

The Need for an ESP Course for IIUC Business Students

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Abstract : This article attempts to explore the dire necessity of English for Specific Purposes course designated for the learners of business studies at undergraduate and postgraduate levels at IIUC. With the growing awareness of the ESP practitioners, discourse community norms are playing pivotal roles in moulding the communicative demands felt on their students. To mitigate and vivify this need, developing methods and principles for examining community customs and beliefs is necessitated. Despite the growing demand for English for Specific Purposes (ESP) teaching in Bangladesh, ESP courses are still restricted to learning specific vocabulary and decipher texts. With the unceasing development in the international business dome, much concentration should be given to the design of ESP courses which can facilitate to groom students for upcoming professional communication. In reaction to these requirements, this article is an endeavor to urge and propose the relevant authority to initiate ESP course designing for IIUC Business students at tertiary level. It first analyzes up-to-date literature and case studies associated with ESP course design. When designing an ESP course, the principal concern is the investigation of learners' definite requirements. Other problems deal with setting up of practical aims and goals; assimilation of grammatical functions and acquisition skills; and assessment and evaluation. Although ESP circumstances deem these problems from their specific viewpoint, the projected outline for ESP curriculum improvement is claimed to be helpful to educationalists who may perhaps run into hurdles in ESP curriculum plan.

Key words: ESP, course design, needs analysis.

Introduction

With the globalization of business and financial system and the ongoing expansion of intercontinental interaction in countless domains, the need for English for Specific Purposes is growing remarkably in countries where English is taught as a Foreign Language. Even though ESP courses have become trendy lately in Bangladesh and several organizations and universities offer ESP courses for senior students, it simply fails to fulfill the communicative and professional need of the students. Most of the time this indicates low motivation in their English

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studies and, in turn, unsatisfactory performance later when they use English in their upcoming occupation.

In reaction to the above-mentioned problems, it is vital to assist learners to become accustomed with the demands of the contemporary society, suggesting that university English teachers need to plan ESP courses that will train students for communication related to various professions in future. The main task of implementing and planning an innovative ESP course is to guide teachers and syllabus designers' outlook concerning what they will teach, how they will teach or where they will start from. This article provides a specimen ESP course outline and analytically investigates the principal component of ESP course design: needs analysis; course goals and objectives; course details; designing of materials; and finally, assessment and evaluation.

How Is ESP Different from General English Language Courses?

ESP can be summed up as a language program intended to develop professional skills in learners whose second language is English. (Nunan:1988) defines ESP that

“During 1970, syllabuses began to appear in which content was specified, not only in terms of the grammatical elements which the learners were expected to master, but also in terms of the functional skills they would need to master in order to communicate successfully. The movement led in part to the development of English for Specific Purpose (ESP).”

The major areas are as follows:

The terminologies and sentences acquired, the topic touched on, all pertain to a specific domain or discipline, for instance, an attorney composing a brief, or a diplomat setting up a strategically document. The courses utilize lexicon and tasks associated with the field such as negotiation ability and fruitful methods for verbal presentations.

Printed and audio-visual equipments are being made use of in ESP programs to meet the needs of a particular section of grown-up students, and archetypal ESP reading materials are of two types being English for Corporate Communications and English for Information Systems. Besides distinctions in ESP programs' length and fees and charges, these courses have a general objective: to boost learners' ability and competence in practicing English.

ELT or GPE and English as a foreign language (EFL) program designers have been dynamically toiling to find out a meaningful relationship

between ESP, ELT and EFL. ELT or GPE and ESP should be considered as one entity rather than two detached parts of the EFL program. The application of a successful teaching method that would be successful for GPE or ELT should likewise become effective in terms of ESP. Further, it is thought essential to correlate the ESP items to their practical and communicative uses; otherwise their importance in the EFL program will be inadequate.

Literature Review

The rapid expansion of the world financial system has largely contributed to the escalation of the ESP movement, which has been substantially effected by ELT methodology, and the improvement of Applied Linguistics. The initial leading attempt to ESP course planning converged on the syntactical and vocabulary tasks of a specific domain of English. Language practice turned into the crucial prominence in the ESP arena, which is known as the functional-notional approach with the popularity of Communicative Language Teaching.

“In the early 80s, it was found that there was a certain need underlying a particular language use and in addition, the process of learning and learning skills needed to be taken into account”

(Dudley-Evans & St John; 1998)

Investigating the particular demands of a specific learner group functions as the prologue to an ESP course planning, as it resolves the ‘what’ and ‘how’ of an ESP course. (Chen; 2006) also reached the conclusion that “ESP course designers should explore and identify the learners’ potential needs in the first place.” The up-to-date notion of needs analysis in ESP, according to (Dudley-Evans and St John; 1998), comprises reflection of the following features:

- A. Professional information about the learners: the tasks and activities learners are/will be using English for- target situation analysis and objective needs.
- B. Personal information about the learners: factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English- *wants, means, subjective needs*.
- C. English language information about the learners: what their current skills and language uses 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: effective ways of learning the skills and language in (D)- learning needs.
- F. Professional communication information 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.

Besides needs evaluation, the curriculum development process in the ESP syllabus should include declaration of ends and objectives for EFL learners of computing. With a view to shunning de-motivation, the ends should have practicality and the objectives should have suitability to the goals.

While framing an ESP course, other issues like grammatical functions, acquisition skills, terminology, specific functions of discipline content need to be taken into consideration. "In the meantime, general English language content should also be integrated into the course since content-related language cannot function without general English language content" (Chen; 2006).

Founded upon the practical experience designing the syllabus for Language Preparation for Employment (LPE) in the Health Science, a good number of curriculum experts mentioned that when designing an ESP syllabus, three skills need to be incorporated into it for the end of successful communication in occupational settings. The three skills include having the ability to use particular skill in specific context; to use generalized set of academic abilities; and finally the skill to use day-to-day informal language to communicate efficiently. Thus, ESP course planners ought to take into account how to assimilate the three abilities into the mechanism of an ESP curriculum.

Assessment and evaluation are also two important issues that should be included in the course design process. Assessment is a process of measuring what learners know and what they can do, whereas evaluation reveals how well the ESP course works with emphasis not only on successful factors but also on modifying less successful aspects (Dudley-Evans & St John; 1998).

A brief Overview of English in Bangladesh

Although Bengali is the first language in Bangladesh, English is taught here as a foreign language. Education concerning all subjects is imparted in the Bengali medium in most of the colleges and universities, and at

the same time, English is incorporated in the school syllabus as a compulsory subject. To cope with its wide utility throughout the globe, colleges and universities increasingly put value on running diverse modes of English courses for their learners to capacitate them to turn sufficiently competitive and fit in their career to come. As an exigency of such institutes and learners, various experts and government agencies suggest different courses having nearly the same utility like functional-notional, task-based, procedural syllabuses etc. The credit of the present development of the position of English in Bangladesh is greatly due to those inventive and creative agents and agencies mentioned above. Finally, to keep pace with these recurrent demands and wants, Bangladesh has taken positive initiatives to incorporate an innovative and process-oriented syllabus in their course curriculum.

At International Islamic University Chittagong (IIUC), apart from Remedial English Course (REC) for the freshmen, there are two compulsory University Requirement English Language (UREL) courses namely, Advanced English and Advanced English Writing. Each course carries 2 credit hours in the undergraduate level for the freshmen to the Department of Business Administration. Furthermore, there are Professional English and Business Communication in both Regular MBA (RMBA) and Executive MBA (EMBA) respectively. The purpose is to raise the students' English proficiency in business settings as well as to train them for successful communication in their future profession. After completing their degree from the Business Faculty of IIUC, students have a professional understanding of International Business but their level of English is not up to the mark to cope with the Business world. So the need of an ESP course for the business students at IIUC is highly anticipated to guide them in their future business needs.

Summary of University English Courses for Business Purposes

Here the university extensively conducts the English courses and makes the pre-experience students oriented, because they usually have no experience in international business while they just get admitted. Since the English courses runs parallel to those direct honours courses, students can transmit their subject knowledge into the English context. The target pupils' academic activities are evaluated at the conclusion of the semester, because the courses are compulsory in addition to other courses. It highlights the discrete skills only and theoretical lectures of reading and writing in the advanced levels completely excluding the two other major skills speaking and listening skills because it is unrealistic for the institution to predict which specific skill the students' future jobs will require.

It is an academic obligation to use prescribed textbooks in classrooms, nevertheless, a teacher has full freedom to choose books and materials according to the needs of the target group. The materials that are practiced in class chiefly represent helpful obtainable textbooks with some extra handouts selected as supplements. Sometimes teachers even felt like developing or compiling book materials according to the needs and demands of the particular groups or batches. This unique but tiresome task benefits both the teachers as well as the students to run their day-to-day classes effectively. In IIUC most often experienced teachers get the local vendors to print or to make rare books available to the students. Sometimes they even browse the net top to bottom in search of useful and student-friendly materials. This is not the end, for the greater benefits of the students, online materials are made available by teachers through their self-floated websites so as to enable the students to download and prepare their lessons and assignments directly from their respective homes.

Most study materials are unauthentic basically emphasizing traditional grammar-centric curriculum, because learners' language efficiency is too insufficiently smooth in such higher stage following the completion of secondary and higher secondary phases. All the particulars in the textbooks are accommodated from general English in lieu of practical commercial situation. In the meantime, the classroom texts which should have been designated on the basis of models out of multi-national company advertising materials and newspapers are simply singled out from general English related topics looking upon the incapability of the students. The writing are rather a little bit harmonious to business world like CV, application, inter office memo which could have been to some extent more up to the mark written. The course would be more operative if it is possible to run a pre-course need analysis directly with the participants through questionnaires and informal discussions and interviews after certain intervals (after every three or four semesters). The same would be fruitful in case of course evaluation if it can be done by means of tests, student feedback, teacher self-reports and documents.

The Present Scenario

Before the core courses start in full swing, students already get skilled enough in English from the Remedial English Course (REC), a pre-requisite 6-month course to make the students competent in English. Group sizes are usually between thirty and forty students. The 'target learners' are undergraduate students from various departments taught basic English exclusively under the supervision of the department of English Language and Literature and the content of the course is made

up of textbook and in-house materials and visuals. From the first semester to the second semester they take compulsory University Required English Language (UREL). These English courses serve as the bridge between their professional knowledge and their English proficiency to further develop their English competency in the real business context. But at the higher level, especially in the business faculty there are no specialized English courses for the students, which is the crying need of the present day.

The expected Goals and objectives

The overall aim of the course is to prepare the students for their future career, because after the graduation they are likely to seek employment in international companies. Before recruitment, resumes are sent out to companies and interviews are conducted, therefore, job application constitutes a vital part of the course. In their future business career, they may find themselves working in a company where English is widely spoken, or is being used as a medium of communication with other business people from all over the world. If the following proposed goals and objectives are incorporated with the existing ones, the students of business school will be much more benefited in their real life situation.

Goals

After completion of the English courses at IIUC, learners should achieve their goals so as to enable themselves to be adjusted in real world situations. For example, they should be capable of writing appropriate business letters, e-mails as well as a good resume. They must have the ability to understand intermediate level business articles and newspapers, understanding and conducting general business conversation as well as maintaining relationships with the target community.

Objectives

The objectives for each skill are as follows:

Listening

To understand telephone messages and conversations in business settings.

To understand relevant business news reports.

Speaking

To communicate effectively with native speakers in job interviews as well as business settings.

To respond effectively to telephone messages and job interviews.

Reading

To understand a variety of texts, such as business reports, documents and newspaper articles.

Writing

To write resumes and business-related letters or e-mails.

Proposal for an innovative course

The course covers four language areas - listening, writing, speaking and reading in which the following are taught:

Speaking: Introductions; job interview; using the telephone; conversations.

Writing: Resume; job application letters; business letters; e-mails; notes; memos.

Listening: Telephone messages; conversations with business contacts; business news.

Reading: Business documents; newspaper articles.

Considering the target learners' overall language proficiency, the authentic materials are considered to be appropriate although they may find the vocabulary unfamiliar. The career content is not a problem because they possess sufficient background knowledge of English taught in Bangladesh.

Methodology

In order to conduct a thorough needs analysis, a triangulation of questionnaires, informal discussions with learners of Remedial English Course (REC), DBA, MBA; and other lecturers, interviews with ex-students and lecturers, and observation of former students' actual workplace experiences are conducted before the course. During the course, learner performance and assignments are assessed, whilst tests results are analyzed after the course. This combination of pre-course, mid-course and post-course analysis is conducted in order to see what students need to learn and improve upon through this course. The amalgamated feedback is then used as a basis for consideration of how the following year's course should be designed.

Justification

"The use of questionnaires is one of the most common research methods because it can produce a large amount of information about many different issues such as communication difficulties, preferred learning styles,

preferred classroom activities, attitudes and beliefs’
(Richards; 2001)

In this particular research context, questionnaires are initially used to elicit information about learners’ attitudes towards this course, and what they want to learn in this Business English course before the semester commences. The content of the questionnaire is crucial for the course designer because it has direct influence on whether the real needs can be identified.

By interviewing the teachers who taught the general English course in the previous year, the course designer can gain insights into the learners’ current English proficiency, their particular drawbacks and strengths in the four skills. Moreover, informal discussions and interviewing can be applied as follow-up sources of information to be conducted individually or in groups. Informal discussion allows students to communicate their impressions and reflections spontaneously and does not take much time to plan or prepare.

“More in-depth exploration of information can then be obtained by interviews before the design of the questionnaire, which may help designers to get a sense of what the focus and topics should be in the questionnaire” (Richards; 2001)

So, interviews may be continued all through the semester when the students come across fresh difficulties. Last, but not the least, with questions shaped carefully, interviewing the former students is another effective means of amassing data and it could be very beneficial to observe those former students in operation, because they have a profound comprehension of the efficacy of the course. Scrutinizing and evaluating students’ roles and assignments during the course may be very effective to know their actual problems during this course. After assessing the feedback, readjustment to the following course could be important for both teachers and learners. Again, a mid-term test and end of semester examination are also important to check their progress, to find out what they already know as well as what they do not know.

Needs Analysis

A systematization of pre-course, mid-course and post-course analysis is conducted in order to evaluate what students need to learn and progress upon through this course. The following (Table 1) represents the framework of the needs analysis:

Table 1. The Structure of the Needs Analysis

Pre-course Needs Analysis	Questionnaires Interviews Informal Discussions
Mid-course Needs Analysis	Feedback from learners' performance and assignments Mid-term Test Results
Post-course Needs Analysis	Final Test Results

Pre-course Needs Analysis

"The use of questionnaires can produce a large amount of information about many different issues such as communication difficulties, preferred learning styles, preferred classroom activities, attitudes and beliefs"
(Richards; 2001)

In this specific research situation, questionnaires are primarily employed to obtain information regarding students' way of thinking towards this course, and what they want to learn in this Business English course before the semester begins. Furthermore, informal discussion permits learners to express their views and feelings impulsively and also allow them adapt to the course easily and spontaneously.

Consulting with the instructors who taught the general English course in the earlier semesters permits the lesson planer to obtain a clear conception about the learners' present English competence, their particular limitations and potencies in the basic four skills.

Lastly, cross-examining former learners with wisely set questionnaires is an additional useful technique of accumulating information and facts. It is much advisable to scrutinize their genuine operation in the place of their work for the reason that they possess a deep awareness of the usefulness of the course.

Mid-course Needs Analysis & Post-course Needs Analysis

Evaluating students' performances and tasks throughout the course may be a constructive method in determining their genuine difficulties during this course. After scrutinizing the comments and suggestions, modification in the successive course is beneficial for both instructors and students. Moreover, a mid-term test and end of semester examination are also essential to assess their improvement, because this gives an idea about their existing knowledge and understanding and what they aspire to know.

Direct Survey

Various Tasks Surveyed

- ESP and GPE
- Reading, writing, speaking and listening tasks
- Case studies
- Role-plays/ Simulations
- Communicative & task based training
- Business and Technical Writing
- Oral Communication in Business English
- Presentation Skills in Business English
- Business English Vocabulary

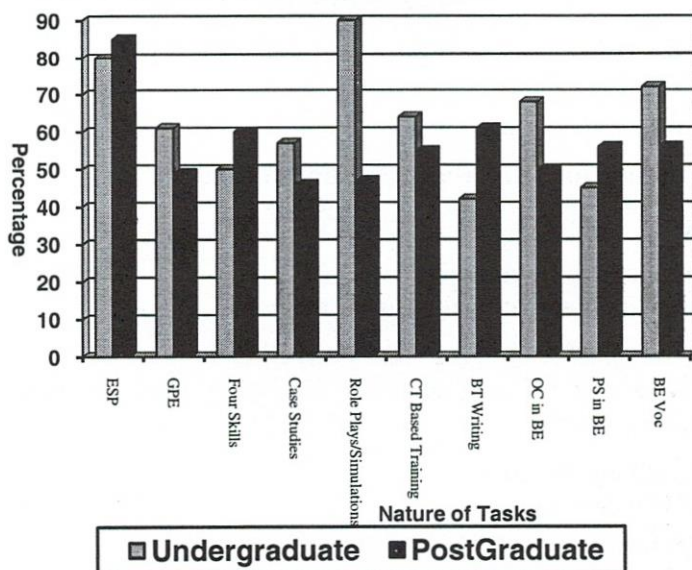


Figure 1: Previous Students' Opinion

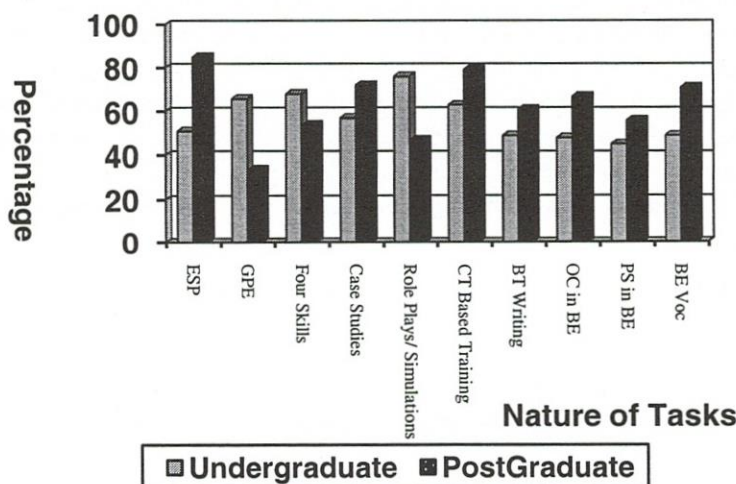


Figure 2 : Existing Students' Opinion

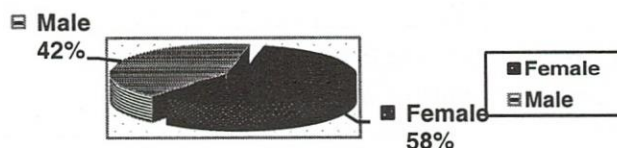


Figure 3: Male and Female Ratio

Course outline for IIUC Business English Course:

Reading:

- Features to Be Achieved :
Reading international business materials
- Straregical Awareness and Ability Situations :
Skimming for gist; scanning for information; Guessing words from context
- Language-Practice
 - i. Syntax : tense
 - ii. Lexicon : business vocabulary (verbs, nouns)
- Task : Reading for understanding, general reading
- Areas : Finance and E-Commerce

- Books and materials :
Mainly text books, in-house built lecture handouts

Writing

- Features to Be Achieved:
Writing personal CVs, Business letters, E-mails
- Strategically Awareness and Ability Situations :
Layout, Structuring paragraphs, using proper rhetorical style
- Language-Practice
Syntax : tense ii. Lexicon: positive action verbs, model verbs, useful phrases
- Tasks : Enquiring, Apologizing, Questioning
- Areas : Letters and CVs
- Books and materials :
Mainly text books, recent writing topics from newspapers etc.

Speaking

- Features to Be Achieved:
Introduction, Telephoning, Social conversation
- Straregical Awareness and Ability Situations :
Taking and leaving message, Making offers and request; Agreeing and disagreeing; Giving reasons
- Language-Practice
 1. Syntax : tense
 2. Lexicon : Phone numbers; Spelling names; Prepositions
- Tasks : Persuading; Negotiation; Turn-taking
- Areas : Meetings, job interviews, making appointments
- Books and materials :
Commonly used popular texts and dictionaries related to pronunciation and self generated materials and recordings

Listening

- Features to Be Achieved :
Understanding the conversation and business news report
- Straregical Awareness and Ability Situations :

Listening for specific information and gist

- Language-Practice
 1. Syntax : tense sentence patterns
 2. Lexicon : business vocabulary (verbs, nouns, adjectives)
- Tasks : Various forms of greetings, Enquiring, Apologizing, Questioning, etc.
- Areas : Job interviews, meetings, business report
- Books and materials :
Commonly used popular texts and dictionaries related to pronunciation and self generated materials and recordings

The commencement of this Business English course structure is the target situations in the four language abilities in which the Business students need to present their performances in their career to come next. These features to be achieved are split into Strategic awareness and ability situations, along with associated tasks. The structure also reflects on linguistic aspects-syntax and lexicon concerned with each features to be achieved. Nevertheless, the program does not merely involve linguistic items and micro skills, but also realia and tasks and topics related with learners' future professional fields for each specific class.

Evaluation

"Self-assessment and peer assessment result in increased motivation, autonomy, direct involvement through the implementation of the following: oral production (student self-checklist; peer checklist; listening to tape-recorded oral production to detect pronunciation or grammar mistakes); self-revision or peer editing; and listening comprehension"
(Brown; 2001).

Dudley-Evans and St John (1998) also state that "peer assessment is greatly effective as a learning aid which is beneficial in large classes because teachers are frequently burdened with grading assignments." A series of class behaviors including achievement, involvement and advancement may be supplied for proper evaluation such as questioning them to grade their efforts which is made in classrooms and outlook to learning. "Students can also be requested to reflect upon how well they use the target language to fulfill tasks, and identify what they are not able to do" (Graves; 2001).

“Achievement assessment can be used to examine the extent to which learners have learned what has been taught. Furthermore, the result of the assessment can inform teachers about individual learner’s achievement of the learning objectives as well as provide the feedback on the effectiveness and quality of this course” (Brown; 1996).

Course Evaluation:

Inspection

Many course designers opine that monitoring former students who are in various professions may perhaps be a useful technique in distinguishing to what degree the ESP course has completely equipped them for practical field requirements. After such observation, the course designer is then capable of restructuring the course materials for the students to come.

Assessment of the Mid-Course and End-of-Course

“Since this course lasts two academic semesters, a mid-course evaluation questionnaire can be given to learners in order to fine-tune the course before it finishes” (Feez; 1998). End-of-course assessment may be obtained through analyzing students’ results, especially, their course-end examination results and performances.

“They can also be asked to review their work and keep diaries of what they think easy / hard, interesting / uninteresting. The findings from such diary input can be analyzed periodically” (Hedge; 2000)

The Response from the Students And the Self-Criticism of the Teachers

“After each class, it is helpful to ask the learners to evaluate the class to provide feedback to the teacher” (Hedge; 2000). Nonetheless, unceremonious chat with particular students could be a more appropriate and spontaneous way for learners to give vent to their actual beliefs concerning the course, because in a more ceremonial situation such as interviewing a group of students may feel subdued. “It could also be valuable for teachers to evaluate themselves by filling in a self-assessment sheet or keeping a log book” (Hedge; 2000).

Conclusions

This article has explored the sources of ESP advancement and then analyzed several major problems pertaining to ESP course planning on the basis of the empirical studies by ESP specialists. ESP course design should begin from evaluating learners’ specific demands and needs.

Founded on learners' demand and their forthcoming language use, objectives and aims of the course can be resolved, a procedure which comprises reflection of particular syntactical tasks, jargon conception, and the capabilities necessary for forthcoming office communication. To conclude, it can safely be asserted that assessment and evaluation should also be incorporated into the planning procedure to ascertain that these targets and goals are attained. This paper eventually suggests an outline for an ESP course structure aimed at the learners of REC, BBA and MBA at International Islamic University Chittagong (IIUC). It may be anticipated that this research is likely to bring about benefits to other ESP course planners concerned with furthering analogous courses in the universities of Bangladesh or similar contexts.

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Appendix

(1) General Tasks On ESP:

Tick (✓) the suitable choice for the following questions.

1. Do you want to learn GPE or ESP?
☐ GPE ☐ ESP
2. Are you aware of the advantages of GPE?
☐ Aware ☐ Unaware
3. Are you aware of the advantages of ESP ?
☐ Aware ☐ Unaware
4. What kind of topics does ESP cover?
☐ Aware ☐ Unaware
5. What kind of instruction is followed in your class at present?
☐ GPE ☐ ESP
6. What concepts are comprised in ESP?
☐ Aware ☐ Unaware
7. Should your syllabus be designed in the light of ESP or GPE?
☐ GPE ☐ ESP
8. Are the materials of ESP readily available?
☐ Available ☐ Unavailable
9. Are the teachers skilled in ESP?
☐ Skilled ☐ Unskilled
10. What are the limitations of the instructors?
☐ Lack of experience ☐ Lack of knowledge
11. Is there any practical utility of ESP?
☐ Yes ☐ No
12. Will ESP help your core courses?
☐ Yes ☐ No

(2) Reading, writing, speaking and listening tasks:

13. Which courses does ESP cover?
☐ Reading ☐ Writing ☐ Speaking ☐ Listening
14. What kind of reading should ESP cover?
☐ Reading for Understanding ☐ Only Reading
15. Do you practice any skill in the classroom?
☐ Yes ☐ No
16. What skill do you feel better?
☐ Reading ☐ Writing ☐ Speaking ☐ Listening

17. Is grammatical discussion necessary?
☐ Necessary ☐ Unnecessary
18. Do you write paragraph on different current affairs?
☐ Yes ☐ No
19. Do you watch BBC or CNN?
☐ Yes ☐ No
20. Do you read English newspaper to enlarge your vocabulary?
☐ Yes ☐ No

(3) Role-plays/simulations:

21. Do you practice speaking as different professionals do in the practical life?
☐ Yes ☐ No
22. Do you practice speaking with your classmate partner?
☐ Yes ☐ No
23. Do you practice speaking with your partner while your teacher is present?
☐ Yes ☐ No
24. How many students do take part in simulations?
☐ 100% classes ☐ 50%-75% Classes
25. Do you feel any problem while you are playing role of a particular professional in the classroom?
☐ Yes ☐ No
26. Does your teacher help you say anything when you fail to say anything?
☐ Yes ☐ No
27. Does your teacher help you listen to audio cassette in a particular situation?
☐ Yes ☐ No
28. Does your teacher make watch any video to learn conversation in real life?
☐ Yes ☐ No
29. Does your teacher take you to different work places(shops, doctors' chambers, fish markets, business centers, educational institutions and so on) to inspire you to take part in conversations?
☐ Yes ☐ No
30. Are you interested in role-playing?
☐ Yes ☐ No
31. Do you follow any particular book as a text?
☐ Yes ☐ No
32. Do you think more time is necessary for simulations?
☐ Yes ☐ No
33. Do you think classroom help is sufficient for your advancement?
☐ Yes ☐ No

(4) Communicative & task based training

33. Do you think any training is necessary for communicative English?
☐ Yes ☐ No
34. Do you think training is necessary after this course?
☐ Yes ☐ No
35. Do you think communicative English requires grammar?
☐ Yes ☐ No
36. Are your teachers well-trained in communicative English?
☐ Yes ☐ No
37. Does your teacher give you home tasks for better performance in the classroom?
☐ Yes ☐ No

(5) Business and Technical Writing

38. Which skill should be emphasized for business students?
☐ Reading ☐ Writing ☐ Speaking ☐ Listening
39. Which skill do you prefer for business students?
☐ Business and Technical Writing ☐ General Writing
40. What kind of writing should be emphasized for business study?
☐ Report Writing ☐ Memo Writing
☐ Letter Writing ☐ Message Writing
41. Do you think that your writing is standard?
☐ Yes ☐ No
42. How do you acquaint yourself with technical terms related to business writing?
☐ Texts ☐ News ☐ Newspaper
43. Where do you collect business vocabulary for writing?
☐ Business Dictionary ☐ News
☐ Newspaper ☐ Texts
44. Do you show your draft of business writing to your teacher?
☐ Yes ☐ No

(6) Oral Communication in Business English

45. Do you practice business English orally?
☐ Yes ☐ No
46. Do your classmates feel interested?
☐ Yes ☐ No

47. Do necessary business terms come to you spontaneously when you feel like speaking?
☐ Yes ☐ No
48. Do you practically go to any business firms to practice business English?
☐ Yes ☐ No

(7) Presentation Skills in Business English

49. Do you take part in presentations while staying in the class?
☐ Yes ☐ No
50. Does your teacher supply any topic for presentation practice?
☐ Yes ☐ No
51. Do you get any time in the classroom to prepare yourself for presentation?
☐ Yes ☐ No
52. Does your teacher divide the total students into pairs for presentation?
☐ Yes ☐ No
53. Are you always able to present according to the instructions of your teacher?
☐ Yes ☐ No
54. Do you think there is a problem of time constraint regarding presentations?
☐ Yes ☐ No

(8) Business English Vocabulary

55. What do you do to enhance your business vocabulary?
☐ Attending Classes ☐ Reading Texts
☐ Reading newspapers
☐ Watching International Business News Programmes
56. Do you find business dictionary when you face difficulty?
☐ Yes ☐ No
57. Do you enlarge your vocabulary by speaking with your classmates or teachers as well?
☐ Yes ☐ No
58. Do you take down new business words in your pocket note book?
☐ Yes ☐ No
59. Do you study any business articles in the business journals?
☐ Yes ☐ No
60. Will these kinds of business English be helpful to you in your future life?
☐ Yes ☐ No

Guidelines for Preparation and Submission of Manuscripts

IIUC Business Review is a refereed Journal published by International Islamic University Chittagong. The prime objective of the Journal is to bridge the gap between theory and practice. Articles on contemporary issues in the field of management, accounting, finance, marketing, and e-business are appreciated. Articles from Islamic perspective are mostly welcome. Faculty members, practicing managers or other researcher may submit their research contributions for publication. Initial scrutiny of the papers will be made by the Editorial Board followed by final assessment by the reviewers. Papers appropriate for publication receive independent reviews by the listed reviewers. Guidelines for manuscripts preparation and submission are mentioned below:

1. Originality

Manuscripts to be considered for publication must be original. Papers accepted, published or submitted for publication elsewhere will not be accepted for publication. If a paper contains material reproduced from the other sources, it is necessary to take written permission from the author(s) and publisher; the permission must accompany the manuscript.

2. Language

All articles will be published in English. Therefore, manuscripts must be submitted in English language.

3. Format

- Articles should be typed in Font 12 (Times New Roman) on A4 sizes paper. The manuscript should be double spaced throughout (excepting the abstract) with 1.25" margin. Printing should be made on one side of the paper, other side keeping fully blank.
- The length of the manuscript should not exceed 15 typed pages (including references and annexure). The pages should be numbered consecutively.
- All pages, including tables, appendices, and reference, should be serially numbered.
- Tables and figures should be placed on separate sheets, with an indication "Please insert Table/Figure here" in the text as to their appropriate placement. Tables and figures should be numbered consecutively. All Tables/Figures should have explanatory headings.
- The first page should contain the title, which should be brief. The name of the author(s) should be typed below the title; affiliation, address, contact number, and e-mail address should also be included if available. Correspondence will be sent to the first author, unless otherwise indicated.
- The second page of the manuscript should contain the title and an abstract. The abstract should be single-spaced and *italic*.
- The paper should begin from the third page without mentioning the title or name of the author(s). The article should be divided into sections and subsections and numbered consecutively to aid readability.

4. Abstract

The article should have an abstract of not more than 200 words. It should be nonmathematical and include a readable summary of the research methodology, major finding and contributions. The style should be objective, without personal pronouns. The title of the paper, but not the author's name or other identification, should appear on the abstract page and on the first page of the text.

5. Keywords

At least three but not more than five keywords should be given immediately succeeding the abstract.

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- Reference in the text to an article should be by author's last name and year of publication as in these examples:
Ahmed (1977) states that ...
Further evidence is provided by Smith (1994) ...
The model indicates a lateral increase
(Smith and James, 1989)
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They should be presented in the format as indicated below:

Journals

Hossain, M. and Rahman, A. (1997), A Profile of Management Education in Bangladesh, *Journal of the Institute of Bankers Bangladesh*, Dhaka, Vol. 46, pp.25-52

Books

Albrecht, W. et al (2000), *Accounting Education: Charting the Course through a Perilous Future*, Accounting Education Series, Volume No. 16 (August) (Sarasota, Florida: American Accounting Association).

Research Monographs

Dantzig G. B (1951), *Maximization of Linear Function of Variables Subject to Linear Inequalities*, Chapter 21 in Koopmans, T.C (Ed.), *Activity Analysis of Production and Allocation*, Cowles Commission Monograph, Number 13, London, Wiley

Conference Papers

Rahman R. A. (1990), *Impact of information Technology on Human Society and option For Developing Countries*, In Rahman R. A. (Ed.), *Proceedings of the International Conference on Information Technology*, Kuala Lumpur, Malaysia, September, pp 24-28.

Unpublished Reports

Sobhani, F. A. (2006), *Foreign Direct Investment in Bangladesh: The Current Trend and Pattern*, Unpublished research paper, International Islamic University Chittagong

Internet

ODA support to the strategic management inputs, University of Zimbabwe, s.l: s.n.: s.d
On line available at: http://www.dfid.gov.uk/public/what/evsums/africa/ev_s585.html on July 15, 2006

7. Endnotes

Footnotes should not be included in the body of the text as it disrupts the article in its continuity. Textual notes should be used only for useful extension of information. But it should be consecutively numbered throughout the manuscript with superscript. Endnotes should be placed at the end of the references of the article.

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