activities**

The first theme is on the course content, most of the students suggested that existing topics in the course should be revised. They felt it could be better to revise the topics and include more communication skills in the course. This could be viewed better in the Part 4 survey questionnaire (Q10) findings, where the participants chose communication-based topics to be included in the course. The summary of suggested topics is tabulated in Table 4.4 below:

Table 4.4: Suggested Topics for Business English Course by Student

Topics	Number of Students	Percentage
Business Communication Skills	13	59%
Social Discussion	13	59%
Giving Presentation	6	27%
Minutes of Meeting	5	23%
Memos	5	23%
Formal Meetings	4	18%
Business Letters	2	9.1%
Business Reports	1	4.5%
Interview Skills	0	0
Personal Grooming Skills	0	0

The findings displayed that majority of the participants (59%) chose communication skills and discussion skills respectively. This emphasized that the participants are looking forward for topics that are related to speaking and writing skills which is in line with the data displayed in Table 4.3 under the course content theme; this is probably because these students might want to polish their speaking skills as they are facing challenges in this particular skill. Therefore, these topics probably could improve their speaking ability. On the other hand, the second choice of the topic to be included in the course is minutes of meetings and memo writing.

Even though these topics are already in the existing syllabus, yet it is rated as the second highest choice. This is probably because minutes of meeting and memo writing is an essential requirement in real working situation therefore it could be a reason why the students opted these topics.

Apart from that, from the earlier discussion of Part 3 questionnaire (Q6), the course is not useful for professional and social purposes. So merging of these two topics could fulfil the mentioned gap. On the other hand, full packed syllabus would not create good thinkers but eventually burden the learners (Daily Express, 2014). Therefore, it is significant to include topics that are necessary for the course and meet the learners' needs as it will provide them with a balanced and all-rounded syllabus.

This is followed by the second theme which was based on teaching skills and concerned with the method of teaching. The findings for this theme is in line with the lecturers' evaluation findings (see section 4.6.1) where majority of the participants felt that the subject matter lecturer is not effective enough in delivering the subject. Moreover, the participants requested for friendly and supportive lecturers for the course in the interview data. These shows that the role of the teacher also gives impact in the teaching and learning process.

This also could be justified in the Part 3 questionnaire (Q8) findings, where majority of the participants, (91%), chose the role of the teacher as a facilitator and 9% chose provider. Figure 4.13 below shows the results of the questionnaire Part 3 (Q8) "role of the teacher in delivering BE course".
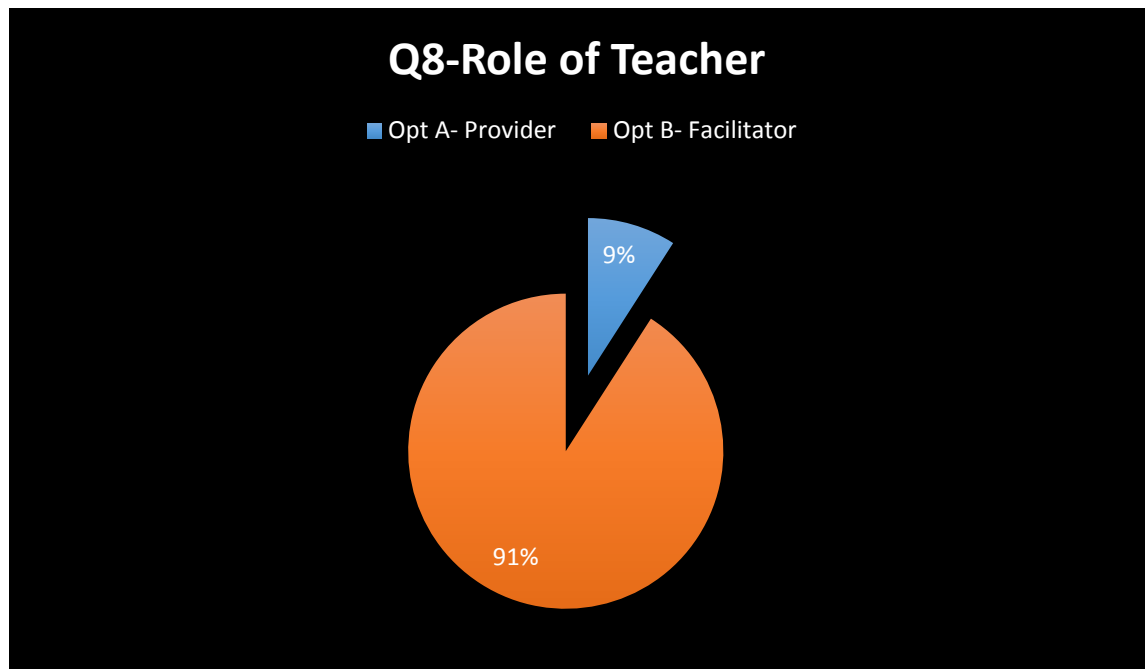
Figure 4.13: Role of Teacher

The results clearly stressed that the students prefer a teacher who is flexible in delivering knowledge and able to guide them in every aspect to perform well in a particular course. This could be justified by Good & Brophy (1972) view as cited in Cook (2000) that an educator should offer knowledge and adopt a supportive role in guiding the learners to cultivate good understanding in a course.

For the environment theme, most of the participants are requesting for a good environment. They have requested for a bigger and comfortable class in order to learn the course. This may probably be because the current class is not convenient for them or the setting of the class is not comfortable.

Additionally, the interview data also reveals on comparable findings where the students admitted that the current class is not comfortable and is noisy. Out of eight students, two have reported on the setting of the lesson. This highlighted that non-quality environment could impact the interest of the lesson among the learners.

Even though many course developers ignore this element, this finding shows that this factor also could have some impact on the course success. Therefore, the factor of having a better and quality environment satisfies the learners' needs.

As for the facilities theme, some of the participants are not satisfied with the current facilities as they have requested for more revision books, access to library as well as stated that they required more learning resources. These findings also were correlated with the findings in Part 3 of the questionnaire on the evaluation of the learning resources, where the students admitted that the resources are limited and restricted. Not only students, but lecturers also felt the same way about the learning facilities at the institute. To some extent, it could lead to the lack of interest and motivation of students in learning a course enthusiastically. Hence, there are few suggestions that were proposed by the participants in this section that would contribute to the development of existing BE courses. Although, this is an external factor of a syllabus yet it gives a vast impact on the course execution.

Finally, the last theme is on activities and based on the findings it was revealed that existing activities for the BE course should be changed to be more interesting. The participants also requested for more speaking activities and fun-based activities to take place in the course. The students even admitted that the existing activities did not arouse students' interest and curiosity in the interview data. So, this could be a factor to either boost or reduce the students' interest in learning a language course.

Therefore, it is certain that there are some alterations in the activities of the existing BE course which are required at this point in time.

In summary, incorporating the learners' suggestions and ideas would lead to the initiation of a better course structure that fulfils the learners' expectation.

4.8 Chapter Summary

This chapter summarized the outcome of research questions of this research. A survey questionnaire, semi-structured interviews and classroom observation are utilized to answer these questions. The findings of the research question one identified the English language communicative challenges in the BE course. Meanwhile, the research question two findings highlight the needs and wants of those students in the course. And the final research question looked into the ways that could help in improving the existing EBP course. Based on the collective findings of these three research questions, an outline of Business English was provided in Chapter 5.

CHAPTER 5

CONCLUSION

5.1 Introduction

Data analysis in the preceding chapter has led to the discovery of some interesting and important facts about the course under study and other issues related to it. In line with the purpose of this study, this concluding chapter will present a summary of the findings, and some recommendations will also be made.

5.2 Summary of the Study

This research has made some efforts looking at the students' present situation lacks, needs as well as wants in a Business English course (BM 109). The research is of much importance due to the fact that not much research has been carried out on present situation analysis of an EBP programme and how it can be applied to the realm of a proper curriculum in the context of Malaysia. However, to achieve this, attempts were made in this study to address the issues raised as formulated in the research questions. The triangulation approach that consists of both qualitative and quantitative data have been used to gather data. For the qualitative method, semi-structured interviews and classroom observations were used as the primary tool. On the other hand, for the quantitative method, survey questionnaire was used as the supplementary tool. The findings obtained from the semi-structured interviews, classroom observation and survey questionnaire will be combined and summarised to provide the overall conclusion.

5.3 Discussion and Findings from Related Studies

Previous related studies in chapter two (Literature Review) included investigations that were associated with two major skills of communication which are productive and receptive skills. These past studies were of much similarity with the English language communicative activities examined in the current study. However, some of the studies were done in different contexts but were related to the need analysis approach. The preceding works have also emphasized the challenges participants face in making use of English both in settings that are academic and non-academic, for example the workplace. The connection between current study and past studies findings are explicated below.

Research Question 1

What are the English language communicative challenges of the business diploma students in the EBP programme?

The first research question was intended to determine the communicative challenges in English language faced by the students of the EBP programme. On the whole, a productive skill particularly speaking skills was found as the most challenging skills among the diploma business students in the programme. A majority of the students feel that the lack of speaking skills affected their performance in the course. Moreover, the problem further causes them to have low self-esteem to communicate in English language. Therefore, they often code-switched and used the Malay language to convey their intended messages. The lecturers who taught them also felt the same way in that they lack speaking skills which ultimately hampered their speaking.

The findings from the questionnaire data (see Figure 4.1) revealed that more than half of the participants (64%) lacked speaking skills. This shows that majority of the students agreed that speaking skill was the most challenging skill faced by them.

Apart from speaking, writing skills also became one of the highlighted problems of these students. They faced a serious problem in constructing proper sentences due to their lack of understanding of grammatical structures and limited word choices. They often direct-translated sentences from their mother tongue to English. Furthermore, the questionnaire data findings displayed in Figure 4.1 showed that the writing skills was the second most challenging skill with a percentage of 54%.

In addition, the findings also showed that these students faced difficulties in other language skills such as grammar and vocabulary. This particular problem did not only affect their performance in the course but also in most of the other courses they had taken. This is because the other courses are also in the same English based programmes. In summary, it is proven that the business diploma students faced communicative challenges in the BE course. Therefore, proper training is required to solve the communicative issue.

In agreement with the above-stated findings, a number of related studies have revealed similar results. Some of these have been provided in chapter two, which comprised investigations involving need analysis of the ESP course in different contexts but most of them were related to the education context. For instance, in a study conducted by Chan (2014) on a BE course that was grounded on what the ESL students needed, the participants also faced serious problems with their speaking skills in BE course as is the case with this present study.

The study also found that the oral communication skills is the most significant topic to be included in the BE course, and this is similar to the present study's findings that a majority of the participants felt that oral communication skills is significant in the BE course.

Similarly, Bosher & Smalkoski's (2002) study revealed that there was lack of confidence by the students with regards to their communication with their patients, colleagues and instructors. This problem was also spotted in the present study where the students lacked self-esteem to communicate in English with their lecturers and friends due to a poor command of the language structure.

In general, conclusions could be made by stating that the communicative skills were the most challenging for the participants in both previous studies as well as the current study.

Research Question 2

What are the English language communicative needs and wants of these students?

The second question is aimed at obtaining information on the needs of communication in English language as well as the wants of the EBP programme students. The results of the study clearly showed that the greatest English language skills required by students were productive skills, followed by grammar skills.

The demand for speaking skills is rated as the highest among the students, and this is probably because speaking skills are the main obstacle for the students to communicate and share ideas during the lesson.

Apart from that, the students were struggling to speak well during class presentations and discussions, and this eventually affected their performance in the course.

Evidence from the interview data and questionnaire corroborate that these students need to improve their speaking skills in order to perform better in the course. The findings also revealed that these students need proper training to hone their speaking skills. Realizing that their greatest weakness is speaking, a majority of the participants require this skill in the BE course.

Apart from speaking skills, writing skills are also required by the participants, due to the nature of the course that is grounded on writing skills, such as writing memos, minutes of meetings and letters. Hence most of the participants felt that they needed to polish these skills so as to score well in the course. Furthermore, these students admit that they needed some training to improve their writing skills. This goes to show that the students desperately need both speaking and writing skills in the course.

It is certainly better to combine two or more additional language skills in certain circumstances for better understanding of a language course. In addition, the questionnaire data shown in Figure 4.2 revealed that out of 22 participants, 91% identified that they needed to improve their grammar and enhanced their vocabulary to be able to perform well in the BE course, while 73% needed productive skills (speaking and writing).

A similar finding was reported for the English language communicative wants of students in the BE, indicating that they wanted more productive skills to be incorporated. Nevertheless, there were slight differences in the findings as the students were determined to upgrade all their language skills even though not all the skills in the course gave them problems.

The questionnaire data (see Figure 4.3) showed that 100% of the participants wanted productive skills, followed by 64% who wanted receptive skills. Meanwhile, 50% of the participants wanted the grammar and vocabulary skills.

In addition, the results also emphasized that the wants of the participants could be challenged by the language needs of the BE course.

The findings obtained from related studies (refer to chapter two) also revealed certain usual English language communicative needs and wants similar to those in this present study, such as Karuthan (2016), Aslrasouli (2012), Dehnad *et al.* (2010), and Cowling (2007). The findings of those past studies revealed similar results stating that most of the participants indicated that among four integrated skills, productive skills are the one which needs the greatest attention and this resonates with the present study. This specifies the significance of productive skills in the business setting. Apart from that, most of the studies, focused on learners' needs and preferences in evaluating the ESP course.

For instance, a study by Dehnad *et al.* (2010) also utilized needs analysis to review the English language courses. The findings of this study revealed that the needs and wants of learners is a major aspect which should be considered in planning an ESP syllabus. By recognizing the actual needs and wants of learners, the barriers of learning ESP course will be reduced. With the background from past studies, the present study also looks on both the learners' needs and preferences.

Research Question 3

How can the existing EBP programme be improved in order to suit the needs and wants of the students?

The third research question is aimed at providing recommendations to the existing EBP programme that matches with the learners' needs and wants.

On the whole, there are many areas that need to be improved in order to match the needs and wants of the students, for instance the course structure, activities and assessment, teaching skills, learning resources, and environment.

This is because the pre-prepared material of the course currently does not match with the students' present situation needs and wants. Therefore, some recommendations based on the findings will be made in this chapter.

The main concern highlighted in the study is on the redundant topics of the existing BE course. Majority of the students stated that the topics were repeated and uninteresting, and some of the topics seem to have been repeated and do not fulfil the needs and wants of the learners. An example of this is in the writing topics.

The learners indicated that they would want more speaking skills to be included as they feel this skill is very useful. Unfortunately, the speaking skill has not been given much emphasis in the current BE syllabus (refer to Appendix 3). Apart from the topics, the activities conducted in the course were also identified as major issues that need proper modification to realise the needs of the students.

Many of the participants felt that the activities do not arouse their interest or seem to be beneficial for their present situation needs. Besides, the assessment approaches used in the course appeared unsuitable for business students and this is voiced by the stakeholders as a burden.

In relation to the above-stated findings, some relevant studies with regards to need analysis of EBP curriculum stated in the chapter two shared similar views. For instance, in the study "Evaluation of an ESP at Polytechnic in Malaysia" (2000), the participants indicated that they needed more productive skills in the course, which is similar to the present study.

In this study, the differences in learners and teacher's perception of the course were highlighted, for instance, the teaching methodologies, the course content and also the views on language skills.

By highlighting the differences of stakeholders', it was eventually revealed that the pre-planned course would never meet the needs and wants of the students. The findings are very similar to this study where the existing pre-planned BE course did not match the learners' needs and wants. There were some recommendations proposed to improve the course to align to the needs and wants of the students. For instance, a study of "Evaluation of an ESP at Polytechnic in Malaysia" argued that there was a difference in the perception among learners and teachers of the course.

The teachers felt that using existing syllabus was easier and helpful, however the learners found that the syllabus seems unsuitable for their needs, and this is also reflected in the present study. In general, it is proven that pre-designed course does not fit the learners' requirement and proper evaluation should be done periodically to ensure that courses are effective.

In summary, these relevant past studies have proven through their data that course structure, activities and assessments, teaching skills which are useful must be included in the BE course and this is one recommendation that can be taken for the present study.

5.4 Summary of the findings

In summary, the retrieved data from the questionnaire and interviews of the students authenticate that the needs of students ought to be a main focus with regard to the BE course.

Furthermore, it is mandatory that activities as well as assessments have the ability of providing for the requirements of the students as well as providing boundless opportunities with regards to a free and confident usage of the target language.

However, lot of encouragements have been given to real simulations for the purpose of exposing the learners to real situations in life as well as ensure their preparedness for the 'real world'. Apart from that, an external factor which is the industry's expectations and opinion should be considered as an important element.

This is because the course will lead to the completion of a 'perfect' cycle: not just as the end-user but also as the 'mould' for upcoming trainees before getting into the working world. However, comments as well as criticism by external factors could be incorporated, whether it be positive or if suggestions are given to re-organise the syllabus must be given importance.

Therefore, the proposed syllabus should include balance language skills to prepare the students for both academic and occupational purposes.

5.5 Implications

The research carried out would lead to changes that are positive for the institution because the findings will be shared at the department meeting of the institute to bring improvement to the programme. The outcomes from this investigation have been conveyed to the administration for their consideration and it is hoped that this will add value to the course offered in future. The main focus is to work on improving the syllabus, with special attention given to the language skills, which in this case is the speaking and writing skills.

It is also recommended that this study be replicated on other courses in this institute where English is taught (in semesters 3 – 6). There is also a need to revise and modify the teaching materials to meet the competency levels and needs of the students. The projected resources for teaching, activities or texts could be designed to suit the level of proficiency of the students, lacks, wants, and needs. The activities that take place in the class would be changed subsequently to additional presentation and role-plays for the purpose of promoting speaking-related activities.

In an effort to provide an effective and creative syllabus, adequate understanding on stakeholder's needs and wants are essential. The involvement of subject-matter lecturers and students in this research seems beneficial to assess the assessments and activities of BE course. The constructive feedback provided by those lecturers and students aid the researcher to propose a better BE course outline. This is to ensure, the smoothness of teaching and learning process that accommodate learners' needs and wants. In sum, the involvement of stakeholders will make a course syllabus align with learners' expectation in both present and target situation.

5.6 Recommendations

To have a communicative session that is successful in an academic and occupational setting, the ability of the students in using specific terminologies in business for their specific needs is mandatory. Therefore, the students ought to be able to utilize several groups of language components appropriately such as productive and receptive skills.

Based on the findings of this study, it is revealed that speaking skills is one major component required in the course, as students ought to have the knowledge on effective verbal communication, not only for academic-related situations but to be able to speak in a workplace setting as well. Also, absence of good speaking skills among students is a key weakness which could lead to breakdown in communication. Besides, writing skills is also required in the course especially for writing memos, and letters. The students strongly believe that they need to improve their writing skills to perform well in the course.

In addition, they ought to get exposed to intonation changes in the listening class to be able to differentiate English accents for the purpose of preparing them for various contexts. Furthermore, the language skills such as grammar and vocabulary are also required to accomplish the course. Therefore, the course designers ought to have the ability of ensuring that all the above-listed skills are incorporated into the curriculum by either designing a new syllabus or modifying it. If they are to modify the syllabus the course designers may have to incorporate their projected activities

According to White (1998) as cited in Sani (2016) needs analysis ought not only to be seen as a "pre-stage" for the developing language courses, but also it should be in a continuously moving cycle. In addition to this, it can be used as a means of evaluating, re-designing, enhancing and executing a language programme. However Brown (1995) proposes that needs are not conditional, and as soon as they get known there is need for them to be continually explored so as to make sure that they continue to be the bonafide needs of the involved learners. As a result of that, it is necessary for needs analysis to be carried out on English language courses as part of syllabi review schedule. It is important to note that the initial design of a syllabus is for a program that might not adequately address the modifications that have taken place with time and hence is needed to be improved and revised.

It is of much importance for those who develop the curriculum as well as the lecturers to examine the means by which the target language is being perceived by learners, and of which variations to suit the language program. More so, the level of proficiency, problems and the identification of students' background would serve as helpful and vital information for lecturers or those who develop the curriculum for the purpose of determining the needs as well as the wants of the students.

It is believed that the data obtained from this research would be beneficial for the improvement in the students' ability or linguistic competency and aid as a framework for what could be prepared to form a more improved curriculum for both learning as well as teaching. Therefore, it is highly recommended that the existing BE course be revamped using the findings from this study.

5.6.1 Problems Faced

This study has highlighted two major problems faced by students. The major ones were:

1. Being unable to follow the course due to the their low proficiency in English, and

2. Lack of adequate language skills practice.

As mentioned earlier in this section, the first problem was more obvious among the DBM students. This is due to the fact that many students did not achieve a competent level of proficiency despite receiving formal English language education for 11 years of their school life. It is therefore suggested that the language proficiency test be made compulsory for admission into the Business programme. This will raise the quality of students and also overcome this problem.

The second problem is related to the time factor. As mentioned earlier, to overcome this problem, it is suggested that the weekly English lessons be increased from three to six credit hours for language skills practice.

Besides, subject matter lecturer also faced some difficulties and the most common problem faced is poor response from students due to their poor command of English. To overcome this, it is suggested that lecturers should motivate students to participate in simple but interesting activities in class. It is necessary to provide them with more language skills practice to build up their confidence level.

Apart from that, the lecturer should not encourage code-switching in class as this will not improve their proficiency but worsen the situation. The poor feedback from learners could be because the lack of attentiveness, as mentioned by their lecturers. It is suggested that the lecturers plan their lessons in such a way that the weak students can take part in classroom activities. After all, ESP lecturers do not only teach, but also facilitate learners to improve themselves with regards to acquiring or improving their language skills. Besides, another factor faced by the lecturers is time constraints in preparation of new teaching materials. This is related to their heavy workload and the lecturers felt that it is easier and safer to teach the existing syllabus.

To overcome this, the lecturers should think creatively and come up with certain efforts that will help to pool the lecturer resources. It has also been highlighted to the lecturers what materials which are engaging are easily available online and more digital materials could be used in the course.

5.6.2 Student's Needs and Wants

The findings have shown that there is a disparity among the learners and educators concerning the language skills to be focused upon. It is recommended that the program should be reviewed by including more speaking skills. This means that more emphasis should be given to teach the students how to converse in the language correctly in various business situations. Besides that, they should also be given more practice in the writing skills.

Grammar and vocabulary must be comprised in the curriculum, thus that the learners are able to strengthen these basic skills. In addition, listening and reading skills can also be incorporated in the teaching of these language skills. In summary, all the integrated language skills should be emphasized in the BE course, to aid the learners to establish their language proficiency in present and target situations.

5.6.3 Course Objectives

Since the integrated skills are required by the learners and the general objectives stated are too broad and general (refer to Appendix 3), it is suggested that the general objectives of the course should be revised as follows:

I. to equip a student with the necessary basic language skills to be a competent user of the English language

II. to equip a student with certain amount of skills (Business English) and knowledge necessary to cope with the present study needs.

III. to equip a student with a certain amount of skills and knowledge necessary to function in future working environments.

The first objective reflects the inclusion of the integrated language skills in the course as suggested by the participants.

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The second and third objectives are revised from the previous ones to show that the students will acquire some BE skills and knowledge during and after completing the course. This is to develop confidence among the students before they proceed to learning the latter.

5.6.4 Syllabus / Curriculum

Consistent with the suggestions made in section 5.6.3 to revise the specific objectives of the course, the syllabus should also be revised to include learning the basic language skills.

This study has found, most of the learners and lecturers felt that the students need the integrated skills to improve their basic language skills especially productive skills. It is hoped that the inclusion of integrated skills as a component in BE course will be more effective in serving two types of needs namely, the need for the learners to have more better proficiency in English, and their need to cope with the current study needs of diploma in business programme.

5.6.5 Materials used

The overall findings have shown that the learners were not satisfied with the learning materials. The findings also pointed that there was insufficient of teaching resources for the diploma programme. It is suggested that the subject matter lecturer should take the initiative to make use of other teaching materials to keep the course updated and interesting. They have to make some efforts to select suitable materials from different bases for example newspapers, language journals and magazines.

They can also make arrangement to take their students for educational trips to expose students to the real world of work. Besides that, they can also make use of other teaching aids as available on the internet to make their lesson more interesting.

5.6.6 Methods of Teaching

Both teaching institutions and teachers of the BE course ought to make every possible means to visualise the real picture of how the future career looks like by inviting business practitioners such as business graduates or renowned entrepreneurs to give talks or workshops and this might assist the diploma students to have an actual notion of "what they want to do" after graduation. However, the findings of the study show that the subject matter lecturer is incompetent to teach the BE course.

It suggested that the subject matter lecturers attend a short training on conducting BE course, this will aid the lecturers to equip themselves with the basic concepts of ESP. This is because the BE course comprises a different genre from General English courses.

Even though the lecturer has experience in teaching BE courses for quite some time, it will be better if they attend seminars or short courses to acquire new knowledge and adopt the millennium age of the teaching and learning process. Apart from that, they can also propose to the college management to conduct an in-house training to develop their teaching skills.

Another related weakness as perceived by the students is regarding the methods of teaching. The teachers may not be aware of their ineffectiveness if they do not get feedback from their students. Therefore, it is suggested that the administrators introduce the student evaluation system whereby the students will assess their respective teachers by filing in evaluation forms towards the end of a semester.

Another way is to get the educators and students to come together, at the end of each semester, to have an exchange of views about all issues related to the course. This will help the teachers understand the needs of their students and make necessary changes in the following semester.

5.6.7 Evaluation System

This study found that both teachers and students preferred more weightage to be given to the coursework component rather than the examination papers. It has been suggested that more emphasis be given to evaluation on the on-going assessment (formative assessment) compared to final assessment (summative assessment).

A variety of assessment methods should take place in the particular course to test the ability of the students and to realize the government OBE concepts. The concept highlights on various assessment in a course and reduce exam-based assessment.

5.6.8 Activities

A language course that is well-established should consider the learning needs of the learners. However, classroom activities which include out of class programmes could make the BE course more interesting and cater for the learner's individual needs. Moreover, the teachers' knowledge and attitude towards the content of the subject could be also improved so that activities are up to date. For the organization of the class, varying activities could be introduced to make the class livelier and more creative. Since the BE students will in the future work in positions related to business such as in management, marketing, sales or purchasing, an effective means of motivating them in the is class to have learning experiences that are close to real world situation hence using simulations would work.

Apart from the traditional teaching methods, group discussions, role-plays, oral-reports as well as interactive games could be integrated into the BE class.

Hutchinson & Waters (1987) concedes that learning needs meet might make a task of more generative, manageable, fulfilling and enjoyable, and states that "the guiding of the project is based on its wide-ranging angle, however its precise subject is a retort to the learners needs" (Hutchinson &Waters, 1987, p.61).

5.6.9 Time Allocation

Both educators and learners point out comparable sights concerning the allocation of time for the BE course, majority of them felt that it will be a wise move to increase the weekly teaching periods from 3 to 4 credit hours. So, the credit hours has been increased in suggested course outline (refer to 5.6.3).

The rationale for the increase in more teaching periods is further strengthened by the results obtained from the views of the business diploma students who cited the lack of adequate language skills practice as one of the main problems. Besides, majority of the participants prefer to have the classes on weekdays and in the mornings. Therefore, it might be feasible to have classes in the morning of weekdays to fulfil the wants of the learners.

5.6.10 Environment

Environment is one of the essential elements that need to be considered in designing a syllabus. However, not many course developers take a serious consideration on this aspect. Ignorance of this might cause negative impacts on the success rate of the course. In this study, most of the students raise the issues on environment mainly on the setting of a classroom.

They have requested for a bigger classroom space that is occupied with sufficient learning resources. Therefore, it is recommended to have a bigger space with good Wi-Fi signal to conduct the BE course. This will ensure that the students learn the course without any obstacles.

On the other hand, the location of the classroom should be placed in a peaceful setting so that the students are able to acquire knowledge without any difficulties. In summary, a good environment will help generate the learners' creative and innovative skills.

On the whole, based on the discussion above a revised course structure of BE course is presented in Table 5.1 below:

Table5.1: Course Plan

1	**Module:** Business English		
2	**Module Code:** BM109		
3	**Module Rationale:** This module is designed to enable students to learn and practise different ways on communicating with people in the business context, may it be written or spoken communication. With such knowledge and practices, students are able to identify the usage of different types of communication methods and this will be useful to them when they enter the working world.		
4	**Total Student Learning time (SLT)** **= 160 hours**	**Face To Face** **= 63 hours**	**Total Guided and Independent Learning** **= 160 hours**
	L = Lecture T = Tutorial (On-line) P = Practical O = Others	L = 42 hours T = 21 hours O = 97 hours	

6	**Credit Hour :** 4 credits
7	**Precondition :** Academic English (BM100)
8	Upon the course completion, students should be able to: I. apply effective interaction skills during communication. II. apply integrated language skills in various communicative situations. III. prepare business letters, memo, reports and resume IV. improve learners' knowledge in their pronunciation, grammar and technique in expanding their vocabulary skills.
9	**Synopsis:** The course content vividly explains the importance of interaction skills and how to use them in business communication. It exposes the participants to the rudiments of communication skills like reading, writing, speaking and listening in professional situations. It also helps the students to improve their Basic English skills such as grammar, vocabulary, and sentence construction for professional purposes. The part on communication skills exposes the students to barriers to communication and ways of reducing the communication distortions. Therefore, the learners are able to have confidence to speak effectively in an academic, social or professional context.
10	**Delivery Mode** Blended Learning
11	**Assessments**

Formative		**70%**
1. Presentation	10%	
2. Port-Folio	10%	
3.Online Quiz	10%	
4.Project work	20%	
5. Assignment	20%	
Summative (Final Examination)		**40%**
TOTAL		**100%**

12	**Course outline**

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Lesson	Content	Activities	Lesson Hours	Discussion Hours	Individual Study Hours
1	**Integrated language skills (Receptive Skills)** Reading skills ➢ Strategies of reading ➢ Skimming and Scanning ➢ Reading Linear and Non-Linear text	➢ Reading Comprehension activities (cloze-passage) ➢ Following directions (Linear and Non-Linear	3	1.5	10
	Listening skills ➢ Pronunciation ➢ Listening strategies ➢ Listening Approaches.	➢ On-line listening acivities ➢ Whispher games ➢ Audio-track listening ➢ Spelling bee			

		2-3	**Integrated language skills (Productive Skills)** Speaking skills ➢ Importance of interaction skills ➢ Effective speaking skills ➢ Interpersonal Relations	➢ Impromptu Speech ➢ Group discussion ➢ Show and Tell	6	3	15
			Writing Skills ➢ Writing skills ➢ Writing strategies ➢ Process of writing	➢ Creative writing ➢ Blog writing ➢ Sentence Auction			
		4-6	**Language skills** Grammar skills ➢ Grammar rules ➢ Sentence Construction	➢ Online grammar activities ➢ Game stimulation activity ➢ Sentences writing activities	9	4.5	15
			Vocabulary skills ➢ Business Terminologies ➢ Dictionary skills.	➢ Kahoot game (Online game) ➢ Charades ➢ Letter Scramble and Chalkboard Acronym			

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		7-8	**Social Business English Skills** Introducing and greetings ➤ How to meet and greet in Business Setting. ➤ Business Etiquette	➤ Conduct Meeting ➤ Role-plays	6	3	15
			Conversational strategies ➤ The conversation connection ➤ Modes of Communication ➤ Communication distortions	➤ Debate ➤ Situational based dialogue ➤ Panel discussion			
		9	**Oral communication skills** ➤ Responding to oral exchange ➤ Interpreting information	➤ Open discussion ➤ Pass-pass synthesize activity.	6	3	15
		10-12	**Understanding Written Materials** ➤ Memo ➤ Business letters ➤ Minutes of meetings ➤ Resume ➤ Report Writing	➤ On-line memo writing ➤ Create creative online-resume ➤ Writing report (based authentic materials)	9	4.5	15

			➢ Project work			
13-14	**Techniques for Successful Meetings** ➢ Meetings ➢ Effective Presentation Skills ➢ Body Language & Appearance		➢ Conduct meeting ➢ Deliver speech ➢ Group discussion ➢ Presentation.	6	3	12
	TOTAL			42	21	97

5.7 Chapter Summary

Needs analysis ensures that a course is more focused and can meet the needs of the learners. Institutions that teach Business English should set up their own curriculum after a needs analysis is done. The analysis would have to consider elements such as materials available, social environment, teaching time and place, qualities and motivation of the learners. In future, this study also could be conducted to a wider pool of learners of BE courses. Besides that, needs analysis could also done from the perspective of employers, BE teachers, business graduates which would definitely provide a strong reference that is complete and holistic for the design of the curriculum of a BE course.

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APPENDIX 1

SURVEY QUESTIONNAIRE (ORIGINAL QUESTIONNAIRE- PILOT STUDY)

The survey questionnaire is designed to identify the English language communication challenges, needs and wants of business diploma students in Business English course and to provide recommendation for the course. Please be assured that what you share in this questionnaire will be treated in the strictest of confidence and will in no way reveal your identity as an individual. I would like to emphasis that your participation in the survey is absolutely invaluable to me.

PART 1

1. Gender: …………………

2. Age: …………………….

3. State your English proficiency level based on the options given: …………………………..

   a) Beginner

   b) Elementary

   c) Intermediate

   d) Advanced

4. Have you attended any English for Specific Purpose Courses? (Please state "Yes" or "No"

   …………………………………..

PART 2

Please circle the corresponding number to indicate the extent to which you agree or disagree for each of the following statements.

Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5

2.1 Identification of the English Language Communication Challenges faced by Business Students in the course.

1.	I faced difficulties in carrying out speaking activities in Business English course	1	2	3	4	5
2.	I faced difficulties in carrying out writing activities in Business English course	1	2	3	4	5
3.	I faced difficulties using an appropriate vocabulary and grammar when interacting with classmates, friends and teachers during Business English lesson.	1	2	3	4	5
4.	I faced difficulties in carrying out reading activities in Business English course.	1	2	3	4	5
5.	I faced difficulties in carrying out listening activities in Business English course	1	2	3	4	5

2.2 Identification of the English Language Communication Needs by Business Students in the course.

1.	I need more productive skills in Business English course.	1	2	3	4	5
2.	I need more receptive skills in Business English course.	1	2	3	4	5
3.	I need to use proper English language when interacting with my classmates, friends and lecturers during Business English lesson.	1	2	3	4	5
4.	I need to use an appropriate grammar and vocabulary in Business English course.	1	2	3	4	5
5.	I need more assessments and activities in Business English course.	1	2	3	4	5

2.3 Identification of the English Language Communication Wants by Business Students in the course.

1.	I want more productive skills in Business English course.	1	2	3	4	5
2.	I want more receptive skills in Business English course.	1	2	3	4	5
3.	I want to use proper English language when interacting with my classmates, friends and lecturers during Business English course.	1	2	3	4	5
4.	I want to use an appropriate grammar and vocabulary in Business English course.	1	2	3	4	5
5.	I want more assessments and activities in Business English course.	1	2	3	4	5

PART 3

<u>**3.1 Evaluation of Business English Course**</u>

Teaching Style						
1	The lecturer's explanation is very clear.	1	2	3	4	5
2	The lecturer is effective at stimulating interest in the subject.	1	2	3	4	5
3	The lecturer is able to communicate effectively.	1	2	3	4	5
Learning Review						
4	The learning outcomes were realistic.	1	2	3	4	5
5	The course was effective and useful for Social purposes, Educational purposes, and Professional purposes.	1	2	3	4	5
6	Overall a very challenging and difficult module.	1	2	3	4	5
7	Overall a very stimulating and interesting module.	1	2	3	4	5
Learning Resources						
8	Library resources and services are sufficient for my needs.	1	2	3	4	5
9	I am able to access general IT resources during the Business English lesson.	1	2	3	4	5
10	I am able to access specialized equipment or facilities during the Business English lesson.	1	2	3	4	5

PART 4

<u>**4.1 Suggestions to Improve Existing Business English Course**</u>

1. What is the purpose of you taking Business English course?

   a.   to improve reading
   b.   to improve speaking
   c.   to improve listening
   d.   to improve writing
   e.   to expand vocabulary
   f.   to improve grammar

2. What time would you be preferred class duration?

   a.   Morning class
   b.   Evening class
   c.   Night class

3. How frequent do you prefer to attend the Business English class?

    a. Everyday
    b. Twice a week
    c. Once a week
    d. Twice a month
    e. Once a month
    f. Others: …………………..

4. Which day of the week do you prefer to attend Business English class?

    a. Weekdays.
    b. Weekend.

5. What is your preferred mode of learning?

    a. Tutorial
    b. Blended learning

6. What kinds of activities do you prefer most in Business English class? Please choose one from the options given.

    a. Group discussion / Pair work
    b. Group activity
    c. Individual activity
    d. Problem solving activity
    e. Computer simulations and games
    f. Role plays
    g. Tutorial worksheets
    h. Others. Please State ………………

7. What type of assessment would you prefer in Business English class?

    a. Test/quiz
    b. assignment
    c. project work
    d. Presentation
    e. Others. Please State ………………

8. Based on you view, what is the role of the teacher? Please choose one from the options given.

    a. Provider
    b. Facilitator

9. In your opinion, what are the areas in the existing business English course should be improvised.

………
………
………
………
………
………
………

10. What are the topics should be included in the existing business English course to make them more effective?

Please list the topics below:

……
……
……
……
……
……
……
……
……
……
……

APPENDIX 2 (AMENDED QUESTIONNAIRE)

Consent Form

To become a subject in the research, you are advised to sign this Consent Form. I will herewith confirm that I have met the requirement of age and am capable of acting on behalf of myself as follows:

1. I understand the nature and scope of the research being undertaken.
2. All my questions relating to this research and my participation therein have been answered to my satisfaction.
3. I voluntarily agree to take part in this research, to follow the study procedures and to provide all necessary information to the investigator as requested.
4. I may at any time choose to withdraw from this research without giving reasons.
5. I have received a copy of the Subjects Information Sheet and Consent Form.
6. Except for damages resulting from negligent or malicious conduct of the researcher, I hereby release and discharge University of Malaya and all participating researchers from all liability associated with, arising out of, or related to my participation and agree to hold them harmless from any harm or loss that may be incurred by me due to my participation in the research.
7. I have read and understood all the terms and conditions of my participation in the research.

I have read the statements above, understand the same, and voluntarily sign this form.

Dated: _____ day _____ month _____ year

Signature   **Date (dd/mm/yy)**

Name and Researcher's Signature   **Date (dd/mm/yy)**

Survey Questionnaire

The survey questionnaire is designed to identify the English language communication challenges, needs and wants of business diploma students in Business English course and to provide recommendation for the course. Please be assured that what you share in this questionnaire will be treated in the strictest of confidence and will in no way reveal your identity as an individual. I would like to emphasise that your participation in the survey is absolutely invaluable to me.

Note: Kindly refer to the glossary note for unfamiliar words.

PART 1

1) Gender: Male ( ) Female ( )

2) Age: ……………………..

3) State the level of education based on option given below: ……………………..
    a. Certificate
    b. Diploma
    c. Degree/ Bachelor
    d. Master

4) Mother Tongue: …………………………
    a. English
    b. Bahasa Melayu
    c. Chinese
    d. Tamil
    e. Other language; Kindly state the language ………………………………

5) Spoken Language:
    a. English
    b. Bahasa Melayu
    c. Chinese
    d. Tamil
    e. Other language; Kindly state the language ……………………………….

6) State your English proficiency level based on the options given below: ………………
    a. Beginner
    b. Elementary
    c. Intermediate
    d. Advanced

PART 2

Please circle the corresponding number to indicate the extent to which you agree or disagree for each of the following statements.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

2.1 Identification of the English Language Communication Challenges faced by Business Students in the course.

1.	I faced difficulties in carrying out speaking activities in Business English course	1	2	3	4	5
2.	I faced difficulties in carrying out writing activities in Business English course	1	2	3	4	5
3.	I faced difficulties using an appropriate vocabulary and grammar when interacting with classmates, friends and teachers during Business English lesson.	1	2	3	4	5
4.	I faced difficulties in carrying out reading activities in Business English course.	1	2	3	4	5
5.	I faced difficulties in carrying out listening activities in Business English course	1	2	3	4	5

2.2 Identification of the English Language Communication Needs by Business Students in the course.

1.	I need more productive skills (speaking and writing skills) in Business English course.	1	2	3	4	5
2.	I need more receptive skills (listening and reading skills) in Business English course.	1	2	3	4	5
3.	I need to use proper English language when interacting with my classmates, friends and lecturers during Business English lesson.	1	2	3	4	5
4.	I need to use an appropriate grammar and vocabulary in understanding Business English course.	1	2	3	4	5
5.	I need more assessments and activities in Business English course.	1	2	3	4	5

2.3 Identification of the English Language Communication Wants by Business Students in the course.

1.	I want more productive skills (speaking and writing skills) in Business English course.	1	2	3	4	5
2.	I want more receptive skills (listening and reading skills) in Business English course.	1	2	3	4	5
3.	I want to use proper English language when interacting with my classmates, friends and lecturers during Business English course.	1	2	3	4	5
4.	I want to use an appropriate grammar and vocabulary in Business English course.	1	2	3	4	5
5.	I want more assessments and activities in Business English course.	1	2	3	4	5

PART 3

3.1 Evaluation of Business English Course

	Teaching Style					
1	The lecturer's explanation is very clear.	1	2	3	4	5
2	The lecturer is effective at stimulating interest in the subject.	1	2	3	4	5
3	The lecturer is able to communicate effectively.	1	2	3	4	5
	Learning Review					
4	The learning outcomes were realistic.	1	2	3	4	5
5	The course was effective and useful for Social purposes, Educational purposes, and Professional purposes.	1	2	3	4	5
6	Overall a very challenging and difficult module.	1	2	3	4	5
	Learning Resources					
7	Library resources and services are sufficient for my needs.	1	2	3	4	5
8	I am able to access general IT resources during the Business English lesson.	1	2	3	4	5
9	I am able to access specialized equipment or facilities during the Business English lesson.	1	2	3	4	5

PART 4

4.1 Suggestions to Improve Existing Business English Course

1. What is the purpose of you taking Business English course? Please state one purpose of taking business English course based on option given.

    a. to improve reading
    b. to improve speaking
    c. to improve listening
    d. to improve writing
    e. to expand vocabulary
    f. to improve grammar

2. What time would you be preferred class duration?

    a. Morning class
    b. Evening class
    c. Night class

3. How frequent do you prefer to attend the Business English class?

    a. Everyday
    b. Twice a week
    c. Once a week
    d. Twice a month
    e. Once a month
    f. Others: …………………..

4. Which day of the week do you prefer to attend Business English class?

    a. Weekdays. Specify the day : _____
    b. Weekend. Specify the day : _____

5. What is your preferred mode of learning?

    a. Tutorial (Face to Face tutorial)
    b. Blended learning (Face to Face tutorial and Online tutorial)

6. What kind of activities do you prefer most in Business English class? Please choose one from the options given.

    a. Group discussion / Pair work
    b. Group activity
    c. Individual activity
    d. Problem solving activity
    e. Computer simulations and games
    f. Role plays
    g. Tutorial worksheets
    h. Others. Please Specify ………………….

7. What type of assessment would you prefer in Business English class?

    a. Test/quiz
    b. assignment
    c. project work
    d. Presentation
    e. Others. Please Specify …………………

8. Based on you view, what is the role of the teacher? Please choose one from the options given.

    a. Provider
    b. Facilitator

9. In your opinion, what are the areas in the existing business English course should be improvised. Based on theme given, kindly provide your suggestions.

Theme:

- **Course content,**
- **Environment**
- **Facilities**
- **Activities**

E.g.: I want more integrated skills to be included in the syllabus to improve my English language skills

………
………
………
………
………
………
………
……………………………………………………………………………

10. Based on topic given below, which of the topics should be included in the existing business English course to make them more effective?

Topics:

- **Business Communication Skills**
- **Social Discussion**
- **Giving Presentation**
- **Minutes of Meeting**
- **Memos**
- **Formal Meeting**
- **Business Letters**
- **Business Reports**
- **Interview Skills**
- **Personal Grooming Skills**

Please list the topics below:

………
………
………
………
………

*****Glossary****

Meaning / Words	English Language	Malay Language
1. Lacks	✓ Absence, deficiency, insufficiency	✓ Kekurangan
2. Needs	✓ Requirement, necessity	✓ Keperluan
3. Wants	✓ A desire for something	✓ Kemahuan
4.Mother Tongue	✓ The language that a person has grown up speaking from early childhood.	✓ Bahasa Ibunda
5.Spoken Language	✓ language, speech,	✓ Bahasa lisan
6.Productive skills	✓ Combination of Speaking and writing skills	✓ Kemahiran produktif (Kombinasi Kemahiran Bercakap dan Menulis
7.Receptive skills	✓ Combination of Listening skills and Reading skills.	✓ Kemahiran reseptif (Kombinasi Kemahiran Mendengar dan Membaca.
8.Blended Learning	✓ Combination of tutorial and online learning	✓ Pembelajaran berasaskan tutorial dan internet.
9. Assessment	✓ Evaluation, judgement or analysis of educational needs	✓ Penilaian

1) Do you have an opportunity to practice English language during Business English lesson?

2) Which are the most challenging English language skills that you faced in Business English course?

3) Did you code-switch when communicating in English language? Why?

4) What are the English language skills that you need most in the Business English course? Why?

5) Which English language skills do you want to improve in order to understand Business English lesson? Why?

6) In your point of view, do you think the current Business English syllabus is effective enough to fulfil your needs and wants? Why?

7) In your view, do you think the Business English lecturer is effective enough in delivering the subject? Why do you think so?

8) Do you able to access sufficient learning resources, such as internet, library books, journals and article during the Business English lesson?

9) What is the aim you taking Business English course?

10) Do you prefer morning or evening session for the Business English course? Why?

11) How frequent do you want the Business English course to be held in a week and why?

12) What type of learning mode, do you prefer in Business English course? Why?

13) Do you need more assessment and activities for Business English course? If yes what type of activity and assessment is suitable for the course?

14) How do you like the course and do you think the course should revamp?

15) Based on your point of view, how could the existing Business English course be improvised?

1) Could you share of your working experience in this institute?

2) What subjects are you teaching for semester 2 business diploma students?

3) Based on your point of view, what are the English language skills that are lacking among semester 2 business diploma students?

4) In your point of view, what are the most needed English language skills among these students? Why so?

5) Do certain language skills should be given priority of focus for these students? If yes why do you think so?

6) In your point of view, do the students fluent in English language proficiency? Why you said so?

7) Do they have high confidence while communicating in English language? If no why?

8) Do they use an appropriate grammar, vocabulary and pronunciation in English language?

9) How do you handle a class with variety level of English language proficiency?

10) As a lecturer, how could you help your students to overcome low mastery level of English proficiency?

11) Are there any other ways to help the students to master English language skills?

12) Do the learning resources sufficient for the students' needs at this institute?

13) In your point of view, how would you suggest to improve the teaching style at this institute?

14) What are the best learning modes should incorporate in lesson? Why?

15) May you suggest the best timing to conduct classes for these students?

16) In your point of view, how frequent English lesson should be conducted for these students?

17) In your point of view, what are the activities and assessment that could arouse students' curiosity in class?

APPENDIX 5

MODULE DESCRIPTOR	
Module Name	BUSINESS COMMUNICATION
Module Code	BM 109
Lecturer	Mr Shahir
Module Rationale	The aims of the Business Communication module are to enable candidates to communicate with and relate to others on computing and non-computing matters; to develop skills of acquiring, selecting and presenting information; to develop sensitivity to, and awareness of, other people's ideas and attitudes and how all of these relate to the users' information needs and systems.
Semester & Year	Semester 2 Year 1

Total Student Learning Time	L = Lecture T = Tutorial P = Practical O= Others	Face to Face				Self -Study
		L	T	P	O	
		42	30	-	-	48

Credit Value/ Contact Hours	3.0 credit hours 42 hours of lecture, 30 hours of tutorials and 48 hours of self learning
Pre-requisite	None
Learning Outcomes. (CLO)	On completion of this module, students will be able to: 1. Understand of how to develop formal speeches and presentations 2. Know method of analyzing audience profiles and the needs of the audience 3. Discuss the process of listening and how to participate in groups and meetings
Transferable Skills:	1. Effective use of communication for business 2. Ability to apply appropriate style to short reports for internal communication 3. Ability to write effective internal business communication 4. Ability to convey accurate and concrete information in written business communication 5. Understanding of the different means of communication 6. Ability to apply communication skills to career advancement

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Synopsis	This paper aims at assessing students' ability to apply a broad range of language skills to cope with a variety of communication activities related to the accounting field. A skills-based approach to the examination of communication is adopted. This paper also aims at testing students' ability to communicate effectively and concisely within a business environment through accepted standard English.
Delivery Mode	**Teaching and Learning Strategy** The module will be delivered though a combination of lectures and tutorials. The lectures will be used to explore the key themes of operations management shown in the indicative content, while the tutorials will be used to enable the students to apply the models and concepts in practice.
Assessment	Candidates will be marked out of 100 and will be graded as follows: A* 75%+ Higher Distinction A 65% - 74% Distinction B 50% - 64% Merit C 40% - 49% Pass D 30% - 39% Marginal Fail E 15% - 29% Fail F 0% - 14% Unclassified **BMIC'S CGPA** 70 and above ----- 3.7 to 4.0 60 -69 ----- 3.0 to 3.6 50-59 ----- 2.5 to 2.9 40-49 ------ 2.0 to 2.4 39 and below ------ 1.9 **Assessment Weighting:** Course work : assignment: 30%, test 10% Mid term exam : 20% Final Examination : 40%
Mapping of the course/module to the Program Aims	- Define communication Identify the communication process - Identify methods for self-analysis and planning a career

	path • Distinguish between the different means of communication. • Develop the ability to extract relevant information from a wide range of documents and resources • Prepare summary for business meetings and events			

Mapping of the course/module to the Program Learning Outcomes

CLOs / PLOs	CLO 1	CLO 2	CLO 3
PLO 1	✓	✓	✓
PLO 5	✓	✓	✓
PLO 7	✓	✓	✓

Content outline of the course/module and the SLT per topic:

Week No.	Course material	Face-to-Face	Tutorial	Self-Study
1	**Introduction to communication** • Understanding Business Communication • Communication flow • Formal informal communication • Process in communication	3	2.1	3.4
2	**Verbal and nonverbal communication** • What is verbal and non verbal commmunication • the impact of verbal and non verbal commmunication	3	2.1	3.4
3	**Interview and meetings** • Interviewing and conducting meetings • agendas and notices • types of meetings	3	2.1	3.4

	•	minutes of meeting			
4	**Written communication**		3	2.1	3.4
	•	Format and Layout of Business Document types of letter			
	•	Formal and informal letters			
5	**Report writing/writing**		3	2.1	3.4
	•	Documentation of report Sources			
6	•	Writing Direct Requests	3	2.1	3.4
7	•	Writing Good News Messages (I)	3	2.1	3.4
8	•	Writing Good News Messages (II)	3	2.1	3.4
9	•	Writing bad News Messages (I)	3	2.1	3.4
10	•	Writing bad News Messages (II)	3	2.1	3.4
11	•	Writing Persuasive Messages (I)	3	2.1	3.4
12	•	Writing Persuasive Messages (II)	3	2.1	3.4
13	Consolidation and review of the module (revision)		3	2.1	3.4
14	Revision with past year examination questions		3	2.1	3.4
Total hours			42	30	48
Total credit hours				3	
References		• Stalings, W. (2010), Business Communication, 5th edition, Prentice Hall.			
Additional References		• Boyee, C. L. & Thill, J. V., (2010), Business Communication Today, 6th edition., Prentice Hall.			
		• Harington, S. (2010), Introducing Business Communication and Technologies, Heneimann.			

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LESSON OBSERVATION (FIELD NOTES)

Observation Week   : _____

Lesson Date   : _____

Lesson Topic   : _____

Learning Objectives   :

Observation's Criteria					Field Notes during teaching process (Set of induction , presentation , production , practice and closure)
1. Learning objectives	- Lesson objective(s) were not clear	- Lesson had clear objective(s) but were not performance-based ; and / or subject lecturer did not choose the most appropriate objectives	-Lesson had performance-based objectives ; choice of objectives was appropriate	-Lesson had performance-based objectives were particularly well-crafted and precise.	Set of Induction: Presentation : Practice: Produce: Closure:
2. Subject matter knowledge	- Lesson reflected weak content knowledge	- There were gaps in content knowledge required for this lesson.	- Lesson demonstrated content competence.	- Lesson demonstrates deep understanding of topic and / or extraordinary	Set of Induction: Presentation : Practice:

					Produce:
				research and effort.	
					Closure:
3.Assessment	- Assessments were not used to measure lesson objectives.	- Assessments were used to measure some, but not all lesson objectives; and/ or some assessments did not effectively measure lesson objectives.	- Assessments were used to effectively measure lesson objectives.	- Assessment were particularly well-designed and students-friendly ; assessments were clearly designed / selected for the purpose of guiding future lessons	Set of Induction:
					Presentation :
					Practice:
					Produce:
					Closure:
4. Use of materials & technology including : -Computers -Audio equipment -Visuals -Charts -Maps -Hands on materials	- Subject lecturer failed to incorporate materials and / or technology that would have supported instruction.	- Subject lecturer incorporated materials and/ or technology but they did not effectively support instructions .	- Subject lecturer used materials and / or technology effectively to supports instruction ; and or subject lecturer effectively used technology to develop the lesson	- Subject lecturer did an exceptional job of challenging all students through the creative and effective use of materials and/or technology ; and/ or subject lecturer demonstrated a superior knowledge of used to further learning either in development of the lesson or in the lesson itself	Set of Induction:
					Presentation :
					Practice:
					Produce:
					Closure:

5. Developmentally appropriate / differentiated instruction - Developmental levels - Prior knowledge - Disabilities - Culture - English language Proficiency	- Subject lecturer did not make any effort to make the lesson work for students with different needs.	- Subject lecturer attempted to address the differing needs of students, however, the lesson failed to work for some students in class.	- Lesson worked for all the students in the class ; instruction was given in alternate forms to meet the needs of all students as appropriate ; activities were adapted for any students with special needs ; lesson included activities for early finishers and plans to handle late finishers.	- Efforts to differentiate instruction were especially sophisticated and effective	Set of Induction: Presentation: Practice: Produce: Closure:
6. Students interest / Curiosity	- Choice of materials and methods did not represents attention to students' interests skills and needs and did not arouse the students interest	- Choice of materials and methods of represented attention to students', interests, skills, and needs but were only partially successful in arousing the students' interest and curiosity.	- Lesson was successful in arousing the students' interest and curiosity.	- Lesson showed a great degree of creativity and uniqueness and was highly successful in arousing the students' interest and curiosity.	Set of Induction: Presentation: Practice:

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	and curiosity				
					Produce:
					Closure:
7. Pacing/ maximizing instructional time	- Subject lecturer had problems pacing lessons and both teaching and learning were often not on task.	- Lesson demonstrated ability to keep children engaged through use of good pacing; there was some inconsistency in keeping students on task.	- Lesson demonstrated Subject lecturer's ability to keep all children engaged through the use of excellent pacing of lesson to maximize on task learning and teaching	- Subject lecturer was effective in maximizing instructional time and in encouraging student autonomy in the distribution and use of materials.	Set of Induction: Presentation: Practice: Produce: Closure:
8. Effectiveness of lesson delivery : - Use standard English - Voice - Intonation - Non-verbal communication -Classroom presence	- Subject lecturer's lesson presentation reflected a poor command of standard English; and /or subject lecturer's voice was too loud or soft lacked	Subject lecturer's lesson presentation reflected a basic command of standard English, but some lapses were noted; Subject lecturer's voice, intonation, non-verbal communica	Subject lecturer's lesson presentation reflected a good command of standard English; Subject lecturer communicated effectively using voice, intonation and non-verbal communication to enhance comprehension	Subject lecturer communication style was especially effective in presenting this lesson.	Set of Induction: Presentation: Practice: Produce:

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-Enthusiasm	enthusiasm or modulation; and/ or subject lecturer failed to use non-verbal gestures; and/or subject lecturer appropriate classroom presence.	tion and class presence were generally appropriate, but Subject lecturer needs improvement in some aspects.	. Subject lecturer had appropriate classroom presence		Closure:
9. Responsiveness	- Subject lecturer did not listen and / or respond appropriately to the students	- Subject lecturer attempted to listen actively to students' ideas and contributions tried to respond to ideas with interest and flexibility, but these skills need further development.	- Subject lecturer listened actively to student's ideas and contributions; Subject lecturer responded to students' ideas flexibility respect, and humour; Subject lecturer effectively used descriptive praise; student to student listening was facilitated as well.	Subject lecturer demonstrated superior active listening skills which encouraged a productive class discussion and / or effective student to student communication.	Set of Induction: Presentation: Practice: Produce: Closure:
10. Success of the lesson	- Planned activities did not lead to meeting	- Lesson objectives were partially met	- Lesson objectives were mostly met through	- Lesson objectives were successfully met through	Set of Induction: Presentation:

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	lesson objectives or are not met as stated.	through planned activities	planned activities	planned activities.	Practice:
					Produce:
					Closure:

NARRATIVE COMMENTS :

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Student A

Researcher: Hi, good morning I would like to interview you on the Business English subject (BM109). Your particular will be anonymous, and this interview will be value-added for the course.

Student A: Ok, miss.

Researcher: Do you have an opportunity to practice English language during Business English lesson?

Student A: No, miss.

Researcher: Why you said so?

Student A: Because we not really use English in class and usually teacher will teach the topic and not much activity.

Researcher: Alright. Which are the most challenging English language skills that you faced in BE course?

Student A: Hmmm, language skills like what miss?

Researcher: English language skills are divided into two main parts, namely productive skills (speaking and writing skills) and receptive skills (listening and reading skills). Moreover, grammar and vocabulary are described as language skills as well.

Student A: Oh that one ah, I think speaking is the challenging miss.The sound systems in English language is a main reason to me that leads difficulties in understand the language.

Researcher: Do you face any other challenges in Business English course? If yes why?

Student A: No.

Researcher: Did you code-switch when communicating in English language? Why?

Student A: Miss what is code-switch in Malay? I don't understand.

Researcher: Code-switch happens when a speaker alternates between two or more languages. It's more like translate words form one language to another language while communicating. For example, using some Malay words while speaking in English language.

Student A: Bahasa rojak is it?

Researcher: Yes, kind of.

Student A: Yes, miss. I do code-switch when speak English miss.

Researcher: Why did you code-switch?

Student A: Because some words I don't know in English. It is hard for me to think fast.

Researcher: Ok. I proceed with next question, what are the English language skills that you need the most in Business English course? Why?

Student A: I think writing, because most of time I need to write letter, memo and minutes of meeting.

Researcher: I see. Which English language skills do you want to improve in order to understand Business English lesson? Why?

Student A: Same miss, writing. Because mid-test also is on writing but my writing is still bad miss.

Researcher: In your point of view, do you think the current Business English syllabus is effective enough to fulfil your needs and wants? Why?

Student A: No miss, some topic is easy but some topic is hard for me.

Researcher: In your view, do you think the Business English lecturer is effective enough in delivering the subject? Why do you think so?

Student A: Sometimes yes. Because he teach well but too fast miss. I scared to ask him to repeat again.

Researcher: Do you able to access sufficient learning resources, such as internet, library books, journals or articles during the Business English lesson?

Student A: No miss, we don't use library quite often.

Researcher: What is the aim of you taking Business English course?

Student A: Aim is tujuan kan miss?

Researcher: Yes.

Student A: To improve my English language and pass the exam.

Researcher: Do you prefer morning or evening session for the Business English course? Why?

Student A: Morning is better miss.

Researcher: How frequent do you want the Business English course to be held in a week and why?

Student A: I think that two days class in one week is better, so I can learn more and improve my language.

Researcher: What type of learning mode, do you prefer in the Business English course? Why?

Student A: What is learning mode miss?

Researcher: For example, tutorial or online learning or blended learning (both tutorial and online learning).

Student A: I like both online and tutorial miss.

Researcher: Why do you prefer such learning mode?

Student A: It give provide me new experience of learning.

Researcher: Do you need more assessment and activities for Business English course. If yes what type of activity and assessment is suitable for the course?

Student A: More fun activity and fun class like game or theatre presentation. Like last time, in English 1 class we have more fun activities. I want this class also to have fun activity.

Researcher: How do you like the course and do you think the course should revamp?

Student A: I don't like the subject at all, just because exam I'm studying it and I think the subject need change.

Researcher: Based on your point of view, how could the existing Business English course be improvised?

Student A: Have a better activities and lively class.

Researcher: Is there anything else that you would like to add on?

Student A: No miss.

Researcher: Thank you so much for your valuable time.

Student A: No problem miss.

Student B

Researcher: Hi, good morning I would like to interview you on the Business English subject (BM109). Your particular will be anonymous, and this interview will be value-added for the course.

Student B: Good morning miss.

Researcher: Do you have an opportunity to practice English language during Business English lesson?

Student B: No.

Researcher: Alright. Which are the most challenging English language skills that you faced in BE course?

Student B: I think speaking is difficult for me miss.

Researcher: Do you face any other challenges in Business English course? If yes why?

Student B: I really have problem in grammar, I don't know when to use was and were and the tenses, it is confuse for me.

Researcher: Did you code-switch when communicating in English language? Why?

Student B: Code-switch itu apa miss?

Researcher: Code-switch happens when a speaker alternates between two or more languages. It's more like translate few words form one language to another language while communicating. For example, using some Malay words while speaking in English language.

Student B: Oh, yes miss. Because some words I don't know in English will use Bahasa Melayu.

Researcher: What are the English language skills that you need the most in Business English course? Why?

Student B: Writing miss, it is because my English lecturer give writing exercise in class.

Researcher: Which English language skills do you want to improve in order to understand Business English lesson? Why?

Student B: I prefer all language skills in B.Com course because I want improve my English.

Researcher: In your point of view, do you think the current Business English syllabus is effective enough to fulfil your needs and wants? Why?

Student B: No, because I has to memory the definition and diagrams and writing is also difficult.

Researcher: In your view, do you think the Business English lecturer is effective enough in delivering the subject? Why do you think so?

Student B: Yes, my lecturers teach very well but sometimes boring miss.

Researcher: Do you able to access sufficient learning resources, such as internet, library books, journals or articles during the Business English lesson?

Student B: No.

Researcher: What is the aim of you taking Business English course?

Student B: I want to improve my talking in English, my English is not good.

Researcher: Do you prefer morning or evening session for the Business English course? Why?

Student B: Of course, morning.

Researcher: How frequent do you want the Business English course to be held in a week and why?

Student B: At least two days in week.

Researcher: What type of learning mode, do you prefer in the Business English course? Why?

Student B: Mode learning how miss?

Researcher: For example, tutorial or online learning or blended learning (both tutorial and online learning).

Student B: I want both miss blend learning because I will chance study using internet.

Researcher: Do you need more assessment and activities for Business English course. If yes what type of activity and assessment is suitable for the course?

Student B: I like interesting activity, I don't like only discussion. Group work is easy for me but I don't like to speak.

Researcher: How do you like the course and do you think the course should revamp?

Student B: I like the course but the topic is same only, give more interesting topic will be better.

Researcher: Based on your point of view, how could the existing Business English course be improvised?

Student B: I think more helpful lecturer will be better and include some interesting activities in class.

Researcher: Is there anything else that you would like to add on?

Student B: Hmm. No miss.

Researcher: Thank you so much for your valuable time.

Student B: Ok miss.

Student C

Researcher: Hi, good afternoon I would like to interview you on the Business English subject (BM109). Your particular will be anonymous, and this interview will be value-added for the course.

Student C: Good afternoon miss.

Researcher: Do you have an opportunity to practice English language during Business English lesson?

Student C: Yes.

Researcher: That's good. How do you practice the language in B.E lesson?

Student C: Usually, during the presentation time and discussion time I practice to speak but it's not enough at all.

Researcher: Ok. Which are the most challenging English language skills that you faced in BE course?

Student C: I guess grammar and vocabulary is difficult.

Researcher: Do you face any other challenges in Business English course? If yes why?

Student C: Yes. I always nervous when my lecturer ask question or do presentation. My English language is not good; sometimes I don't speak sebab takut.

Researcher: Did you code-switch while communicating in English language? Why?

Student C: Code-switching ahh…Yeah sometimes I do code-switch. It is because it take time for me to think certain English word.

Researcher: What are the English language skills that you need the most in Business English course? Why?

Student C: I guess speaking and writing is most needed; it is because in B.Com class my lecturer always ask to write and to do class discussion.

Researcher: Alright. Which English language skills do you want to improve in order to understand Business English lesson? Why?

Student C: I want to improve speaking skills and grammar, because my grammar is bad.

Researcher: In your point of view, do you think the current Business English syllabus is effective enough to fulfil your needs and wants? Why?

Student C: I don't think the B.Com course really interesting course because there is lot of theory and format to remember.

Researcher: In your view, do you think the Business English lecturer is effective enough in delivering the subject? Why do you think so?

Student C: No, he is strict and boring and sometimes I don't understand some lesson. This makes me loose interest in the subject.

Researcher: Do you able to access sufficient learning resources, such as internet, library books, journals or articles during the Business English lesson?

Student C: No. Library don't have enough book and usually B.com lesson is only in class, I don't go to library of computer lab in B.Com class.

Researcher: What is the aim of you taking Business English course?

Student C: My aim is to improve my English language.

Researcher: Do you prefer morning or evening session for the Business English course? Why?

Student C: Ahh, both also can.

Researcher: How frequent do you want the Business English course to be held in a week and why?

Student C: Probably, more than one miss, I like the English if more than one class, I can do good in the exam.

Researcher: What type of learning mode, do you prefer in the Business English course? Why?

Student C: Mode learning for me online learning miss.

Researcher: Why?

Student C: I like to learn with you tube and using internet miss like my friends in other college.

Researcher: Do you need more assessment and activities for Business English course. If yes what type of activity and assessment is suitable for the course?

Student C: Yes, I think more practice and exercise will help to perform well in Business Communication course. I prefer group discussion rather individual work. Most of time in B.Com subject we will get individual work but I like more group work.

Researcher: How do you like the course and do you think the course should revamp?

Student C: I'm ok with the subject but please have some good activities and clear explanation.

Researcher: Based on your point of view, how could the existing Business English course be improvised?

Student C: To have better activity and interesting activity; I want more English class to improve my English language.

Researcher: Is there anything else that you would like to add on?

Student C: Yeah miss; I want more English class to improve my English language.

Researcher: Thank you so much for your valuable time.

Student C: Welcome miss.

Student D

Researcher: Hi, good morning I would like to interview you on the Business English subject (BM109). Your particular will be anonymous, and this interview will be value-added for the course.

Student D: Ok

Researcher: Do you have an opportunity to practice English language during Business English lesson?

Student D: No

Researcher: Which are the most challenging English language skills that you faced in BE course?

Student D: Speaking and writing

Researcher: Do you face any other challenges in Business English course? If yes why?

Student D: Yes miss. I don't confidence to speak in English in B.Com class because of my pronunciation. I scared my lecturer and friends laugh at me.

Researcher: Did you code-switch while communicating in English language? Why?

Student D: Sometimes miss, because my friends also do code-switch and some words I can't recall fast.

Researcher: What are the English language skills that you need the most in Business English course? Why?

Student D: Writing is most needed, because we usually learn on writing in B.Com like memo, minutes of meeting, ahh yeah.

Researcher: Which English language skills do you want to improve in order to understand Business English lesson? Why?

Student D: I want more speaking and writing skills in B.Com subject to perform well and score the subject because my lecturer always give comment to improve grammatical errors in writing and speaking.

Researcher: In your point of view, do you think the current Business English syllabus is effective enough to fulfil your needs and wants? Why?

Student D: The subject is make me stress because I kena hafal and use English in doing assignment and examination.

Researcher: In your view, do you think the Business English lecturer is effective enough in delivering the subject? Why do you think so?

Student D: Most of time my lecturer ask us to do own revision that's why I felt that he is not effective in delivering the subject.

Researcher: Do you able to access sufficient learning resources, such as internet, library books, journals or articles during the Business English lesson?

Student D: No, the resources are limit. I only have chance to use library twice in this semester, that's why I buy my own reference book, it's expensive.

Researcher: What is the aim of you taking Business English course?

Student D: It will be better if my able to improve my grammar and writing skills since I always make grammatical errors in speaking and writing.

Researcher: Do you prefer morning or evening session for the Business English course? Why?

Student D: I want classes in the morning only, so I can do my part-time work.

Researcher: How frequent do you want the Business English course to be held in a week and why?

Student D: One day miss.

Researcher: What type of learning mode, do you prefer in the Business English course? Why?

Student D: I prefer online learning mode because I access many website one time to study the subject.

Researcher: Do you need more assessment and activities for Business English course. If yes what type of activity and assessment is suitable for the course?

Student D: Yes, now also I do revision and try to write memo, but in B.com class there are less activity and assessment. I want online activities, games and fun activities compare to do individual assignment only.

Researcher: How do you like the course and do you think the course should revamp?

Student D: Not really interest in the course, its better change the topic. I think.

Researcher: Based on your point of view, how could the existing Business English course be improvised?

Student D: I want more class hour and interesting activities in B.Com subject.

Researcher: Is there anything else that you would like to add on?

Student D: No, that's all.

Researcher: Thank you so much for your valuable time.

Student D: Yeah.

Student E

Researcher: Hi, good evening I would like to interview you on the Business English subject (BM109). Your particular will be anonymous, and this interview will be value-added for the course.

Student E: Good evening.

Researcher: Do you have an opportunity to practice English language during Business English lesson?

Student E: Sometimes, only during presentation.

Researcher: Ok. Which are the most challenging English language skills that you faced in Business English course?

Student E: Grammar miss , because of grammar and some choice of English word, I cannot do good in writing essay, it is very hard miss.

Researcher: Do you face any other challenges in Business English course? If yes why?

Student E: Hmmm, no teacher.

Researcher: Did you code-switch while communicating in English language? Why?

Student E: No teacher.

Researcher: What are the English language skills that you need the most in Business English course? Why?

Student E: In B.Com, writing and reading is needed

Researcher: Which English language skills do you want to improve in order to understand Business English lesson? Why?

Student E: I want to improve speaking, I can write but when ask to presentation I be tension and my teacher don't understand. Sometimes I will be silent because too nervous in front of class.

Researcher: In your point of view, do you think the current Business English syllabus is effective enough to fulfil your needs and wants? Why?

Student E: No, I jumpa cikgu sekali in one week and we don't always learn the subject like other subjects. Sometimes, I don't understand some topic because all in English.

Researcher: Can you describe further on the changes you look for?

Student E: Like more fun in class, the activities and the discussion is too boring. Sometimes I feel sleepy.

Researcher: In your view, do you think the Business English lecturer is effective enough in delivering the subject? Why do you think so?

Student E: No, because he is too strict and like to scold.

Researcher: Do you able to access sufficient learning resources, such as internet, library books, journals or articles during the Business English lesson?

Student E: No.

Researcher: What is the aim of you taking Business English course?

Student E: To improve my English language and also able to communicate in English well.

Researcher: Do you prefer morning or evening session for the Business English course? Why?

Student E: Morning miss.

Researcher: How frequent do you want the Business English course to be held in a week and why?

Student E: Two or three time

Researcher: What type of learning mode, do you prefer in the Business English course? Why?

Student E: I preferred both online and tutorial because I can study more and it is fun

Researcher: Do you need more assessment and activities for Business English course. If yes what type of activity and assessment is suitable for the course?

Student E: Yes, because it will be useful for me. I want more group activity and less class discussion. Class discussion is boring and we need to discuss the answer and no final exam.

Researcher: How do you like the course and do you think the course should revamp?

Student E: Boleh la, I don't really like it, if change it ok miss, maybe it will be better miss.

Researcher: Based on your point of view, how could the existing Business English course be improvised?

Student E: Only assignment and test and no presentation.

Researcher: Is there anything else that you would like to add on?

Student E: No.

Researcher: Thank you so much for your valuable time.

Student E: No problem teacher**.**

Student F

Researcher: Hi, good morning I would like to interview you on the Business English subject (BM109). Your particular will be anonymous, and this interview will be value-added for the course.

Student F: Good morning.

Researcher: Do you have an opportunity to practice English language during Business English lesson?

Student F: Yes.

Researcher: Which are the most challenging English language skills that you faced in Business English course?

Student F: Semua miss, writing and reading and also speaking.

Researcher: Do you face problem in Business Communication course? If yes why?

Student F: I difficulties carrying of writing activities because English word and tenses susah la; I always goggle translate to write in English.

Researcher: Did you code-switch while communicating in English language? Why?

Student F: Yes, sometimes when speaking because it's easy when speaking. I feel ok when code-switch.

Researcher: What are the English language skills that you need the most in Business English course? Why?

Student F: Writing because all the topic is writing.

Researcher: Which English language skills do you want to improve in order to understand Business English lesson? Why?

Student F: I want more speaking and writing skills in B.Com subject to perform well and score the subject.

Researcher: In your point of view, do you think the current Business English syllabus is effective enough to fulfil your needs and wants? Why?

Student F: No, some topic I don't understand so hard.

Researcher: In your view, do you think the Business English lecturer is effective enough in delivering the subject? Why do you think so?

Student F: Ohk la. Sometimes he good sometimes not.

Researcher: Do you able to access sufficient learning resources, such as internet, library books, journals or articles during the Business English lesson?

Student F: No.

Researcher: What is the aim of you taking Business English course?

Student F: Speak good English and to get good job.

Researcher: Do you prefer morning or evening session for the Business English course? Why?

Student F: I feel comfortable to have class in the morning, in evening usually I feel sleepy after lunch.

Researcher: How frequent do you want the Business English course to be held in a week and why?

Student F: Maybe two days.

Researcher: What type of learning mode, do you prefer in the Business English course? Why?

Student F: Emmm miss, I think blended learning because kalau belajar dengan internet best and senang faham.

Researcher: Do you need more assessment and activities for Business English course. If yes what type of activity and assessment is suitable for the course?

Student F: Yes, because I can understand the subject. Games and assignment only no exam. I don't like exam.

Researcher: How do you like the course and do you think the course should revamp?

Student F: Not really, it's hard course, I always struggle remember the concept and format, there is some changes needed for the course.

Researcher: Based on your point of view, how could the existing Business English course be improvised?

Student F: Easy topic and good lecturers.

Researcher: Is there anything else that you would like to add on?

Student F: I want big class.

Researcher: Alright. Thank you so much for your valuable time.

Student F: Ok.

Student G

Researcher: Hi, good morning I would like to interview you on the Business English subject (BM109). Your particular will be anonymous, and this interview will be value-added for the course.

Student G: Hi miss.

Researcher: Do you have an opportunity to practice English language during Business English lesson?

Student G: No miss, using appropriate grammar and vocabulary in English is stopping me to practice the language among teachers and friends.

Researcher: Which are the most challenging English language skills that you faced in Business English course?

Student G: I'm weak grammar.

Researcher: Do you face problem in Business English course? If yes why?

Student G: Yes.

Researcher: Why you said so?

Student G: I don't understand the subject, it's difficult.

Researcher: Alright. Did you code-switch while communicating in English language? Why?

Student G: Code-switch no really miss. I will try to say in English.

Researcher: What are the English language skills that you need the most in Business English course? Why?

Student G: I need grammar and vocabulary in understanding Business English because I always face problem using proper grammar in writing task and presentation.

Researcher: Which English language skills do you want to improve in order to understand Business English lesson? Why?

Student G: Grammar because I really weak in grammar especially past tenses I always confused. My pronunciation also weak.

Researcher: In your point of view, do you think the current Business English syllabus is effective enough to fulfil your needs and wants? Why?

Student G: The topics of B.Com so boring miss, always writing and reading, the same one only all the time, I don't really like the course.

Researcher: In your view, do you think the Business English lecturer is effective enough in delivering the subject? Why do you think so?

Student G: He is good, but he don't explain the topic clearly, sometimes the class finish very early and we have to study by own.

Researcher: Do you able to access sufficient learning resources, such as internet, library books, journals or articles during the Business English lesson?

Student G: No.

Researcher: What is the aim of you taking Business English course?

Student G: My aim is to score well in exam.

Researcher: Do you prefer morning or evening session for the Business English course? Why?

Student G: Morning. I like morning class.

Researcher: How frequent do you want the Business English course to be held in a week and why?

Student G: At least two enough.

Researcher: What type of learning mode, do you prefer in the Business English course? Why?

Student G: I want online learning and tutorial, so I can understand better the subject.

Researcher: Do you need more assessment and activities for Business English course. If yes what type of activity and assessment is suitable for the course?

Student G: No.

Researcher: How do you like the course and do you think the course should revamp?

Student G: For me the syllabus should change miss.

Researcher: Based on your point of view, how could the existing Business English course be improvised?

Student G: More class hour and references book.

Researcher: Is there anything else that you would like to add on?

Student G: No.

Researcher: Alright. Thank you so much for your valuable time.

Student G: Welcome miss**.**

Student H

Researcher: Hi, good afternoon I would like to interview you on the Business English subject (BM109). Your particular will be anonymous, and this interview will be value-added for the course.

Student H: Good afternoon.

Researcher: Do you have an opportunity to practice English language during Business English lesson?

Student H: No. I talk Malay language with my friend.

Researcher: Which are the most challenging English language skills that you faced in Business English course?

Student H: Speaking.

Researcher: Do you face problem in Business English course? If yes why?

Student H: No.

Researcher: Ok. Did you code-switch while communicating in English language? Why?

Student H: Code-switch means.

Researcher: Code-switch happens when a speaker alternates between two or more languages. It's more like translate few words form one language to another language while communicating. For example, using some Malay words while speaking in English language.

Student H: Yeah, sebab senang for me to talk in English.

Researcher: What are the English language skills that you need the most in Business English course? Why?

Student H: Writing, sebab all topics is writing.

Researcher: Which English language skills do you want to improve in order to understand Business English lesson? Why?

Student H: I think I want all the skills because I generally weak in most of the English language skill, this will help me to improve my English level.

Researcher: In your point of view, do you think the current Business English syllabus is effective enough to fulfil your needs and wants? Why?

Student H: No, B.Com susah la miss.

Researcher In your view, do you think the Business English lecturer is effective enough in delivering the subject? Why do you think so?

Student H: No, he talk fast, saya tak boleh catch-up dia.

Researcher: Do you able to access sufficient learning resources, such as internet, library books, journals or articles during the Business English lesson?

Student H: Oh, no miss.

Researcher: What is the aim of you taking Business English course?

Student H: Lulus exam.

Researcher: Do you prefer morning or evening session for the Business English course? Why?

Student H: Evening miss.

Researcher: How frequent do you want the Business English course to be held in a week and why?

Student H: One day.

Researcher: What type of learning mode, do you prefer in the Business English course? Why?

Student H: Tutorial , belajar online all tak pandai.

Researcher: Do you need more assessment and activities for Business English course. If yes what type of activity and assessment is suitable for the course?

Student H: Assessment in Malay what?

Researcher: Penilaian.

Student H: Oh, no assessment only class cukup and good activities.

Researcher: How do you like the course and do you think the course should revamp?

Student H: Some better exercise and simple topic.

Researcher: Based on your point of view, how could the existing Business English course be improvised?

Student H: Class yang lebih besar and seronok.

Researcher: Is there anything else that you would like to add on?

Student H: No.

Researcher: Alright. Thank you so much for your valuable time.

Student H: Thank you miss.

Lecturer A

Researcher: Hi, good morning Sir. I would like to interview you for my thesis writing. As, I told you before your particular will be anonymous.

Lecturer A: Hi, good morning, it is a pleasure to take part in this interview.

Researcher: Thank you so much, could you share of your working experience in this institute?

Lecturer A: I have been working here for almost 6 years and apart from teaching, I have experience in doing MQA documentation for various programmes.

Researcher: What subjects are you teaching for semester 2 business diploma students?

Lecturer A: I am teaching on Entrepreneurship skills, and Business Principles.

Researcher: Based on your point of view, what are the English language skills that are lacking among semester 2 business diploma students

Lecturer A: I guess they are lacking in speaking and writing skills.

Researcher: In your point of view, what are the most needed English language skills among these students? Why so?

Lecturer A: In my point of view, writing skills is the most needed skills for these students for these students as most them display poor writing skills and many grammatical errors in writing , this makes it frustrating to read their writing either assignment or exam scripts.

Researcher: Do certain language skills should be given priority of focus for these students? If yes why do you think so?

Lecturer A: As I told before, speaking skills is essential for them. This is because during class presentation especially for my subject they often silent, and it really hard to make them to utter few sentences in English with errors.

Researcher: In your point of view, do the students fluent in English language proficiency? Why you said so?

Lecturer A: Oh, most of them aren't fluent in English. Maybe they are influenced with their mother tongue. I have seen many students who like to speak different languages in class, even though I had advised them to practice English language in class.

Researcher: Do they have high confidence while communicating in English language?

Lecturer A: If you ask me, definitely my answer will be no. It is because; these students do not to try to speak in English as they worry of their weakness. I had approached them for inter-debate competition, and most of them cast-off the opportunity with the reason they don't feel confident with the language.

Researcher: Do they use an appropriate grammar, vocabulary and pronunciation in English language?

Lecturer A: Some students in this batch try to speak English with me, unfortunately their grammar and tenses are not appropriate. Moreover, they have some problem in pronunciation; they can't pronounce many English words properly.

Researcher: How do you handle a class with variety level of English language proficiency?

Lecturer A: It really challenging for me. I have to use dual-language in class, especially when come to terminologies and concept.

Researcher: As a lecturer, how could you help your students to overcome low mastery level of English proficiency?

Lecturer A: I had tried to correct some of their pronunciation in class but sometimes it's make me feel stress.

Researcher: Are there any other ways to help the students to master English language skills?

Lecturer A: Yes, the college should give them some special class on general English class every semester to polish their English language skills.

Researcher: Alright. Do the learning resources sufficient for the students' needs at this institute?

Lecturer A: No, the institute should increase learning resource such as references books, computer labs and language labs.

Researcher: In your point of view, how would you suggest to improve the teaching style at this institute?

Lecturer A: The current teaching pattern at BMIC is based on traditional way of teaching; incorporating IT resources will be useful and could improve the teaching style at BMIC.

Researcher: What are the best learning modes should incorporate in lesson? Why?

Lecturer A: Blended learning is better because the students could experience learning through technology and normal tutorial. Even our government do emphasize on using technology in the teaching method.

Researcher: May you suggest the best timing to conduct classes for these students?

Lecturer A: I would suggest morning session. It is because most of my students look energetic in morning session class compare to the evening class.

Researcher: I see. In your point of view, how frequent English lesson should be conducted for these students?

Lecturer A: I believed they should give more English lesson to help the students to improve their proficiency level.

Researcher: In your point of view, what are the activities and assessment that could arouse students' curiosity in class?

Lecturer A: Probably, more group discussion and game-based activities.

Researcher: Thank you so much for your wonderful interview. Is there anything else you would like to add-on?

Lecturer A: That's all from me. Thank you so much for giving me this opportunity. Have a nice day.

Researcher: Welcome sir. Have a nice day.

Lecturer B

Researcher: Hi, good morning Sir. I would like to interview you for my thesis writing. As, I told you before your particular will be anonymous.

Lecturer B: Hi, good morning.

Researcher: Shall I start the interview session.

Lecturer B: Yes.

Researcher: Could you share of your working experience in this institute?

Lecturer B: Almost six years plus, I have contributed my services at this institute.

Researcher: What subjects are you teaching for semester 2 business diploma students?

Lecturer B: Currently I'm teaching them Business English subject.

Researcher: Based on your point of view, what are the English language skills that are lacking among semester 2 business diploma students?

Lecturer B: They are lacking in productive skills (speaking and writing).

Researcher: In your point of view, what are the most needed English language skills among these students? Why so?

Lecturer B: The most needed is grammar skills. Because most of them don't speak proper English and their grammar is haywire.

Researcher: Do certain language skills should be given priority of focus for these students? If yes why do you think so?

Lecturer B: Yes, speaking and writing skills. My business students are really struggling to communicate and write using proper English language.

Researcher: In your point of view, do the students fluent in English language proficiency? Why you said so?

Lecturer B: Absolutely no, because the rarely speak English. Most of time, I don't know what they are trying to say at all; I often ask them to repeat or said in Malay language.

Researcher: Do they have high confidence while communicating in English language?

Lecturer B: No, they don't have good confidence especially during presentation and class discussion. The business diploma students always passive in my class, and most of the students did many grammatical errors in their spoken and written English language.

Researcher: Do they use an appropriate grammar, vocabulary and pronunciation in English language?

Lecturer B: No, they don't use proper grammar and vocabulary. Probably they have lack understanding of English grammar.

Researcher: How do you handle a class with variety level of English language proficiency?

Lecturer B: Quite difficult but I have consult some them personally to guide them on subject matter. I tried my level best to explain the terminology and concept; based on my observation they are weak in terminologies.

Researcher: As a lecturer, how could you help your students to overcome low mastery level of English proficiency?

Lecturer B: I encourage open-discussion in class and I believed it will help them to improve their language skills.

Researcher: Are there any other ways to help the students to master English language skills?

Lecturer B: Yes, they students should take their own effort to learn the language and not only depend on the lecturer.

Researcher: Alright. Do the learning resources sufficient for the students' needs at this institute?

Lecturer B: No, it's insufficient as we always have to share the resources with different department.

Researcher: In your point of view, how would you suggest to improve the teaching style at this institute?

Lecturer B: We can Introduce different teaching pedagogy like peer learning review, mentor and so on will value-add to teaching and learning process.

Researcher: What are the best learning modes should incorporate in lesson? Why?

Lecturer B: Probably online learning as we move towards advancement of technology.

Researcher: May you suggest the best timing to conduct classes for these students?

Lecturer B: Probably morning.

Researcher: In your point of view, how frequent English lesson should be conducted for these students?

Lecturer B: They need more classes to polish the language skills.

Researcher: In your point of view, what are the activities and assessment that could arouse students' curiosity in class?

Lecturer B: Based on my observation, fun activities and open-discussion arouse their curiosity.

Researcher: Are there any other activities to help the students to master English language skills?

Lecturer B: Yeah, role-play is also best way for the students to master English languages skills. I have done that with Certificate in Arts students before and its work out.

Researcher: As, you are teaching the Business English subject, do you think the course should revamp?

Lecturer B: From my point of view, this particular course should be revamped since it has not been evaluated for the past six years .I has taught the subject five years on the same syllabus. Sometimes, I felt that the syllabus is irrelevant but I couldn't do anything as I don't have time and the authority to change it, it is safer to teach the existing syllabus.

Researcher: Based on your point of view, how could the existing Business English course be improvised?

Lecturer B: I feel that the overall course structure should revamp especially the topics of the course.

Researcher: That's great. Thank you so much for your wonderful interview. Is there anything else that you would like to add-on?

Lecturer B: Hmm no, welcome Suganiya. Best wishes for your thesis writing

Researcher: Have a nice day.

Lecturer C

Researcher: Hi, good evening miss. I would like to interview you for my thesis writing. As, I told you before your particular will be anonymous.

Lecturer C: Good day.

Researcher: Shall I start the interview session.

Lecturer C: Yes you may.

Researcher: Could you share of your working experience in this institute?

Lecturer C: Nearly 4 years plus I worked at BMIC. Apart from teaching, I have contributed my work in planning event and designing programme.

Researcher: What subjects are you teaching for semester 2 business diploma students?

Lecturer C: I am teaching Business Mathematics and Business law.

Researcher: What are the English language skills that are lacking among semester 2 business diploma students?

Lecturer C: I think they are lacking in communication and writing skills.

Researcher: In your point of view, what are the most needed English language skills among these students? Why so?

Lecturer C: Obviously, speaking and writing skills.

Researcher: Do certain language skills should be given priority of focus for these students? If yes why do you think so?

Lecturer C: Yes, both speaking and writing should priority focus for them. They often passive and do not respond to most of question in class and outside of class, even if I make some joke in class they are not respond to it. I'm weird of it, it's probably they doesn't English language or having a problem in speaking and listening skills.

Researcher: In your point of view, do the students fluent in English language proficiency? Why you said so?

Lecturer C: Based on my observation, they are struggling to speak in proper language and often code-switch to Malay language especially during presentation; these students even approached me to explain my subject fully in Malay language.

Researcher: Do they have high confidence while communicating in English language?

Lecturer C: These students don't have good self-confidence; they usually are passive and silent in my class and don't speak much.

Researcher: Do they use an appropriate grammar, vocabulary and pronunciation in English language?

Lecturer C: No, they don't concern in using appropriate grammar or vocabulary in their communication

Researcher: How do you handle a class with variety level of English language proficiency?

Lecturer C: Usually, I try to speak in simple English to ensure them understand what I have said.

Researcher: As a lecturer, how could you help your students to overcome low mastery level of English proficiency?

Lecturer C: I usually guide them by giving activities and emphasize to speak in English language in class and outside the class. I even suggest them to watch English movie to improve their listening skills eventually they able to improve speaking skills.

Researcher: Are there any other ways to help the students to master English language skills?

Lecturer C: Yes, participate in English camp or activities and reading more English books will help to boost their English language skills.

Researcher: Ok. Do the learning resources sufficient for the students' needs at this institute?

Lecturer C: No, the learning resources in BMC is insufficient , not only library books, sometimes projectors and laptop are also insufficient, we have to book it early one day to use it for the teaching and learning purpose. That's why I prefer to use hand-outs most of the time.

Researcher: In your point of view, how would you suggest to improve the teaching style at this institute?

Lecturer C: Yes, the institute should review the syllabus every five years in order to match with current industry needs. This will be useful for the institute and the students as well.

Researcher: What are the best learning modes should incorporate in lesson? Why?

Lecturer C: Lecturer and tutorial as it easy for students to understand the lesson.

Researcher: May you suggest the best timing to conduct classes for these students?

Lecturer C: Morning I guess, usually during my morning classes the students' attendance seems full compare to evening classes.

Researcher: In your point of view, how frequent English lesson should be conducted for these students?

Lecturer C: I feel that the English lesson should be done frequently because the business students are still poor in English proficiency level and one class per week is insufficient.

Researcher: In your point of view, what are the activities and assessment that could arouse students' curiosity in class?

Lecturer C: Having more class activities such as problem solving, case-study and presentation will arouse their curiosity.

Researcher: Thank you so much for your interview. Is there anything else you that would like to add-on?

Lecturer C: That's all from me. Welcome.

Researcher: Have a nice day.

Lecturer D

Researcher: Hi, good morning sir. I would like to interview you for my thesis writing. As, I told you before your particular will be anonymous.

Lecturer D: Good morning miss. Have a good day.

Researcher: You too sir.

Lecturer D: Thank you.

Researcher: Before I start my interview, could you share of your working experience in this institute?

Lecturer D: I guess it almost 10 years I have been working here and I'm glad working here , for this past ten years I have gained a lot of experiences in teaching and creating syllabus and this has made me to be a better educator.

Researcher: What subjects are you teaching for semester 2 business diploma students?

Lecturer D: I am teaching them accounting and business principle subject.

Researcher: Based on your point of view, what are the English language skills that are lacking among semester 2 business diploma students?

Lecturer D: In my point of view, grammar and writing skills. Most of the students did many grammatical errors in their spoken and written English language

Researcher: In your point of view, what are the most needed English language skills among these students? Why so?

Lecturer D: In my opinion, both speaking and writing skills is needed for the students. Majority of the students speaks broken English and most of time use Malay language even in formal presentation. Similarly, in writing also they use informal language and code-switching. Therefore, speaking and writing skills seems to be most needed skills for the students.

Researcher: Do certain language skills should be given priority of focus for these students? If yes why do you think so?

Lecturer D: Yes, speaking and writing; because when they submit assignments and exercise there are lots of grammatical error and sentences fragments. At the same time, during class discussion they weren't speak using proper English, they often mix-language with other language and using informal language.

Researcher: In your point of view, do the students fluent in English language proficiency? Why you said so?

Lecturer D: Not at all, they are very weak in English language. Almost all the business students are fraught when ask them to speak, especially during the class activities.

Researcher: Do they have high confidence while communicating in English language?

Lecturer D: Nope, I don't think so. They often passive in class and sometimes they are not able to response for any of my questions. Moreover, these students don't participate or took part in any of college event with the reason they are not good in English language.

Researcher: Do they use an appropriate grammar, vocabulary and pronunciation in English language?

Lecturer D: Most of my students do not use proper grammar, they often code-switching and use broken English even in formal class presentation; in my opinion, grammar is one the main component that these students needed.

Researcher: How do you handle a class with variety level of English language proficiency?

Lecturer D: I usually speak with both Malay and English language, because most of them don't comprehend English language.

Researcher: As a lecturer, how could you help your students to overcome low mastery level of English proficiency?

Lecturer D: I always encourage them to speak English with me and practice the language in their daily communication.

Researcher: Are there any other ways to help the students to master English language skills?

Lecturer D: Yes, giving glossary and terminologies before the lesson will help the students to master English language skills and also each the particular subject.

Researcher: Do the learning resources sufficient for the students' needs at this institute?

Lecturer D: Sad to say, the learning resources are limited at BMIC, I have highlighted this issue in the management meeting however for the moment they couldn't make any improvement due to finance problem.

Researcher: In your point of view, how would you suggest to improve the teaching style at this institute?

Lecturer D: I would suggest the institute to give training to the entire lecturer, including part-time lecturer to establish teaching style at BMIC.

Researcher: What are the best learning modes should incorporate in lesson? Why?

Lecturer D: I believed online learning and tutorial is the best way.

Researcher: May you suggest the best timing to conduct classes for these students?

Lecturer D: Morning or Evening, depends on students.

Researcher: In your point of view, how frequent English lesson should be conducted for these students?

Lecturer D: Two times per week should be sufficient, I guess.

Researcher: In your point of view, what are the activities and assessment that could arouse students' curiosity in class?

Lecturer D: Formative assessment should be emphasized in tertiary studies, since our government also encourages all the institute to utilize the OBE style of learning and this will make students eagerly participate in lesson.

Researcher: Thank you so much for your interview. Is there anything else that you would like to add-on?

Lecturer D: No. Thank you

Researcher: Welcome.

Lecturer E

Researcher: Hi, good afternoon madam. I would like to interview you for my thesis writing. As, I told you before your particular will be anonymous.

Lecturer E: Good evening Suganiya.

Researcher: Shall I start the interview session.

Lecturer E: Sure.

Researcher: Could you share of your working experience in this institute?

Lecturer E: Since 2010, I been working here and teaching Diploma in Business Management and ABE programme.

Researcher: What subjects are you teaching for semester 2 business diploma students?

Lecturer E: I am teaching Business Ethics and Introduction to Banking and finance subject.

Researcher: Based on your point of view, what are the English language skills that are lacking among semester 2 business diploma students

Lecturer E: Based on my view, they are lacking in grammar, writing and speaking skills

Researcher: Alright, what are the most needed English language skills among these students? Why so?

Lecturer E: I strongly believe that these students need speaking skills. It is because these students rarely speak English in the classroom and most of them seem to have lack of confidence when speaking the language. This makes them not to perform well in most of the English oriented courses.

Researcher: Do certain language skills should be given priority of focus for these students? If yes why do you think so?

Lecturer E: Yes, speaking and writing; because they are too weak in these skills compare to other skills.

Researcher: In your point of view, do the students fluent in English language proficiency? Why you said so?

Lecturer E: Some speak fair good English but overall these students are not fluent.

Researcher: Do they have high confidence while communicating in English language?

Lecturer E: In term of confidence level, they don't have high confidence level. They have very low self-esteem especially if ask them to speak in English language. They always in doubt whether they are speaking correctly or not, and most of the diploma business students' English statements were confusing me.

Researcher: Do they use an appropriate grammar, vocabulary and pronunciation in English language?

Lecturer E: No, these students don't realize the importance of speaking English in proper language, probably the used to speak in informal way.

Researcher: How do you handle a class with variety level of English language proficiency?

Lecturer E: I used to use simple language to ensure all of them understand my instructions and lecture.

Researcher: As a lecturer, how could you help your students to overcome low mastery level of English proficiency?

Lecturer E: Ask them to listen and watch English movie and channel to improve their language.

Researcher: Are there any other ways to help the students to master English language skills?

Lecturer E: Yes, students should read more for example newspapers or journals to develop their language skills.

Researcher: Do the learning resources sufficient for the students' needs at this institute?

Lecturer E: In my opinion, the learning resources especially library books are insufficient and not up to date. There is lots of back dated books that should be replaced with the new ones. Moreover, some books are unavailable at the library most of the time. The library management should take effort to resolve the problem.

Researcher: In your point of view, how would you suggest to improve the teaching style at this institute?

Lecturer E: I would suggest incorporating technology resources in the teaching style at BMIC.

Researcher: What are the best learning modes should incorporate in lesson? Why?

Lecturer E: In this technology era, blended learning is the best option for the students as the students may explore many ways of learning using IT. Moreover, nowadays kids are more interested in IT than old methods of teaching, so we also should change according to their needs.

Researcher: May you suggest the best timing to conduct classes for these students?

Lecturer E: Hmm, morning is better I guess

Researcher: In your point of view, how frequent English lesson should be conducted for these students?

Lecturer E: The English course is really important to the students as most of the subjects for the business programme is English, hence more classes on the subject should be given to the students so that they can acquire more business vocabularies and communicative well in English.

Researcher: Alright. In your point of view, what are the activities and assessment that could arouse students' curiosity in class?

Lecturer E: I think assessment that is not based on examination is better, and also activities like educational trip which can help students see the situation in the real world.

Researcher: Thank you so much for your interview. Is there anything else you would like to add-on?

Lecturer E: Nope. Welcome.