An Evaluation of the Effectiveness of ESP course for Business Administration at Community College of Jazan University

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Abstract
This paper explores the effectiveness of ESP course for Business Administration at Community College of Jazan University in Saudi Arabia. In other words, this article aims at creating a new route to effective ESP teaching-learning curriculum techniques in the tertiary context considering learners’ specific needs in the field of Business Studies with a view to developing future professional leadership. The author of this paper ventured to study the predicament of ESP course at Community College through survey questionnaires, observation as well as primary and secondary sources. The data were collected through questionnaires from a total of 20 ESP teachers. The research results revealed that the existing ESP Course syllabus is not tailored appropriately according to the students’ needs in the workplace. It, therefore, suggests that ESP Course should be redesigned in assimilating the learners’ real needs in the job field and teacher-centred traditional ESP classes need to be replaced by the learner-centred task-based language teaching (TBLT) and communicative approach as a teaching technique. The study also concludes with some effective implications based on the findings of the research analysis.

Keywords: English for Specific Purposes (ESP), Global business, needs analysis, Business Studies

Introduction and Background
With the advancement of ICT globally, the business world is becoming more and more integrated and affiliated in the form of e-Commerce/e-Business. Most companies and organizations require especially Business graduates to have a global perspective, effective business communication skill and an understanding of different cultures, global business-markets and customers of different races across the globe. In doing so, proficiency in English
Language is required in order of priority. So, the learners of Business studies need to be competent in English language skills that help communicate with customers, company leaders as well as Business dealings globally. But unfortunately in Saudi Arabia, Business students especially in Bachelor Level are very much poor in mastering the art of business communication. Behind this backdrop, this study attempts to evaluate the effectiveness of ESP course for Business Administration at Community College of Jazan University with a view to developing an effective and practical Business English curriculum.

The present paper talks concerning the context where ESP (English for Specific Purposes) practitioner is engaged in teaching-learning situations in which English is learnt as a foreign language. Consequently, students, such an EFL context, learn English in order to fulfil their school curriculum requirement, to pass English proficiency tests, or to obtain promotion or professional development at work. In response to the great demand for EAP (English for Academic Purposes) and EOP (English for Occupational Purposes) as well as professional contexts worldwide, more and more universities in Saudi Arabia like Taiwan, Kuwait, Iran, Lebanon, Pakistan, Thailand, India, Bangladesh, are offering ESP courses to meet the global trend as well as to meet students’ future career needs. In fact, English continues to dominate as the single lingua franca in the realm of business, media, technology, medicine, education, research, and so, according to Tsao C. H. (2008), “… the demand for ESP is growing rapidly, particularly in EFL countries where English is mainly used for instrumental purposes” (as cited in Tsao, 2011). In such a context teachers’ role is a vital factor as Schleppegrell defines “Their (Teachers) task is to analyze students’ needs, outline objectives, select and adapt teaching materials, design lessons, create an adult-oriented learning environment, and assess students’ progress” (Schleppegrell, 1991, pp. 18-22). Here lies the question of needs analysis. Under the tutelage of such backdrop, this research is of this kind.

**ESP Teaching-learning Practices**

Teaching ESP in EFL context is very much challenging. To make ESP classroom effective ground for maximum learning outcome, the ESP practitioners have lots to do. Now ESP practitioners are finding their role critical as the professionals and business world are expecting and demanding graduates to not only speak English, but to be conversant in Business English. In reality, the research and the assessment of ESP course effectiveness showed that ESP is more effective to develop learners’ calibre in English. In this regard, it is important to mention “…ESP is more effective in increasing students’ learning motivation because it relates to their fields of study and caters to their needs” (as cited in Tsao, 2011). In addition, this paper cites that “…the ESP instructor has as many as five key roles to perform: teacher, course designer and material provider, collaborator, researcher, and evaluator...the instructors need to formulate the goals and objectives before they determine the content and select appropriate teaching materials for an ESP course... They should also engage in classroom action research to solve instructional problems and improve teaching practice. And they should evaluate their course regularly to identify students’ learning problems and to make proper adjustments” (Dudley-Evans & St. John, 1998).
The teaching of ESP has been seen as a separate entity within English language teaching (ELT). ESP has always been with needs analysis and preparing learners to communicate effectively in the tasks prescribed by their field of study or work situation. The emphasis of ELT is always on practical outcomes. The theory of ESP could be outlined based on specific nature of the texts that learners need knowledge of or need-related nature of teaching. In this regard, it is worth citing according to Hutchinson and Waters (1987, p.19) “ESP as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning”. Strevens (1988) described it (ESP) as English language teaching which is designed to meet specified needs of the learner (as cited in Tsao, 2011). Still, there are other specified forms of ESP, such as “EAP (English for academic purposes), EOP (English for occupational purposes), EMP (English for medical purposes), EBP (English for business purposes), and EST (English for science and technology)... Whatever name it assumes, ESP is now a term connoting promise for more effective and more useful English language instruction” (Yogman & Kaylani, 1996). In a word, ESP should properly be seen not as any particular language product but as an approach in teaching and learning which is directed by specific and apparent reasons for learning. So, it is vital important to develop ESP teaching-learning practices more effective and fruitful.

**Jazan Community College (JCC)**

Jazan Community College (JCC) is dedicated to community services. It serves the society, and for this very purpose, it was established in 1419 H (1999 AD) in Jazan to serve the people of this region. It was then affiliated to King Khalid University in 1999 and since 2006 it has become an affiliated institute of Jazan University. It offers the Associate Degree in different disciplines, namely the Department of Administrative Sciences, and the Department of Computer and Information.

These departments offer the Associate Degree in the following specialties:

1. **Department of Administrative Sciences**
   - Accounting
   - Business Administration
   - Marketing
   - Hotel and Tourism Management
   - Office Management

2. **Department of Computer and Information**
   - Computer Programming and Operation
   - Systems Analysis and Design

The course study span covers a period of three years divided into six levels. There are two levels in each year; the first consists of preparatory year and the rest is specialization courses. It provides high-quality, student-friendly, and easily accessible educational resources and services with a view to preparing a qualified generation of outstanding responsible cadres and professionals in different fields. To this end, this college lays emphasis on English language for the graduates to meet the challenges of the global market. In the preparatory year, students are taught intensive courses in English such as ENG019: English Language I &
ENG020: English Language II. ESP is taught in the Level-II to gratify the learners’ practical and specific needs. But the ESP course here is not becoming effective in reality. This study attempts to evaluate and diagnose the reasons behind the tardy progress and offers the viable recommendations.

**ESP for Business Administration**

ESP for Business Studies is aimed at developing business professionals, international account managers, sales managers, marketers and any professionals working in international sales and marketing that require English to present, conduct negotiations and to maintain effective communication with their international colleagues and clients. ESP course for Business Studies will certainly provide with:

- Commercial vocabulary for fruitful interactions
- The language to handle objections and overcome obstacles
- Improved listening skills for effective commercial meetings and teleconferences
- The language for successful team management
- More confidence in learners’ ability to conduct business in English
- Greater verbal fluency for face-to-face business situations
- More professional approach and interaction with clients
- Greater confidence to effectively represent one’s organisation at an international level
- Improved cross-border communication with colleagues and clients
- Enhanced comprehension skills and clearer pronunciation
- Effective written communication techniques

Much of the business world today communicates through speaking English. That’s why; this research emphasizes student speaking and participation, not teacher lecture as in traditional English classes. Consequently, ESP teachers should encourage students to converse in English for 70% or more of class time and limit their own speaking time to 30% or less. Teachers, of course, clarify grammar, introduce new vocabulary and work on reading strategies, but the emphasis is always on verbal English communication. In Business English Program, the focus is always on conversational English used in a business context which is a matter of fact.

ESP course should design the latest curriculum for business English classes to reflect what’s happening in the contemporary business world and offer a wide range of relevant topics such as presentations, English for meetings, business across cultures, advertising, marketing and many others. That’s why so many business people make bridge their choice for quality English language instruction worldwide for their professional needs. Behind this stand point, this research endeavours to assess ESP for Business Studies at JCC of Jazan University to facilitate leadership building career.

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Review of Literature

Little research has been done however on just how effective an ESP course is in Saudi context. Globally, in the area of ESP teaching-learning development, researchers have attempted to provide available insight into the matter. This study looks into the available previous research outcomes on this issue around the world.

Proper and effective teaching methodology enhances learning activities in real classroom. Najeeb-us-Saqlain et al., in a research shows that “Simulation Method is more effective than Lecture Method for teaching Business Communication course at BBA level in a Pakistani class room” (Saqlain, Qazi, & Simon, 2012).

Esteban and Marios reflect in their study that “…the ESP teacher's task is to define students' learning needs and assume the role of language consultant, while the content teacher is the provider of what Dudley-Evans & St John (1998) term carrier content, as well as of professional skills consultant …” (Esteban & Marios, 2002, pp. 7-21). In an ESP context, Pariseau & Kezim (2007) argue that “In an active, collaborative, or cooperative learning environment …teaching effectiveness increases as the teacher becomes a facilitator and coach rather than a lecturer.”

For ESP curriculum design, learners’ specific needs analysis is a matter of fact. In Malaysian context, Kaur & Khan in a research point out “English language is deemed significantly important in almost every area of discipline especially in this globalised era where communications among individuals all over the world are borderless and through a variety of channels. With the globalization of trade and economy and … international communication in various fields, the demand for English for Specific Purposes (ESP) is expanding, especially in countries where English is taught as a foreign language… Dominant areas in ESP are now Business English and English for Academic Purposes (EAP) and course design issues need to take into account the needs of ESP students” (Kaur & Khan, 2010, pp. 1-16).

It is observed that ESP practitioners often face problems due to students’ deficiency of background knowledge in English at the time of entering the course. In a study, Tim Cleminson et al., finds that “… there is a huge gap between the skills necessary to perform work activities and the level of students’ English competency on entering the course. In order to bridge the gap, the authors suggested two possible strategies: either reducing the complexity of the skills that need to be mastered within a 15- week course, or dividing the skills into basic and advanced levels and teaching the course over two 15- week courses (Cleminson, Tanaka, & Uematsu, 2008). In addition, regarding the same issue, Hassan Boudzi rightly implicates in Moroccan context “Using the textbook as the sole instructional guide, from cover to cover without any supplemental material, will not address the realities of individual learning situations. By getting to know the real needs of learners… ESP teachers can judge the distance between classroom material and the requirements of the workplace and be able to bridge that gap” (Bouzidi, 2009).

Payman Rajabi & Nazli Azarpour, in a study on the academic needs of the Business Administration students, point out that “… reading and writing skills have great importance in classroom practice while speaking got high priority in success in future jobs of these students” (Rajabi & Azarpour, 2011).
Authentic textbook is a highly significant factor to develop teaching-learning practices in the real life situation. In this vein, Lee states that “a careful and wise selection of materials focused on learners is a must if we want a positive response from them” (Lee, 1995, pp. 323-328). In addition, Rivas (1999) and Mishan (2005) argue that learners’ interests and needs are the most essential factors in the choice of authentic texts. Leading linguists and experts in the field of Curriculum design opine that

“...authentic texts for a successful instruction should be designed to expose students to a variety of learning styles, linguistic and learners’ intra socio-cultural contexts including issues or content areas with a focus on communication, with a view to developing cognitive skills and understanding cultural variations” (Liton, 2012).

Ostensibly, this aspect of the related literature review reinforces the importance and value of the present study.

METHOD

Research Context and Participants

The study was conducted in Saudi tertiary level where two types of English education prevail: one for English major students, and the other for non-English major students. We focus on the latter. This program is designed to facilitate developing “in students a relatively high level of competence in reading, and an intermediate level of competence in listening, speaking, writing, and translating so that students can communicate in English” (Team, 1999, p. 01). Non-English major education embraces the largest portion of tertiary level students pursuing undergraduate degrees in a variety of disciplines, such as Management, Law, Nursing, Business Administration and the like.

The participants of this study are university teachers having high profile teaching experience. The participants were chosen on random basis. A total of 20 teachers took part in this study. We took in our purview English Language Centre (ELC), and Jazan Community College of Jazan University, Jizan, Kingdom of Saudi Arabia. It is expected that the research survey at these institutes will make available insights into teachers’ perceptions and expectations of ESP courses. Presumably, this survey will underscore a clearer view of the overall standard of ESP courses. The findings from this survey will also be useful for other universities to measure their levels and standard of ESP course portfolio.

Data Collection & Questionnaire

The instrument of data collection for this study encompasses one page written research questionnaire (See Appendix 1). The researcher contacted 25 ESP teachers directly and distributed printed copy of questionnaires composed in computer in between May and June of 2012. There were multiple choice questions as well as question asking for short suggestions, offering the respondents a free rein. The pedagogical goal of the survey was explained in the appendix, and they answered the questionnaire quite willingly. Actually, the research questionnaire “measures opinions and is probably the single most widely used research type in educational research” (Weirsma, 1995, p. 169). It is important to mention here that

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“personal reflections are integral to the emerging analysis of a cultural group, because they provide the researcher with new vantage points and with opportunities to make the strange familiar and the familiar strange” (Marshall & Rossman, 2006, p. 100).

Out of 25, a total of 20 questionnaires were returned representing a response rate of 80%.

RESULTS

Data Analysis
The data of questionnaire are analyzed qualitatively and quantitatively in order, “to stress the unique strengths of the genre for research that is exploratory or descriptive” (Marshall & Rossman, 2006, p. 60). The collected data of questionnaire were sorted out, and the percentage of participants offering the same answer was computed. The questionnaires were tabulated to record the responses from each participant for each option of the questions. Typically, throughout the data analysis processes, according to Creswell, the researchers “seek to identify and describe patterns and themes from the perspective of the participant(s), then attempt to understand and explain these patterns and themes” (Creswell, 2003, p. 203). Results were reported in Tables to show the frequency of responses. (See Tables)

In the first question the respondents were asked, “Which course do you prefer to teach?” 10% of the respondents answered “General English” while 60% of them answered “ESP”. 30% of the respondents chose, “Both” option. (See Table 1)

Table 1. Which course do you prefer to teach?

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answer</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General English</td>
<td>02</td>
<td>10</td>
</tr>
<tr>
<td>ESP</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Both</td>
<td>06</td>
<td>30</td>
</tr>
</tbody>
</table>

The majority of the teachers are enthusiastic and interested in teaching ESP course which underscores the teacher-student’s involvement in ESP practices in the classroom.

The 2nd question asked the teachers, “Do you think ESP course is designed to the needs of the students who you are teaching here?” In answer to this question 25% of the participants answered “Yes”, and 75% of them replied “No”. (Table 2)

Table 2. Do you think ESP course is designed to the needs of the students who you are teaching here?

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answer</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>05</td>
<td>25</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>75</td>
</tr>
</tbody>
</table>

The response of a large portion (75%) of the teachers highlights more on unsuitability of the ESP course design. Nevertheless, the presence of positive (25%) impression avows the
appropriateness of course design in a miniature scale. However, the teachers’ nuance of responses regarding the offered course throws light on the deficiency of course design.

The 3rd question seeks to know the range of efficacy of the existing ESP course contents regarding learner-centred practices for better learning outcome. Frequency of response is shown in the table. (See Table-3)

Table 3. Does the text material lay emphasis more on learner centred than teacher centred approach to teaching language for better learning output?

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answer</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, Completely</td>
<td>02</td>
<td>10</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Partially</td>
<td>05</td>
<td>25</td>
</tr>
</tbody>
</table>

The response of a huge number of the teachers draws attention to the fact that the contents of existing ESP text are not learner-centred and task-based practice oriented. On the other hand, the presence of positive response underscores a subtle line that any curriculum design/policy needs to be adequately scrutinized and checked by the teachers concerned before it can be activated as a policy.

In the 4th question, the respondents were asked, “Does the course improve your students’ communicative competence (e.g., speaking and writing skill)?” In terms of the three choices, the response rate is: 10% = “Completely”; 30% = “Partially” and 60% = “No” option. (See Table-4)

Table 4. Does the course improve your students’ communicative competence (e.g., speaking and writing skill)?

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answer</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely</td>
<td>02</td>
<td>10</td>
</tr>
<tr>
<td>Partially</td>
<td>06</td>
<td>30</td>
</tr>
<tr>
<td>Not at all</td>
<td>12</td>
<td>60</td>
</tr>
</tbody>
</table>

The responses find nuance of expressions and evaluations about learners’ progress. The most of the teachers feels partial advancement of learners in communicative skill but a notable portion (60%) of them observes a sheer disappointment in the required field of competence. It underlines the unsuitability of textual material (especially Reading section) which does not capture the learners’ appropriate need and demand.

The 5th question asked the teachers to comment on the use of functional and technical terms related to Business in reading text. 90% selected “Yes” while 10% selected “Partially” option. (See Table-5)

Table 5. Do you think functional and technical language (terms related to Business) should require for ESP reading text?

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answer</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>Not at all</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Partially</td>
<td>02</td>
<td>10</td>
</tr>
</tbody>
</table>

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The overwhelming responses of the respondents show their awareness of ESP teaching-learning norms and forms. This course is designed to improve the learners’ competence in particularly communicative skills as well as to determine their specific discipline oriented knowledge in English. Obviously, it is suggested that ESP course should cover a minimum section of selected functional and technical terms and terminologies related to Business Studies, for example, Journal, Ledger, Debit/ Credit, Profit & Loss account, Trading account, Gross/ Net Profit, Entry, Share Issue/ Holder, Bank charge, Endorsement, and the like.

The 6th question asked the teachers about what should be the focus of ESP course. In terms of six choices, the ranking size was: grammar 30%; reading 40%; writing 70%; vocabulary 45%; listening 30%, and speaking 75%. (See Table-6)

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answer</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>06</td>
<td>30</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>09</td>
<td>45</td>
</tr>
<tr>
<td>Reading</td>
<td>08</td>
<td>40</td>
</tr>
<tr>
<td>Writing</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Listening</td>
<td>06</td>
<td>30</td>
</tr>
<tr>
<td>Speaking</td>
<td>15</td>
<td>75</td>
</tr>
</tbody>
</table>

The highest focus on Speaking and Writing skills divulges the fact that the ESP syllabus should stress on Communicative competence related to global Commerce and Business. The second most point is vocabulary acquisition, which will enable the students to receive and perceive the speakers’ utterances and to respond them exactly and correctly. The third vital section is Reading skill, which will boost the learners’ perception as well as articulatory ability.

In the seventh question, the respondents were asked whether the students need more English credit courses as ESP or not. 95% of the respondents chose “Yes” while 05% of them selected “No” option. (See Table-7)

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answer</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>95</td>
</tr>
<tr>
<td>No</td>
<td>01</td>
<td>05</td>
</tr>
</tbody>
</table>

Interestingly, the answers report to organize more English credit courses as ESP to facilitate and to advance students’ command in English to tackle the challenge of the workplace.

Finally, the 8th question asked the participants to offer suggestions or more to tell about ESP course. Majority of them offered suggestions and few did not respond representing the percentage respectively 85% and 15%. We summed up their suggestions into structured answers. (See Table-8)
### Teachers’ Table 8. Suggestions from data analyses

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Suggestions</th>
<th>Answer</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ESP course syllabus should be redesigned and reshuffled in keeping with the learners’ standard and demand of the competitive business job market</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>2.</td>
<td>Course contents should cover the socio-cultural factors of the learners, i.e., Saudi socio-cultural milieu</td>
<td>09</td>
<td>45</td>
</tr>
<tr>
<td>3.</td>
<td>The learner should be exposed to the opportunity to explore the terms in the course content of each unit related to the kind of meanings expressed in the documents of the accountancy and business profession</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>4.</td>
<td>More emphasis on reading, writing, and speaking skills</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>5.</td>
<td>Introduction of more ESP courses in the Level-3</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>6.</td>
<td>Language Enhancement Programs (LEP) for more ESP credit hours than long course</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>7.</td>
<td>Communicative approach and learner-centred method should be followed in teaching</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>8.</td>
<td>Grammar, vocabulary and linguistic productive skills should be paramount focus in the courses</td>
<td>13</td>
<td>65</td>
</tr>
</tbody>
</table>

The presence of a significant number who did not have any suggestion reveals that there is a certain amount of discontent or satisfaction among the teachers. However, the varied suggestions from the majority recall that the promising teachers were involved in the upshot of their students’ needs. Notably, the huge numbers (80%) who expected ESP course should be redesigned and reshuffled in keeping with the learners’ standard point to the ticklish offshoot of the TEFL planning in tertiary level. In addition, 75% claimed more ESP courses in the Level-3, which aver the ray of hope for effective ESP teaching-learning practices.

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DISCUSSION
In this paper, the researcher examined the diverse information on ESP teaching-learning issues and practical experiences of teachers based on statistical research data analyses as well as overall research review, and found the following points of hypotheses:

A) The present research diagnoses the following problems:
1. 60% in Table-4 and 75% in Table-2 of the teacher participants identified the unsuitability of the ESP course design.
2. The ESP class size is excessively large in number which is incompatible to task oriented teaching.
3. ESP Curriculum, here, is not well-organized to the socio-cultural spirit of the target language. Therefore, the course contents to the core are not fit to Saudi socio-cultural milieu.
4. The ESP learners are very vulnerable in vocabulary, listening and communicative competence.
5. ESP class is more teacher-centred than learner-centred.
6. In terms of ‘learner-centred language teaching’ practices, 65% (Table-3) of the teachers claimed that existing ESP text materials are not learner-centred and task-based practice oriented. Interestingly, the focal point of language teaching has been placed on changing the classroom practice from the traditional passive lecture to more active group learning so that learners can be more easily exposed to target language use.

B) The research divulges the following effective and viable suggestions:

(I). The findings of this paper reflect that ESP course curriculum should be redesigned and reshuffled in keeping with the learners’ specific need because the contents of existing ESP syllabus are not appropriate so far as the Business Studies is concerned. The paramount focus of ESP syllabus should lay emphasis on Speaking, Writing, Vocabulary, Grammar and Reading skills underlining communicative competence.

(II). The teachers have nuance of expressions regarding the text materials. Virtually, ESP course contents should cover the socio-cultural factors of the learners, i.e., Saudi socio-cultural milieu as “The more texts are related to learners’ personal concerns and interest the deeper and more rapid the processing will be” (as cited in Mishan, 2005). It means making the teaching materials relevant to the learners’ personalities, backgrounds, needs, and interests as well as those of the teacher or institution.

(III). The study offers a vital and focal point of attention that ESP course should cover a minimum section of selected functional and technical terminologies in each unit related to Business Studies, for example, Journal, Ledger, Debit/ Credit, Profit & Loss account, finance, Share Issue, Bank charge, Endorsement, and the like.

(IV). 95% participants claimed to organize more ESP courses to facilitate students’ command in English in order to tackle the challenge of the workplace.

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Moreover, the learner should be exposed to the opportunity to explore the terms (such as bids, forfeit, cost and liability etc.) in each unit of the course and enabling them to identify how such terminologies were related to the accountancy and business studies.

**Variables:**
(I). 60% participants recommended innovative and interesting idea that Language Enhancement Programs (LEP) for more ESP credit hours than long course to reduce learners’ vulnerability.
(II). 75% participants favored to the introduction of more ESP courses in the Level-3.

**Conclusion**
This research divulges certain outcome and suggestion emerging from the survey results and analyses. First, ESP course curriculum should be redesigned and reshuffled in keeping with the learners’ specific need so far as the Business Studies is concerned. The paramount focus of ESP syllabus should lay emphasis on Speaking, Writing, Vocabulary, and Grammar with other skills concerned in pursuing the global business communicative competence. Secondly, ESP course contents especially, *Reading section* should cover the socio-cultural factors of the learners to make the teaching materials relevant to their personal backgrounds and needs. Thirdly, teacher-centred ESP classes need to be replaced by the learner-centred *task-based language teaching* (TBLT). Fourthly, the ESP practitioners should be involved in constant and continuous practice of *needs analysis* to facilitate students’ specific needs. Finally, it can be suggested to introduce Language Enhancement Programs (LEP) with a view to providing additional support to the students and to reduce their vulnerability. Only after all these modifications, we can expect the ESP courses to be effective and students to be benefited. It is hoped that this study may throw light on other ESP practitioners as well as course designers involved in developing similar courses in other Saudi universities or similar contexts.

**References**


Appendix 1

I have undertaken a research under the caption “An Evaluation of the Effectiveness of ESP course for Business Administration at Community College of Jazan University”. Teachers’ perceptions and evaluations are highly important to design and develop academic and professional practices. To this end, we value especially what you experience in the classroom. Therefore, you are requested to answer all the questions below carefully. I appreciate your cooperation with thanks.

Hussain Ahmed Liton,
Lecturer, English Language Centre, Jazan University

Teachers’ Questionnaire

1. Which course do you prefer to teach?
   a) General English  
   b) ESP  
   c) Both

2. Do you think ESP course is designed to the needs of the students who you are teaching here?
   a) Yes  
   b) No

3. Does the text material lay emphasis more on learner centred than teacher centred approach to teaching language for better learning output?
   a) Yes, completely  
   b) No  
   c) Partially

4. Does the course improve your students’ communicative competence (e.g., speaking and writing skill)?
   a) Completely  
   b) Partially  
   c) Not at all

5. Do you think functional and technical language (terms related to Business) should require for ESP reading text?
   a) Yes  
   b) Not at all  
   c) Partially

6. What should be the focus of ESP Course? Rank according to the degree of importance.
   a) Grammar 1.  
   b) Reading 2.  
   c) Writing 3.  
   d) Vocabulary 4.  
   e) Listening 5.  
   f) Speaking 6.

7. Do you think students need more English credit courses (as ESP) for sustainable development?
   a) Yes  
   b) No

8. Do you have any more to tell to make ESP teaching-learning effective? If so, please mention here:
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   An Evaluation of the Effectiveness of ESP course for Business Administration at Community College of Jazan University
   Hussain Ahmed Liton