A PROPOSED COURSE IN BUSINESS ENGLISH

by

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Introduction

Business English students place high demands on language
learning. They expect courses to be tailored closely to their

needs. Standard course books cannot by definition meet all the
specific requirements of an individual student or a group of
students. According to Nolan and Reed(1993),'contexts are
necessarily generalized and the focus is on the communication
skills. However, such material needs substancial work if it is
to be converted into useful communicative activities with real
learning potential'(p.3). As a result of this, it seems unlikely
that the student will achieve his or her specific learning
objectives.

For quite sometimes, considerable attention has been devoted

to language teaching methods and materials that embody the
learner's needs(Nunan,1939). The goal of language teaching
programmes is now assumed to be that of support for student
academic growth, nurture, and sustenance. As a result, the focus
of educational programmes is more upon the learners and their
learning and less upon teachers and their teaching. The learner
is no longer viewed as a passive recipient of teaching but as one
who brings to the learning/teaching process a massive contribution of
of his own-an active and interactive personality, energized by
a profile of varied qualities and abilities that shape the way in
which he learns (Strevens, 1958).

On the other hand, ESP(English for Specific Purposes) figures
and thinkers believe that ESP is grown extensively in Third World
countries in general, and in the Arab World in particular.According
to Swales(1983), the Middle East in the seventies offered excellent
opportunities for developmental ESP work. There were(and still are)
probably more ESP practioners employed in the Arab World than in
any other comparable area in many cases, especially at the under-
ground level. Special English programmes had an established,
regularized and recognized place in degree courses.

Kingdom of Saudi Arabia is a good example of the Arab
countries that give due attention to ESP teaching and learning.
ELT conferences were held in different regions in the Kingdom
to discuss the existing situation regarding teaching English in
Junior Colleges of Technology and to give recommendations to
improve this situation generally. At one of these conferences
(held in Dammam, 1993) Patton summarizes the existing
situation in these colleges. In his report he gives us a picture
of perceived standards of the students as follows :-
Most students can:

      a) understand only parts of a spoken context and guess
         the more difficult parts.

      b) express themselves but very retrictively and often
         with broken structures.

      c) read but usually with some pronunciation mistakes
         and lack of fluency and rhythm.

      d) write fairly enough in spite of frequent spelling
         errors and lack of proper sentences ordering and
         structuring.

In the same report Patton gives a brief account on
perceived difficulties concerning ELT in these colleges as
follows:

      1- ELT in secondary schools.

      2- The student's personal irresponsibility.

      3- Lack of innovation and communicative aspects in
         teaching.

      4- The student's dormant competence of the language.

In an informal interview with four language teachers,
five subject teachers, and eight students majoring in Commerce
and Administration, they expressed their dissatisfaction
with the textbook being used now as it does not cater for their
needs in a sense that it is a variety of general English topics
not relevant to their field of study or work.

The researcher thought that lack of appropriate material might account for the low standard of the students. The purpose of this study is to suggest a business English course based on Students' needs to be taught to students in Department of Commerce and Administration, Junior College of Technology, Buraydah, Saudi Arabia.

The Problem of the Research

Based on the previous discussion the problem of this research can be stated in the following questions:-

1- What are the English learning needs of Commerce and Administration students ?

2- How can these specific needs be converted into an English course to meet the requirements of this group of learners ?

3- How far is teaching such a syllabus effective in developing language skills among target learners ?

Significance of the Study

The purposes of this research are as follows:

- First of all, it tries to identify the English learning needs of Commerce and Administration students from different points of view.

- Second, it is an attempt to suggest a business English course to be taught to target learners.

- Finally, it improves the language skills among target learners especially listening, reading and writing.

Plan of the Research

To answer the research questions the following steps are taken:

1- The researcher gives a short account of literature related to needs determination and some of ESP researches carried out in in different countries so as to have an idea about recent developments concerning designing and teaching ESP courses.

2- Needs are specified from data obtained from the four questionnaires administered by the researcher.

3- According to needs specification, the objectives and content of the proposed course are stated.

4- Effectiveness of such a course is to be carried by measuring improvement, if any, of the English level of target learners in terms of developing their language skills.

REVIEW OF LITERATURE

In this section the researcher presents a summary of his readings about different views concerning the need for student input in designing ESP courses.

Strevens (1988) points out that one area of difficulty for teachers of ESP courses is the gap between the learner's knowledge of the special subject and the teacher's ignorance of it. He recommends several techniques to tackle the problem, and one of them is allowing students to identify their own needs.

Hutchinson and Waters (1987), who were in favour of learning-centred approach to needs analysis, think that :" in analysing the needs of students, it would be normal practice to ask both the lecturers and the students about their English needs" (p. 60).

Nunan (1984) believes that there is a need for informal monitoring to identify changing needs and that it is essential to involve the learner in the decision making process through discussion and consultation. He suggests that curriculum design can be seen as a negotiative process between the teachers and students in a learner-centred curriculum. To quote him, "Information by and from the learners will be built into every phase of the curriculum process" (p. 19).

Tudor (1993) points out that students may well have a closer insight into their communicative needs than the teacher and thus they should have a say in content selection of the learning programmes. Teachers can gather

the students' opinions through ongoing discussion and consultation with students on the basis of day-to-day teaching activities.

Palacios (1993) also argues that teachers, being constantly enriched by daily contact with their students , should learn continually from their students, with the purpose of incorporating everything they learn into their teaching.

Chase (1989) referred to the attempts that have been made by the teachers of English for Academic Purposes to actively involve students in the investigation of English language use in their disciplines. According to him, "One of the benefits of this approach is that the students are more motivated to learn whenthey have discovered for themselves what their needs are rather than when they are informed of their needs by their English teachers" (p. 44).

' Leung (1994) thinks that teachers should encourage an open atmosphere in the classroom to make participation possible and negotiations central. To quote her, "As it is important for students to explore alternatives with their clients in workplace culture today, it is also essential for the teacher to explore alternatives with the students about their learning programme" (p. 44)

To conclude, it is important here to mention that students'needs cannot be neglected. On the contrary, it may be a valuable source of information for both course designers and teachers.

ESP RESEARCH

In this part the researcher displays some of ESP studies carried out in different countries. This display is just a sample not a survey.

In the United States Johns (1993) discusses the confusion in ESP-related terminology . Working from this perspective, she noted that we must look to related research in universities to identify possible influences upon specific English teaching practices. Sociology of scientific knowledge (SSK) studies and genre studies, completed within rhetoric and composition, applied linguistics and other departments on university campuses, are beginning to influence ESP theory and practice. This is occurring in part because of ESP's historical fascination with the interaction of language and context. However, it is enhanced by the fact that some of the best-known researchers (BAZERMAN, MYERS, SWALES) think of themselves as ESP scholars as well.

Sociology of scientific knowledge and genre studies are closely related to ESP interests : in text analysis, in context (target situation) study, and in the needs expressed by students to prepare for future language demands. Though considerable research must be completed to determine whether and how results of these studies can be applied to ESP classroom, insights have already assisted instructors in grasping the complexity of texts and understanding the necessity to always examine oral and written discourses in their contexts, working with experts from a community.

In his study entitled " The use of English in Brazilian academic life : The main

parameters" Holmes (1993) raises two questions that are fundamental for any

ESP programme :-

a- How do academics make use of the English, in countries when English

is not the main language of educational institutions ?

b- To what extent is the need for English being met by ESP programmes ?

In answering the above questions Holmes mentions that an attempt has

been made by conducting a survey among the academics or professionals who

use English in their professional and academic work. In part this is because

most ESP programmes take place before the student begins to use English fully.

Thus, the traditional data which most teachers receive in the form of feedback at

the end of the course rarely reflects the way in which the need for English

emerges for later life.

Holmes summarizes the results obtained from the survey in the following

points :

- In our work as ESP teachers we have been conscious of the patterns of use of

English as reflected in the motivation of our own students. It is apparent that

undergraduates are less motivated than postgraduates, such that the number of

years in study seems an important determiner of need for and use of English.

- In Brazilian context the use of English as revealed in this survey seemed to

parallel the hierarchy between natural sciences and social sciences in a sense

that the type of discipline determines how much English must be used.

In Finland Kalala (1992) conducted a study on teaching languages for special

purposes in Helsinky University of Techology .She concludes that as international co-

operation increases in all walks of life from science and technology to business and

iindustry, the need for language skills grows. Scientists, engineers, businessmen,

politicians ,etc have to be able to communicate in foreign languages in order to

carry out their work in the world.. This means that they must know the terminology and

phrases, le jargon, of their special field. LSP, languages for special purposes, is

a term used to describe such language.

In Egypt Sahakian (1993) conducted a quasi-experimental study on dentistry

students at Mansoura University. Her results show that the students found the course

interesting, most useful, the form and the content of the materials helped them to learn

English language and the objectives of the course were achieved. The test results and

the evaluation of the students of their ESP course show that an ESP approach brings

about significant improvement in competence in English language in first year students

of the faculty Dentistry..

The previous sample studies guide the researcher in gathering information

as well as in designing and implementing the proposed business English programme.

NEEDS ANALYSIS STAGE [i]

Concerning the needs analysis stage, four questionnaires were developed and piloted by ELT committee in Dammam College of Technology. These questionnaires were administered in all colleges of technology in Saudi Arabia. The researcher was responsible for administering these questionnaires in Buraydah JCT. The following is a summary of results :-

(A)   QUESTIONNAIRE   - A -   COMPANIES

The following are the most important findings of this questionnaire :

1- Most companies use English in some context, and the majority provide language training for employees. The componies do not insist on an English proficiency test for prospective employees. Most of the companies participated in this study give technical training in both Arabic and English.

2- The majority of companies state their workforces comprise different nationalities and English is the main medium of communication.

3- Most technicians currently employed have difficulty in meeting the standards of English usage that their employers want them to have. Prospective employees are likely to be required to speak English at meetings and to meet and speak with visiting representatives from foreign countries .

(B)   <u>QUESTIONNAIRE   B   HEADS OF DEPARTMENTS</u>

Although the medium of instruction is Arabic, the need for English is essential to enable the students to use equipment and machinery relrvant to their courses of study in the JCT. They agree that improved performance in English will have a positive impact on students performance in other subjects. Heads of departments state that while the students require a facility in the four basic language skills, reading and writing are of more direct relevance to their immediate needs. The majority of HEADS of DEPARTMENTS agree that all four skills will be of equal benefit and importance to students once they leave college.

(C)   <u>QUESTIONNAIRE   C   EX-STUDENTS</u>

1- Most responders need to speak English in their jobs. Most of them encounter foreign cliieagues at work with whom they communicate in Arabic and English.

2- The least frequent tasks required of responders seem to involve writing skills.

3- Most responders are definite in their opinion that English language has relevance to promotion within their companies or work places.

4- The majority of responses indicate that a mixture of general English and technical English is most relevance in the experiance of the responders.

(D)   QUESTIONNAIRE   D   STUDENTS

- Students generally agree with their teachers that their English achievement is

low. This is an indication of student confidence in the subject.

- Results also indicate that responders speak English only occasionally and there

is very little Enbglish support in the familial context.

- Few responders read regularly in English. This seems to indicate that

responders do not read English for information in spite of the fact expressed by

their teachers that they need to read English for information. As a result of this,

relevant emphasis may be placed on reading skills in the course.

- Most responders write in English only occasionally and many never write at all.

- The majority of responders are well aware of the importance of English to their

studies, as a source of technical information and also the need for a good

command of English as a professional qualification.

- Most subjects claim that they find listening and reading skills easier than

speaking and writing.

- Students added some useful suggestions such as the need to study

communicative English, more study time should be devoted to the teaching of

English and the need for smaller groups per class. Some suggested that

teachers should be native speakers and others claimed that it is better for

students to take short summer courses abroad.

Having summarized the questionnaires' results, it is now possible to

discuss the objectives and content of the proposed business English program.*

OBJECTIVES AND CONTENT OF THE PROPOSED PROGRAMME

Having determined the students'needs and their actual competence in
English, [2] the researcher tries to suggest a course in business English to be

taught to the students in the Commerce and Administration department. The

following is a brief description of objectives and content of the proposed

programme.

OBJECTIVES [3]

It is hoped that the suggested course will enhance the following

abilities in the learner :

- to enlarge the learner's general and specialized vocabulary.

- to train the learner to understand written and spoken instructions given by the

management.

- to train the learner in how to write business letters and reports.

- to enable the learner to speak English in meetings and with foreign

representatives.

- to enable the learner to read commercial terms and abbreviations related to

their theoretical and practical courses.

- to enable learners to give instructions in English.

- to enable learners to read books and references in their field of specialization.

- to enable learners to ingage in conversations socially or academically.

- to enable learners to continue their study in an English-speaking country.

CONTENT

The layout in each unit is as follows :-

1- TEXT (A)   This text presents the subject matter in a simple everyday

language and structure.

2- TEXT (b)   This text is taped by a native speaker of English and can be used

also as a reading passage. It is related to text (A) in a semse that it is either an

extension of it or based on the same vocabulary.

3- Text (A) and Text (B) are followed by comprehensionexercises. These are

of two forms : "wh-questions and completion items". These questions are

designed to check that content and vocabulary have been mastered, and to give

practice in handling them.

4- The purpose of recording text (B) is to develop the learners' listening skills.

5- Where possible, suggestions for further activities are included at the end of

the unit, in order to stimulate discussion and problem-solving situations so that

speaking skill is being practised among learners themselves and with the help

of their teacher.

6- Grammatical exercises, with brief explanations pinpointing important

language items, are introduced in both texts. These exercises are varied and

deal with the main items in grammar.

IMPLEMENTATION

This section deals with the experimental design of the research:

SUBJECTS

The subjects are all Buraydah College of Technology, Saudi Arabia. They were all

enrolled in the academic year 1994 / 1995. They specialized in Office Management. Two

groups were chosen randomly. The control group consisted of 30 students, whereas the

experimental group consisted of 32 students.The subjects were homogeneous in terms of

language background and grade level. They ranged in age from 18 to 20. All of them

began language teaching at grade level 7, with an exposure of a six years EFL instruction.

TEACHING MATERIALS:

Six units were taught during the second half of the academic year 1994 /95. Titles

of the units are as follows:

1- Management
2- The Effective Manager
3- Small Firms
4- Organisations
5- Work Groups
6- A Day at Work

Each unit took 2 lectures to be taught (four hours). Language laboratory was used

once a week. Two hours were devoted to listening practice.

Testing

In order to examine the effectiveness of the proposed business English programme.

the researcher designed four tests to be used as pre - and and post tests. The following

is a brief description of these tests : -

(A)   The Listening Test

Students were asked to listen to a tape - recorded material and answer the

specific details questions. The listening passage was recorded by a native speaker.

Students sheets were gathered and corrected by the researcher.

(B)   The Reading Comprehension Test

A passage was assigned by the researcher to be read silently by subjects.

Comprehension was assessed by two types of questions: true / false questions and wh -

questions.

(C)   The Vocabulary & Structure Test

This test consists of three parts. Each part has 5 components. The first is

multiple choice exercise.. In the second part one word in a short sentence is underlined.

Subjects were asked to give the antonym for each of the underlined words. In the third

part subjects were asked to make sentences to show that they understand the

meanings of the given words.

(D) The Writing Test

This test consists of three parts. They are as follows :-

1- Completion exercise (5 items)

2- Definition exercise (5   items)

3- Paragraph writing   (choosing one topic from three)

Test Reliability

Reliability of the tests were established by using test - retest technique. The resultiing coefficient of stability was found to be reasonably high (0. 78).

Test Validity

Test validity was obtained by submitting the four tests to a jury of 5 specialists in the field of TEFEL.. They suggested some items to be added to the tests and modified some other items. Their remarks were put into consideration before administering the tests.

Instruction

1-The two groups were given the pre-tests before starting the experiment. Apart from taking the four sessions of pre-tests, tthe control group received no special treatment. The programme thus applies exlusively to the experimental group. The programme lasted for 14 weeks (during the second semester of the academic year 1994 / 95).

2- The researcher taught the experimental group himself using a technique called " lesson chunking " (suggested by Ockey, 1994) which means dividing the lesson into independent parts. The advantages of using this technique are as stated by Ockey (ibid) guiding a teacher on effective use of the L1 and L2, providing for students with different learning styles, providing a guide for when to correct errors, promoting awareness of one's teaching practices, and helping to increase a teacher's knowledge of what methods or combination of methods might work best for a particular type or group of students (p. 10)

3- Each unit began by setting up an initial task. In most cases the students completed a questionnaire, or a worksheet on the theme of the unit with their own information and ideas. This isfollowed by a communicative task in which they exchanged this information in pairs, and discuss as a groups the various issues raised. The teacher monitored the activity, and gave feedback and language input as required. Students were encouraged to note down down the teacher's suggestions and comments.

4- The researcher introduced each unit in in the context of an actual situation making use of the language laboratory, role plays, group work, etc,.New vocabulary and grammatical points were presented through meaningful situations, demonstrations, games or diagrams.

5- Special care was given to the teaching of the four language skills. Suitable types of questions were presented such as close exercises, true / false statements, yes / no questions and statements and information questions.

6- After 14 weeks (the period of the experiment) the two groups was given the post-tests.

Statistical Analysis

The data collection was analyzed both quantitatively and qualitatively. The quantitative analysis was carried out by computing the mean scores for each test for experimental and control groups in pre- and post- testing. The qualitative analysis was carried out by comparing the quantative results using statistical methods as t - test.

Table (1) Mean scores on pre - and post - testing

Test	Eperimental group N= 32		Control group N= 30	
	Pre - Test	Post - Test	Pre - Test	Post - Test
Listening	11.1	17.9	11.2.	11.3
Reading	23.8	30.7	24.2	24.8
Vocabulary & Structure	16.2	25.4	16.9	17
Writing	19.8	32.6	21.4	22

From the results provided in table (1), it emerges clearly that the scores of the experimental group have increased substantially between pre - and post - testing in comparison with those of the control group. On pre - testing, the experimental group obtained scores consistently lower on both reading and writing tests and nearly the same scores on both listening and vocabulary and structure tests like the control group.. On post - testing, however, the situation is reversed. The experimental group obtained consistently higher scores than the control group on all tests.

Thses results indicate that the experimental business English programme had led to a substantial improvement in subjects' linguistic proficiency as well as their ability to use business English in a way that serve their major purposes or needs

Table (2) Pre - Post Testing T. Ratios Per Group

Tests	Experimental Group	Control Group
Listening	3.23*	0.18
Reading	7.83 *	0.38
Vocabulary & Structure	4.76*	0.34
Writing	8.94*	1.13

* $p = 0.05$

Table (2) shows the progression of the experimental group with respect to the control group. The degree of improvement between pre - and post - testing scores of the experimental group is clearly shown in the above table. This gives support to the proposed programme based on the actual needs of the learners.

Here are some remarks observed by the researcher :-

1- One of the most interesting aspects of the results is the very marked improvement of the experimental group on the writing test where a more pronounced enhancement of subjects' performance was observed than on the other tests. This may be due in part to the testing format, where the more open-ended nature of the writing test gave subjects more scope to manifest their increased linguistic proficiency and in part to the fact that subjects, as a result of their exposure to the experimental programme, acquired new expressive resources which were then able to employ actively in the writing tasks.

2- We should put in our consideration in assessing the level of results obtained from the present study that the experimental treatment occurred within the context of an input - poor invironment where learners' only contact with the foreign language was in the classroom or via written materials This might give support to the experimental business English programme carried out in this study.

3- Although oral skills have been stressed during treatment, they are not tested because of lack of time. English language teachers were busy in conducting and correcting their own exams as it was examinations time.

4- The researcher cannot exclude that the subjects'awareness of being involved in a 'special' programme may have contributed to the positive results obtained.

CONCLUSION

This study was an attempt to design a business English course for
Commerce and Administration students in Buraydah College of Technology, Saudi
Arabia. It tried to answer the following questions :-

1-What are the English kearning needs of commerce and administration students ?

2- How can these specific needs be converted into a business English programme
to meet the requirements of this group of learners ?

3- How far is teaching such a syllabus effective ?

To see the effectiveness of such a course it was taught to a group of
learners for a period of 14 weeks during the second semester of the academic year
1994 /1995. Two groups were assigned randomly, one served as an experimental
group and the other as a control group. The two groups were given pre - and post
four tests.

Results were in favour of the experimental group. Subjects' scores in post-
testing shows statistically significant levels of improvement on all tests. This
indicates that the experimental business English programme proved to be
worthwhile.

It emerged from the present study that if the proposed programme meets
the actual needs of the learners, their motivation to learn will be high. This is clearly
shown in subjects' attendance during the teaching period and in their participation in
classroom activities.

RECOMMENDATIONS

The researcher should reitrate that the survey in this research study is only a part of a wider research enterprise carried out in colleges of technology in Saudi Arabia. The researcher made use of data collection concerning needs determination in designing a business English programme for students in a newly-established department of Commerce and Administration in Buraydah College of Technology.

The proposed programme grew in response to an increasing demand for ESP course from university departments and a widely-felt need among ESP teachers for a unified approach for teaching English in technical colleges.

the following recommendations are given for :

A) Course designers : Identification of the English learning needs of learners will enhance the awareness of the course designer and allow him to design better courses.

B) Language teachers : English language teachers should encourage an open atmosphere in the classroom to make participation possible and negotiations central. It is essential for the teacher to explore alternatives with their students about their learning programme.

C) Subject Teachers With internationalisation the demand for language skills will grow. Thus we have to develop new ways of enhancing language learning. One could be close co-operation between professionals and language teachers in colleges of technology. Future advances in technology, such as combining TV, telephone and computers will open new facilities for language learning.

FURTHER RESEARCH

There should be some sort of co-operation between both language and subject teachers. The question is : To what extentt can this co-operation contribute in course design and in teaching process ?

It is important in designing ESP programmes to analyse scientific texts. Why is that specialized scientific texts that can be read as perfectly cohesive by their intended audience may seem to those outside the specialized community as disconnected strings of sentences ?

The speaking skill cannot be neglected, but because of lack of time it could not be tested. Another research may be needed to investigate the effect of this proposed programme on developing the speaking skill of target learners.

Notes

(1) The four questionnaires administered in this research
    study were developed by TEFEL experts taking part in ELT
    conferences held in different regions in Saudi Arabia,
    (Dammam,22-24 March, 1993 - Jaddah,18-20 May,1994 -
    Abha,20-22 March,1994).The reliability of these
    questionnaires were obtained by using test-retest technique.
    Values obtained were o.8, o.C3, o.79, o.85 for the four
    questionnaires respectively(see Appendices: 1-2-3-4).
    As for the validity of the questionnaires, it was obtained
    by submitting them to a jury of 7 experts. They made some
    modifications that were added before administration.

(2) The actual standard of the students was identified via
    a diagnostic test in the four language skills and grammar.
    This test was applied to a sample of 200 hundred students
    in Buraydah Junior College of Technology.The mean of their
    scores was 31.7. Details of these results are available
    on request.

(3) The objectives of the suggested course were based mainly
    on needs analysis and results of the diagnostic test. They
    were submitted to a jury of five specialists who approved
    of them as suitable objectives for the suggested course.

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APPENDICES

I - QUESTIONNAIRE A

Questionnaire For Companies Employing Graduates From The Junior Colleges of Technology K.S.A.

To help us design our new English course for students of the Junior Colleges throughout the Kingdom, we would be grateful if you would answer the following questions by placing a tick (✓) in the appropriate spaces. Please note that the employees referred to in this questionnaire are graduates from the Colleges in their first two years of employment in your company.

1. Is English used in your company?

Yes	No

2. Does your company provide English classes for its employees?

Yes	No

3. If yes, what level?
   a) basic.
   b) advanced.
   c) both.

basic	advanced	both

4. Are your employees required to pass an English test before you will employ them?

Yes	No

5. In your company is technical training given in English, Arabic or both?

English	Arabic	Both

6. Is your workforce made up of a number of different nationalities?

Yes	No

7. If yes, does this workforce communicate mainly in:
   a) Arabic .
   b) English.

Arabic	English

8. Are your technicians required to travel abroad?

Yes	No

9. Are your technicians required to attend
    meetings which take place in English?

Yes	No

10. Do your employees meet and need to speak with
    foreign representatives visiting your company?

Yes	No

11. Is the ability to use a computer in English
    necessary for your employees.

Yes	No

12. Is a good level of English a help to gaining
    promotion in your company?

Yes	No

13. Are your technicians required to do the
    following things in English?
    a) often.
    b) sometimes.
    c) never.

1. Give instructions to non Arabic speakers.

2. Understand instructions from non Arabic
    speakers.

3. Speak on the telephone.

4. Read and write memos and reports.

5. Read and write letters and faxes.

a	b	c

14. Can your technicians do the following things in English?

	A	B	C
a) easily			
b) with difficulty			
c) not at all			

1. Spell correctly

2. Converse socially

3. Read and understand technical manuals

4. Describe how a machine works

5. Give clear instructions to a colleague

6. Understand written instructions

7. Understand spoken instructions

15. As its main English requirements, this company needs technicians who:

	Yes	No
i) Know relevant technical terms well		
ii) Can understand and explain manufacturing and technical processes used by the company		
iii) Can work without supervision using English as their medium of instruction		
iv) Can deal confidently with clients, customers and colleagues on both technical and non-technical matters		
v) Can understand written and spoken instructions given by the management		
vi) Can talk confidently on a range of subjects outside their own technical field		

16. Please detail any other uses of English which you feel to be
    important to your company's needs.

    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____

2 - QUESTIONNAIRE B

Questionnaire For Heads of Department in the Junior Colleges of Technology, K.S.A.

To help us design our new English course for students in the colleges throughout the Kingdom, we would be grateful if you would answer the following questions about your own course by putting a tick (✔) in the appropriate spaces.

1. In the <u>theoretical</u> courses in your department, what proportion of the <u>recommended</u> reading material is in English?

0	1-24%	25-49%	50-74%	75-100%

2. In the <u>practical</u> courses in your department, what proportion of the <u>recommended</u> reading material is in English?

0	1-24%	25-49%	50-74%	75-100%

3. In your opinion is it necessary for your students to be able to use English in order to pass this course?

no	yes

4. In what language are specific technical terms given?

English	Arabic	Both

5. Are students recommended to read additional texts and references in English?

no	yes

6. Are students required to write some of their projects in English?

no	yes

7. Are instructions about how to operate machinery in the workshop written in English, Arabic or both?

English	Arabic	Both

8. Are students at any time required to use a computer in English?

Often	Sometimes	Never

9. In your opinion, is the ability to use a computer in English a useful and relevant skill for the students to have?

very useful	useful	not useful

10. How useful do you think a good working knowledge of English is to the graduates of your college?

essential	helpful	unnecessary

11. In your opinion will JTC graduates need English for the following purposes:

		Yes	No
1.	Communication with non-Arabic speaking staff		
2	Reading technical manuals		
3.	Learning technical terms		
4.	Writing reports, notes and memos		
5.	For further study or training		
6.	For speaking on the telephone		
7.	Understanding recorded messages and announcements		

3-QUESTIONNAIRE C

Questionnaire for Ex-students of The Junior Colleges of Technology.

To help us design our new English course we would be grateful if you could answer the following questions by putting a tick (✓) in the appropriate boxes.

1. Do you speak English in your job?

yes	no

2. To operate machinery and understand technical instructions in your work place, do you need to READ ENGLISH?

yes	no

3. Does your company give you English classes?

yes	no

4. If yes to 3, are these classes a) for General Purposes b) for Special English which you need specifically for your job; c) both of these;

General	Specific	Both

5. Are there any foreign workers in your company?

Yes	No

6. If yes to 5, do you communicate with them in English, Arabic, or both?

English	Arabic	Both

7. Are you required to do any of the following things in English?

	Often	Sometimes	Never
Speak on the telephone			
Give instructions			
Write letters			
Read technical manuals			
Send faxes			
Write memos & reports			

8. Do you find the following tasks difficult in English?

	No problems	Some difficulty	Great difficulty
Explaining how a machine works.			
Understanding technical instructions about how a machine works.			
Speaking socially with foreign colleagues.			
Reading manuals and reports.			
Writing faxes, memos, letters and reports.			

9. Do you think that a good level of English can help you to get a better position in your company?

Yes	No

10. Which one of the following do you think the College's English Course should do?

   a) Concentrate on General English for practical purposes?

   b) Mix General English with more Specific/Technical English?

   c) Concentrate only on Technical English related to specialist areas?

11. Please add any comments you think might be helpful in the space below.

_____
_____
_____
_____
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4 _ QUESTIONNAIRE D

QUESTIONNAIRE FOR THE STUDENTS OF THE JUNIOR COLLEGES OF TECHNOLOGY, KSA

In order to prepare our new english course we would like to know student attitudes to their English course. We would be grateful if you could answer the questionnaire below, placing a tick (✔) in the appropriate box.

عزيزي الطالب : من اجل اعداد مناهج اللغة الانجليزية الجديدة نسعى لنور

أن نتعرف على الطلاب وميولهم ودراستهم بالنسبة للغة الانجليزية

الرجاء الاجابة على الاسئلة التالية ووضع علامة (×) في الخانة المناسبة

1. What is your major course of study at the college?

ما هو مجال تخصصك الدراسي في الكلية ؟

2. Which year of study are you in?

في أي سنة تدرس بالكلية ؟

1st	2nd	Other
تنزل	الثانية	أخرى

3. In your opinion, how well are you doing in English?

بصورة عامة ما رأيك بكيفية تقدمك في سؤالك في اللغة الانجليزية بصفة عامة ؟

Well	Fairly Well	Not Very Well
جيد	جيد الى حد ما	غير كاف

4. Do you have the opportunity to talk with friends in English?

هل تتاح لك فرصة للتحدث مع أصدقاء لك باللغة الانجليزية ؟

Often	Sometimes	Never
نعم وبصورة متكررة	نعم ولكن احيانا	لا اتفاح لي فرصة ابداً

5. Are you exposed to the English Language through the media?

Yes	نعم	No	لا

هل تستمع الى اللغة الانجليزية من خلال

وسائل الاعلام ؟

6. If Yes, do you understand what you hear?

Yes	نعم	No	لا

اذا كانت الاجابة نعم هل تفهم ما تسمعه ؟

7. How often do you speak English?

Often	أتحدثها بصورة متكررة	Sometimes	أتحدثها احيانا	Never	لا أتحدثها مطلقا

الى أى مدى تتحدث اللغة الانجليزية ؟

8. With whom do you speak?

مع من تتحدث الانجليزية ؟

Family	الاسرة
Visitors	الزائرون
Teacher	المدرس
Friends	الأصدقاء
Shop Assistants	البائعون فى مراكز التسوق

9. Do you read English?

Often	أقرأها غالبا أقرأها	Sometimes	أقرأها احيانا	Never	لا أقرأها مطلقا

هل تقرأ اللغة الانجليزية ؟

10. What do you read?

ما الذي تقرأه ؟

Magazines	المجلات
Books	الكتب
Newspapers	الصحف
Comics	المجلات الفكهة
Others	مطبوعات اخرى

11. Do you write in English?

هل تكتب باللغة الانكليزية ؟

Often	Sometimes	Never
عادة ما اكتب الكتب	الكتب بي	لا اكتب بطلاقة احيانا الكتب بي

12. To whom do you write?

لمن تكتب ؟

Friends	الاصدقاء
Relatives	الاقارب
Professional acquaintances	معارف يتعلق به وظائف

13. Do you think English is important for your studies at the College?

هل تعتقد ان اللغة الانكليزية مهمة لدراستك في الكلية ؟

Yes	No
نعم	لا

14. Are there texts in any of the following languages that would be useful for you to read, for your field of studies?

	Yes نعم	No لا

هل توجد كتب في أي من اللغات التالية. مكنك الإستفادة منها في مجال تخصصك ؟

English اللغة الإنجليزية

French اللغة الفرنسية

German اللغة الألمانية

Other لغات أخرى

	Yes	No
English		
French		
German		
Other		

15. How necessary do you think English is for graduating as a WELL Qualified professional in your field?

Very necessary ضرورية جداً	necessary ضرورية	unnecessary غير ضرورية

إلى أي حد تعتقد أن اللغة الإنجليزية ضرورية لتتأهل كمؤهل كفء في تخصصك ؟

16. Do you think the English you are studying now is relevant to your future career?

Yes نعم	No لا

هل تعتقد أن اللغة الإنجليزية التي تدرسها في الوقت الحالي لها علاقة بعملك في المستقبل ؟

18. Is the English you are studying technical enough, and relevant within your field of study?

Yes	No
نعم	لا

هل تعتقد أن مناهج اللغة الإنجليزية التي تدرسها حاليا محتوى على قدر كاف من اللغة الفنية وتناسب تخصصك ؟

19. Do you think the materials you are using now are:

هل تعتقد أن المناهج التي تدرسها :

Very poor	فقيرة جداً وغير مناسبة
Poor	فقيرة
Adequate	مناسبة
Good	جيدة
Very good	جيدة جداً

20. Do you think the materials you are using now are:

هل تعتقد أن المناهج التي تدرسها :

Too Easy	سهلة جداً
Easy Enough	سهلة الى حد ما
Too Difficult	صعبة جداً

21. Please list the following skills in order,
with the *easiest* first and the *most difficult*
last.

نرجو رتب المهارات اللغوية الآتية بادئاً بالاسهل

ومنتهياً بالاصعب

Listening, Speaking, Reading, Writing

الكتابة ، القراءة ، التحدث ، الاستماع

| 1. |
| 2. |
| 3. |
| 4. |

22. Please write anything you wish to add about your English
Course in the space below.

نرجو أن تكتب ماتود أن تضيفه عن دراستك للغة الانجليزية في السطور التالية

(5)　LISTENING TEST

Tomorrow Ali has a very impotant job to do. Because he is responsible for purchasing, he has to make a list of all the purchases made by his company over the past year.

This list must be sent to the accounts department. The accountants will need a computer printou of all items, original invoices and the total of all cheques cashed over the period. Unfortunately, Ali is th only member of staff available to do this job. It is his first time to do this.

He will arrive at work early tomorrow and sit down at the computer screen. Then he will access the purchasing record. After checking this record against the original invoices, he will set the chequebook counterfoils from his boss and work out the total cost.

When Ali has finished this task, he will write a covering letter summarising his conclusions. The job will be finished when he delivers everything to the financial controller.

Now answer these questions

1- Who is responsible for purchasing in Ali's company ?

2- Who will need a computer printout tomorrow /

3- Who is available to help Ali ?

4- Has Ali done his job before ?

5- Who has the chequebook counterfoils ?

6- How will Ali finish the job ?

(C) READING TEST

Read the following passage and then answer the questions below *:

Until 100 years ago people had almost no protection against untruthful advertising, and advertisements often exaggerated. But by the late nineteenth century changes were slowly coming. A famous example of this was Mrs. Carlill's fight against the Carbolic Smoke ball Company. In the early 1890s this company promised $100 to anybody who used the Smoke Ball and then got influenza. Mrs, Carlill did, and she asked for her money.

She won. But the law did not really protect people in Britain until the 1960s. Now there are several new laws which try to make sure that all advertising is truthful. But what is truthful ? The fact is that advertisements have to persuade people to buy. They persuade with the words and the pictures that they use. And they often try to persuade with an 'image' - an image of success or health, for example. In other words, an advertisement often seems to promise that we buy an image when we buy the product.

Questions

(A) True or false ?

1- The Smoke Ball did not help Mrs. Carlill much.

2- Many people at that time had Mrs. Carlill's kind of experiance.

3- She did not get $100.

4- Several new laws protected people soon after the Carlill case.

5- Advertisements always try to persuade people to buy.

(B) Answer the questions:

1- Why do you think the Carbolic Smoke Ball Company offered $100 ?

2- How can advertisements persuade people to buy things ?

3- Can you think of examples of truthful and untruthful advertisements today ?

---

* This passage was taken from Macfarlane (1992) Focus On Success, Oxford (p. 48).

(7)

VOCABULARY & STRUCTURE TEST

(A) Choose the correct answer :-

1- These (duty - dutys - duties) may be grouped in a number of divisions.

2- This is the reason (who - why -whom) the store is found.

3- Publicity is the art of (making -make - makes) known.

4- I'd like to (study - studying - studies) accounting.

5- This division (include - including - includes) a number of divisions.

(B) Give the opposite of the underlined words :-

1- Specialization leads to an increase in total products.

2- Agents are used to explaining the advantages of the goods.

3- This is a very heavy task .

4- In deciding his policy the businessman has to rely on adequate information.

5- The two men discuss the general position of the trade.

(C) Make a sentence with each of the underlined words to show that you understand their

meanings:

1- purchasing _____

2- accounts department _____

3- invoices _____

4- total cost _____

5- Covering letter _____

(8)

WRITING TEST

(A) Complete the following sentences :-

1- Our behavior at work is the outcome of...

2- Organizations are considered economic systems because.....................................

3- The effective manager passes on...

4- Group membership can be.. or ....

5- Division of labour means...

(B) Define the following briefly :-

- management

- a small firm

- effectiveness

- a quotation letter

- motivation.

(C) Write two paragraphs on one only of the following

1- A day at work

2- Communications in business

3- Qualities of a good manager