

A NEEDS ANALYSIS OF ORAL COMMUNICATION FOR
BUSINESS STUDENTS

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KUALA LUMPUR

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**A NEEDS ANALYSIS OF ORAL COMMUNICATION FOR
BUSINESS STUDENTS**

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A NEEDS ANALYSIS OF ORAL COMMUNICATION FOR BUSINESS STUDENTS

ABSTRACT

English is a universal language of communication in many industries such as Education, Business, Medical, Finance, Hospitality and Digital World. The present study focuses on the oral communicative needs analysis for business students in one of the private universities in Kuala Lumpur, Malaysia. It was reported that many employers were reluctant to employ fresh graduates due to poor communication in English (Sani, R. *The NST*, 2019). Therefore, the objectives of this study is to identify three things which are, the English language needs of the Business students and challenges of the business students in English language as well as to propose an English language syllabus pertaining to the workplace. This study utilized a qualitative method (Creswell, 2014) with the distributions of questionnaires to 30 business students and semi-structured interviews to business lecturers and industrial supervisors. The findings show that business students faced major problems in communicating in English language such as, incorrect pronunciations, lack of presentation skills and poor abilities to communicate with colleagues and clients. The findings further revealed that the business students need a specific course module for a Business English course and emphasis has to be on speaking and listening skills pertaining to the workplace. Some suggestions for Business English syllabus suggested by the respondents of this study are, negotiating in various situations, making polite conversations with prospective clients and telephoning skills. It is hoped that the present study would be beneficial for business students to face the real workplace challenges as English language proficiency plays an important role for employment.

ANALISIS KEPERLUAN KOMUNIKATIF LISAN UNTUK PELAJAR

JURUSAN PERNIAGAAN

ABSTRAK

Bahasa Inggeris, merupakan Bahasa sejabat dan Bahasa komunikasi utama dalam pelbagai industri seperti Perniagaan, Perubatan, Kewangan, Hospitaliti dan Dunia Digital. Kajian ini, memberi tumpuan kepada analisis keperluan komunikatif lisan untuk pelajar jurusan perniagaan di salah sebuah universiti swasta. di Kuala Lumpur, Malaysia. Dilaporkan bahawa ramai majikan enggan mengambil graduan baru kerana lemah berkomunikasi dalam bahasa Inggeris (Sani, R. The NST, 2019). Oleh itu, objektif kajian ini adalah untuk mengenal pasti tiga perkara iaitu keperluan dalam penggunaan Bahasa Inggeris dalam kalangan pelajar jurusan perniagaan dan cabaran untuk berkomunikasi dalam Bahasa Inggeris serta mencadangkan silibus bahasa Inggeris di tempat kerja. Kajian ini menggunakan kaedah kualitatif (Creswell, 2014) dengan pengedaran Soal selidik kepada 30 pelajar dari jurusan perniagaan dan temu bual separa berstruktur bersama pensyarah dalam bidang perniagaan dan penyelia perindustrian. Hasil daripada penemuan kajian ini mendapati, pelajar jurusan perniagaan menghadapi masalah yang besar untuk berkomunikasi dalam bahasa Inggeris seperti melakukan kesilapan sebutan, kurang kemahiran dalam pembentangan dan kurang berkebolehan untuk berkomunikasi dengan rakan sekerja dan pelanggan. Penemuan yang lebih terperinci juga mendapati, pelajar dalam jurusan perniagaan memerlukan kursus modul Bahasa Inggeris yang spesifik untuk jurusan perniagaan yang memberi penekanan kepada kemahiran pertuturan dan pendengaran di tempat kerja. Beberapa saranan untuk modul Bahasa Inggeris untuk Perniagaan yang dicadangkan oleh responden kajian ini adalah, kemahiran berunding dalam pelbagai situasi, membuat perbualan secara sopan dengan pelanggan prospektif dan kemahiran menelefon. Penguasaan bahasa Inggeris sangat penting dalam pekerjaan, oleh itu diharapkan kajian

ini–dapat memberi manfaat kepada para pelajar dalam bidang perniagaan sebagai persediaan menghadapi cabaran di alam pekerjaan yang sebenar.

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“Every accomplishment starts with the decision to try”

“Trust because you are willing to accept the risk, not because it is safe or certain”

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LIST OF ABBREVIATIONS

- ESP : English for Specific Purposes
- EOP : English for Occupational Purposes
- EBP : English for Business Purposes
- EAP : English for Academic Purposes
- NA : Needs Analysis
- MEF : Malaysian Employers Federation

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CHAPTER 1

INTRODUCTION

1.0 Introduction and Background of the study

There are numerous dialects which are expanding internationally like Mandarin, Spanish and Japanese. However, the focal job in training is still in English with the quick progression of the innovative business, for instance, riding sites, sending messages, reacting to telephone calls and so on (Graddol, 2006). The purpose of empowering learners to master the English language is to help adapt in technological, academic or professional opportunities (Canagarajah, 2002). As stated by Lyons (2017), in addition to being universally spoken, English is by far the most commonly studied international language in the world. Since the English language has become more prominent as a universal language, it is vital to note that the language is very much a requirement in various sectors such as in tertiary education, jobs and among professions (Siti Zaidah Zainuddin, Pillai, Perlag & Phillip, 2019).

At present, Malaysia is endeavoring to turn into a developed, industrialised country as we are now in a globalized era (Ministry of Higher Education, 2016). Typically, the prerequisite and empowerment of students to master the English language is pivotal in Malaysia as it covers a wide range of professions such as business, medical, academic, technical, legal, mechanical, engineering, etc. For this reason, English is the leading language in tertiary institutions of education system as it is important to train fresh graduates as potential employees in the language (Wahi, O'Neil & Chapman, 2013).

Moreover, the Malaysian Employer Federation (MEF) stresses that writing formal and informal letters, emails, reports and being confident to participate and lead meetings, discussions as well as contribute ideas during presentations is highly demanded among fresh graduates. Therefore, in this study, it will illustrate that through coherent ESP practices and development of ESP programs, teachers and learners would benefit. There is need and demand for undergraduate students to develop their proficiency of ESP abilities and knowledge in this developing world. Knowledge of ESP is closely related to the performance of university graduates in the relevant sectors and is an important factor to be acquired by students. This is to ensure they are prepared for employment once they have completed their degree courses. Wahi, O'Neill and Chapman (2013) reiterated that an esteem organization looks for fresh graduates who are competent in the respective areas as well as well-versed in English language in both formal setting and informal setting particularly in speaking and listening contexts.

Fresh graduates are highly in demand by employers who look for those who are competent in communicating in English. As this would help contribute to the worldwide business establishments where English language is prioritized. Employers are fortunate when the abilities of fresh graduates meet their expectations (JobStreet, 2014). The fundamental drive of English for Specific Purposes (herewith) ESP is to envision with the requirements for the learners in the specific language to fulfil in the field of educational and professional. ESP's teaching was primarily driven by the need for language-wide communication in precise fields of study including trade and technology, However, ESP has now broadened its discipline to incorporate legal, commercial, healthcare, occupational, and socio-cultural fields (Belcher, 2009).

As a matter of fact, it is challenging to teach and study the English language in its entirety, therefore such courses aid language speakers to build up the language and skills they need in their particular disciplines. English for business purposes is believed to be amongst the specific branches in English. It is vital that business students are trained with the appropriate interaction capabilities in the English language in order to perform efficiently in their place of work. Unal (2014) is of the opinion that, Business English courses are offered in various higher education institutions to strengthen the professional English skills of students.

In any case, in the Business division of the chosen private institute, the structure selected for this ebb and flow research is not offering a Business English course for its members. As quoted by Wahi, O'Neill and Chapman (2013), acquiring adequate professional skills in English is compulsory for Business undergraduates to succeed in a business working environment. Thus, this study is carried out to find out the Oral communicative needs and challenges faced by business students. Nallaya (2012) stated that courses which are designed and implemented without consideration of the learner's real learning needs will lead to poor learning outcomes.

Simultaneously, as the current study emphasizes on ESP, it is highly beneficial for undergraduates, business lecturers and course designers to carry out a needs analysis by examining the specific language needs of learners. Feedback from the needs analysis will assist lecturers and programme designers in establishing their course targets. It is also an advantage because they will then be able to design a syllabus, prepare resources and assign tasks that fulfill the learners' needs.

To sum up, this study explores the Oral communicative needs and challenges of English language encountered by business students of a private university where an ESP course is not offered. Nallaya (2012) also mentioned that an ESP approach to syllabus planning development is a right component in needs analysis.

1.1 Background of Research Site

The institution selected for this research has almost ten years of academic record. The vision and mission of this institution is to provide and equip its students with the best education to encounter the requirements of employment in the world of commercial. The institution strives in preparing students for the world's top universities and colleges by producing excellent graduates. The university was established in 2010 and this higher education institution is a part of an established education group based in Australia. The institution is committed to developing all individuals to be competent and equipped with employability skills, socially responsible and professionals in their respective fields.

The university offers several programmes namely General and Intensive English, Hospitality management, Business management and other short courses. English language is used as the medium of instruction in the institution. As English language is a necessity and important to secure their employment in the business world, this research focuses on the undergraduate business degree students at the institution.

1.2 Statement of the problem

In Malaysia, English language is commonly used in the business sectors for interaction and correspondence purposes (Wahi, O'Neill & Chapman, 2013). The corporate industry is not only seen as an internal organization but they also deal closely with their foreign counterparts. The organizations tend to meet for conferences but also via video conferencing for specific regions namely in report writings and designing business proposals. All these are usually conducted in English. While English has been commonly adopted, large numbers of people are reported to have problems communicating in English, particularly fresh graduates (Rosli Talif & Rohimi Noor, 2009).

In a report released by Job Outlook in January (JobStreet, 2014), the online portal Jobstreet.com, claimed that 64 percent of employers indicated a poor command of the language was the second reason behind the unemployment of fresh graduates (Rozana Sani (2019). Based on JobStreet.com’s survey (2014), 472 managers in the country which also investigated main reasons why fresh graduates remain unemployed revealed the same issue as seen in Figure 1 below.

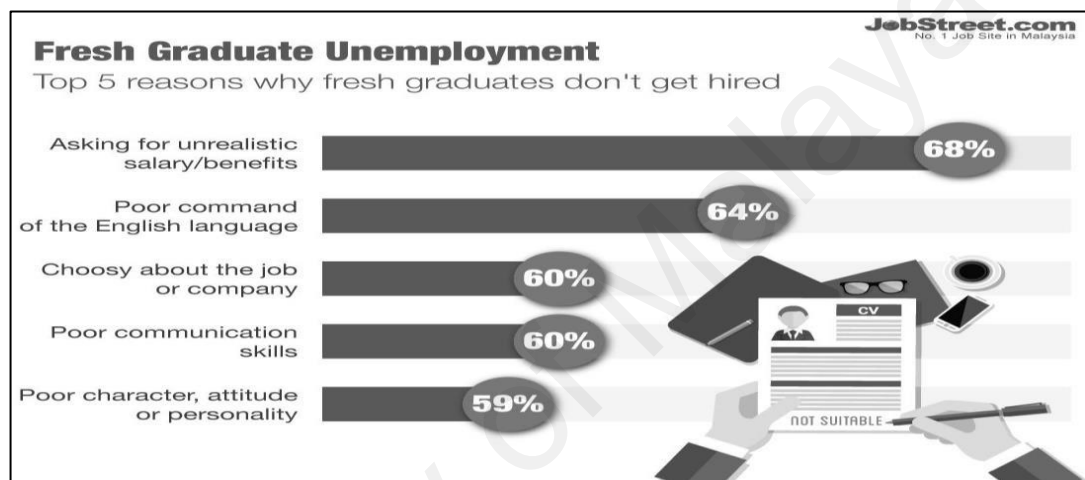


Figure 1: Top five reasons Why Fresh Graduates Do Not Get Hired - Source: JobStreet.com (2014)

“Communication skills are among the top five valued by employers, and it is true that by improving those skills and having a good command of English, it would increase a jobseeker’s employability, especially for fresh graduates” (Rozana Sani, 2019). The British Council Malaysia’s director, Sarah Deverall (2019) said proficiency in English has never been more important to gain employment and get ahead in the digital age. As claimed by the executive director of the Malaysian Employers Federation (MEF), Datuk Shamsuddin Bardan (2018) mentioned, people in higher management lacked proficiency in English. He also added that the standard was very low, and heads of departments might not be able to pass an English test if they were given one. “When you talk about business requirements, it’s not only about those who have technical knowledge. They also need to be able to communicate with clients.”

In addition, it was said by the Malaysian Federal government that they would like to introduce a competency test in English to be carried out amongst the civil officers, mainly among high rank officers in order for them to be proficient in English language and improve the quality of public service in Malaysia (Nurul Azwa Aris, 2018). Hiring fresh graduates who can effectively communicate in English is now becoming increasingly difficult. Additionally, the former Deputy Prime Minister Tan Sri Muhyiddin Yassin also highlighted that the challenges have worsen and become more evident among recent college graduates. Their English proficiency level does not encourage employers' to employ them and Tan Sri Muhyiddin also emphasized that effort must be taken by prospective students to strengthen their English language (Ann, 2014).

On the other hand, as proven by recent studies, employees of businesses lack the skills of using English for diverse purposes. It is essential for employers and employees in the business sector to be able to interact clearly and accurately in English. The opportunity to establish business associates by impactful communication is of great significance in the business sector. It gives an excellent impact on potential customers, stakeholders, foreign and local partners, distributors, etc. (Wiwczaroski, 2015). Similarly, Wiwczaroksi (2015) also mentioned that there are, however, several workers in the field of business, hospitality, medical and etc. who encounter challenges in expressing themselves in English. This includes oral communication issues that hinder simple comprehension, misleading grammar errors, and failure to use correct vocabulary.

To rectify these issues, providing English for Specific Purposes course or a Business English course specifically catered for business students will help these students during their college or university studies. These learners will then be better prepared to endure the actual and sometimes demanding working environment. By doing so, it is possible to avoid the above-mentioned problems.

However, in the chosen private university, ESP courses are not included in the programme structure. It is vital that the students of the private university are accomplished with skillset of English knowledge to be best-suited for jobs for them after graduation. As a result of having an ESP course, undergraduates will be coached and prepared to speak fluently in English and the course would also pay close attention to put into practice what is taught and implemented during the course time frame. This therefore calls for a study to identify the needs and challenges encountered in English language by the business English students as well as to suggest a course with the required workplace skills.

1.3 Research Objectives

With the problem statement mentioned above, the objective of this study is to investigate the oral communicative needs and challenges of the Business students of a private institution in Malaysia. This research study has the following objectives:

1. To identify the English language oral communicative needs of the Business students.
2. To investigate the English language oral communicative challenges faced by the students of Business studies during their Industrial Training.
3. To propose English for Business Purpose course which focuses on specific skills.

Thus, the overall purpose of this study is to carry out an oral communicative needs analysis of the business students of a Malaysian private institute and propose a course design based on the findings which will be able to prepare them for their industrial training.

1.4 Research Questions

Based on the research objectives mentioned above, the present study is guided by the following research questions:

1. What are the English language oral communicative needs of the Business students at a private institution in Malaysia?
2. What are the English language oral communicative challenges encountered by the Business students during their Industrial Training?
3. What suggestions can be proposed for the design of the Oral Communicative Business English course for the business students?

1.5 Significance of the study

The findings of this study could provide useful feedback to course developers, lecturers and undergraduates mainly at the chosen university in proposing the specific topics for the course syllabus, the outcomes can also contribute to further researches of undergraduates from other private universities in Malaysia.

Upon recognizing the language challenges encountered, it is necessary to take effective steps to resolve the shortcomings so that business students can do well at their workplace. It is critically important for workers in the corporate sector to have an excellent understanding of English as the mode of interaction will be primarily in English. Subsequently, students will face difficulties to fulfil their duties if their English proficiency is not up to the expectations. Some of the setbacks faced by business students include communicating clearly and accurately with stakeholders, superiors, coworkers, writing business documents, emails, notes, and expressing their views.

This study carried out a needs analysis to gather as well as analyze useful data obtained from the undergraduates of the chosen private university. The researcher also obtained the data from other sources including the lecturers and the industrial supervisors. The findings obtained were gathered from questionnaire surveys and also semi-structured interviews. Due to the necessity of the needs analysis as shown in this study, institutions are expected to be capable of adopting the needs analysis framework when designing or refining syllabus to accommodate to learners' requirements.

In conclusion, the results of this study would be invaluable for lecturers to implement the ESP course for business undergraduates of the private university. Consequently, the course designer could thus develop a detailed syllabus using the framework of the suggested course and adapt teaching approaches and resources which will be able to meet the Oral communicative English language needs and overcome the challenges of these business students.

1.6 Scope and Limitation

The study focused on Business students of a private institution in Malaysia. It is not reflecting on each and every higher education institution in Malaysia. The data collection was conducted on the final year students. Other students which do not fall as part of final year students are not within the scope of this research. The rationale is to focus solely on the business students who are in their final year as these students have undergone their practical trainings in organizations. The students who have completed practical trainings from various corporations consequently were willing to provide informative feedback on the needs and challenges pertaining to the English language in the working environment. The study was done by distributing questionnaires to the targeted students to understand their needs of oral communication and challenges in a private institution in Malaysia.

Techniques in semi-structured interviews were carried out with the Business lecturers and the Industrial training supervisors from the chosen private university. This is important to make sure the respondent answered all the questions comprehensively. Guidelines to control the sessions was prepared to ensure the responses were within the topics being questioned.

1.7 Definition of terms

English for Specific Purposes (ESP)

Hutchinson claimed (1987) ESP is an approach to teach a language with correct syllabus, strategies and practices used to learn a language based on individual learning needs and the context of their learning.

English for Academic Purposes (EAP)

Hadley (2015) described ESP as "tertiary level English academic teaching that allows learners to develop their language skills in higher educational institutions, regardless of the country in which the learning is delivered."

English for Occupational Purposes (EOP)

Dudley Evans and St. John, (1988) pointed out that EOP is derivative from a subsection of ESP which involves situations where students learn English for occupational purposes. Examining the particular oral communicative needs of learners at their workplace is the primary focus of EOP courses.

English for Business Purposes (EBP)

Dudley Evans and St. John (1998) mentioned that Business English is a major strand and the largest growth area in ESP learning. The EBP course emphasises on themes and skills of English language which specifically relates to the managerial, business and investments area.

Manglish

Manglish is considered as “a sort of informal English which resulting from a blend of Malay as well as other dialects in Malaysia into the English dialect and it has been used exclusively in Malaysia" (Lowenberg and Baskaran, 2005).

1.8 Chapter Summary

This dissertation comprises of 5 chapters. Chapter 1 is a brief introduction of this research primarily on the research area, the objectives of the study, research questions, statement of problems, significance as well as the limitations of this study and the definition of terms which are used in this research. Chapter 2, however, reviews the studies related to new and current literature applicable to this research. Chapter 3 describes the methods to be implied in the research, for example setting, sampling, instruments and the analysis procedures. Chapter 4 provides the findings and analysis of the data obtained relating to the research questions formed. Lastly, Chapter 5 summarizes the entire research in a nutshell.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter presents the pertinent literature review related to the present study specifically focusing on Needs Analysis. In addition, the review also deals with the English language needs and challenges faced by the Business students and business employees. It also discusses the sections in English for Specific Purposes (ESP), English for Occupational Purposes (EOP) and a review of related past studies. It comprises of syllabus design where its categories are discussed and finally this chapter ends with a chapter summary.

2.1 English for Specific Purposes (ESP)

English for Specific Purposes was initiated in 1960s and presently has evolved and become an essential approach for teaching English as a Second Language (ESL) and English as a Foreign Language (EFL). Many researchers have contributed to the ESP. As Hutchinson and Waters (1987, p.9) pointed out, the ESP as being

“A tactic instead of an invention. It could be a principal approach to teaching the language in which the choice of the strategies and substance are subject to the students’ reason for learning” (p.9).

Anthony (1997) stated that as a result of universities being controlled over their own curriculums, the growth in English courses is aimed at specific disciplines. It could be said that ESP has increased over the decades as a result of market forces and a greater responsiveness amongst the academic and business community. Students learn English for work or research purposes and not for the pleasure in the language. Identifying a particular need to communicate in English is what sets an ESP learner apart from a General English learner. The approach of ESP is associated with Needs analysis whereby it emphasizes on the content of the course, which includes words of different fields and areas like syntax, semantics and discourse.

ESP is a complex field drawing on the realms of language, pedagogy and the context of work and study situation. ESP provides information on training and knowledge of English as a second or international language whereby the objective of the students is to utilize English in a precise area as defined by Hutchinson and Waters (1987). Specifically, this approach has a time limit where the objective needs to be achieved in the given time frame (Robinson, 1991).

Furthermore, Robinson (1991) added that one of the characteristics of ESP is that it is goal oriented as opposed to English for General Purposes (EGP). Identification of general and specific needs can be analysed by target development and content in the programme. Learners are given the chance to learn and practice the abilities to help them perform better in their working fields, through ESP.

The modification of Steven's definition by Dudley Evans and St John's strictly focused on complete and inconstant features. The complete and inconstant features of ESP are catered to encounter the learners' essential hence practices and activities selected must be language-centered.

The ESP absolute characteristics listed by Dudley-Evans & St. John (1998), ESP is designed to meet specific needs of the learner, make use of underlying methodology and activities of discipline serves. Not only that, ESP acts as a center on language include the grammar, lexis, and register. Skills discourse and genre that are appropriate is also involved into these activities.

For the variable characteristics in ESP, Dudley-Evans & St. John (1998) detailed that ESP may be related to or designed for a specific discipline, may be use in specific teaching situations with a different methodology from General English. ESP is designed for adult learners either at tertiary level or in a professional work situation. It could also be used by learners in secondary school level. ESP is generally designed for intermediate or advanced level learners and most of the ESP.

With reference to the absolute characteristics, Dudley-Evans and St. John (1998) do not differentiate an ESP course from a General English course, as the researchers have also included more variable features. ESP courses are known to be more appropriate and substantial to adult learners as compared to young learners of secondary level education. The description given by Hutchinson and Waters' (1987) and Strevens' (1988) substances of complete and inconstant features are nearly equivalent to Dudley-Evans and St. John (1998). Javid (2013, p.142) noted that ESP "can be distinguished from common ELT by its concern with specialized dialect and practice. The word extraordinary might allude to particular needs of the learners or particular language".

ESP's primary goal is delivering the linguistic and communication skills a learner requires and needs to perform efficiently in their individual academic fields, place of work or career. In fact, Basturkmen (2010) made a comparison between a General English course and an ESP course.

This may be inferred that, in the broader sense of English, a general English course focuses on learning language skills and covers a range of topics. ESP relies on the language of a particular subject and therefore limited to the resources of issue, necessary context and terminologies. ESP has therefore established a language strategy which is multidimensional which reproduces on the exact requirements of the learners deemed necessary by their field of work. In accordance to the above mentioned, Basturkmen (2010) reiterated that the ESP courses' main purpose is to improve the communication skills of learners in English by offering detailed vocabulary and other language elements with regards to their career field.

ESP programmes are designed and created by analysing the precise needs of the learners as they address both the present and future needs of the learners. The aims and targets of the course are then formulated on the basis of the present and future needs of the learners. In addition, with the rapidly increasing emphasis on the needs of learners, ESP can be divided into two sub-categories which are:

- i) English for Academic Purposes (EAP) which emphasis on the requirements of language and skills for academy purposes; ii) English for Occupational Purposes (EOP) which focuses specifically on a job category or industry (Basturkmen, 2010).

On the other hand, EOP (English for Occupational Purposes) can be categorized into diverse subdivisions for example Hospitality English, Medical English, Finance English, Business English, Aviation English and more. Each subdivision has specific language components and different vocabulary terms to be incorporated in their courses or practiced in their oral communication (Harding, 2007). English for Occupational Purposes (EOP) will be explained in detail in the following section.

2.2 English for Occupational Purposes (EOP)

Hutchinson and Waters (1987) structured ESP into three broad groups, English for Science and Technology (EST), English for Business and Economics (EBE) and English for Social Sciences. Within each of the group, wider subdivisions divided are, English for Academic Purposes (EAP) and English for Occupational Purposes.

On the other hand, Dudley-Evans and St. John (1998) viewed that EOP and EAP were to be treated as the sub-categories under ESP with English for Occupational Purpose (EOP) programme for professional, vocational or pre-occupational and English for Academic Purposes (EAP) programmes in the areas of Business, Law, Medicine and Science and Technology.

It was further highlighted by Dudley-Evans and St. John (1998) that it is essential for students to obtain basic understanding of the English language prior to EOP being taught to beginners. In addition, Dudley-Evans and St. John (1998) were of the opinion that the EOP course was appropriate for pre-intermediate to upper-intermediate levels.

In line with the above-mentioned opinion, the purpose and targets of the EOP course are obtained. A student's occupational needs are the root of EOP because the syllabus is developed to cater the exact targets of the students' goals. Belcher (2004) stated the lack of learners' specialist knowledge is an advantage because the EOP course enables the teacher to share the designing task of the syllabus which includes the contents, materials, objectives, outcomes, activities planned with the learners who have specific expertise combined with the teachers' skill that improves the language teaching experiences.

Nevertheless, the abovementioned approach leans towards an extremely significant approach in EOP, i.e.; student-centric approach (Hutchinson and Waters, 1987). Learners who practice language training at workplace should have the knowledge of training in life as defined by Brown (2001) for student-centered teaching. Brown (2001) further added that a student-centric approach opens the window for students to share their knowledge and creative skills. One of the methods that the students contribute to the curriculum is by highlighting the challenges they encounter at their workplaces.

Furthermore, Belcher (2004) reported that students' involvement in designing the syllabus is paramount to achieve a comprehensive EOP course. It was further pointed out by Belcher (2004), "communities of inquiry" should be instilled between the students and the teachers because it will increase their ability to learn. It was also highlighted in a study conducted by Dudley-Evans and St. John (1998) that students' lack the participation in designing the syllabus is the reason for the failure of EOP courses in the beginning stage. This is in spite of the presence of a thorough planning and needs analysis being conducted.

Additionally, Dudley-Evans and St. John (1998) mentioned that once the learners have achieved their expected outcome of an EOP syllabus, success will follow thereafter. Subsequently, John (1998, pp.52-53) noted that lessons were more receptive to the individual, full of feeling, intellectual and higher order thinking skills of the learners.

Therefore, it can be concluded that the involvement between teachers and students and their companies in the creation of a suitable syllabus design contributes significantly to the success of the EOP course. The main component for the teachers to develop effective classroom activities are relevant resources contributed by the students. This will empower the students to achieve their target goals.

2.3 English for Business Purposes (EBP)

The development of Business English (sub-category of EOP) began in the 1960s (Dudley Evans and St John, 1998). Due to the evolution of international businesses, Business English has become a vital area in ESP. According to Ellis and Johnson (1994), in the early 1970s negotiation skills, contributions of ideas and proposals saw a gradual growth. Business English courses allow learners to enhance the ability to communicate fluently. In the following decade, the focus for Business English was directed to multilingual skills training. The training encompassed drafting of company's annual report and updating business magazine.

Business English played a significant role in the 1990s because the world witnessed a significant increase in multinational companies, international business and international trade. Today, tertiary institutions offer Business English programme that are designed to develop the students' occupational English skills. To further support this point, Dudley Evans and St. John (1998) pointed out that tertiary institutions have introduced Business English since the 1980s and this programme covers communication and teaching professional business terms.

Bhatia and Bremner, (2012) have also stated that the English language is the main medium of communication due to the economic growth and business globalisation in Asia. As mentioned by Babcock (2012, p.8), the proficiency in English could be an obligatory necessity for any proficient work in a worldwide trade environment. Generally, business writing was referred to as Business English because employees would draft business documents or business correspondences for trading purposes. Traditional techniques of communication have now paved the way for technological advancements as people are more inclined to use the electronic mode of communication. As a result, St. John (1996) mentioned the four core components, listening, speaking, reading and writing have significant parts in Business English with these transformations.

With reference to the abovementioned, Bhatia (2000) mentioned that a successful business relationship is the result of communicative competence and the ability to manage the delicacy of context. It was further stated by Bhatia (2000), a persons' ability to accommodate to his/her language skills to a particular language skill can be defined as being competent.

A Business English student is required to choose the suitable language in order to meet a specific purpose, personal style and business setting. The communicative tasks to find out the competency of the business students requires the following:

- a) Cross-cultural abilities (e.g., “understanding the nature of support anticipated in an assembly, whether to contribute a point of see or basically tune in to a choice; or understanding the anticipated affirmation of status and specialist with a senior individual, whether to be collegial or appear deference”).
- b) Writing and examining skills (e.g., “communicating through letter, mail or fax; checking commerce and specialized materials; composing reports and proposals”).
- c) Listening and speaking abilities (e.g., “giving introductions, taking portion in preparing, clearing out voice mail, calling, mingling, taking part in gatherings and persuading”).

(Bhatia, 2000, p. 42)

Babcock (2012) divided Business English students into three categories which are Pre MBA, students pursuing their graduate studies in business. The requirement for Business English is at a higher level. Next is a pre-professional undergraduate stepping into the business world with limited knowledge about their employment environment and lastly, the professional who are currently in employment within their respective sectors. These professionals could identify their Business English needs that are specific to their respective sectors.

It was mentioned by St. John (1996) that Business English is defined in accordance with the needs of the students in the business world. Shen (2008) mentioned, final semester students should be offered Business English courses because the focus is on Business writing styles and business terminologies. It was further stated by Shen (2008) that the course is for the students who are looking for employment.

In summary, there is a significant difference between Business English and EAP because the latter focuses on skills for academic purposes Hamp Lyons (2001). Also, there are contrasting approaches between Business English and General English in that the latter is used generally (Dudley Evans and St. John, 1998). Moreover, “Business English, far from being independent of these fields, has areas of overlap with all of them” (p.56) as mentioned by Dudley Evans and St. John (1998). It has also been noted that the Business English course is known to be affordable, essential and beneficial for the students.

Babcock (2012) also mentioned that courses which focus on the specific needs are beneficial because it is course effective, precise, motivating and useful to the students. Business English programmes are an investment because it enhances the understanding of different cultures. These programmes have the added value by allowing both students and professionals the ability to network. Such advantages develop when business English courses fulfil ESP's main fundamental as it was mentioned by Dudley Evans and St. John (1998, p.58), the cautious inquiry about and plan of educational materials and exercises for an identifiable gather of grown-up learners inside a particular learning context.

However, Babcock (2012) mentioned that Business English courses are demanding because not all programmes offer a specifically designed syllabus. Therefore, a detailed analysis must be conducted with a view of designing a successful Business English course/syllabus.

2.4 Oral Communication Needs at Workplace

Oral Communication covers a wide range of area starting from formal presentations to the participations in teams and meeting. It is an important aspect of workplace and the business graduate employees need an effective skill in this domain if they are to be successful in their careers. The role of English language is important for communication between people especially in higher institutions and businesses. The importance of communication skills is significant in the management sector as stated in different job advertisements. Without efficient communication skills in the management sector, a manager would never achieve success (Wilson, 2005).

A rank is shown on the usage of oral communication skills in multinational companies which are, the usage of oral communication for telephone conversation, informal work related discussions, meetings, giving oral presentations, explaining and demonstrating to subordinates and other colleagues (Kassim & Ali, 2010). According to Blair and Jeanson (1995), a high proficiency in English language, especially in oral communication skills would be valuable to solve different problems that take place in workplace. Furthermore, with the increasing usage of technologies, innovation and competitiveness, communication and social interaction is one of an important resource for achieving occupational activity which will assist the development of an individual (Bhasin, 1995; Carnavale et. al., 1990).

Further consideration in relation to workplace communication Scollon and Scollon (1995), stated that although there is preference for rational strategies in introducing topics, the type of communication seems to depend on the nature of the relationship between the parties in communicating. Oral communication is vital and powerful in workplace as it is in the societal life of humans which in turn influence the management approaches and the organisation modes. A successful communication depends on parties sharing background knowledge and assumptions where some

miscommunication may happen if there are incompatibilities or mismatches occur. The goal of guiding students to acquire such skills is best done by adopting a progressive approach which pursues to build up level of oral proficiency in the student over a given duration (Glenda, 2002).

2.5 Needs Analysis

2.5.1 Definition of Needs Analysis

One of the most important element in ESP is the Needs Analysis. Needs analysis plays a significant part in the development and implementation of the language syllabus, particularly for English for Specific Purposes (ESP) courses. In 1920s, Michael West first introduced Needs Analysis to language teaching in his effort to investigate whether people should learn English. As stated by Richard & Rogers (1986), the analysis of English needs includes understanding the general and specific language requirements through identifying the goals, aims and content of educational programme that rely on common characteristics in specific requirements.

As stated by Basturkmen (2010), “the identification of language and skills is used in determining and refining the content for the ESP course. It can also be used to assess learners and learning at the end of the course. This process is termed needs analysis” (p.17). Surveys tend to adopt the need analysis method to categorize the general and specific challenges experienced by a specific group. Teaching a specific language as well as communication skills to a target group is the main objective of an ESP course as quoted by Ali (2003). Similarly quoted by Hamp-Lyons (2001) needs analysis, in the early years, only focused on target situations, however, currently, needs analysis focuses on a broader range of aspects.

Nunan (1988) mentioned that Needs Analysis can be divided into “Objective Needs and Subjective Needs”. The abovementioned needs aim to represent the finishing point of the students’ journey. Objective of need analysis seeks information regarding students’ nationality, personal details and their native language. Subjective Needs Analysis, on the other hand is reflected on the students’ targets, views and responsibilities. Its objective is to ascertain the students purpose to learn an English language. In line with the students’ objective, activities and tasks should be in-tangent with activities and tasks that are given to the students.

Likewise, Richterich (1983), Brindley (1989), and Robinson (1991) were in agreement with Nunan’s (1988) definition of needs because objective needs analysis is the pathway to gather details and information on a students’ language proficiency, difficulties and real-life scenarios. Subjective Needs Analysis, on the other hand, is the vehicle used to obtain a student’s response towards learning as well as their expectations and goals. A different view was adopted by Berwick (1989), as he defined needs to be “a gap of measurable discrepancy between a current state of affairs and a desired future state” (p. 49). Berwick (1989) distinguished needs as “felt needs” and “perceived needs”. Perception that a teacher has of his/her students is defined as perceived needs, this is where teachers decide on the essential and significant learning materials required for optimum learning and teaching experience. In contrast, a students’ aspiration, and goals can be described as felt needs.

According to Hutchinson and Waters (1987), need analysis can be defined as a method used in distinguishing the needs, wants and lacks of learners to create ESP courses. Students' "necessities" is the key factor that determines the needs and objectives of a situation. It involves estimating the required skills to carry out a task effectively. Students understanding and beliefs in relation to their needs is described as "wants". With regards to "lacks", it is the disparity amongst the present proficiency as well as desired proficiency of the students.

According to John and Dudley-Evans (1991), "needs analysis is the first step in course design as it provides validity and relevancy for all subsequent course design activities" (p.300). Brown (1995) emphasized, needs analysis relates to "the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence learning and teaching situation" (p.35). The approaches which can be applied to carry out Needs Analysis will be presented in the next section.

2.5.2 Approaches of Needs Analysis

Dudley-Evans and St. John (1998) have defined needs analysis as the process of establishing the “what” and the “how” of a course. According to them a needs analysis encompasses the following aspects:

- A) Professional information about the learners: the task and activities learners will be using English for- target situation analysis and objective needs.
- B) Personal information about the learners: factors that may affect the way they learn such as their previous learning experience, cultural information, reasons for attending the course, and expectations of it and finally their attitudes towards English-wants, means, subjective needs.
- C) English language information about the learners: what their current skills and language use are-present situation analysis-which allows us to assess (D).
- D) The learners’ lacks: the gap between (C) and (A)-lacks.
- E) Language learning information about (A): effective ways of learning the skills and language in (D)-learning needs.
- F) Professional communication about (A): knowledge of how language and skills are used in the target situation –linguistic analysis, discourse analysis, genre analysis.
- G) What is wanted from the course
- H) Information about the environment in which the course will be run – means Analysis.

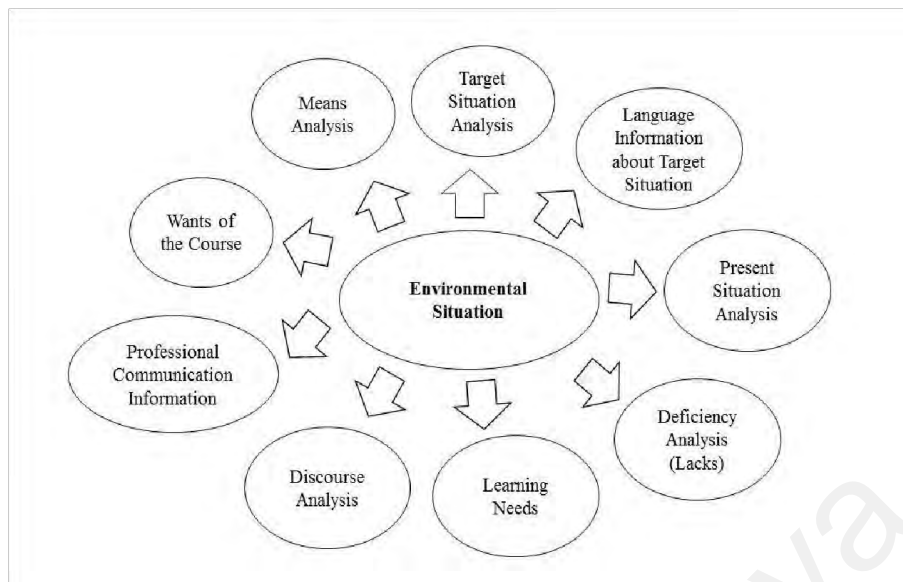


Figure 2: Needs Analysis components by (Dudley-Evans and St. John, 1998, p.125)

Therefore, in conclusion, Needs Analysis helps ESP trainers to detect how much students already understand the knowledge, how much they are expected to know and how much the learners should know by now. As mentioned by Richards (2001), Needs analysis, in other words, is defined as a method of collecting data on the learners needs.

Basturkmen (2010) provided a latest edition of Dudley Evan and St. John's (1998) methodology of needs analysis. Through the process of needs analysis, information which had been obtained will be utilized to classify as well as improve the materials and techniques of the ESP course (Basturkmen, 2010).

Basturkmen's (2010) view on the process of needs analysis includes the target situation analysis which is to identify tasks, skills and also activities whereby English language will be used and what the learners would be able to achieve by the end of the course. Discourse analysis is the explanation of the English language used in the target situation analysis. Present situation analysis is to identify the learners' level of competence. It is to gain information about what they know and what they do not know, what they can and what they cannot do with reference to the target situation analysis requirements. Next is learner factor analysis which will distinguish the learner's factors

such as confidence and enthusiasm, the techniques they are able to acquire knowledge and the awareness of learner's necessities. Teaching Contact Analysis will identify the aspects of environment where the course will be carried out. Basturkmen (2010) commented that the analysis of the teaching context is the classification of issues relating to the setting in which the course will be conducted.



Figure 3: Framework of Needs Analysis by (Basturkmen, 2010, p.19)

Basturkmen's (2010) framework of Needs Analysis has been adopted in this study to investigate the Oral Communicative Needs Analysis of the Business Students at the chosen research site. The Oral communication information of the needs of business students studying in various tertiary private institutions in Kuala Lumpur have been obtained via the Target Situation Analysis. The present situation analysis method is used in relation to data collected on the knowledge of the business students with reference to a particular situation, the needs and challenges of the English language in relation to Business Students were obtained via interview sessions and survey.

With regards to students' preferences and activities in the English programme, the same method of data collection were used. The instructors of various tertiary institutions conducted the Teaching Context Analysis of the Business English programme and was authorized by the Business Faculty Head in the event that the suggested Business English syllabus is acceptable. The importance of conducting a needs analysis is discussed in the next section.

2.5.3 The Importance of Needs Analysis

As defined by Hyland (2006), Needs Analysis has the flexibility to be conducted at the start, during or even at the end of the programme. Needs Analysis which is implemented at the "start" of a programme allows the instructor to decide on the specific content that can be catered to the ESP course, however, if Needs Analysis is implemented "during" ESP programme, it enables the instructor to modify its syllabus outline and content to include suitable topics for the students. With regards to needs analysis being implemented at the end of the ESP programme, it enables the instructors to examine the progress of the students in relation to their future paths.

With regards to this research, the Needs Analysis was implemented at the commencement of the programme. Basturkmen (2010) stated that Needs Analysis must not be considered to be a totally objective procedure. Moreover, Hyland (2006) noted that,

"needs analysis is like any other classroom practice in that it involves decisions based on teachers' interest, values and beliefs about teaching, learning and language" (p.113).

It was pointed out by Cowling (2007), a significant number of ESP programme designers were unsuccessful to include needs analysis in their curriculum. He further commented that the tertiary institutions' approach of using text books as the complete

syllabus is not effective. Teachers often depend too much on the text books and do not opt to use other resources in class. Cowling (2007) stated “such an outlook eliminates the needs of a time consuming and often expensive syllabus design process and such approach ignores the specific learning needs of the target students, something that could be examined through needs analysis” (p.207). The crucial role of needs analysis in ESP courses is significant because the students’ needs and objectives are not clearly reflected in the published books.

In addition, relying on textbooks to define the needs of the students in the ESP courses will restrict the quality of teaching and learning (Crowling, 2007). Therefore, ESP course designers should include needs analysis in the syllabus at the early stage to increase the quality of teaching and learning.

Basturkmen (2010) stated needs analysis plays four roles in the designing of the ESP syllabus. The first role of need analysis is in relation to the level of acquaintance between the ESP instructors with the institutions and the students. The second role is, for NA to identify how the students are using English in their respective lives. Thirdly, NA needs to be equipped to allocate adequate data and information for the ESP instructors to assess the students’ level of understanding and communication. Lastly, NA enables the designers to collect audio, visual samples that the students often use. Moreover, “needs analysis enables the ESP instructors to translate the language needs into linguistic and pedagogical terms which in turn develops good curriculum for the programme” (p.25). Based on the above-mentioned points, NA is an essential part in the main element in organizing and developing the ESP syllabus.

2.5.4 Studies Pertaining to Employing Needs Analysis in the Business Industry

One of the major characteristics of a developed nation, such as Malaysia, is the ability to equip itself in the norms of the English language. This is because the language of international trade is the English Language specifically in the areas of Academia and Business English. It is essential that English for Specific purpose is designed to take into account the abovementioned areas (Kaur and Khan, 2010). It has been proven that General English does not need the criteria for Business English. This is because Business students require skill sets that would permit them to manage important documents for example business reports and business letters proficiently. In addition, oratory skills are essential as it would enable business students to conduct presentations and enhance their negotiation skills.

Therefore, the need for business course teachers equipped with useful authentic materials is paramount. There are contrasting views as to how English should be taught. One view is that the only language to use in ESP classrooms is English. However, there are studies to suggest that translations from a language to English is essential, given the fact that students have difficulty in translating from one language to English (Chen & Wu, 2010). Research has shown that there are conflicting views on the most essential criteria of the English language. Tsao (2011) said business degree students are of the opinion that critical thinking is of the utmost importance seconded by reading with specified jargon. With regards to outlining writings and composed reports as well as reviewing texts were considered essential. It could also be stated, communications with clients in English language is vital. However, major problems have surfaced in relation to students' ability in conducting meetings and delivering presentations.

Moreover, students face difficulties in the ability to compose reports and strategic planning. To overcome the abovementioned problems, trainers of Business English courses ought to handpick relevant materials such as accurate materials online, course book and materials produced by the teachers themselves that cater to the requirements of the students. Studies have been done to ascertain the needs of business employees at workplace and the challenges faced by them. Studies have shown that the main areas employees needed improvement was oral presentation, informal and formal work discussions and client negotiations. With regards to writing skills, improving the employees' ability to draft business proposals, letters, reports and memos are essential.

Crosling and Ward (2002) mentioned that graduates have been told by their employers to be proficient in the oral communication skills to be able to carry out tasks efficiently at their workplace. Also, employees need to be well versed in their spoken skills to work well with their foreign and local clients to maintain a good rapport. It has been well documented that employees are unable to deliver concrete messages and share ideas during oral presentations as part of the problems faced. On the other hand, there have been eventual improvements of employees that work in an English-speaking environment. In a study conducted by Kassim and Ali (2010) from 10 companies that included 65 employees, it showed that communication played a vital part in these companies. Majority of the employees have shared the sentiment that the English language is important at their respective work places especially communicating with clients, vendors, management, international business partners or colleagues. Furthermore, English is needed for negotiations, presentations and daily operations. Writing skills is needed for the employees to write business reports or proposals, minutes of meeting, letters and memos. The investigation conducted by Kassim and Ali (2010) also showed that business employees have difficulty communicating well in expressing their opinions, ideas and propositions to international business clients.

It was submitted by the employees that they lacked the ability and confidence in the English language to deliver ideas during presentations, discussions, facilitations and seeking clarifications. The findings have clearly proven that NA is required in the designing of the ESP syllabus for the employees to increase their effectiveness in the workplace. Moslehifar and Ibrahim (2012) conducted a study on need analysis on 136 trainees in one of the private sectors in Kuala Lumpur to ascertain the needs and setbacks of Business English language amongst interns and trainees via a set of questionnaires.

The study showed that certain negotiations, presentations, projects and plans are conducted in English. The study revealed that trainees needed to have a social relationship with their customers, management and colleagues. The trainees stated that there was a strong need for improving their English during oral and visual presentations of designs, proposals and projects. The research conducted clearly showed that the trainees agreed that oratory skills is essential in ESP courses for future business students.

It has been revealed by Evans (2010) that the most dominant medium for oral communication at the workplace in Hong Kong is Cantonese. Similar studies have shown that spoken English takes a back seat to the Cantonese language when dealing in business (Evans, 2010). There have been findings to suggest that effective business English courses can develop the employees' skills which can be applied at their workplace. It can be concluded that a major problem that employees face on a daily basis is in the area of oral communication skills, thus, leading to miscommunication. Pronunciation and accents are major factors which clients and employees encounter in understanding each other. It has been pointed out that miscommunication also rises from code switching. The code-switching scenario arises when the staff get stressed or encounter challenging questions which result in employees suffering from anxiety. As a coping mechanism, employees rely on their mother tongue.

Moslehifar and Ibrahim (2012) also stated that among the problems that were faced by business interns during their industrial training were the ability to speak English fluently during facilitations, negotiations, discussions, presentations and seeking clarifications. The business trainees have expressed that their superiors tend to type cast trainees that were fluent in the English language. In addition, Moslehifar and Ibrahim (2012), research revealed that employees that use English as a second language found it difficult to get the right words to express themselves to workmates, customers or vendors, clients and management. These employees would often mix the English language and native language to express their views and thoughts that eventually lead to confusion for parties involved. Using the English language spontaneously during a conversation was a problem for the employees. On the other hand, Moslehifar and Ibrahim (2012) found that those employees who use English as the main language would ultimately be proficient in English language especially in a working place.

There have been researches which suggest ESP course must be aligned for specific business purposes. The above-mentioned research clearly proved that curriculum designers have to develop more effective ESP courses to cater to the needs of business undergraduates. Moslehifar and Ibrahim (2012), mentioned that universities and colleges in Malaysia are seeking to develop graduates who have innovative thinking to meet the growing demands of resources in different scenarios. Therefore, with the aim of fulfilling the objective, higher level education institutions are designing language programmes with the intention of producing graduates that have excellent proficiency in the English language especially by the students in Malaysia as part of being a multi-racial and multi-lingual nation. To cite Moslehifar and Ibrahim's (2012), "in the workplace context employees need communication skills in English language to be successful in their jobs as they must carry out different communicative tasks such as presentations, meeting and negotiations" (p.530).

2.6 Designing Syllabus

As Hyland (2006, p.83) noted that a syllabus to be “a plan of what is to be achieved through teaching and learning, identifying what will be worked on in reaching the overall course objectives and providing a basis of evaluating students’ progress”. He further states, “syllabus” and “curriculum” are considered very similar in terms of definitions which is why it is vital to elucidate the differences among prospectus or curriculum and syllabus prior to the syllabus being put together. Further Graves (1996, p.21) note that “curriculum design as a broad statement of the philosophy, purpose, design and implementation of the entire language teaching programme and the syllabus as a specification and ordering the content of the course taught”. Prior to a course or programme instructors who are developing and designing a specific syllabus of a course, attempt to analyse the data and findings of Needs Analysis and set goals and outcomes which can be achieved.

As mentioned by Widodo (2007), designing a syllabus includes seven important phases, which are:

1. Conducting need analysis;
2. Objective formulation;
3. Selecting instructional content;
4. Designing instructional content;
5. Selection of instructional activities;
6. Designing instructional activities;
7. Selection of instructional evaluation.

(Widodo, 2007, p.90)

Basturkmen (2010) said, when designing a syllabus, a key factor is the content and information to be incorporated in the recommended ESP course. Basturkmen (2010) also quoted, “how the ESP programme has been focused impacts on what will be included in the syllabus” (p.61).

According to Belcher (2009), an ESP instructor is required to teach vocabulary terminologies and words which are specifically related to the students’ area of study if the main emphasis of the Business English programme is on the English for General Academic Purpose (EGAP). Normally, a syllabus focuses on specific themes and the themes are divided into topics which will suit the learners’ needs. The topics focus on the main four skills of English language which are Speaking, Listening, Reading and Writing, also not forgetting grammar and pronunciation, role play and more. Sometimes, the syllabus may include combined topics and skills to enhance the learners’ capabilities (Basturkmen, 2010).

Basturkmen (2010) adapted and revised the study conducted by Cowling’s (2007) to describe the combinations of components. Cowling’s (2007) study explains the method of Japanese company in Japan that used the needs analysis findings to develop in addition to designing a syllabus for a course at work. In Cowling’s (2007) research, “the needs analysis involved multiple sources and multiple methods of information and suggested that the courses needed to provide a communicative component in which learners would be able to adapt their present General English into knowledge for business situations” (p.432).

As mentioned by Cowling (2007), the ESP course also took into consideration the international interactions with foreign trade business partners and offered practical and effective language examples. However, the type of syllabus used is “content-based” and it covered topics focusing on “cultural background” for instance. The syllabus designed explains words and vocabulary terms which are useful for the specific topics discussed and tasks involved. As mentioned by Basturkmen (2010), when designing and developing a syllabus, the course instructor has the authority to make decisions and judgements on the content, themes and topics of the syllabus, how to plan and organize it and the arrangement of the topics by considering the level of difficulty depending on the needs of the students, formality and also logical reasoning. For instance, in Business English, the students should learn Business terms, offering and closing a deal, negotiation and persuasion, followed by genres, lexical and syntax and lastly accompanied by formality and cultural content.

When designing a syllabus, it is important to select a suitable syllabus depending on the learners’ needs, wants and lacks. With that being considered, the learners’ goals and objectives can be accomplished. ESP researchers suggest considering all types of syllabus prior to selecting the most suitable one. The next subtopic explains the kinds of syllabus which have been executed in ESP courses.

2.6.1 Types of Syllabus

Hyland (2006) said that a course developer must compare between the Traditional View and the Holistic View of syllabus before deciding on the type of syllabus. As compared by the course developer, the traditional view emphasizes on the content of grammar of the English language whereas the holistic view emphasizes more on the learners' specific communication. Dincay (2011) mentioned, in designing an ESP course, the holistic view of the syllabus is the most chosen and preferred selection. Nunan (1988) mentioned some variables of the Holistic View of Syllabus which are relevant currently.

The characteristics of the holistic view of syllabus are listed below:

- 1) It focuses on the natural language learning process by concentrating on the content and meaning of the expressions rather than the form.
- 2) It tends to be learner-centered rather than teacher-centered in teaching.
- 3) It gives equal importance to speaking and reading for a task to be completed.
- 4) The objective is to have learners communicate effectively in order to complete a task.
- 5) It gives importance to everyday language.
- 6) It selects the language elements the learners need to know and need to improve on.
- 7) Lastly, it focuses on communication rather than grammar.

(Nunan, 1988, p.68)

In addition, there are seven types of syllabus and the syllabuses that are commonly integrated with one another when designing a syllabus as mentioned by Hutchinson and Waters (1987). When the syllabuses are combined, it becomes 'holistic' (Dincay, 2011). The syllabuses are explained below:

1. Task and Activity Based Syllabus

Task and Activity Based Syllabus designs and develops tasks and materials for seeking employment. This syllabus is developed to suit the needs of the target language.

2. Skill Based Syllabus

Skill Based Syllabus classifies activities according to micro skills for instance reading skills which include skimming and scanning documents and preparing negative messages.

3. Topical-Based Syllabus

Topical Based Syllabus classifies activities based on themes for instance health, food and travelling. The themes chosen mainly reflect the student's target language.

4. Functional and Notional Syllabus

Functional and Notional Syllabus are combined tasks to organize oral communication tasks in defining, reporting and identifying and notions, including conceptual categories such as location, time, duration, and space.

5. Structural Syllabus

Structural Syllabus is developed in relation to grammar and sentence patterns. It is mostly focused on the students' language.

6. Situational Syllabus

Activities designed in Situational Syllabus reflect on the types of circumstances and language skills which are focused on a precise situation for example negotiating a business deal.

Robinson (1991) mentioned, Situational syllabus is mostly used in “English for Business Purposes” courses, in several “English for technology courses” and certain courses of “English for social orientation” of ESP programmes. In line with Dincay (2011), “a situational syllabus is a collection of real or imaginary situations in which language occurs or is used” (p.15).

The Situational syllabus ' primary objective is to educate the language learners in the educational environment of the learners, providing a verbal presentation at discussions, opening and closing a negotiation, offering advice, and so on. A benefit of the situational syllabus “is that motivation is heightened since it is learner-centered rather than subject centered” (Dincay, 2011, p.10). Moreover, a recommendation that an Analytic Syllabus could make a link from “declarative knowledge”, or what students know, to “procedural knowledge” was made by Hyland (2006).

As a result, Situational Syllabus and Analytic Syllabus allow the linguistic students to practice English Language in activities prepared and carried out in their ESP class. Through the holistic view of the syllabus, language students would become conscious of the regular language process and apply knowledge learnt reflecting to what they have studied and how much do they understand. Therefore, Situational based Syllabus and an Analytic Syllabus are considered the effective syllabus designs.

2.7 Chapter Summary

Chapter 2 has discussed the literature review of the significant sections related to the present study. It has presented the focus of English for Specific Purposes (ESP), English for Business Purposes and Needs Analysis and has also reviewed past studies on English language needs and English language challenges. This chapter has also reviewed the types of design for each syllabus. Chapter 3 discusses the Methodology and the framework of the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

Chapter 3 outlines the methodology carried out in this study. Section 3.1 presents the research design, Section 3.2 presents the setting, 3.3 presents the sampling and Section 3.4 presents the instruments used in the current. It is followed by the data collection and analysis procedures in Section 3.5. This chapter ends with a summary in Section 3.6.

3.1 Research Design

The research design for this study is as outlined in Figure 4 below. In the following sections, each one of these procedures will be discussed.

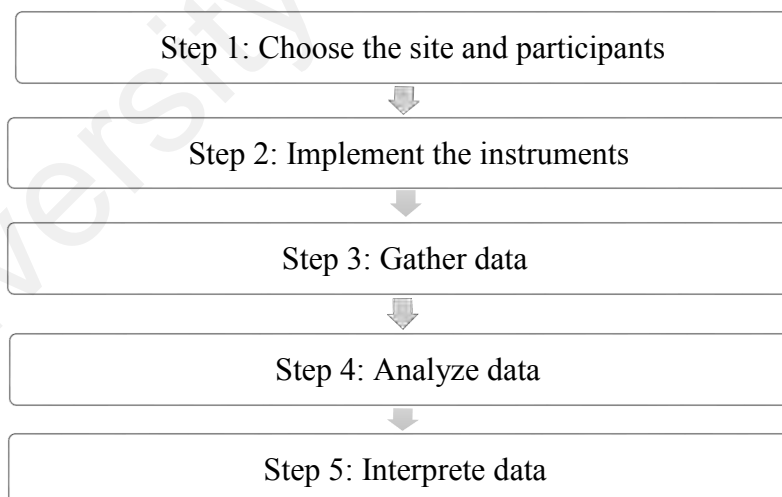


Figure 4: Research Design Procedure of the Present Study

A simple statistics is adapted to examine the needs and challenges of the English language at a particular university in Kuala Lumpur encountered by business students. Creswell (2014) mentioned that “qualitative research investigates an issue and builds up a thorough understanding of a “central phenomenon”. This research looks for a research issue whereby the researcher is not aware of the factors and is required to investigate. As quoted by Creswell’s (2014), “the literature might yield little information about the phenomenon of a study, and the researcher needs to learn more from participants through exploration” (p.30).

With the aim of authenticating the results from the qualitative research, triangulation method was employed by the researcher. Triangulation can be described as a method of validating results from diverse data collection methods (e.g., interviews and questionnaires) as well as interviewees (e.g., industrial supervisors and business lecturers and business students). Creswell (2014) mentioned by using the triangulation method, the credibility and authenticity of the results will be verified. Therefore, in this study, questionnaires and semi-structured interviews were used as the instruments. In order to obtain various inputs for the semi-structured interview, different group of participants were selected in this study which included the Business Lecturers, Industrial Supervisors along with Business students. Figure 5 below illustrates the research design.

<p>SETTING</p> <p>Organisation: A Private University</p> <p>Nature of Organisation: Education</p> <p>Location: Kuala Lumpur City Centre</p>	<p>SAMPLING</p> <p>Number of participants:</p> <p>Final year Business Students: 30 Business Lecturers: 3 Internship Supervisors: 2</p> <p>Age: 18-60</p> <p>Gender: Male and Female</p>	<p>INSTRUMENTATION</p> <p>Questionnaires and Semi Structured Interview</p> <p>INSTRUMENTS</p> <p>RQ 1: Questionnaire (Section B) with business students and Semi-structured interview with Business Lecturers and Industrial Supervisors</p> <p>RQ 2: Questionnaire (Section C) with business students and Semi-structured interview with Business Lecturers and Industrial Supervisors</p> <p>RQ 3: Questionnaire (Section B) With business students and Semi-structured interview with Business Lecturers and Industrial Supervisors.</p>
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Figure 5: Research Design

Figure 5 illustrates a summary of the elaborated research design. Detailed elaboration of the research setting, sample and instruments are explained in the following section.

3.2 Setting

The site selected for this research is a chosen private university which is located in Kuala Lumpur. This site was selected for this research due to the accessibility and convenience of the researcher to obtain data. A pilot study had been carried out and it was brought to light that the business course in this university does not have Business English Language as one of the subject in its syllabus, which is why this university is ideal for the researcher to gauge the needs and challenges of the business students.

3.3 Sampling

The two instruments used in this study were questionnaire and semi-structured interviews with the Business Students, Business Lecturers and Industrial Supervisors. Purposive sampling as mentioned by Crossman (2019) was used to select the participants in answering the questionnaire in this study. In a qualitative research, this is the most customary method of sampling (Creswell, 2012). In addition to that, purposive sampling permits the researcher to only emphasize on the precise attributes of respondents who are willing to address the research questions of the study.

Maximal Variation sampling is another standard approach of purposive sampling. This method of sampling explores a matter from all angles so that clearer understanding can be obtained (Creswell, 2014). Maximal Variation sampling also referred to as “Heterogeneous Sampling” which includes the choice of candidates across a wide range of issues (Crossman, A, 2019). Such method of sampling is helpful when the test size is low or either when a random sample is not obtained. As a result, this research adopted the maximal variation sampling method in this study. These respondents were selected to gain comprehensive understanding of the Business students' English language needs and challenges.

3.3.1 Business Lecturers of the Private University

At the chosen site, there are 5 Business lecturers, however, only 3 of them agreed to participate in this study in a semi-structured interview. The business lecturers at the selected site have been working for 4 years and they teach modules such as Introduction to Business Management, Finance, Business economics and more. These lecturers were able to provide sufficient input on the use of English by the learners due to the years of experience in the respective fields. They are also able to recognize the strengths and

limitations of the learners when using English. The lecturers' answers assist in evaluating the students' English language problems and needs at their workplace.

3.3.2 Industrial Supervisors

In this study, there were 2 industrial supervisors from the business companies who were randomly chosen to participate and contribute their opinions for the semi-structured interview questions. These industrial supervisors have also had more than 5 years of experience supervising industry graduates in their industrial practice. They were able to provide advice on the English language problems and needs of students who did industrial training at their organizations.

3.3.3 Business Degree Students of the Private University

This study focuses on 30 students who are pursuing their final year business degree programme at the private university. All 30 business students agreed to participate in answering the questionnaire. Such respondents were chosen to give informative feedback as they completed their three months of industrial training. The students provided relevant information about their perspectives on using English at their workplace for this study. They were also able to recognize their oral communication needs and challenges faced in their office, i.e. the location for industrial learning. The feedback from the learner's business viewpoints were invaluable.

3.4 Research Instruments

The two instruments used in the present study were questionnaires and semi-structured interviews. The questionnaire was created by adopting and modifying Basturkmen's questionnaire (2010) which were responded by the business students (*Refer Appendix A, Section A- B and C*). The questionnaire employed in this study has three sections. Section A is on the profile of respondents, section B on language ability and section C on problems in English communication. The questionnaire was distributed amongst the business students of the chosen private university. Upon completing the questionnaire, semi-structured interviews were conducted between the researcher with Business Lecturers and Industrial supervisors for the purpose of verifying the data findings.

3.4.1 Questionnaire

As mentioned by Basturkmen (2010), a significant number of respondents can use questionnaire surveys to obtain information and data can be processed rapidly and it is cost effective. Questionnaires for self-assessment are mostly valuable to obtain beneficial insights from respondents as they will be given the opportunity to make "judgmental evaluations" offering their opinions on the many factors of programmes and courses (Wahi, O'Neill and Chapman, 2013).

In addition to that, Dincay (2011) mentioned, to conduct a needs analysis, questionnaire surveys are being used widely by most scholars as it is regarded to be among one of the strongest methods to help scholars gain a better understanding of the needs, wants and lacks of a particular student. Therefore, the rationale for selecting the questionnaire survey as a part of data collection method to obtain responses for the research questions in this study.

In line with the present study, the researcher adopted and modified a questionnaire tailored from Basturkmen (2010) to recognize the needs and challenges of English language faced by the private university business degree graduates. The rationale behind modifying the questionnaire is due to the relevancy, necessities and also challenges of the business degree students pertaining to the English language. Researches such as Kassim and Ali (2010), Ghengshesh, Hamed and Abdullah (2011), Moslehifar and Ibrahim (2012) and Unal (2014) also adopted this questionnaire in their various studies of needs analysis.

This questionnaire consists of 3 sections. Section A, the first section comprises the background profile of respondents. There were eight questions based on the respondent's gender, age, highest education level, mother tongue, other spoken languages as well as their English proficiency level, Importance of English in their job and level of confidence when expressing themselves in English.

The second section of the questionnaire, Section B, gave an insight on the language ability of the respondents as well as their preference of learning English. It also consisted eight questions where the initial four questions were in relation to the frequency of daily usage of the English language, frequency of usage of the English language during internship, self-rated English proficiency and English skills that need improvement. The fifth, sixth and seventh questions were on their opinions of having an ESP course and how should the teaching and learning activities be conducted. The last question of section B was on the course content and skills which need to be implied in the proposed ESP course.

Section C which consists of ten items are targeted to address the issues in English that business students' encounter throughout their industrial training. A four-point Likert scale where 1 (Strongly Disagree), 2 (Disagree), 3 (Agree) and 4 (Strongly Agree) were used to provide opinions on the statements given. (*Refer Appendix A*).

3.4.2 Semi-Structured Interview

Semi-structured interviews were carried out with the Business lecturers and the Industrial training supervisors of the chosen private university. There are several reasons behind choosing the semi structured interviews along with the questionnaires as the instruments of data collection in this study. The qualitative interview occurs when the interviewer started asking the respondents with open-ended questions. The responses of the interviewees were recorded and transcribed for analysis as suggested by Creswell (2014). Moreover, according to Creswell, semi-structured interviews are conducted to give the opportunity for the respondents to voice out their opinions, ideas and suggestions which are not constrained by the researcher's experience and results of prior research.

In addition, Wahi, O'Neill and Chapman (2013) discovered that interviews generally allow respondents to share their respective opinions, thoughts, as well as decisions. For instance, Hutchison and Waters (1987; Brown, 1995; Bastrukmen, 2010), agreed mostly the goal of having an interview in a research. In the present study, open-ended questions were used in the semi-structured interview to gain different views from Business lecturers and Industrial supervisors on the needs and challenges of English Language of the business students. Questions asked in the semi structured interview included questions on the needs and challenges of the English language encountered by the Business students during their industrial training. The interview questions also included the Business students' opinions and views on the importance of having an ESP course as part of their programme (*Refer Appendix B and C*).

3.5 Data Collection and Data Analysis Procedures

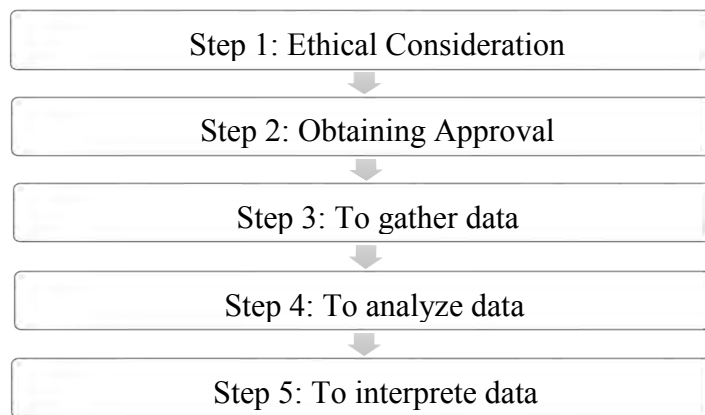


Figure 6: Data Collection and Data Analysis Procedure Overview

Figure 6 illustrates the data collection and analysis procedures. The steps on gathering and analyzing the data as well as interpreting them are deliberated in detail in the following subsections.

3.5.1 Ethical Consideration

While performing this study, the researcher paid a close attention to the appropriate ethical issues. To avoid any misconception of the study's main objective, proper steps were taken. Prior to conduct the present study, permission was obtained to conduct this study in the mentioned premise. Several activities took place such as distributing the questionnaire to the business students and conducting the semi structured interview with the business students, lecturers and industrial supervisors. The researcher also took the effort to brief and explain the objectives of conducting the study to all parties concerned. The data collected from the outcome of the questionnaire survey and semi structured interview were strictly used for the purpose of the study and they were assured that any information shared in the questionnaire would not be revealed.

3.5.2 Obtaining Approval

The approval was obtained from the Management Committee to carry out this research. Pertinent documents such as letter of consent, the research proposal documentation, and the research instruments, copy of questionnaire and semi structured interview questions were disseminated among the Management Committee of the university to obtain a better understanding. A brief discussion was held with the Management Committee and the Business Lecturers on the benefits the university would gain once the findings of this research were completed.

3.5.3 Gathering Data

3.5.3.1 Questionnaire

The questionnaire was distributed to a group of 30 final year business students. A maximal variation which is a heterogeneous purposive sampling is selected to provide a diverse range of cases relevant to this study. When distributing the questionnaire, the researcher made sure that the data was obtained from as many different people as possible. This is to ascertain a stronger view of the issue from the same group of respondents selected. The researcher explained and guided the participants on how to answer the questionnaire. Thorough explanation on the rationale and content of the questionnaire was also given so that each participant understood what they needed to do and how to answer the questions stated. Approximately 10 minutes was given to the participants to complete the questionnaire. The data was then ready for analysis.

3.5.3.2 Semi-Structured Interview

The semi-structured interview was conducted with 3 Business lecturers from the private university and 2 Industrial supervisors from the organization where the participants completed their industrial training. The interview was conducted at 2 different venues based on the convenience of the respective interviewees. The researcher interviewed the interviewees on the specific English language Oral Communicative needs and challenges of the business students and also for them to suggest the skills needed by the students or trainees in designing a syllabus before they start their internship (*Refer to Appendix A, B and C*). The interview did not exceed 10-15 minutes per interviewee and the conversation was recorded.

3.5.4 Analyzing Data

This section elaborates the data collection procedures and the results will be deliberated in the next chapter; Chapter 4.

3.5.4.1 Questionnaire

The data gathered from the questionnaire was analyzed and tabulated according to frequency count and percentages to identify the needs and challenges faced by the business students and the areas they prefer to improve (*Refer to Appendix A*).

3.5.4.2 Semi-structured Interview

The interview questions comprised of open-ended questions (*Refer Appendix B and C for semi-structured interview questions*). The data gathered was then transcribed and categorized into themes according to the research questions and also interview questions.

3.6 Chapter Summary

Chapter 3 presents the method used in the present study. This chapter discussed the research design, setting, sampling method, instruments used to carry out the research. This included the data collection and data analysis procedures. The results and discussion of the questionnaire and semi-structured interview are presented in chapter 4.

University of Malaya

CHAPTER 4

ANALYSIS AND FINDINGS

4.0 Introduction

Chapter 4 reports the findings and results of the questionnaire and addresses the three research questions created. The chapter consists of Section 4.1 on the background of respondents, Section 4.2 on the analysis of research question one, Section 4.3 explains the analysis of research question two and Section 4.4 explains the analysis of research question three. Followed by Section 4.5, the summary of chapter 4.

4.1 Background of Respondents

This section gives an overview of the demographic profile of the business students. The Section A of the questionnaire survey reports the background of the respondents, for example the age, gender, highest education level, mother tongue, other languages spoken, self-rated English proficiency level, the importance of English language proficiency at their workplace and their confidence level when speaking English.

4.1.1 The Demographic Profile of Respondents

A total of 30 questionnaires were handed out to the business students who participated in answering the questionnaire survey. The demographic profile of the business students is shown in the table 1 below.

Table 1: Demographic Profile of Respondents

<u>Variable</u>	<u>Frequency</u>	<u>Percentages</u> (%)
Gender		
Male	13	43.30
Female	17	56.70
Age		
18-22 years	14	46.70
23-27 years	10	33.30
28 > years	6	20.00
Highest English language qualification and grade		
Diploma in English A	1	3.34
Muet Band 4	2	6.66
Muet Band 3	3	10.00
IGCSE (B)	3	10.00
SPM (A)	6	20.00
SPM (B)	11	36.60
SPM (C)	4	13.30
Mother Tongue		
Malay	9	30.00
English	3	10.00
Tamil	8	26.70
Mandarin	7	23.30
Punjabi	3	10.00
Other Language (s) Spoken		
Malay	24	80.00
English	27	90.00
Hindi	7	23.30
Tamil	4	13.33
Mandarin	7	23.30
Hokkien	3	10.00
Cantonese	5	16.66
Self-Rated English Proficiency		
Good	14	46.70
Average	14	46.70
Poor	2	6.70
Importance of English Language Proficiency at work		
Very Important	17	56.70
Important	12	40.00
Less Important	1	3.30
Level of confidence when speaking in English		
Confident	17	56.70
Less confident	12	40.00
Not confident at all	1	3.30

Table 1 shows 17 respondents (56.7%) in the samples were females while 13 respondents (43.3%) were males. Out of the 30 respondents, 14 respondents (46.7%) were 18 to 22 years age group, 10 respondents (33.3%) were in the 23 to 27 years age group meanwhile 6 respondents (20%) were in the 28 years and above age group. The highest English language qualification was Diploma in English, 1 respondent (3.34%) who had scored A. This is followed by MUET Band 4, 2 respondents (6.66%) and Band 3 had 3 respondents (10%), IGCSE (B) 3 respondents (10%). 6 (20%) respondents had scored (A), 11 (36.6%) respondents had scored (B) while 4 (13.3%) had obtained (C) for SPM.

Table 1 also shows 9 (30%) respondents reported Malay as their mother tongue, followed by 8 (26.7%) respondents' mother tongue was Tamil, 7 (23.3%) were Mandarin. 3 respondents (10%) chose English and Punjabi respectively as their mother tongue. Most respondents, i.e. 27 (90%) indicated that they spoke English in addition to their mother tongue, followed by 24 (80%) indicated they spoke Malay in addition to their mother tongue, however, lesser than 50% of the respondents, 7 (23.3%) of them spoke Mandarin and Hindi along with their mother tongue, 5 (16.6%) spoke Cantonese and 4 (13.3%) spoke Tamil respectively. However, minority of the respondents, i.e. 3 (10%) stated that they spoke Hokkien as an additional language to their mother tongue. In regard to Self-Rated English Language Proficiency, 46.7% (14 respondents) reported good and average while 6.7% (2 respondents) rated poor.

Moreover, 17 respondents (56.7%) stated that English Language proficiency holds an immense importance at their workplace, 12 respondents (40%) indicated English as important while only 1 of them (3.3%) responded it is least important. In terms of level of confidence when speaking in English language, majority respondents reported 17 respondents (56.7%) stated as confident, 12 respondents (40%) stated less confident whereas 1 respondent (3.3%) indicated not confident at all.

4.1.2 Daily Usage of English Language

In this part of the questionnaire, Part 1 of Section B, the respondents were asked how frequently they converse in English Language with others. The results are as shown in Table 2 below.

Table 2: Daily usage of English Language

Daily usage of English Language	Frequency	Percentages (%)
Always	9	30.00
Sometimes	19	63.30
Rarely	2	6.70

Table 2 shows only 9 (30%) of the respondents always used English language to converse with people at their workplace or at home. However, 19 (63.3%) stated that they sometimes use English language to converse with each other while only 2 (6.7%) rarely spoke English at their workplace.

4.1.3 English Language Skills Used during Internship

Recently, the business students had undergone their internship training and they have responded to the questionnaire given reflecting on their recent experience on using the English language. In section B question 2 of the questionnaire, the respondents were asked to identify the skills that were used during their internship. The skills used by the respondents are shown in Table 3 below.

Table 3: English Language Skills used during Internship

English Language Skills used during Internship	Frequency	Percentages (%)
Speak to		
Lecturers	20	66.60
Colleagues	22	73.30
Industrial Supervisors	23	76.60
Clients	11	36.60
Listen to		
Lecturers	19	63.30
Colleagues	24	80.00
Industrial Supervisors	23	76.60
Clients	10	33.30

Table 3 shows most of the respondents, 23 (76.6%) used English language to speak to their industrial supervisors, 22 (73.3%) used English Language to converse with their working staff, 20 (66.6%) spoke English with their lecturers meanwhile the remaining, 11 (36.6%) used English to converse with their clients. Speaking to Industrial supervisors was the highest because during internship the trainees needed to report their daily work activities to their industrial supervisor the most and it had to be done only in English language.

Nevertheless, as for using English language in terms of listening, the majority of respondents, 24 (80%) reported they listen to their colleagues followed by industrial supervisors, 23 (76.6%), 19 (63.3%) listened to their lecturers in English whereas 10 (33.3%) listened to their clients in English. Listening to colleagues were the highest because most of the activities done at work by the trainees involved team work.

4.1.4 Self-Rated English Language Skills of the Respondents

In this part of the questionnaire, respondents were instructed to rate their English language skills. The result of their English language self-rated skill are as shown in Table 4.

Table 4: Self-Rated English Language Skills of the Respondents

Variable	Frequency	Percentages (%)
Speaking		
Poor	2	6.66
Fair	3	10.00
Average	15	50.00
Good	11	36.60
Excellent	0	0.00
Listening		
Poor	1	3.33
Fair	1	3.33
Average	9	30.00
Good	18	60.00
Excellent	1	3.33

Table 4 shows half of the respondents, 15 (50%) rated their English language speaking skill as average, followed by 11 (36.6%) rated as good while 3 (10%) and 2 (6.6%) rated their speaking skills as fair and poor, respectively. None of them rated their speaking skills as excellent. As mentioned by Moslehifar and Ibrahim (2012), employers prefer hiring graduates who have good command in English as speaking plays a crucial role in the business industry.

On the other hand, as for the listening skill, 18 (60%) of the respondents rated their listening skill as good, 9 (30%) of them rated their skill as average 1 (33.3%) of the respondents rated their skill as excellent, fair and poor respectively.

4.2 Analysis of Research Question One

What are the English language oral communicative needs of the Business students at a private institution in Malaysia?

The findings of this research question was gathered from Section B of the questionnaire that was distributed as well as interviews with the business lecturers and industrial supervisors. Section B Question 4 discussed the English language needs of the respondents.

4.2.1 English Language Oral Communicative Needs

This section discusses the English Language Oral Communicative Needs of the Business Students.

4.2.2 Questionnaire Analysis of Research Question One

In Section B, question four in the questionnaire, students were asked to state which English language skills they would need to improve on and the results are as shown in Table 5 below.

Table 5 discusses the needs in English Language Skills which respondents want to improve on.

Table 5: English Language Skills Respondents Need to Improve

Variable	Frequency	Percentages (%)
Speaking		
Strongly Agree	22	73.30
Agree	8	26.60
Disagree	0	0.00
Strongly Disagree	0	0.00
Listening		
Strongly Agree	10	33.30
Agree	19	63.30
Disagree	1	3.30
Strongly Disagree	0	0.00

Table 5 shows that 22 respondents (73.3%) would strongly agree to improve their speaking skills while 8 (26.6%) would agree to improve on the speaking skills. None of them disagreed with the abovementioned. Similarly, 19 (63.3%) agreed and 10 (33.3%) strongly agreed to improve on the listening skills. Only one respondent disagreed on improving their listening skill. Therefore, it can be summarized that students want to improve on their speaking and listening skills.

4.2.3 Interview Analysis of Research Question One

The findings used to answer this research question were also collected through interviews with the business lecturers as well as industrial supervisors.

4.2.4 Speaking in English

i. Avoid code switching when speaking.

As mentioned by industrial supervisor 1, one of the most effective way to reduce code switching among students while speaking English is to increase their communication in English with their colleagues at their workplace.

As mentioned by him:

“It would be helpful for themselves if they are able to practice communicating in English and that would increase their level of confidence when conversing in English.”

According to Industrial supervisor 2:

“I believe, with enough support, practice and encouragement, students will be able to overcome their fear and wouldn't be reluctant to speak in English at any time.”

In addition to the above, Business lecturer 1 said:

“Students should practice speaking in English more to gain confidence and be able to speak without getting freaked out.”

The other option for the students to reduce code switching at workplace is to ensure the clients and management avoid communicating in any other language even if the students speak in a common language known to them like Bahasa Malaysia. Clients and Management should only speak in English.

As mentioned by Industrial Supervisor 2:

“As for me, I do not respond to students when they speak in another language, be it Bahasa Malaysia. I only speak to them in English if they have any questions for me and I also expect an answer in English from them. In that way, even if they make mistakes while conversing, I will correct them.”

According to Business Lecturer 2:

“At times, if the students aren’t aware of terms in English, students would code switch to a language known to the listener. That would lighten the burden of the student but it is not a long term solution. Students should avoid code switching and prepare themselves mentally to speak only in English.”

ii. Problems Giving Oral Presentations and Understanding Technical Terms Used during Presentations, Meetings and Discussions.

As stated by the Business lecturers and Industrial supervisors, it is essential for the students to attain the Oral presentation skills in English as they will be applying it in many presentations, meetings and also discussions. The Industrial supervisor 1 mentioned that presentation skill is the key factor in the Business industry as they will be asked to negotiate and sell products or even ideas. Moreover, majority of them face problems understanding some business terms which creates delays during presentations or discussions.

Furthermore, Business lecturer 1 said that students require the necessary presentation skills as they will be given opportunities to choose a product and sell them to their clients. It is slightly difficult for them to understand certain technical terminologies and they also face problems using the terms as a result of lack of understanding however, it is crucial for them to be able to deliver their tasks at workplace.

According to Industrial supervisor 2, students sometimes do not pay attention and listen to discussions that are taking place as they are unable to comprehend and assist in meetings/presentations. Therefore, tasks would be given out to them once the discussions are over to ensure they stay focused during each discussion held. They would also need to learn how to address issues formally and also informally, giving instructions as well as demonstrating products.

The above findings are similar to the studies of Chen and Wu (2010), Wu and Chin (2010), Kassim and Ali (2010), Ghengshesh, Hamed and Abdelfattah (2011), Moslehifar and Ibrahim (2012), Chan (2014) and Unal (2014) that they have also come to conclusion whereby giving oral presentations is a key factor and an essential part of speaking skills in the business industry.

Industrial trainees need to be trained well to conduct oral presentations, meetings and discussions. The trainees also need to learn how to organize their ideas, explain and clarify, obtain good negotiation and persuasion skills when selling products or delivering ideas as well as maintaining a good rapport when speaking to their management and superiors in order to succeed in the business industry.

iii. Other Relevant Speaking Skills

In each interview session conducted with the Industrial supervisors and the Business lecturers, they have emphasised numerous times on the need of oral speaking skills in the Business industry.

The industrial supervisor 1 stated that he believed it is essential for students to gain knowledge on negotiation and persuasion skills in addition to oral speaking skills. A large number of students were not mindful of the importance and the right techniques of negotiation and persuasive skills in business. Negotiation and persuasion are prominent factors in the business industry when dealing with clients. Negotiation is an important

process for avoiding miscommunications, conflicts and disagreements to reach out to a common solution and agreement without having any disputes, and persuasion comes hand in hand with negotiation whereby both concerned parties will have to come down and agree to a common term.

This is however in accordance to the findings of Kassim and Ali (2010) which says negotiation is indeed a vital process in business. It is essential for the employees to have the knowledge of the approach of negotiation and use appropriate business terminologies (Kassim and Ali, 2010).

Furthermore, as mentioned by Industrial supervisor 2, it is necessary for students to communicate effectively and frequently in English and not to worry about making mistakes. One suggestion given was to read books in English which are related to the field concerned and they also should not be afraid to ask questions. One of the most effective ways of learning is to ask questions, this will help student's gain better understanding on the subject matter.

Moreover, industrial supervisor 1 also stressed on how the students should also learn good negotiation skills from their colleagues or superiors at work, learning how to speak politely at work when requesting for something or even when dealing with prospective clients and handling business matters. In addition to the above, Business lecturer 1 highlighted on the implication of telephoning skills. Students may encounter various situations where they are required to speak to clients on the phone with regards to negotiation of business products, explaining and providing details to clients on the new launched products, giving instructions on how to use a new product to clients, persuading them to buy new products.

Business lecturer 1 also mentioned:

“The activities that students can practice using telephone are getting people to do things, requesting something, offering to help, asking permission, taking messages, planning and making calls. The course should teach students in using different kind of phrases for different situations.”

The findings of Moslehifar and Ibrahim’s (2010) are similar to the current findings that telephoning skills are equally important for the employees to talk to clients on work related matters like projects and business plans.

4.2.5 Listening skills

i. Understanding Different Accents and Pronunciations

All the industrial supervisors and business lecturers who were interviewed agreed that most students have problems understanding the different accents and pronunciations of clients. Therefore, the suggestion given by industrial supervisor 1 was, students need to watch more English movies and videos on YouTube to be more familiar with different accents and pronunciations. Business lecturer 3 also mentioned watching videos and listening to audios will help the students be more attentive when speaking to clients from different ethnic background. Some websites have audios of people speaking from all over the world and by listening to those audios, it would be easier for students to recognise the accents and pronunciations and thus be familiar with them. As such, students would not have to ask clients to repeat themselves to understand what they are trying to say.

Business lecturer 2 stated that it is also important for students to learn phrases such as “Excuse me, Sorry Sir/Madam, Can you repeat please?, I’m sorry I did not get you, Could you spell that?, I beg your pardon” instead of saying “What? Say again? No understand”. Politeness is the best way to handle any circumstance and it would also help to make the clients feel more comfortable as opposed to students saying they understand but in fact, they do not.

4.2.6 Summary of English Language Needs of Business Students

Table 6 summarises the English language needs of the business students which were gained from the semi structured interview with the business lecturers as well as industrial supervisors.

Table 6: English Language Needs of the Business Students

Skills	English Language Needs
Speaking	Giving oral presentation Understanding technical terms Negotiation skills with clients Persuasion skills with clients Using telephone skills for Business matters Speaking formally and informally to colleagues Speaking politely to clients
Listening	Understanding the different accents and pronunciations of clients

4.3 Analysis of Research Question Two

What are the English language oral communicative challenges encountered by the Business students during their Industrial Training?

The findings for research question 2 were collected from Section C of the questionnaire which was given out to the students to identify the problems and challenges faced in the Oral English Language Communication. Semi-structured interviews were also carried out with the business lecturers and industrial supervisors to provide more feedback on the problems and challenges faced by the students.

4.3.1 Problems faced by Business Students

This section discusses the English Language Oral Communicative Problems and Challenges faced by the Business Students.

4.3.2 Questionnaire Analysis of Research Question Two

In the questionnaires distributed, respondents were required to provide their responses in section C on the problems and challenges encountered Table 7 discusses the problems faced by the Business Students while communicating in English Language during their internship. 30 final year business students were involved in this questionnaire survey. Four options were given for the respondents to provide their feedback which were Strongly Agree, Agree, Disagree and Strongly Disagree. For this analysis, Strongly Agree and Agree were labelled as “Agree” whereas Strongly Disagree and Disagree were labelled as “Disagree”. The results of the findings are summarized in Table 7.

Table 7: Problems Communicating in English Language

Statements	Agree	Disagree
I was prone to using words from my first language when I spoke in English.	25 (83.3%)	5 (16.6%)
On several occasions, I misinterpreted messages conveyed to me.	24 (80%)	6 (20%)
I had difficulties expressing my opinions in English.	24 (80%)	6 (20%)
I had difficulties understanding pronunciations by colleagues' and supervisor.	24 (80%)	6 (20%)
I had to think in my first language before replying in English.	23 (76.6%)	7 (23.3%)
I had difficulties understanding technical business terms	23 (76.6%)	7 (23.3%)
I had difficulties understanding other colleagues' instructions in English.	22 (73.3%)	8 (26.6%)
On several occasions, I didn't fully understand the content of the message.	21 (70%)	9 (30%)
I had difficulties understanding the supervisor's instructions in English.	19 (63.3%)	11 (36.6%)
I spoke English confidently.	17 (56.6%)	13 (43.3%)

Based on Table 7, for speaking skills, 83.3% of the respondents admitted using words in their first language when communicating in English whereas 16.6% did not agree to the above mentioned. Similarly in the interview conducted with the business lecturers and industrial supervisors, they mentioned that students did have problems speaking in English and would always turn to their mother tongue as a support. Students would also tend to code switch when they facing problems finding the correct word to speak in English and this resulted in them taking extra time to think in their mother tongue before replying in English.

For listening skills, 80% of the respondents answered that they have misinterpreted messages conveyed to them on several occasions, they also face difficulties understanding pronunciations by colleagues' and supervisors as well as having difficulties in expressing their opinions in the English language. Likewise, as mentioned in the interview, the business lecturers and industrial supervisors pointed out that students have problems voicing out their opinions in English because they lack the knowledge in the specific area being spoken and also lack of knowledge in comprehending the business terms.

However, only 20% of the respondents disagreed with those statements. Likewise, 76.6% of the respondents answered that they had to think in their mother tongue before replying in English and also faced problems when understanding technical business terms while 23.3% disagreed to that. Another problem encountered by 73.3% of the respondents was difficulties in understanding their colleagues' instructions in English but 26.6% disagreed to that statement. 70% of the respondents mentioned that they did not fully understand the content of the message when in conversation with people.

Difficulties in understanding the supervisors' instruction in English was also one of the problems faced by 63.3% of the respondents whereas only 36.6% didn't have any problems understanding the instructions given by the supervisors.

Another speaking skill from this result is on the confidence of the respondents to speak in English. 56.6% of the total respondents agreed that they had the tendency to have high self-confidence while speaking. However, a small percentages (43.3%) disagreed and admitted to having no confidence in speaking English. Despite the majority of respondents agreed that they had the confidence, respondents also recognized some other problems which they encountered while speaking in the English Language.

4.3.3 Interview Analysis of Research Question Two

The findings obtained to answer this research question were also collected through interviews with the business lecturers and the industrial supervisors. The semi-structured interviews were carried out in reference to the triangulation method to validate responses which were found vague from the questionnaire survey. This resonates to why some questions are similar from the questionnaire survey and semi-structured interview conducted.

As mentioned by the business lecturers and industrial supervisors when interviewed, most students lacked the required and appropriate skills to communicate efficiently at their workplace. Conversing and communicating effectively in English language at the workplace is a key factor for students to strengthen and improve their English skills. They are in the opinion that even though students faced major difficulties and made mistakes when they were speaking, this is where they could learn and gain knowledge without being judged by their lecturers, colleagues and industrial supervisor at work.

4.3.4 Problems Communicating in English

As explained by the Business lecturers and Industrial supervisors, there are instances whereby the business students encountered problems while speaking in English. In the interview conducted with the Industrial supervisors and Business lecturers, all of them had stated that majority of the students face challenges mostly in speaking, listening and writing. Whereas some of them stated that the major drawback to communicate in English is due to the inability to cope with in-depth discussion.

4.3.5 Speaking Problems in English

i. Lack of Confidence while Conversing in English

Upon completion of the interviews conducted with the business lecturers and industrial supervisors, industrial supervisor 1 has revealed that students lack confidence when conversing in English and lack adequate English language skills in order to participate in discussions, meeting and also presentations being conducted in English. However, as stated by industrial supervisor 2, the communication problems faced by students are the inability to converse in English, to comprehend and execute instructions and tasks at the workplace. It is a result of English language not being the primary spoken language for the students. Thus, their oral skills are limited, and they do not have the confidence to communicate orally using the English language.

From the perspective of the business lecturer 1, he supports that the students do not have the necessary oral skills to communicate in English. They lack the speaking skills and this is where they start feeling nervous and anxious. Students feel nervous to speak in English because they are worried their colleagues or clients would not understand the message that they are trying to convey. According to Business lecturer 3, students only have the basic oral English language skills while communicating. They faced problems conversing effectively at the workplace and the language skills which they have are mostly very general, for example: greetings. This is mainly due to them feeling embarrassed and as a result would display lack of confidence and anxiety. She also mentioned that some students even break down and freeze when asked to give presentations despite being given ample time to prepare for it. This happened as a result of having more proficient speakers of English language industrial trainees at the site.

As a matter of fact, most students would try avoiding speaking in English due to reasons such as lack of confidence, lack of English knowledge skills, inability to comprehend, execute instructions and tasks, English language not being the primary spoken language of the students, nervousness, anxiety and embarrassment, and presence of more proficient industrial trainees. Additionally, these findings are similar to Unal's finding (2014) whereby employees exhibit low self-confidence when they do not understand the message conveyed by their clients and colleagues which would further cause misunderstandings between them.

ii. Speaking during Oral Presentations, Conducting Meetings and Discussions in English

This part explains the challenges students encountered when speaking during oral presentations, conducting meetings and discussions in English.

As mentioned by Business lecturer 1, students had problems during formal presentations, meetings and discussions. They were given opportunities to choose a product and sell them to their clients but due to lack in communication skills, contributed to the difficulties in conversing in English. The students often tried their best to explain their ideas and opinions to ensure their clients or superiors could understand them, but at the end they were not successful. This is especially when they were confused with certain use of business terminologies. They very much needed support and encouragement from their industrial supervisors or colleagues at work because giving effective presentations is crucial in completing their tasks at the workplace.

Furthermore, according to Business lecturer 2 and 3, one part of the presentation required them to explain using diagrams and reports to their group members. Explaining the charts, graphs and pictures needed good presentations skills, however, these students have not been equipped with the skills. Most of the time, they had difficulties in delivering

a smooth presentation as they did not understand the topic and lack the knowledge on business terms or phrases used. They were also not familiar with the use of connectors such as 'in addition, 'furthermore', 'moreover', 'in conclusion', etc. This led to misinterpretation and communication failure between students and clients and therefore resulted in a prolonged discussion time. Correspondingly, Chan (2014), in her study on communicative needs in the workplace and curriculum development of business English course in Hong Kong had equal views on this. It was definitely a struggle for the students to give oral presentations as a result of not being proficient in English and the lack of formal speech.

This also happened during question and answer sessions, where they had to explain and elaborate in detail when asked a particular question in the given time frame. Some of the students also memorized their presentation scripts or referred to their slides when presenting. There's no eye contact with the audience.

There were several past studies with similar findings to the current study. Studies by Wu and Chin (2010), Kassim and Ali (2010), Ghengshesh, Hamed and Abdullah (2011), Moslehifar and Ibrahim (2012), Unal (2014) and Chan (2014) collectively revealed that one of the most significant challenges encountered by the business students is giving oral presentations at work followed by the lack of knowledge on business terminologies in the business industry.

iii. Code Switching at work

This part covered the topic of code switching by the business students between English and their first language or other languages when conversing with clients, management or superiors at their working environment.

As reported by industrial supervisors and business lecturers, many of them could not agree more to the fact that business students did code switch at work. Whether it is English to Bahasa Malaysia, English to their first language or English to a common language that is known to the listener. Besides code switching, there were some instances where students combined two or three languages when speaking. Combining English and Bahasa Malaysia with other languages, for example, is a common habit among Malaysians. “*Boss, saya tak faham how to do this*” which also means “Boss, I do not understand how to do this”. This usually happens when the student lacks the vocabulary needed in the related topics.

Therefore, they reverted to their mother tongue or Bahasa Malaysia. Also closely monitored by supervisors at work was the students failing to have in depth discussions with colleagues and clients because they lack the command of English language. Sometimes they code switched and this did not reflect well for them as they are pursuing their internship at the company as some clients were not comfortable when they were being attended by junior members who do not have the competency in English or basic knowledge on the matter.

Business lecturers also reported that students’ code switched because of low self confidence in using some English terms and using their first language or a common language known to the student and the client, would ease the process of conveying a message or delivering important information. It also implies that the students do not know or do not have adequate knowledge on the business terms and therefore they reverted to their first language. Further, industrial supervisor 1 also added, business students felt

excited when dealing with local clients. As observed, at the start of a presentation, they began speaking English but when they had problems finding the suitable word, they code switched to Bahasa Malaysia. Mixing Bahasa Malaysia and English or using “Manglish” seemed to be common amongst Malaysians. Some students preferred to speak in Manglish rather than Standard English without prioritizing their clients’ needs. This, however, may not be preferred by some clients. There were situations where meetings, discussions and presentations were held in both English and Malay. Business students had to participate in presentations but they failed to do it due to lack of confidence in English and lack of knowledge in choosing appropriate words and business terminologies. They felt more confident when speaking the non-standard English when explaining. There were times when the students were found nervous when questioned by clients and failed to answer questions.

This resulted in the supervisors translating to them in Bahasa Malaysia so that the students understand the concerns of their clients as to maintain the flow of the discussion. Similar to Tsao’s (2011) research outcome, although the ESP teacher prefers to converse only in English in the classroom, students often asked the class teacher to translate from English to Chinese whenever they did not understand certain topics of discussion in class to gain better understanding.

4.3.6 Listening Problems in English

i. Understanding Different Accents and Pronunciations

Malaysians encounter people and prospective clients from various countries and regions who may have very a variety of accents and pronunciations. Due to lack of exposure to speaker from different countries, some business students face difficulties and challenges understanding and comprehending other accents as they are unfamiliar with them. As mentioned by the industrial supervisors, their company deals with many clients from different regions such as South East Asia, Middle East, Americas, Europe and Africa and they possess strong and thick accents for the business students to understand.

Industrial supervisor 1 reported that business students faced difficulties as the clients sometimes spoke really fast and the business students repetitively requested for the clients to repeat because of lack of understanding. In addition to the above statement, industrial lecturer 2 stated, business students got lost and tended to mix up information when the clients spoke too fast and caused the students to lose their concentration. Therefore, from the interviews carried out, it has been noticed that due to the business students not being familiar with certain accents and pronunciation of the clients, misunderstanding and misinterpretation of messages occurred. This resulted in the business students not prioritising English when speaking with foreign clients as they encountered major challenges and difficulties with the different accents and pronunciations.

However, business lecturer 1 added that some business students even encountered problems with their local clients. As said by the students, some local clients possess very strong accents mainly those clients whose first language are either Mandarin, Tamil or even Malay. Sometimes, the business students had to request the clients to speak slower but this caused the clients to be less impressed and became disappointed with the way

they were being handled. The clients felt it took up too much of their time and further delayed their purpose there.

Similarly, the finding from Unal's study (2014) also revealed that understanding clients' pronunciation and accents were one of the problems encountered by the employees at work. Problems with accents and pronunciations would contribute to misinterpretation of messages and misunderstanding between both parties which would affect the company's reputation.

However, Evans (2010, 2013) in his study on the use of English language in professional world, did not share similar opinion. When the employees and clients have difficulties in understanding each other's accents in English, they would promptly switch to Cantonese, a common language for them, for business negotiations.

4.3.7 Summary of English Language Challenges of Business Students

Table 8 summarises the English language challenges of the business students which were gained from the semi structured interview with the business lecturers as well as industrial supervisors.

Table 8: English Language Challenges of the Business Students

Skills	English Language Challenges
Speaking	Lack of confidence Lack of English knowledge skills Inability to comprehend and execute instructions and tasks English language not being the primary spoken language of the students Feeling nervous, anxious and embarrassed Self-comparison to the other industrial trainees Confusion in explaining business terminologies Code switching at work
Listening	Understanding the different accents and pronunciations of local and foreign clients Clients speaking too fast Not aware of time consumed

4.4 Analysis of Research Question Three

What recommendations can be made for the design of an Oral Communicative Business English course for the business students?

The findings of this research question was collected through questionnaire with the business students and semi-structured interviews with the Business lecturers and Industrial supervisors.

4.4.1 Questionnaire Analysis for Research Question Three

In Section B, Questions five, six and seven of the questionnaire, the respondents were asked to state their English Language Learning Preference and for Question eight, the respondents were asked about the suggestions of topics which should be included in the proposed Oral Communicative Business English course for the business students at the private university. Their responses would contribute in answering research question three.

4.4.2 Questionnaire Analysis of Students Learning Preference

The students were asked to state their English language preferences in Questions 5, 6 and 7 of Section B. The summary of the business students' results are as shown in the pie charts below.

4.4.2.1 Result of Respondent's Learning Preference

Would you enrol in an English Course (e.g. English for Specific Purposes-ESP) if one is offered at your college?

30 responses

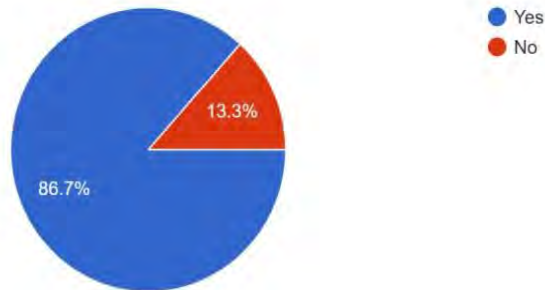


Figure 7: Students Perception in Enrolling in a Business English Course

If yes, how frequently should classes be held?

26 responses

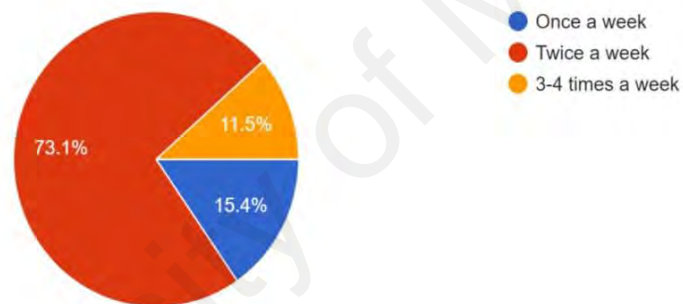


Figure 8: Frequency of Business English Classes to be conducted

The teaching-learning activities in the ESP course should be conducted...
(You may tick more than one box)

30 responses

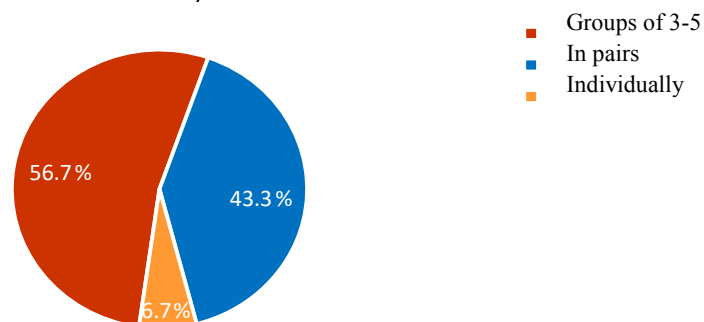


Figure 9: Participants Preference of Business English Classroom Setting

Figures 7, 8 and 9 show majority of the respondents, 26 (86.7%) of them agreed to enroll in an English course if offered in the private university. However, only 4 (13.3%) disagreed to enroll in an English course. 19 (73.1%) respondents preferred the classes conducted twice a week, followed by 4 (15.4%) chose once a week and 3 (11.5%) respondents wanted the classes to be held 3 to 4 times a week.

Most of the respondents, 17 (56.7%) preferred the ESP class to be conducted in small groups, 13 (43.3%) preferred to work in pairs while 2 (6.7%) respondents chose to work individually. The findings from the questionnaire survey is in accordance with the findings of the interview whereby the business lecturers and industrial supervisors agreed to the question of “How do you think the business students can improve their English language skills?” and all of them answered by enrolling in an ESP course catered for Business students would be the best and effective solution for the students.

The result to support the enrollment of ESP is consistent with statement by Hutchinson and Waters (1987). As they stated that ESP provides information on training and knowledge of English as a second or international language. In addition to that, Bhatia (2011) mentioned, ESP proponents acknowledge the incorporation of discursive competence, disciplinary knowledge and professional practices in the field. Furthermore, Robinson (1991) added that one of the characteristics of ESP is that it is goal oriented as opposed to English for General Purposes (EGP).

4.4.3 Questionnaire Analysis on the Suggestions of topics to be included in the recommended Business English Course

In reference to Question 8 of the questionnaire survey, respondents were required to provide their input on suggestions of topics to be included in the recommended Business English Course. There were four options given for the respondents to provide their feedback which were 1 = Strongly Disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree. For this analysis, Strongly Agree and Agree were labelled as “Agree” whereas Strongly Disagree and Disagree were labelled as “Disagree”. The results of the findings are summarized in Table 9.

Table 9: Suggestions of topics for the proposed Business English Course

Statements	Agree	Disagree
Participating effectively in group discussions.	30 (100%)	0 (0%)
Giving Oral Presentations	29 (96.6%)	1 (3.3%)
Communicating with local colleagues	29 (96.6%)	1 (3.3%)
Making effective conversations with prospective clients	29 (96.6%)	1 (3.3%)
Conducting meetings with higher level authorities	28 (93.3%)	2 (6.6%)
Listening effectively for accurate understanding	28 (93.3%)	2 (6.6%)
Communicating with foreign colleagues	28 (93.3%)	2 (6.6%)
Dealing with clients' objections	27 (90%)	3 (10%)
Understanding technical business terms	26 (86.6%)	4 (13.3%)
Communicating via Telephone (Telephone skills)	24 (80%)	6 (20%)

Table 9 shows all 30 respondents, (100%) supported that the course syllabus should include topics based on students' participation in group discussions. Majority of the respondents, 29 (96.6%), agreed to have oral presentations, communicating with local colleagues and making effective conversations with clients included in the course structure.

However, only one (3.3%) respondent disagreed. Moreover, 28 (93.3%) agreed to incorporate topics such as communicating with foreign colleagues, conducting meetings with higher level authorities and also listening effectively for accurate understanding in the course while 2 (6.6%) disagreed to the statements. Furthermore, 27 (90%) students want the English course to include topic on how to deal with clients' objections while there were 3 (10%) who disagreed. 26 (86.6%) reported, they would also prefer to learn on the technical business terms to ease their understanding whilst 4 (13.3%) disagreed. Further, 24 (80%) claimed that communicating via telephone skills is equally important to be added into the course outline but 6 (20%) did not agree to the statement.

4.4.4 Interview Analysis for Research Question Three

The findings obtained to answer this section of the research question was gathered via semi-structured interviews with three Business lectures and three Industrial supervisors. The Business lecturers and Industrial supervisors played a role in suggesting topics which they thought should be included in the proposed Business English Course.

4.4.5 Interview Analysis of Suggestions of topics for the proposed Business

English Course

Corresponding to the results of the semi-structured interview with the business lectures and industrial supervisors, it can be concluded that it is essential and significant for business students to enroll in a Business English course to enhance their knowledge, strengthen their respective language skills and boost their self-confidence. This Business English course will benefit them in every perspective and mold them to be adequately competent for employment. The basic overall suggestions provided were to focus on their oral communicative skills which include mainly speaking and listening as these two skills contribute a major part in fulfilling their needs and overcoming their challenges.

i. Speaking Skills

As mentioned by Industrial supervisor 1, the Business English course should incorporate methods on organizing and delivering effective presentations.

He also stated:

“Also, focused discussion and debates can also be carried out. This will build students self-confidence when speaking in public”.

Furthermore, Industrial supervisor 2 added,

“The areas to be explored and discussed will be in presentation, comprehension and also communication skills”.

Speaking skills carry the heaviest weight in accordance to sustaining at workplace. Therefore, it is highly important for the Business students to be trained and equipped with skills to speak in conversations and how to maintain an in-depth conversation. Several activities that can be recommended in classrooms are ice breaking games, art of negotiations, turn taking, effective presentations skills. These activities can further help them prepare when they go for their industrial training in future.

As also mentioned by Industrial supervisor 2:

“They should also learn good negotiation skills from their colleagues or superiors at work, learning how to speak politely at work when requesting for something or even when dealing with prospective clients and handling business matters”.

Chen and Wu (2010) revealed similar findings where oral communicative presentation and negotiation skills are key factors in the Business industry and necessary in the recommended ESP course for Business Students. In addition, the Business lecturer 1 also suggested the need to include telephoning skills into the course syllabus.

Business lecturer 1 mentioned:

“I would like to point out that, the course should include telephoning skills.”

Business students lack the general skills and procedures of telephone skills in business. Students can practice making and answering phone calls, taking down messages and appointments, request or offering, asking permission and so forth. Students must also learn to use specific expressions in different cases.

Moreover, Business lecturer 2 and 3 added due to the lack of self-confidence in business students, the proposed Business English course content must include motivational talks on how to be confident in public speaking and have classes focusing on learning how to speak and make eye contacts with the audience in overcoming their fear in front of people. In addition numerous presentations practices and discussions in each class would surely help them to gain more confidence in their presentations. Studies conducted by scholars such as Tsao (2011), Evan (2013) and Chan (2014) also had revealed similar findings whereby a Business English course content should be a reflection of a daily work-life situation.

ii. Listening Skills

As reported for the listening skills, there were suggestions provided by the business lecturers and industrial supervisors that business students should be exposed to listening to different pronunciations and accents by watching videos, movies and series and listening to audios and songs from various parts of the world to allow them to improve their listening skills of different accents and pronunciations.

According to the Industrial supervisors and Business lecturers, one of the most beneficial ways for the business students to improve their listening skills is to watch videos on YouTube. Numerous videos can be found on YouTube which have pronunciations or accents from different parts of the world and this would give opportunities to the business students to be familiar with a variety of accents and pronunciations. There are also movies online which can be downloaded that have different accents in varieties of English. Also, there are some English language websites which have listening audios catered to students' specific needs which would help to enhance their listening skills.

In regards to the questionnaire survey and semi-structured interviews conducted, as suggested by the business students, Business English classes should be added to their course structure as it caters to their needs, lacks and wants. The business students agreed to have the Business English class to be held twice a week in small groups of 3 to 5 students. The Industrial supervisor also added that the Business English classes should be conducted twice a week for the duration of 2 hours per class so that students can use this time to make full use of their learning period. It would also give motivation and support the students to put extra effort from their side and assure them that this course would only benefit them in the future.

As also mentioned by the Industrial supervisor, the main aim and objective of the proposed course should reflect upon the students' needs, lacks and wants and focus towards a learner centered approach. The teacher guides the students and therefore, students should work hard to gain as much knowledge from the teacher and practice during their classroom activities. Table 10 below shows the suggestions of topics for the proposed Business English course based on the findings of the semi-structured interviews.

Table 10: Brief Suggestions for the Proposed Business English Course

Skill	Brief Suggestions for the Proposed Business English Course
Speaking	Organising and delivering effective presentations
	Engage in effective oral communications
	Negotiation skills
	Politeness in requesting/offering
	Telephoning skills
Listening	Effective presentation/discussion skills while making eye contact
	Watching videos on YouTube
	Watching movies, series
	Listening to audios/songs

4.4.6 Proposed Business English Syllabus for the Business students

Title

The proposed course will be titled as “Business English”

Syllabus Timeline

The course will cover 14 weeks and 8 module syllabus as it is a norm for most colleges in Malaysia to implement the 14-week semester system with day one focusing on ice-breaking and introduction and the last week focusing on evaluation which covers the final examination.

Class Duration (2 hours, twice a week)

With reference to the questionnaire survey and semi structured interview conducted, the proposed time frame for the classes will be for a duration of 2 hours twice a week. The number of students that is recommended for the Business English course, is 3 to 5 students. This would allow the teachers to have a one-to-one interaction with each student and give equal attention throughout the classes.

Course content

Oral Communication of English language at workplace has been highlighted as important in the questionnaire survey and semi structured interview. The course serves as a platform for the students to polish their speaking and listening skills in order to prepare them for employment and cater to the expectations at the workplace.

Methodology

Upon analysing the data, most business students are inclined to a learner centered approach. This approach allows the participants' interest to be prioritized by acknowledging their needs and challenges for a significant learning experience. Therefore, this is the best option for students to achieve their objectives and goals at the same time prepare them for the workforce.

Teaching Activities

As teaching guidelines play an important role in a course, the outline is designed from the outcome of the questionnaire survey and semi structured interviews conducted. Most of the activities conducted will include discussions, presentations, listening activities, group activities as well as relevant business presentation activities.

The outline of the Business English Course is as follow:

NO	TITLE/OUTLINE
1.	Name of Module: Business English
2.	<p>Rationale:</p> <p>In today's society, business is increasingly being conducted across borders with English often being used as an international trade language of communication. The ability to use English at the workplace has a number of benefits including: Helping the company to succeed, building trust with colleagues and clients, building and improving international relationships, enhancing students' skill-set and commanding a higher salary and enhancing international relationships through cultural understanding.</p> <p>Therefore, it is important for this module to be implemented to assist students with low self-esteem and low self confidence in speaking and listening in English to improve and be more confident in public.</p>
3.	<p>Synopsis:</p> <p>This module will cover an extensive oral and verbal communicative skills in the business environment. It will include a set of individual and group presentations, discussions as well as listening activities to enhance students' oral communicative skills. The module will later be a platform for the students to be more concise in communication at various levels.</p>
4.	<p>Course learning objectives:</p> <ul style="list-style-type: none">• To develop effective listening & oral presentation skills for business meetings• To educate students on effective presentation skills with interpretation of data• To enhance student's business communication skills• To enhance student's skills on client negotiation and persuasion skills• To develop a set of business vocabulary and terminologies• To expose students to telephone communication with a variety of accent speaking personnel's

5.	<p>Learning Outcomes:</p> <p>At the end of the semester, the students will be able to:</p> <ul style="list-style-type: none"> • Listen and communicate effectively with a wide range of business vocabularies • Engage and present more effectively at workplace • Interpret graphs and its outcomes • Effectively negotiate and persuade in business dealings • Communicate effectively during meetings as well as during telephone conversations 										
6.	<p>Mode of delivery:</p> <ul style="list-style-type: none"> • Focused group classes • Classroom discussions and activities 										
7.	<p>Assessment Methods and Types:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">• Individual Performance</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>• Assessments & Quizzes</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>• Focused Groups & Presentations</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>• Final assessment</td> <td style="text-align: right;">40%</td> </tr> <tr> <td style="padding-left: 20px;">Total</td> <td style="text-align: right;">100%</td> </tr> </table>	• Individual Performance	10%	• Assessments & Quizzes	20%	• Focused Groups & Presentations	30%	• Final assessment	40%	Total	100%
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• Final assessment	40%										
Total	100%										
8.	<p>Course Outline and Content of the Module</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center; vertical-align: middle;">WEEK 1</td> <td> <p>Ice Breaking & Introduction</p> <p>MODULE 1: Workplace Communication</p> <ul style="list-style-type: none"> • Communication processes • Communication barriers - personally • Communicating at workplace </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">WEEK 2</td> <td> <p>MODULE 2: Skills and Professionalism Etiquettes and Listening Skills</p> <ul style="list-style-type: none"> • Planning and participating in discussions with team members • Exploring and using suitable technologies to conduct discussions with team members • Listening in the workplace (You-Tube Videos) • Songs worksheet activity </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">WEEK 3</td> <td> <p>MODULE 3: Business presentations</p> <ul style="list-style-type: none"> • Effective oral presentations • Organizing content and vocabulary on business terminologies • Planning presentations using visual aids and multimedia • Review of Module 1, 2 and 3 </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">WEEK 4</td> <td> <p>Presentation & Quiz: Two-way communication and listening skills</p> </td> </tr> </table>	WEEK 1	<p>Ice Breaking & Introduction</p> <p>MODULE 1: Workplace Communication</p> <ul style="list-style-type: none"> • Communication processes • Communication barriers - personally • Communicating at workplace 	WEEK 2	<p>MODULE 2: Skills and Professionalism Etiquettes and Listening Skills</p> <ul style="list-style-type: none"> • Planning and participating in discussions with team members • Exploring and using suitable technologies to conduct discussions with team members • Listening in the workplace (You-Tube Videos) • Songs worksheet activity 	WEEK 3	<p>MODULE 3: Business presentations</p> <ul style="list-style-type: none"> • Effective oral presentations • Organizing content and vocabulary on business terminologies • Planning presentations using visual aids and multimedia • Review of Module 1, 2 and 3 	WEEK 4	<p>Presentation & Quiz: Two-way communication and listening skills</p>		
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WEEK 5	<p>MODULE 4: Business meetings</p> <ul style="list-style-type: none"> • Organizing meetings • Conducting effective meetings • Planning and participating in meetings • Minutes of meetings
WEEK 6	<p>MODULE 5: Negotiation and Persuasion in Marketing</p> <ul style="list-style-type: none"> • Understand concept of negotiation and Persuasion and how to use it effectively and ethically • Persuasive replies face-to-face • Bargaining and problem solving in marketing • Closure and implementation in negotiation strategies
WEEK 7	<p>MODULE 6: Opposing approach</p> <ul style="list-style-type: none"> • Dealing with client's objections • Techniques and approaches for delivering bad news • Polite ways of refusing typical requests • Review of Module 4, 5 and 6
WEEK 8	Mid Term Quiz
WEEK 9	<p>MODULE 7: Informal Business Reports</p> <ul style="list-style-type: none"> • Data interpretation • Data organization • Informational reports writing • Concluding and making recommendations
WEEK 10	<p>MODULE 8: Negotiation and telephone skills</p> <ul style="list-style-type: none"> • Business negotiations • Telephone skills • Etiquette in making and receiving calls • Review of Module 7 and 8
WEEK 11	PUBLIC SPEAKING & LISTENING TEST
WEEK 12	<p>GROUP ACTIVITIES</p> <ul style="list-style-type: none"> • Buying and selling products
WEEK 13	REVISION
WEEK 14	FINAL ASSESSMENT

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4.5 Chapter Summary

Chapter 4 discussed the data findings and analysis to meet the research objectives made and to answer the research questions formed for the study. As for research question one, the English language needs of the business students were identified via questionnaire survey with the business students and semi-structured interview with a few business lecturers as well as industrial supervisors. To answer research question two, the challenges faced by the business students in English language were identified through questionnaire survey with business students as well as interview sessions with the business lecturers and industrial supervisors. The interview session helped to give more explanation on the challenges faced by the students. Lastly, for research question three, it was to identify the language skills for the proposed Business English syllabus to cater to the needs and challenges faced by the Business students. The data was also gained from questionnaire and semi-structured interviews. This chapter also gave a short description on the proposed syllabus for Business English course.

CHAPTER 5

CONCLUSION

5.0 Introduction

This chapter provides closing opinions on the study that was carried out. This study has attempted to answer the three research questions pointed out below:

1. What are the English language oral communicative needs of the Business students at a private institution in Malaysia?
2. What are the English language oral communicative challenges encountered by the Business students during their Industrial Training?
3. What suggestions can be made for the design of an Oral Communicative Business English course for the business students?

To answer these questions, three questions were framed and answered in chapter 4. Therefore, in this concluding chapter, an inclusive summary of the data and findings will be deliberated. Chapter 5 will also comprise a further research to be considered.

5.1 Summary of Findings

This part summarizes the data and findings collected in reference to answering the research questions.

5.1.1 The Need of Business Students in English Language

i. Needs to Speak in English

It is a necessary for the students to speak fluently in English without the help of their mother tongue, code switching or even code mixing, using two languages or more when speaking as highlighted by the business lecturers and industrial supervisors during the interview. By practicing the above-mentioned method, students will be more prepared to adapt to the language situation and use English with their colleagues, supervisors and even clients.

In addition, presentation skills are one of the needs required by the students. The Industrial supervisors and Business lecturers stated that the necessity of the Business students to learn the oral presentations skills is vital as they are required to participate in presentations, organize and speak during meetings and discussions. They are expected to explain their ideas and opinions on specific topics being discussed clearly.

Furthermore, the interviewees also put forward needs such as telephoning skills, speaking and responding to situations over the phone, dealing with clients' objections and understanding the technical business terminologies for them to use in meetings and discussions, using appropriate methods of negotiation and persuasion skills, practicing appropriate ethics in formal conversation skills. They require a lot of practice as business students represent the company they work for and it is a necessary requirement for one to be competent to impress clients and close business deals.

ii. Needs to Listen in English

All the interviewees came to a common conclusion that listening needs are essential for the Business students. The students can strengthen their knowledge by viewing more movies, series or videos on YouTube which can help them to gauge and to be familiar with the various types of accents and pronunciation of different English accents. There are also websites which cater to Business-related videos which are highly beneficial for the business students. This is another way to further enhance their English proficiency and also to improve on their listening skills.

5.1.2 The challenges of Business Student in English Language

i. Challenges of Speaking in English

Some of the major problems faced by the Business students were low self-confidence while communicating in English, difficulties in speaking in formal English during presentations, meeting and discussions and code switching to their first language. When the Business students were asked to communicate in English, they also showed lack of confidence and nervousness. It is due to difficulties in pronouncing words, understanding different accents and lacking business terminologies when dealing with clients. Along with displaying nervousness, some students also tended to freeze and lose words when giving presentations. All these challenges were encountered because the students had limited range of vocabulary and lacked the proficiency in English language.

Other challenges were speaking formally during presentations, discussions and meetings with colleagues, supervisors as well as local and foreign clients. Problems faced during presentations were on explaining and discussing charts, graphs and figures because they lacked knowledge in the topic being discussed. This led to misinterpretation and miscommunication of messages. In addition, some students also faced problems communicating with their colleagues and clients as a result of lack of proficiency in

English. They found the convenient option was to communicate in Bahasa Melayu or other languages which are known to both the speaker and listener. Reflecting on Ghengshesh, Hamed and Abdulfattah's (2011) research, there are some students who also faced challenges when having conversations and in oral presentations, discussions and meetings.

Likewise, as mentioned by Kassim and Ali (2010), Business employees struggle to voice out their views and ideas, give advice to foreign clients and also to speak proficiently when giving oral presentations, having discussions and participating in public speaking. Conclusively, it was reported that major challenges were encountered by students when they have to organize and speak up during meetings and discussions, presenting oral conversations and speaking fluently in English to their colleagues, supervisors and also clients.

Another major challenge faced by the Business students is code switching. It is a requirement for every employee including the industrial trainees up to the Board of Directors to speak in English but sadly, this is not the case. The Business students preferred to use English and code switch to Bahasa Melayu when they were lost for words. Sometimes, when the clients are Malaysians and they converse in English, the business students opted to reply in Bahasa Melayu without attempting to speak in English. They preferred to speak in Bahasa Melayu as they were more comfortable using it. Using "Manglish" was also one of the preferred options, to code mix both English and Malay in a sentence when talking to clients.

ii. Challenges of Listening in English

The main problem that students face in listening skills is understanding due to inability in comprehending unfamiliar pronunciation and accents. The foreign clients which the company deals with come from across the globe and they possess various accents and pronunciations. Business students faced problems with clients from different regions such as South East Asia, Middle East, Americas, Europe and Africa.

Business students also faced difficulties when clients talked fast sometimes and they found themselves constantly asking for the clients to repeat what they have said. Business students were unable to comprehend and were confused with the information and they lost their concentration. This led to misunderstanding and misinterpretation of messages. Not only that they encountered problems with their foreign clients but also with local clients. For them, some local clients possess very strong accents mainly for those clients whose first language is either Mandarin, Tamil or some dialects of Malay.

In this situation, they politely requested the clients to speak slowly and resulted in the clients having negative impressions and less satisfied with the way they were being handled. The clients felt it took up too much of their time speaking slowly and they did not get their message across in a short period of time.

In conclusion, the Business students mainly faced difficulties in speaking and listening when dealing with clients, colleagues and supervisors. The findings revealed that the questionnaire and semi-structured interview worked together to divulge that an ESP course for Business students should be proposed to improve students English Language skills in preparation for employment.

5.1.3 Recommendation to develop Business English Course on Speaking Skills

i. Speaking Skills

Based on the finding, there were a few suggestions related to topics and themes mentioned by the students, lecturers and supervisors to be considered in designing and developing the Business syllabus for the students. It includes effective ways to conduct presentations, meeting and discussions, negotiation and persuasion, telephoning skills, engaging in effective oral communication, delivering presentations to audience as well as making polite requests and offers and negotiations as some of the course content.

ii. Listening Skills

The recommended topics and activities for listening skills included watching videos on YouTube, watching movies, English series where students can become familiar with accents and pronunciations of speakers from different regions of the world. It also included listening to songs and audio scripts of exercises relating to the business background from educational websites.

The findings further revealed that learners prefer classes comprising small group members and a 2-hour class to be held twice a week. Learner-centered approach was suggested to be the best method. Most students and all interviewees responded that an ESP course should be proposed to cater to the Business students' needs and challenges. An outline of the syllabus was done in chapter four and it was developed to guide the students to be more proficient and effective during their internship as well as employment in the future.

5.2 Implications of the Study

The result of the study indicates some suggestions and conclusions that can be made. This study was carried out to identify the Oral Communicative need analysis of the Business students at a private university. The need analysis results showed that Business English course plays an important role and the developing and designing of the course should commence from examining the students' needs and wants. Only then, the proposed course would be designed. Business students, lecturers and industrial supervisors were among the participants who provided responses to the questionnaire and interview of this study.

Moreover, they shared their opinions and views on the needs and challenges encountered by the students and the suggestions of topics to be included in the Business English course to improve the students' oral communication skills and in preparing them for employment. However, as the chosen site for this study does not offer a Business English course, the proposed online syllabus can be used as a guide for the university. The findings from the questionnaire and interview indicate the same result that students need more practice to communicate effectively in English, specifically in speaking and listening. A holistic approach should be used to design the syllabus with focus on the relevant topics to meet their needs and overcome the challenges. A learner-centered approach is best for this course syllabus. Shen (2008, p.58) mentioned, "... a learner-centered method is painstaking to be the foundation for fruitful learning"

5.3 Recommendations for Further Research

This study provided relevant knowledge about the English language needs and challenges of the business students at a private university. The overview of a proposed Business English course is provided via evaluation of students' language issues and needs.

There are a few suggestions based on the findings obtained which could be considered for further research. First, the present study employed the triangulation technique to carry out the research where the lecturers who teach business and the supervisors who work in industries were interviewed, and business students were given questionnaires to answer. However, in the further study, it is recommended that they interview the Academic head of the chosen university or even have an interview with the Business students. This study carried out reflects on only final year Business students of one private institution. Further studies can be done on collecting data from participants from a few universities which will make the sample of the study larger and more variation of data will be collected.

Second, a needs analysis could also be conducted on the proposed syllabus of Business English to identify the efficiency on the course of ESP. This is to evaluate and assess the ESP course. As suggested by Basturkmen (2010), the progress of an ESP course can be carried out at the end of the course via a needs analysis. Thus, a review and revised version of the ESP course could be made if it is needed.

5.4 Closing Remark

In the emerging landscape of today as the latest movement shifts towards IR 4.0 (Kagermann, Wahlster & Helbig, 2013) there is a more prominent request for specialization in different areas, hence bringing colossal change around the world, including Malaysia with English language proficiency. This, in return, has driven to diverse studies conducted by scholars; especially in preparing undergraduate students to face the challenges in the real workplace.

Peck (2018) pointed out that Malaysian graduates' fulfillment in Industry 4.0 depends on overhauling their capability in grasping Industry 4.0. Peck's opinion is bolstered by one of the Vice-Chancellors from the public university in Malaysia that in moving to Industry 4.0, Malaysian graduates ought to improve their communication skills, capacity to work autonomously, versatile and entrepreneurial and have basic considering aptitudes as vital traits to work closely with progressed innovations as everything is portable within the digital world. English language proficiency plays a critical part within the securing of the over specify traits (Christina, 2018; *Bernama*, 2019).

Therefore, this study found out what were the needs and challenges faced by a group of business students in English language. The findings further revealed that an ESP course for Business students was proposed with specific learning outcomes and in developing the English language skills of the students at the private university. As a consequence, the study would help to prepare the Business students to face the real-world workplace challenges during their internship and even for employment in the future. This is mainly because English language proficiency is an important and valuable key employers look for when offering jobs to fresh graduates.

For students to become more competent, the Common European Framework of Reference for Languages (CEFR) would be a suitable and credible benchmark for English standards in Malaysia. It is the outcome of more than 30 years of research on language teaching, learning and assessment which need be the standard for all institutions to follow. The target for university graduates is at least B2 to be employable. At this level, they should be able to understand more complex text, handle intellectual discussions, and interact comfortably. The higher level C1 is a requirement for those who willing go into specific careers with English language as main requirement, such as English language teachers.

University of Malaysia

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