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## BUSINESS ENGLISH IN THE EYES OF ECONOMICS AND MANAGEMENT STUDENTS AT THE UNIVERSITY OF BIAŁYSTOK

**Abstract.** According to the regulations of the Polish Ministry of Science and Higher Education, university graduates should have to know a foreign language at B2 level, as described in *The Common European Framework of Reference*, and they should know its specialized variety. These are the only recommendations concerning general language courses and their specialized varieties. It is up to schools of foreign languages or other institutions providing language courses for institutions of higher education to determine requirements concerning language for specific purposes. However, students are rarely asked to contribute to the development of curricula and syllabi. This article presents the results of a survey conducted among students of Economics and Management at the University of Białystok. The survey was devoted to students' perceptions of Business English in English courses conducted by the School of Foreign Languages at the University of Białystok. The aim of the survey was to answer the following questions:

- what do students of Economics and Management at the University of Białystok believe to be the appropriate proportion of general English to Business English?
- when would they like to start learning Business English?
- what Business English topics do students find interesting?
- how do Economics and Management students use the knowledge and skills gained in Business English classes?

The article also presents possible implications of the survey for ESP course designers, and stresses the importance of needs analysis for developing ESP syllabi in the context of Polish tertiary education.

*Keywords:* Business English, needs analysis, tertiary education, syllabus design.

Since the early 2000s the number of people who know a foreign language at an advanced level has been steadily increasing in Poland. Solid linguistic foundations allow for the introduction of languages for specific purposes. Consequently, Polish vocational secondary schools, language schools and institutions of higher education have been offering such courses to their students. As regards the tertiary level, the Ministry of Science and Higher

Education provides few recommendations concerning the design of syllabi for foreign languages. This means that language establishments or teaching units which provide courses for institutions of higher education set their own requirements as for languages for specific purposes. However, the syllabus design is frequently not preceded by needs analysis. And yet needs analysis might help learners become co-creators of the educational process rather than its passive recipients. The article presents the results and implications of needs analysis conducted among the students of Economics and Management for the purposes of ESP, in particular Business English, teachers and syllabus designers from the School of Foreign Languages, which is a teaching unit providing language courses for the faculties of the University of Białystok.

### **Definition of English for Specific Purposes (ESP)**

The term English for Specific Purposes (ESP) emerged in the 1960s (Halliday, McIntosh & Strevens, 1964), and since that time it has been closely related to the notion of specificity, which has led to an unresolved debate on how specific or generic genres of ESP should be (Strevens, 1988 in Vogt and Kantelinen, 2012:63). Consequently, there has not been a single satisfactory definition of ESP.

One of the first attempts to characterize ESP was made by Strevens (1988), who argued that ESP concentrates on the language and activities appropriate to particular disciplines, occupations, and activities required by particular learners. Nowadays, it is said that the aim of ESP as an approach is to prepare learners for effective functioning in their target situations (Dudley-Evans & St. John, 1998, Basturkmen 2010, Bruce, 2011). Vogt and Kantelinen (2012:64) claim that it is the learners' specific disciplines and needs that shape the teaching and learning processes in ESP. They further argue that no specific methodology has been developed for ESP purposes – just like general English teachers, ESP professionals use a variety of communicative and interactive teaching methods.

Burton (2009:1) observes that: 'ESP has increased over the decades as a result of market forces and a greater awareness amongst the academic and business community that learners' needs and wants should be met wherever possible'. Consequently, ESP has become an umbrella term for a myriad of sub-divisions.

### **English for Business Purposes as a sub-division of ESP**

According to Belcher (2009), English for Business Purposes (EBP) has recently become a flourishing field within English for Specific Purposes, both as regards teaching and research. Increased internationalization and a worldwide preference for English as the *lingua franca* for business mean that English is not only being used more widely by – and among – non-native speakers to do business, but is also used more frequently to communicate ‘about business’ with groups around the world such as (potential) employees, consumers and investors, for whom English may not necessarily be their mother tongue (Planken, van Meurs & Radlinska, 2010: 225–226).

As regards a definition of Business English or English for Business Purposes, it shares the important elements of needs analysis, syllabus design, course design, and the selection and development of materials with all ESP fields of work. Similarly to other varieties of ESP, Business English necessitates the definition of a specific language corpus. It also emphasizes particular kinds of communication in a specific context.

As for differences between Business English and other varieties of ESP, Business English is frequently a combination of specific content which is related, e.g. to a particular area of industry and to a general content which is related to the general ability of effective communication, albeit in business contexts and environments (Ellis & Johnson, 2003:3).

### **Language Courses at the University of Białystok**

The School of Foreign Languages is a teaching unit which provides courses in English, French, German, Russian, and Latin for all the faculties of the University of Białystok. In general, a modern language course is obligatory and lasts for two years. Classes take place once a week for 90 minutes, which amounts to 120 teaching hours over a period of two years. In some cases, for example at the Faculty of Law, the English course lasts for one year with the same number of hours, and at the Faculty of Economics and Management a shorter, 90-hour English course for students of International Relations lasts for a year and a half. Language courses start in the first year of studies and students usually learn one language (students of International Relations at the Faculty of Economics and Management, and students of Library and Information Science at the Faculty of Philology learn two modern languages).

Language courses (with the exception of the English course at the Faculty of Law) end with an exam composed of written and oral parts. The exam covers all language skills (reading, listening, writing and speaking) and knowledge of grammar and vocabulary. Each skill, as well as the knowledge of grammar and vocabulary, is worth 20% of the total mark. Final exam requirements for each language level are developed in accordance with the requirements set by *The Common European Framework of Reference for Languages* (2011).

According to the regulations of the School of Foreign Languages, there are two types of language course available for students. At B1 (and at lower levels) students are taught general English with elements of ESP. Of the 120h, 80h are devoted to General English. In all courses 20h are devoted to topics concerning the labour market (e.g. writing a CV, preparing a covering letter, handling a job interview, etc.), which is supposed to facilitate the students' entry into the job market. The remaining 20h are devoted to, for instance, Legal English, Business English, Technical English, etc. At B2 (and at higher levels) students are supposed to learn only ESP, but, just as with lower levels, teachers are required to devote 20 hours to topics connected with the labour market. As regards ESP, some of the recommended topics are as follows:

- the Faculty of Biology: life cycles of living organisms, systematic biology and taxonomy, etc.
- the Faculty of Mathematics: game theory, integrals and differentials, Euclidean vectors, etc.
- the Faculty of Information Technology: programming languages, data storage, software types, etc.
- the Faculty of Sociology: poverty, various forms of discrimination, charities all over the world, etc.

The remaining topics for each faculty can be found at the following website: <http://spnjo.uwb.edu.pl/egzamin/egzamin-koncowe/37-czesc-ustna.html>.

### **Needs Analysis in General English and ESP Courses**

One of the characteristics of communicative methodology is a concern to identify the needs of learners and focus on them. Another characteristic is a concern for individualization and autonomous learning (Brumfit, 2001:48). Such an approach to defining communicative methodology entails learner centeredness, which means that information by and from learners is used in planning, implementing and evaluating language programmes. In other

words, information by and from learners is built into every phase of the curriculum process (Nunan, 1995:9).

It seems that one of the first steps towards achieving learner centeredness is to conduct needs analysis. One of its central questions is: 'For what purpose is the learner learning the language?' The information obtained can be used in various ways – it depends on the nature of the educational institution in which the needs analysis is conducted. In the first place it can guide the selection of content. Furthermore, the teacher can use it to modify the syllabus and methodology to make them more compatible with learner needs and interests.

As with other aspects of syllabus design, the procedures of needs analysis have not escaped criticism from a variety of sources, e.g. from some education authorities who think that syllabus decisions should be made by professionals rather than learners, from some teachers who feel that learner independence (even partial) might undermine their authority and status in the classroom, and from learners themselves, who think that if the teacher or an institution wants to know their opinion, it is a sign of the teacher's or institution's incompetence and a lack of professionalism (Nunan, 1991:21). Nevertheless, needs analysis can help learners become co-creators, at least to a degree, of the educational process rather than its passive recipients.

As regards needs analysis in ESP, Belcher (2006:135) argues that needs assessment is the foundation of all subsequent decisions, and ESP teachers are frequently in the first place needs assessors, and in the second place designers and implementers of specialized curricula which are a response to identified needs. As Strevens (1988:39) observes:

In order to make a success of ESP, (...) they [the teachers] have to be able to observe and recognize the learner's progress and to diagnose his problems, (...) they [the teachers] have to know which response to select at any particular time in order to meet the particular learning requirements of a given student.

Similarly, Johns and Price-Machado (2001:44) claim that the first absolute characteristic of ESP is the fact that it is designed to meet the specific needs of the learners. They further argue that in every genuine ESP course needs assessment is obligatory, and ESP practitioners should try to determine what students will need to do in English language contexts, and how, or with English language literacies.

## The Rationale behind the Research

In the Polish educational system learners at all educational levels are hardly ever asked to contribute to the development of syllabi, either with regard to foreign languages or other subjects. The situation is reflected in what Hutchinson and Waters (1990:72) wrote twenty years ago:

A truly learner-centred approach does not really exist at the current time. (...) Indeed since most learning takes place within institutionalised systems, it is difficult to see how such an approach could be taken, as it more or less rules out pre-determined syllabuses, materials, etc.

Even though this quote describes a different educational culture at a different point in time, it rings true for schools in Poland now.

As regards tertiary education, the Ministry of Science and Higher Education developed teaching standards for 118 scholarly areas. These teaching standards set requirements, among others, for obligatory topics which have to be covered when teaching law, economics, history, etc. This means that, in the majority of cases, students will not be asked to contribute to the development of a syllabus as teachers at the tertiary level are obliged to follow the teaching standards.

As for foreign languages, the teaching standards determine that a university graduate should know a foreign language at B2 level in accordance with the requirements of *The Common European Framework of Reference*, and should know a specialised variety of a foreign language which is related to her/his area of study. In other words, the teaching standards do not detail the content of a foreign language course.

The requirements for language skills can be found in *The Common European Framework of Reference*, but the choice of specialized language course content can be determined by schools of foreign languages or other institutions which provide language courses for faculties of institutions of higher education. This situation gives schools of foreign languages and their teachers the opportunity to introduce elements of learner centeredness in the realm of tertiary education, especially with regard to specialized language. Students may be given a choice with regard to such elements as the proportion between general and specialized language, particular topics covering specialized language, and the point in the course when specialized topics should be introduced. Such information can be obtained with the help of needs analysis.

Polish students, who are hardly ever asked to contribute to the development of syllabi, might be surprised when they are asked about their

learning preferences. For that reason it should be explained to them why needs analysis is being conducted, and its results should be implemented as soon as possible. It would be ideal if the needs analysis was conducted every year, as it cannot be assumed that the learning preferences of one group will be identical to those of new groups. This implies a dynamic approach to language course design: every academic year the proportions between general and specialised topics, the moment specialised topics are introduced, and the thematic areas students want to discuss will probably be different. These reasons led to the formulation of the following research questions:

- what do students of Economics and Management at the University of Białystok believe to be the appropriate proportion of general English to Business English?
- when would they like to start learning Business English (1st or 2nd year)?
- what Business English topics do students find interesting?
- how do Economics and Management students use the knowledge and skills gained in Business English classes?

### **Research Sample and Instrument**

The research was conducted among 199 students of Economics and Management at the University of Białystok: 96 first-year students and 103 second-year students. Among the participants there were 9 students whose language proficiency could be assessed as A2 level, 57 students at B1 level, 120 students at B2 level, 12 students at C1 level, and one student at C2 level.

The research instrument was a self-administered questionnaire with close-ended questions (see Appendix). The participants received the questionnaires either in a printed format (33 questionnaires) or completed them online through an Internet questionnaire service ([www.ankietka.pl](http://www.ankietka.pl)) (126 questionnaires). The language of the questionnaire was Polish.

### **Analysis of Research Questions**

According to the regulations of the School of Foreign Languages, at B2 level the whole English language course should be devoted to ESP. The analysis of question no. 1 concerning the proportion between general English

and Business English shows that only 12 out of 199 participants would like to learn Business English throughout the whole course. Table 1 presents the responses to question no. 1:

**Table 1**

**Percentage of Business English classes**

What percentage of English classes should Business English constitute?	No. of responses
All classes should be devoted to general English	2
25% of all classes	36
50% of all classes	84
75% of all classes	59
100% of all classes	12
I don't know	6

On the other hand, only 2 students think that all classes should be devoted to general English. As shown in Table 1, the majority of participants, i.e. 84 out of 199 would like to learn a combination of general English and Business English. The distribution of responses is, in fact, not surprising in the context of the Faculty of Economics and Management.

Language courses end when students are in their second year – this means that they have to study for one more year before they graduate and receive their bachelor's degree. It is unlikely that during the third university year they will get a job requiring knowledge of Business English. Students who are in their third year are more likely to use general English to surf the Internet, watch films, play computer games, or listen to songs – in other words Polish students use receptive rather than productive skills when they leave the language classroom. Even if graduates do get a job requiring knowledge of Business English, the question is how much they will remember of what they have been taught, and to what degree this knowledge will be relevant to their workplace. Bhatia and Bremner (2012:436) argue that recently there has been a 'widening gap between classroom activities and the professional practices in which the corporate world has been engaged'.

Furthermore, the faculty of Economics and Management has established scholarly contacts with 12 foreign institutions of higher education. Students who want to go abroad can participate in the *Erasmus* programme and spend from 3 to 10 months studying economics and management in partner institutions. Those students who go abroad will surely need ESP to pursue their

course of studies, but they will also find themselves in an environment of multinational peers for whom English will be their only *lingua franca*. Consequently, they will need content-specific knowledge of vocabulary, as well as skills of effective communication in everyday situations. Hence, such a distribution of responses might be a reflection of what students think they will need in their future academic and professional life.

According to the regulations of the School of Foreign Languages, at B2, C1 and C2 levels the whole language course should be devoted to Business English. However, teachers at the Faculty of Economics and Management frequently work with mixed ability classes, e.g. B1/B2, and decide to combine general English with Business English. Not only do students represent varied language levels, but they are also exposed to subject-specific content presented through the medium of a foreign language. First-year students frequently have very little or no knowledge of subject-specific content, which might render the introduction of Business English difficult. That is why it might be a good idea to introduce Business English in the second year, when students have acquired some basics of economics and management. Question no. 2 concerned the moment (i.e. the first or the second year of studies) when Business English should be introduced. Table 2 presents the responses to question no. 2:

**Table 2**

**Introduction of Business English**

When should Business English be introduced?	No. of responses
First year	126
Second year	46
First year, but English classes should start in the second year of studies	6
It doesn't matter	12
I don't know	9

As shown in Table 2, the majority of participants, i.e. 126 out of 199, think that Business English should be introduced in the first year, which might suggest that the content of language lessons is not strongly tied to the content of other subjects. This assumption seems to be confirmed by the responses to question no. 3, concerning the relations between the knowledge gained in Business English classes and other subjects. Table 3 presents the responses to question no. 3:

**Table 3**  
**Relationship between specialized knowledge and Business English**

The relationship between the specialized knowledge gained in other subjects and Business English	No. of responses
Specialized knowledge gained in other subjects is necessary for learning Business English	49
Specialized knowledge gained in other subjects is useful for learning Business English	131
Specialized knowledge gained in other subjects is not necessary for learning Business English	8
I don't know	11

As shown in Table 3, the majority of students, i.e. 131 out of 199, think that the specialized knowledge gained in other subjects is useful for learning Business English, and only 49 students find specialized knowledge necessary for the process. This might suggest that Business English topics presented in language classrooms are not analysed in enough detail to require a thorough understanding of economics and management. One of the reasons for that might be the fact that language teachers do not have specialist knowledge of economics and management. As Johns and Price-Machado (2001:46) observe: ‘ESP teachers face challenges that other instructors may be able to circumvent. One challenge relates to ESP *content*: discerning the particular vocabulary, discourses, and processes that are essential to the ESP training of students within a specialized context’.

Apart from teachers’ lack of specialist knowledge, another reason why Business English topics do not require from students a thorough understanding of economics and management might be the course books that language teachers use. One of the course books used by teachers from the School of Foreign Languages is *Market Leader Upper-Intermediate*, by Bill Mascull. The course book is divided into 12 topic-based units and provides input in reading, speaking and listening, together with guidance for writing tasks. Every unit contains activities devoted to the development of vocabulary and a review of essential grammar. Additionally, every unit focuses on key business functions and ends with a case study allowing students to practise the language they have worked on. As regards the vocabulary component, it constitutes one fifth of every unit, which is too little to effectively present the issues of economics and management in detail. Furthermore, topics in the course book have been chosen in such a way as to provide students with areas of the widest possible interest. This means that specialized subjects such as micro-

economics or statistics will not be included in the design of the course book.

At present, language courses (with some exceptions, e.g. students of International Relations at the Faculty of Economics and Management) at the University of Białystok last for two years and comprise 120 hours of teaching instruction. Needs analysis which helps identify students' language needs and interests should also focus on the number of teaching hours of English classes available for students. That is why students were asked how many hours of English classes which include Business English they would like to have. Table 4 presents the responses to question no. 4:

**Table 4**

**Number of hours of Business English**

How many hours of English classes which include Business English should there be?	No. of responses
Less than at present	18
The same as at present	89
More than at present	81
I don't know	11

As shown in Table 4, 89 out of 199 participants think that the number of teaching hours, i.e. 120 should be the same as at present, but 81 out of 199 participants think that the number of teaching hours should be increased.

In a private language school an average language course comprises 120 teaching hours during one year and classes take place twice a week – in the popular opinion of students only such a combination makes language learning effective. Moreover, groups in private language schools are smaller, which enables effective communication between the participants of a language course. However, such a distribution of responses as shown in Table 4 suggests that students find language courses at university useful, even though English classes take place once a week and, from time to time, they are cancelled because of various holidays. In fact, language courses at university can be an alternative for those students who cannot afford to attend private language schools.

Foreign languages are not considered to be as important as many other subjects (which is reflected, among other factors, in the allocation of ECTS points). As a result students are not really interested in learning a foreign language, and prefer to devote time to learning specialised knowledge in other subjects. However, the distribution of responses shown in Table 4

suggests that for a significant group of students language is an important subject, and therefore perhaps there is a need to attribute more importance to it in a formal way.

Language teachers cannot change the number of teaching hours as it is the ministerial or university authorities who usually decide upon such issues. However, such results as presented in this analysis might become a signal for educational decision makers that the status of foreign languages at the level of tertiary education should be increased.

As regards the development of language in Business English classes, students were asked what the main focus of Business English classes should be. Table 5 presents the responses to question no. 5:

**Table 5**

**Main focus of Business English classes**

What should be the main focus of Business English classes?	No. of responses
Speaking	121
Vocabulary	48
Listening	11
Reading	5
Writing	3
Grammar	3
I don't know	8

As shown in Table 5, students know precisely what they would like to do in Business English classes: the majority of the participants, i.e. 121 out of 199, think speaking should be the main focus of ESP lessons. However, the analysis of question no. 8 shows a slight contradiction between what students think should be the main focus of Business English lessons and the way they would like to use acquired skills. Table 6 presents the responses to question 6 (students were presented with a list of nine options and were asked to indicate as many as they like).

As shown in Table 6, the most popular option was working/internship abroad, which seemingly is in accordance with what students think should be the main focus of Business English classes, as working or internship abroad requires speaking skills. However, those who work in multinational companies will also work with various paper and digital documents, which requires a thorough knowledge of vocabulary and reading skills. At the same time, analysis of the responses to question no. 5 indicated that vocabulary got 48 answers while reading got only 5. What is more, the second most

**Table 6**

**Use of skills gained in Business English classes**

How would you like to use the skills gained in Business English classes?	No. of responses
Working/internship abroad	132
Browsing information and business websites	121
Working/internship in a multinational corporation	117
Watching information and business programmes on English language TV channels	89
Reading professional periodicals	72
Studying economics/management abroad	49
Writing a BA thesis	41
Writing an MA thesis	27
I don't know	13

popular application of language skills was to browse information and business websites, which also requires vocabulary and reading skills. This focus on oral communication is a frequent attitude among Polish learners of English, which seems to stem more from popular belief than actual needs.

As regards Business English topics, question no. 7 concerned the thematic areas students would like to discuss during Business English lessons (students were presented with a set of 24 topics and were asked to choose ten they would like to learn). The choice of topics includes recommendations for Business English topics developed by the School of Foreign Languages, as well as topics suggested by the following course books: *Market Leader Upper-Intermediate*, by Bill Mascull, *Business Result Upper-Intermediate*, by Michael Duckworth and Rebecca Turner, and *Business Vocabulary in Use Advanced*, by Bill Mascull. The reason why the researcher decided to present students with such a choice was the fact that Business English taught at the Faculty of Economics and Management can be classified into the category of English for Occupational Purposes (EOP) and into the sub-category of English for Professional Purposes (Johns & Price-Machado, 2001:44).

One might argue that in view of learner centeredness, students should have been asked to suggest topics themselves rather than select them from a ready-made list. However, the research was conducted among first-year and second-year students. First-year students are likely to have very little or no knowledge of the subject-specific content they are going to study, and that is why they might not be able to suggest topics to be included in the Business English syllabus. If the research had been conducted only among second-year students, they might have been able to indicate themselves what

topics that had already been taught they found interesting, and what other areas of Business English they would want to learn. Table 7 presents the responses to question no. 7:

**Table 7**

**Topics to be discussed during Business English classes**

What topics would you like to discuss during Business English classes?	No. of responses
Marketing	142
Working life	137
The world of finance	137
Clients	133
Company structure	122
Company finance	105
Doing business in various cultures	93
E-commerce	83
Negotiation styles	83
Supply and demand	82
Stock market	75
Free trade	72
Retail	70
Innovation and competitiveness	65
Team building	63
Brands	60
Ethical business	55
Management styles	54
Globalization	53
Crisis management	49
Company culture	41
Mergers and acquisitions	33
Quality management	27
Market research	27

As shown in Table 7, the choice of the most popular topics is in accordance with students' declared expectations about using Business English in a professional setting.

The final question in the questionnaire concerned the availability of Business English materials in the library. Students were asked if there are any English language resources in the faculty library they could use to broaden their knowledge of Business English. Table 8 presents the response to question no. 8:

**Table 8**

**Use of library resources**

Are there any English language resources in the library you could use to broaden your knowledge of Business English?	No. of responses
I don't know	168
Yes	20
No	4
There are English language resources but they are not useful	7

As shown in Table 8, an overwhelming majority of respondents, i.e. 168 out of 199, do not know whether there are resources in the library. Humanistic approaches to education advocate that learners should be taught independent learning skills (Nunan, 1991:20) so they may continue their education after the completion of formal instruction. In the context of university language courses, which end after the second year, when students still have one more year before they enter the labour market, independent learning skills seem to be indispensable in refreshing and updating their knowledge of Business English. However, the distribution of responses shown in Table 8 suggests that students are either not encouraged to learn independently or they do not do so for other reasons (e.g. they want to devote time to other subjects). It may also suggest that either students make little use of library resources in general, or the way they are taught (e.g. they are told to read specific works, rather than research topics) to make use of them does not encourage independent reading.

### **Conclusions**

The needs analysis conducted among students of economics and management revealed a number of interesting issues connected with teaching Business English. First of all, contrary to the regulations of the School of Foreign Languages, B2 level students would like to learn a combination of general English and Business English rather than ESP alone. Most of them want a more or less balanced course, with equal attention paid to both elements of the course, and they want Business English to be introduced from the beginning. This seems reasonable, as they find specialised knowledge from other subjects useful but not necessary for learn-

ing ESP. They would like speaking to be the main focus of ESP classes. However, they expect to use acquired skills mainly in a professional setting or for using the internet and watching TV, which would indicate a stronger emphasis on vocabulary and receptive skills. The students' declared expectations about using Business English in a professional setting are supported by their choice of subjects. Responses to the final question, concerning the availability of library resources, indicate that students do not go to the library to learn Business English, which suggests that language teachers should more actively promote the use of library materials.

These results give rise to a number of questions which still remain to be answered. If half of the classes should be devoted to general English, what should be the main focus of these classes? As this leaves only 60 hours to Business English, how should these subjects be treated? Should teachers attempt to cover a large number of topics superficially to give students a broader perspective on Business English, or should they focus on a limited number of subjects to be covered in more detail? Should teachers focus on speaking skills, as the students suggested? Perhaps it would make more sense to focus on the skills necessary to use the language learned in ways indicated by the students in question 6.

Regardless of these questions, the research results show that students' needs and expectations may differ from the assumed recommendations for syllabus design. This suggests that needs analysis can be a valuable tool for both teachers and decision makers.

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- 3. Which of the following statements do you agree with?** *(Please select one answer)*
- a) Specialized knowledge gained in other subjects is necessary for learning Business English:
  - b) Specialized knowledge gained in other subjects is useful for learning Business English:
  - c) Specialized knowledge gained in other subjects is not necessary for learning Business English:
  - d) I don't know
- 4. How many hours of English classes which include Business English should there be?** *(Please select one answer)*
- a) Less than at present
  - b) The same as at present
  - c) More than at present
  - d) I don't know
- 5. What should be the main focus of Business English classes?** *(Please select one answer)*
- a) Speaking
  - b) Vocabulary
  - c) Listening
  - d) Reading
  - e) Writing
  - f) Grammar
  - g) I don't know
- 6. How would you like to use the skills gained in Business English classes?** *(Please select any number of answers)*
- a) Working/internship abroad
  - b) Browsing information and business websites
  - c) Working/internship in a multinational corporation
  - d) Watching information and business programmes on English language TV channels
  - e) Reading professional periodicals
  - f) Studying economics/management abroad
  - g) Writing a BA thesis
  - h) Writing an MA thesis
  - i) I don't know
- 7. What topics would you like to discuss during Business English classes?** *(Please select ten topics)*
- a) Marketing
  - b) Working life
  - c) The world of finance

- d) Clients
- e) Company structure
- f) Company finance
- g) Doing business in various cultures
- h) E-commerce
- i) Negotiation styles
- j) Supply and demand
- k) Stock market
- l) Free trade
- m) Retail
- n) Innovation and competitiveness
- o) Team building
- p) Brands
- q) Ethical business
- r) Management styles
- s) Globalization
- t) Crisis management
- u) Company culture
- v) Mergers and acquisitions
- w) Quality management
- x) Market research

**8. Are there any English language resources in the library you could use to broaden your knowledge of Business English?**

- a) I don't know
- b) Yes
- c) No
- d) There are English language resources but they are not useful

**Thank you for completing this questionnaire**