

Teachers' Perceptions on Business English Courses of BBS at Tribhuvan University

Mahendra Kumar Budhathoki, PhD

Lecturer, TU, Bishwa Bhasha Campus, Kathmandu

Email: mahendratunp@gmail.com

<https://doi.org/10.3126/haimaprabha.v1i22.56540>

Abstract

Curriculum designers do not survey and contemplate the views of the concerned faculty. The experiences, perceptions and knowledge of the faculty are also equally important to the experts of the syllabus designers. The purpose of this study is to explore the teachers' perceptions on Business English Courses of BBS at Tribhuvan University. This study specifically has explored how teachers perceive the course and implement it in the classroom. This research utilized qualitative method through interviews as a means of information collection. The participants purposively sampled were four Business English teachers from Tribhuvan University. Major findings of the study were as follows: the respondent teachers agreed that overall quality of Business English syllabus was satisfactory because this syllabus was ESP-based course for business students. The teachers complained that the textbook English for Business Studies seemed like a guide book. The teachers suggested to focus on all four language skills and English proficiency, and contents must be from business sectors for business students. Although the research on need analysis seems money and time consuming for Curriculum Development Centre, in the long run it will be rewarding after finding students' needs and the syllabus's effect. This study ignites teachers and Dean's Office of Faculty of Management to do further research to determine the needs and goals of the ESP-based syllabus. Further research are necessary to discover the real needs of BBS students and determine the objectives in Tribhuvan University in Nepal.

Key-Words: Curriculum, course, Business English, ESP, need analysis, perception

Introduction

English has been a lingua franca thorough out the world. Therefore, people have academically or vocationally taught and learnt English language in the world including Nepal. Throughout teaching practices in schools of Nepal, Nepali students have spent over about ten or even more years studying English language; some students have

independently taken extra classes to improve their English language. But still, they have poor grammatical skills and difficulty in communication in English. English language education in Tribhuvan University has got great importance for years. The English language teaching for graduate non-English students has been incorporated as Business English courses in BBS courses. The graduate students feel difficulty to use English grammar and communicate in English in practical, academic and professional life even after the Business English course is over. Among the reasons behind this, lack of the exposure to the English language and an unsuitable course are mainly responsible. In order to resolve these problems, the English professors as experts have reformed Business English courses many times. The course designers always restructure the courses based on their knowledge and proposition to language teaching at bachelor level. They do not consider the necessity of going to the real fields and interpreting the teachers' and students' perceptions and needs of teaching learning environments concerning with the Business English studies. They never contact with the graduate students who have involved in various professions to analyses their lacking and needs of communicating in English. The teachers and students have experienced thoughtful challenges in their personal, academic and professional life regarding English language uses. After analyzing the teachers' and students' perceptions and needs, the course designers can restructure and make the courses more effective and meaningful. Therefore, there is necessary to do research on the investigation of teachers' perceptions on the courses.

The objective of study is to explore teachers' perceptions on Business English syllabus of BBS first year under Tribhuvan University.

The research questions were addressed as follows:

- a. How have the teachers perceived and interpreted the BBS first year Business English syllabus ?
- b. How have they correlated the syllabus with the contents of the textbooks prescribed ?
- c. What were their suggestions to improve the Business English ?

Literature review: Curriculum, course and syllabus design

Curriculum incorporates a package of what is taught and what is learnt with a specific goal; it is prepare by government or educational institutions. The curriculum is "all the planned learning opportunities offered by the organization to learners" (Print, 1993, p. 9). It refers to the subjects comprising a course of study in school or colleges.

Curriculum the sum total resources- intellectual, scientific, cognitive, and linguistic- that is brought to bear on the dialog and exchange of teaching and learning. It includes documents, textbook and adjunct resources and materials,

both official and unofficial – that are brought together by teachers and students to structure teaching and learning in classrooms and other learning environments. (Woods, Luke & Weir, 2010, p. 362)

Goals and content are determined by teachers, and the teachers instruct students the contents through pedagogy and evaluate achievements on the basis of goals. “Curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program” (Allen quoted in Nunan, 2000, p. 6). Curriculum guides courses, and a course is a part of curriculum process. A course is “an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge” (Hutchinson and Waters, 1996, p. 65). Syllabus design is a part of course designing process. “Syllabus is a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level” (Dubin & Olshtain, 1997, p. 28). A syllabus refers to an outline of basic elements of a particular subject- objectives, contents, pedagogy, weightages, assessments, textbooks, reference books- that the teacher presents to students to meet the certain objectives in a year or semester.

The syllabus is a bid to shape and set the parameters of the curriculum, usually prepared at a school system level. It is a defensible map of what is valued as core skills, knowledge, competences, capacities, and strategies to be covered within a particular context at a particular time, usually with affiliated statements of standards, which are used for accountability. (Woods, Luke & Weir, 2010, p. 362)

A syllabus of a subject is designed with the baseline of curriculum, and the syllabus provides a baseline to prepare textbooks. The syllabus provides particular contents of a subject on the basis of philosophy, goals and values of life determined by curriculum; it expects that students must acquire certain knowledge and skills of a subject in a semester or year. Therefore, Business English of BBS first year is a syllabus, and this first year and second year (Business Communication) are compulsory English courses within BBS Curriculum.

English has been an essential global language for communication; institutions design syllabus for teaching English to their students. English teachers transformed their syllabus designing from general syllabus to more specific to prepare students for target job markets. They design the syllabus of English language for academic and occupational purposes; it is ESP (English for Specific Purposes).

The syllabus of English language for academic and occupational purposes based on ESP aims to enhance students' English language and communicative skills; students must be able to comprehend the meanings through either listening or reading, and express their intentions through either speaking or writing in their fields. ESP syllabus consists a reason for the program in institutions. Need analysis is a considerable first step of syllabus design; it directs to determine goals and objectives. "Needs should be regularly re-checked, and objectives modified as appropriate throughout the duration of the teaching program." (Lilley, 2002, p. 6); this process assists to restructure more effective syllabus. As Richards (2001) suggests, the objectives must be precise, feasible and consistent with the curriculum. Contents and their organization in the syllabus must be appropriate to meet the objectives. Teachers need methods and materials to impart the contents to students; students are expected to learn the communicative skills. Evaluation in the syllabus serves to expose whether the students learn intended knowledge and skills, and to identify the expected effect that the syllabus has had.

Syllabus designers have developed Business English as ESP-based syllabus because of expansion of business in local and global areas. Pickett (1989) described Business English as "a mediating language between the technicality of particular business and the general language of public" (p. 1). Employees in business sectors must contact with the business experts and common people to expand the business. Therefore, Dudley-Evans and St. John (1998) opined that Business English should consist specialist English and General English.

Tsui (1992) concluded that managerial staff in Taiwan felt the need to improve their Business English communication skills. Tsao (2011) in his study showed that students emphasized more on needs, English ability, and learning motivation; the teachers prioritized more the Business English syllabus, teaching materials and methods than course objectives and students' needs. Shi (2020) explained "some issues in designing and teaching courses of English for Specific Purposes, including inadequate involvement of accounting specific knowledge in the course contents, lower-than-expected learning outcomes caused by super-large class sizes and limited course availability" (p. 31). Ahmadi and Derakhshan (2016) discussed EFL teachers' perceptions on textbooks and concluded that the standard textbooks enhance teachers' knowledge and develop students' language knowledge and communicative skills. In their study, Afia and Mami (2020) "revealed that all postgraduate students of Engineering need to learn an ESP course for the development of the predominant skills of reading and writing first, followed by speaking and listening and translation as a fifth skill" (p. 1). Uflah, et al. (2021) provided the process of ESP needs-based course design for the employees of Government protocol department in Jakarta, Indonesia. Doolittle and Lusk (2007) emphasized syllabus

components, functionality, and perceptions by faculty and students that underpin the considerable variability in the construction and utility of syllabi (p. 65) in the higher education. After analyzing the teachers' and students' (who have just completed the course and who have involved in the professions) perceptions and needs, the course designers can restructure and make the courses more effective and meaningful. Cardozo (2006) claimed, "syllabus construction itself remains a significantly under theorized professional activity" (p. 412). Therefore, there is necessary to do research on the investigation of teachers' perceptions on the courses.

Therefore, no research was conducted in investigations of teachers' perceptions on Business English of BBS first year compulsory English syllabus, TU. The departure point of this research was to explore teachers' perceptions on Business English. It provided an account of how teachers perceive Business English course at BBS. This study carried more originality and credibility, and revealed the needs of business students.

Research Methods

This research used the qualitative method to explore the teachers' perceptions on Business English syllabus of BBS, Tribhuvan University. Here, qualitative approach helps to explore the teachers' subjective experiences, beliefs and concepts on Business English syllabus. It exposes the in-depth knowledge and problem of an English syllabus designing context and provides suggestions to syllabus designers.

Primary sources of data were the English teachers at Tribhuvan University. Secondary sources were the books and journals related to curriculum, syllabus and language teaching.

Purposive sampling was used to select the teachers who taught Business English syllabus at BBS first year of Tribhuvan University; four teachers were conveniently selected from the campuses. Each teacher has given a code as teacher 1, 2, 3 and 4 who have taught Business English of BBS first year.

The study used interviews with the teachers as the information collection tool to reach at the depth; the researcher interviewed each teacher about the Business English course and the contents of the prescribed textbooks for BBS students.

The information collected from the interviews were analyzed by the content analysis method and elements of course design (need analysis, goals and objectives, teaching materials, pedagogical methods and evaluation scheme); the suggestions provided to improve the courses were also described.

Results and Discussion

English has been the most used language in business and education in the universe. Therefore, Faculty of Management of Tribhuvan University aimed to teach English language as a compulsory paper at BBS level. For producing a capable employee in a target job market, students are required to learn English concerning with the particular job market; this is English for Specific Purpose (ESP). ESP based courses are designed to address the needs of students and a target job market where the students can get jobs after the course is over. This new English syllabus for BBS students seems more or less ESP. The selected teachers said that the syllabus designers attempted to restructure the English course based on ESP concept in comparison with the former English courses of BBS, TU. The Faculty of Management makes English compulsory courses as a requirement to graduate BBS; it has restructured MGT 201 Business English as a compulsory paper.

In the discussion of the first research question (How have the teachers perceived and interpreted the Business English courses for BBS students?), all the selected teachers 1, 2, 3 and 4 agreed that the Business English courses of BBS is better than the previous courses, and expected more advanced Business English courses regarding with English for specific purposes. ESP courses determine the goals and contents after the analysis of students' needs for their personal, academic and professional fields. They all did not prefer the general English courses determined by the general teachers' predetermined propositions. Teacher 2 viewed that Business English courses should prioritize the needs of the defined areas i.e., commercial and banking sectors regarding the English language uses; students must be able to communicate in English in personal and professional life. Teachers 1 and 2 shared that after the course is over, students must have the ability of English communication skills.

All the informants perceived the Business English syllabus having detailed information about the Business English course, course objectives, learning contents, methods and materials, and evaluation scheme. Teachers 1 and 2 mentioned the ultimate objective of the Faculty of Management, which is to prepare students "for professional pursuits in business, industry and government" (Curriculum of BBS 2019). They opined that the Business English course has not enough objective and contents to access the needs for professional and personal fields. Teacher 3 claimed, "The Business English courses cannot educate students to 'prepare professional managers capable of handling in a dynamic global environment' –domestic or foreign". Teacher 2 claimed, "Although the curriculum of BBS aims to create a strong foundation of Business English for graduate students, the Business English courses may contribute little."

Teacher 4 said, “The overall quality of MGT 201 Business English is satisfactory although some necessary aspects of language are left. Instead of “literary reading”, reading texts having business and commercial contents need to be included.” Teacher 2 also opined, “Business English includes only reading and writing skills of language; there are a few aspects like grammar and vocabulary prioritized in the course. This is good but listening and speaking skills and other aspects of language are ignored.” The teachers 1 and 4 pointed out the needs of students to study English language as a requirement to graduate from TU. To determine what to teach in Business English courses, the analysis of needs of students and the target job markets is necessary. They shared a practice of syllabus designing in Tribhuvan University that few professors are assigned to restructure the syllabus, and they make syllabuses based on their knowledge and propositions; such practices may not appropriately identify and incorporate the student needs.

The analysis of student needs determines what to teach them. Obviously Business English courses must include English language and business knowledge. Teachers 2 and 4 agreed that the Business English attempts to provide theoretical or conceptual business knowledge and practical knowledge; theoretical or conceptual knowledge serves students as background knowledge to perform practical works in the workplace. But the problem as the teachers 1 and 2 expressed is that students who joined BBS had poor English proficiency ability and needed general English. Teacher 3 shared that students needed to improve the general aspects of English language like capitalization, subject-verb agreement, simple sentence structure, general vocabulary, pronunciation, word-class, use, meaning, etc., and this problem made not effective to teach Business English. Teacher 1 and 2 proclaimed

Four English language skills- listening, speaking, reading and writing- are important for effective communication for BBS students; both receptive and productive skills should be emphasized in Business English courses. But this course prioritizes on writing through reading certain texts. Even the writing part of the course does not cover business matters.

For effective communication in job markets, listening and speaking should be primary concern in the Business English courses. But this course lacks it. Teacher 1 said that reading and writing skills are equally important for students of business English; they have to write business letters and prepare leaflets, brochures, prospectus, advertisement and statements for target consumers, and they have to read others business writings. They have to comprehend business texts and writing modes. Therefore, instead of prescribing literary texts and writing, the course should include business writing for business English students. Teacher 4 suggested the course must consist of more business documents in English. Teachers 1 and 2 suggested Business English course designers should analyses

students' needs to design more appropriate Business English courses for BBS students of Tribhuvan University.

This course title is Business English but “the objective of this course is to help students use their general English skills in interdisciplinary contexts with lessons covering vocabulary and grammar exercises” (Business English Syllabus). The teachers 1 and 2 questioned whether this course is General English or ESP (Business English). This showed the course designers were not clear what to follow- general English course or ESP. The objective of this course further mentions that “It also aims to broaden students' literary readings in order to enrich their linguistic competence, comprehension ability, writing and presentational skills in business domain.” Teacher 2 expressed that how students adopted literary texts and understanding to connect with business domain. Both teachers 1, 2 and 4 believed that BBS students need business readings “in order to enrich their linguistic competence, comprehension ability, writing and presentational skills in business domain”. Business students should be able to critically and analytically respond business texts in their target professional and social context.

The Business English course has determined the following objectives for the business students: “1 improve linguistic competence at lexical, structural/ grammatical levels, 2 comprehend literary texts and writing modes, 3 produce correct sentences, cohesive paragraphs and organized texts, 4 respond the literary and business readings critically and analytically, 5 boost competence towards global understanding thereby strengthening their confidence in using English in professional and social scenarios”. These objectives cannot clearly specify the purposes of Business English; they seem an amalgamation of both general English and ESP (Business English) courses. It would be better for business students if the Business English adapted the principles of ESP.

Syllabus designers should specify and sort out what to teach business students for the expected outcomes of the course. This Business English syllabus has determined the contents for business students. The contents of unit one was grammar and writing mechanics. Grammar section has included sentences (elements, varieties, patterns, types, faults) nouns, pronouns and antecedents, verbs, tenses, subject-verb agreement, modifier and connector, prepositions, conjunctions, and writing mechanics consisted of punctuation, capitalization and numbers. Teachers 1 and 2 believed that the content of unit one can address the problems of grammatical competence of the business students. This unit two incorporated using the business language concerning with society, culture and style: fundamentals of language, language and meaning, language, society and culture, stylistic features, functions of language using language effectively, strong words, coherent paragraphs, and commonly confused words. Unit three of the syllabus included teaching business vocabulary for business students, and unit four mentioned business

communication messages, specially written, oral and non-verbal. The teachers 1 and 3 opined that units one to four provided the background knowledge for business students to prepare them as business professionals.

Unit five and six of the Business English provided opportunities to teach and learn about the writing skills that are needed at real workplace. Teachers 3 and 4 viewed that unit five discussed the necessary communicative skills at workplace; it presented business writing, that are brochures, guidelines and instructions, media stories, releases and advertisements, news reports, articles and stories, broadcasting stories, press releases, effective media relations and advertisements. This unit demonstrated a property of ESP in business studies; these writing skills have specific purposes at the real business workplace. Unit six consisted of other writing skills like note-making, summarizing, paragraph writing, invention, idea arrangement, drafting, revising, editing, proof reading, and becoming critical readers. The teachers 1 and 2 agreed that writing skills are relevant in the business professions; these teaching items made the students of BBS perform well in the target business domains. This unit of the syllabus taught reading strategies and writing processes to make effective communications to achieve the goals of business institutions. Teacher 4 stated that units one to six have allotted seventy percent weightage but fifty-five teaching hours were allocated for seventy percent weightage.

The unit seven of the syllabus incorporated patterns of writing: narration, description, cause and effect, comparison and contrast, and argumentation. The teachers 1 and 2 agreed that the unit seven presented patterns of writing through good samples of writing; it has focused different patterns of writing through reading samples. They opined that this unit presented clear roadmap of essay writing process to students. But they suggested that if the samples of essays were from business areas, business students would become more benefitted and connect the samples at their target professions. This unit carried thirty percent weightage, and forty-five teaching hours were assigned. Teacher 1, 2 and 3 agreed with the allocation of weightage and teaching hours.

Syllabus designers should identify needs of students and a target profession, determine the goals, and then ascertain the contents to achieve the objectives; after it, they should select and prescribe textbooks. The textbooks prescribed were H. I. Holmes's *English for Business Studies* and Laurie G. Kirsznner and Stephen R. Mandell's *Patterns for College Writing: A Rhetorical Reader and Guide*. The teachers 1, 2, 3 and 4 agreed that these two prescribed textbooks have attempted to incorporate the properties of ESP for business students. They suggested that the syllabus of Business English needed to be restructured for making more ESP appropriate syllabus for business students. Teacher 1 expressed

Although the textbook *English for Business Studies* attempted to comprise the necessary contents to access the goals, the presentations of many topics and contents looked like a note-taking copy (e.g., chapter 3 business vocabulary), and it has just provided points but not details. The more details of the contents were required to comprehend the given texts for the BBS first year business students. The next textbook was good because it presented samples of different patterns of writing; students went through the sample essays and attempted to write accordingly. It stimulated students to practice writing different types of essays. But it has lacked the different types of sample essays from business fields, and it would be better for business students if the sample essays from business areas.

The reading texts from economic and business areas can be more appropriate for the syllabus of BBS Business English. Teacher 2 also agreed with teacher 1 that students felt somehow difficulty to coordinate the subject matters of the prescribed essays to their fields. The teachers 1 and 3 agreed that students should adopt the writing strategies and techniques from the prescribed textbooks.

The syllabus has suggested some reference books for more study, for example, Champa Tickoo and Jaya Sasikumar's *Writing with a Purpose*, Mary Ellen Guffey and Carolyn M. Sefer's *Business English*, and *Oxford Business English Dictionary for Learners of English*. Teachers 1, 2, 3 and 4 complained that these prescribed books were not easily available in the Nepali bookshops, and how students could study them. They suggested that the syllabus designers and Faculty of Management could manage the availability of the books in Nepali markets, so that students could enhance their language and communicative skills.

The syllabus of Business English has determined only annual written examination for evaluation. Teachers 1, 2, 3 and 4 demanded for internal evaluation provision on the basis of writing different types of essays and other business documents and presentations in the classrooms. They suggested that thirty to forty percent marks should be allocated for internal evaluations; it could enhance students' writing and presenting skills in front of teachers and colleagues in the campuses. As ESP syllabus, Business English could emphasize more on practical activities and skills. They stated that the syllabus of Business English has not suggested the teaching methods, strategies and activities for teachers and students; a good syllabus should incorporate such pedagogies for better teaching.

Teachers' suggestion for improvements

Teachers 1 and 2 suggested that the Dean's Office of Faculty of Management should conduct research on investigation of needs of students and target job markets. Syllabus

designers have to determine the goals and objectives to access the needs. Teacher 4 stated that Business English can be able to solve the real problems that students encounter when they get the job. The faculty should not worry that the graduated students cannot find jobs but worry whether the syllabus has accomplished students' required needs for target job markets. Teacher 3 suggested to minimize the gap of theoretical knowledge and practical performance through adding internal evaluation. Practical experiences become more significant for business students to get job. Teacher claimed theory into practice contributes to enhance quality education.

Teacher 1 advocated that a textbook (like English for Business Studies) should not be like notebook for Bachelor first year students; the selected contents must have the elaborated forms that students can comprehend easily. Teachers 1, 2, 3 and 4 advised that Business English must incorporate four language and communicative skills; the existing syllabus prioritized on writing skills through reading. Other language skills were ignored. Business students need receptive and productive language skills, and they have to be included in the syllabus for English language proficiency. The both teachers purposed that teaching pedagogies and activities must be suggested in the syllabus. It needs to be recommended to the teachers.

Conclusion and implications

Students and educational institutions worry to find the jobs and employers from job markets worry to find a skilled employee to run the offices, companies successfully. For this reason, educational institutions like Faculty of Management TU have restructured Business English for BBS first year students considering the principles of ESP. The problem is neither Faculty of Management made research nor syllabus designers did research to determine the needs of students and job markets; the English teachers' perceptions to the syllabus has also been ignored. Therefore, the study aimed to investigate teachers' perceptions on BBS first year Business English syllabus. The syllabus designers attempted to restructure Business English in ESP-based mission. The respondent teachers agreed that Business English has been better than the previous but still it is not based on the properties of ESP-based syllabus. The study discussed the teachers' views on BBS first year Business English syllabus from the perspectives of needs analysis, objectives, contents, teaching methods, evaluation and textbooks. Business English syllabus must incorporate the language and communicative skills after the analysis of students' needs. The Business English syllabus would be better if curriculum Development Centre collaborated with teachers of English language and subject disciplines. Conducting research on need analysis and involving more teachers might be budget and time consuming, but it might be rewarding after finding what students really need, the areas for improvement, and what effect the syllabus has had.

This study sparks to analyze the needs of business students and target job markets; this study ignites for further empirical studies over wider sampled teachers, students and employers to crosscheck the findings of the study and evaluate and restructure ESP-based language courses in future. A syllabus must address the demand and needs of students and job markets; therefore the analysis of needs is recommended to prepare ESP-based courses. More research and innovation on Business English syllabus are needed to fulfil the students' needs and to support the needs of economic and business sectors.

Limitations of the study

The study adopted a qualitative method, and the interview as a research tool for required qualitative data collection. The respondents in this study were English teachers who have taught at least one academic year in the constituent campuses of Tribhuvan University, and this study analyzed only the teachers' perceptions on Business English. This research work could not include the students' perceptions on the Business English courses because of lacking individual budgets and time. This research exploited only the interview tool under qualitative approach to collect the required data and analyses the collected information. Many teachers from constituent and affiliated campuses representing different geographies can be selected for future research. It suggested that the voices of teachers, students and other stakeholders as participants must be heard to meet the needs and expectations; other methods and tools can provide more accurate findings.

Acknowledgements

The researcher would like to express my sincere gratitude to the teacher respondents in this study; their active participations in interviews made this research possible.

References

- Afia, A., & Mami, N. A. (Feb. 2020). An ESP course design for postgraduate students of Engineering at Badji Mokhtar Annaba University. *International Journal of English Language Teaching*, 8(1), 1-10.
- Ahmadi, A., & Derakhshan, A. (Feb. 2016). EFL teachers' perceptions towards textbook evaluation. *Theory and Practice in Language Studies*, 6(2), 260-267. DOI: <http://dx.doi.org/10.17507/tpls.0602.06>
- Cardozo, K. (2006). At the museum of natural history: The experiential syllabus (or what happens when students act like professors). *Pedagogy*, 6(3), 405-433.
- Doolittle, P. E., & Lusk, D. L. (2007). The effects of institutional classification and gender on faculty inclusion of syllabus components. *Journal of the Scholarship of Teaching and Learning*, 7(2), 62-78.

- Dubin, F., & Olshtain, E. (1997). *Course design: Developing programs and materials for language learning*. Cambridge University Press.
- Dudley-Evans, T., & St. John, M. J. (1998). *Development in ESP-A multi-disciplinary approach*. Cambridge University Press.
- Faculty of Management. (2021). BBS course structure with details. Tribhuvan University. <http://www.fomecd.edu.np/csyllabus.php>
- Hutchinson, T., & Waters, A. (1996). *ESP A learning centred approach*. Cambridge University Press.
- Lilley, A. (2002). *LG529 Wk7*. Essex
- Nunan, D. (2000). *Syllabus design*. Oxford University Press.
- Pickett, D. (1989). The sleeping giant: Investigations in Business English. *Language International*, 1, 5-11.
- Print, M. (1993). *Curriculum development and design*. Allen and Unwin
- Richards, J. (2001). *Curriculum development in language teaching*. Cambridge University Press.
- Shi, Wenjie. (Jan. 2020). Evaluating an English course for master students in China: A case of Business English for accounting program. *International Journal of English Language Teaching*, 7(1), 31-40. <https://doi.org/10.5430/ijelt.v7n1p31>
- Tsao, C. H. (2011). English for specific purposes in the EFL context: A survey of student and faculty perceptions. *Asian ESP Journal*, 7(2), 126-149.
- Tsui, C. J. (1992). English business communication skills training needs of non-native English-speaking managers: A case in Taiwan. *The Bulletin of the Association for Business Communication*, 60(1), 40-41.
- Ulfah, B., Petrus, I., & Mirizon, S. (2021). ESP needs-based course design for the employees of Government Protocol Department. *English Language in Focus (ELIF)*, 3(2), 143–158. <https://doi.org/10.24853/elif.3.2.143-158>
- Woods, A., Luke, A., & Weir, K. (2010). Curriculum and syllabus design. In E. Baker, B. McGraw, & P. Peterson (Eds.) *International encyclopaedia of education [3rd ed.]*, 1, 362-367. Elsevier. doi:10.1016/B978-0-08-044894-7.00058-0