

AN EVALUATION OF ENGLISH FOR BUSINESS COURSEBOOK PRESCRIBED FOR FIRST YEAR BA (EPP) STUDENTS

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Abstract

This research evaluated English for Business Coursebook prescribed for first year BA (EPP) students. English for Business course has been offered in the Bachelor of Arts specializing in English for Professional Purposes (BA (EPP)) Programme since 2004-2005 Academic Year with the purpose of fulfilling the needs of graduates who want to work in various business fields when they graduate. The reason of doing this research was to investigate whether the coursebook is matched the level of first year BA (EPP) students. Firstly, the prescribed coursebook was studied and analysed using the criteria for business English coursebook evaluation proposed by Romanowski (2016) which were based on the theories of Hutchinson and Water (1987), Cunningsworth (1995), McGrath (2002) and McDonough and Shaw (2013) in order to examine what knowledge and skills the coursebook contain. Secondly, teachers who have taught English for Business Course in the first year were given a questionnaire to explore the strengths and weaknesses of the coursebook based on their teaching experience. Then first year BA (EPP) students were given a questionnaire to find out their views and opinions on the lessons in the coursebook. After that, the data collected from the questionnaires were analysed. Finally the results of coursebook evaluation and those of questionnaires were compared and contrasted. The finding was that the contents and skills included in the prescribed English for Business coursebook were suitable and helpful for first year BA (EPP) students. The suggestion was to add communicative and challenging grammar activities for a better teaching-learning process.

Keywords: Business English, Coursebook Evaluation

Introduction

Nowadays, because of the market-oriented economy and collaboration with other countries in business, there is an increase number of businesses in our country, Myanmar. As a result, people can have more job opportunities than before. But they need to be proficient not only in general English but also in business English to be successful in their business field. Business English is English people use in their business activities such as negotiating, persuading, telephoning, interviewing, marketing, etc. (Frendo, 2005). According to Ellis & Johnson (1994), Business English is an area of English for Specific Purposes (ESP) and a combination of specific content and general content. There are many Business English courses offered by language schools all over the world and there are many coursebooks available on the market. But it is important to get a coursebook which meets students' level. Sheldon (1998:245) stated that there is no norm for coursebook evaluation and there is no method for an evaluation guideline. Similarly, Rea-Dickins and Germaine (1993) made a point that there are different aspects to evaluate the teaching and learning process and it is vital to devise clear criteria or guidelines for the particular evaluation.

In our country, Myanmar, there are public universities that offer Business English courses. One of them is National Management Degree College. It offers a Bachelor of Arts specializing in English for Professional Purposes (BA (EPP)) programme that students who have passed the matriculation examination with high marks can attend. In this programme, English for

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Business is a module students have to take for four academic years. But no research has been carried out to investigate whether the prescribed English for Business coursebook is appropriate for first year BA (EPP) students to the knowledge of the researcher. Moreover, there is a previous research on the evaluation of *Elementary Market Leader Business Coursebook* used in the English language program at the University of Economics in Vietnam done by Phi, Nga, Đào and Thắng (2015). The researchers used criteria for coursebook evaluation, survey questions for students and teachers as research tools. Their finding was that it needed to add extra activities to the coursebook to match the students' level. They suggested to use the *3rd Edition Elementary Market Leader Business English Coursebook* instead. Accidentally, the *3rd Edition Elementary Market Leader Business English Coursebook* is a Business English coursebook prescribed for first year (BA (EPP)) students in Myanmar. So this research aimed to evaluate the English for Business coursebook prescribed for first year BA (EPP) students. Although there are various criteria and checklists for coursebook evaluation, in this research, the proposed evaluation criteria for Business English coursebook designed by Romanowski (2016) which have been based on the theories of Hutchinson and Water (1987), Cunningsworth (1995), McGrath (2002) and McDonough and Shaw (2013) was used to analyse the coursebook *3rd Edition Elementary Market Leader Business English*. Then teachers who have taught first year English for Business course were given a questionnaire to investigate the strengths and weakness of the coursebook and first year EPP students were given a questionnaire to find out their views and opinions on the coursebook. Finally, the results of coursebook evaluation and those of questionnaires for teachers and students were compared and contrasted to evaluate the first year English for Business coursebook.

Materials and Method

In order to evaluate English for Business coursebook prescribed for first year BA (EPP) students, firstly, *3rd Edition Elementary Market Leader Business English Coursebook*, *Teacher's Resource Book* and *Practice File* were scrutinized using the criteria proposed by Romanowski (2016) which was designed for Business English coursebook evaluation. There are ten topics in the criteria. They are "general attributes", "design and organization", "language content", "skills and tasks", "culture themes and intercultural communication", "other relevant topics", "methodology", "teacher's book", "practical considerations" and "overall/summary evaluation" (See Appendix A). Secondly, five teachers having experience of teaching Business English using the *3rd Edition Elementary Market Leader Business English Coursebook* were given a questionnaire in order to find out their perspective on the strengths and weaknesses of the coursebook. There were twenty four questions in the questionnaire (See Appendix B). The questions were about the contents in the coursebook, its layout and instructions, listening, speaking, reading and writing activities, vocabulary practice, case study and teacher's manual. The questions were open and closed questions which were ordered from general to specific (Krosnick, 2010). Thirdly, fifty first year (EPP) students were given a questionnaire in order to explore their attitude and opinion on the lessons in the coursebook. The survey questionnaire contained twenty-two Likert items using agree-disagree approach (McLeod, 2008) (See Appendix C).

Findings

According to the data given in Table 1 (See Appendix D) which is an analysis of *3rd Edition Elementary Market Leader Business English Coursebook*, it was found that the

coursebook is aimed at pre-experienced students. It is a complete coursebook as it contains not only the units but also other sections such as revision, case study, writing file, activity file, grammar reference, audio scripts, glossary and working across cultures to be aware of other cultures. Moreover, practice file, test file and teacher's resource book with Audio CD and DVD-ROM are included in the course package. The content is sequenced on the basis of complexity and learnability because the first unit is "Introduction", then "Work and leisure", "Problems", "Travel", "Advertising", "Companies", "Communication", "Cultures" and the last is "Jobs". The layout of each unit is very clear since there is an overview at the beginning of each unit. The presentation of lesson sequence is also clear because of sub-headings. Each unit begins with "starting up" activity to introduce students to the topic of the unit. Then the sections "vocabulary", "listening", "reading" and language focus come one after another and finally it ends with business skills. There are pictures, photos, charts respectively to the lesson.

Concerning "Language content", the coursebook has covered the main grammar items appropriate for the level of the first year students taking learners' needs into account. The grammar items are about "verb to be", "articles", "wh-questions", "adverbs and expressions of frequency", "present simple", "have", "some and any", "there is/there are", "countable/uncountable", "past simple", "comparative and superlative", "a little/a bit", "present continuous" and "present perfect". The material for vocabulary teaching is adequate in quantity and range as each unit contains "vocabulary" section in order to learn words, collocations and expressions related to the topics and to do exercises and activities to practise them. Vocabularies are about nationalities, days, months, dates, leisure activities, adjectives, travel details, choosing a service, advertising and markets, describing companies, company cultures and skills and abilities. Vocabulary practice is sufficient for students as there are extra exercises in the workbook "Practice File". Moreover, students can improve their pronunciation as there is a section "Sound work" in "Practice File" including materials for word stress, stress in questions, stress to do correction.

Concerning "Skills and tasks", the materials are related to the particular topic and they are for integrated skills work. Materials for spoken English are well-designed to equip students for real-life situations. Although most of the speaking activities are role-plays, the contexts are different to get practice of different functions. For example, students do a role-play activity "introducing yourself" using the role cards prepared and useful language provided in unit 1, in unit 3, they role-play a conversation about the problems in ordering food taking the role of a sales-representative and a customer, in unit 4, two telephone conversations, one is on visiting an overseas office for a week and another one is booking tickets using the prepared role cards, in unit 6, a situation of being at a trade fair as a salesperson and a store manager asking about the product. In unit 7, the speaking activity is a role-play between an office worker and the manager to talk about the problem explaining the reasons and to give advice. In unit 8, students do a group work to role-play a marketing meeting using the role cards and useful language. In unit 9, students prepare an introduction to a presentation using the given roles and useful language. In the last unit, students role-play a conversation between a director who is looking for someone to manage the sales office and a candidate for the job of Sales Manager. All those speaking tasks provide students with contents and useful language and get them practice of business vocabulary and language as well as business skills. Moreover, materials in "Case study" are also well-designed to practise the language used in real-life situations. So, speaking activities are designed based on the communication occurred in real-life business field and they were developed to

initiate meaningful communication. The speaking activities are balanced between individual response, pair work and group work as they started with individual response, then pair work and group work. The speaking activities are adequate for first year students since 35.54% of exercises are for speaking skills.

In addition, reading materials are authentic and interesting as they are taken from *The Financial Times* and the topics are “From small town to global leader”, “Business diary: Eugene Kaspersky”, “Hilton Tokyo”, “India likes fast-food chains”, “Uniqlo: a global success story”, “Women at the top: Andrea Jung”, “Volkswagen’s Black Beetle ad”, “I’m a fan of Facebook, but not of video calls” and “Lessons in cultural difference”.

Moreover, listening materials are authentic interviews with businesspeople and a variety of scripted recordings. The listening tasks are true/false, fill-in, completion, numbering, taking notes and answering the questions.

Writing tasks are involved with writing email, writing a reply to a message, writing product launch, writing company profile, writing action minutes and writing letter which are fundamental to business writing. In each writing activity, it starts with pre-writing stage providing clear and detailed instructions to make students feel confident in their writing. So it is clear that writing tasks have achievable goals and took learners’ abilities into consideration. In addition, there is a “Writing file” section containing samples of various genres of writing with conventions of language use and layout.

Furthermore, in order to get awareness of different cultures, there is a section “Working across cultures” after each three units. The materials are about attitudes to team work, dining habits, different communication styles in China, Germany and the US and aspects of doing business in France and Russia. So, the activities raise cultural awareness of students who start learning business English. The exercises, texts and recordings are adequate in terms of developing learner’s intercultural communicative competence. The activities and exercises offer practice for business-related environment to first year students. The activities are fully exploited as they are related to each other and devised for integrated skills. They embrace a variety of methodologies which is eclectic. Students are expected to take a degree of responsibility for their own learning in “Case study” section which is a kind of simulation. In “Case study” section, students are supposed to feel in the given specific business context and find the ways to solve the problem having a discussion. It is a kind of practice for their business life.

Concerning “Teacher’s book”, there are seven sections in the teacher’s book. They are “At a glance”, “Business brief”, “Lesson notes”, “Case study”, “Working across cultures”, “Text bank”, and “Resource bank” which provide a draft lesson outline for each unit, detailed lesson notes and keys to exercises, extra reading texts with exercises and extra listening, speaking and writing activities with detailed teaching instructions. It also contains additional photocopiable activities. So it is an adequate guidance for teachers. Although tests are not incorporated into the teacher’s book, there is a “Test File” containing listening tests, progress tests and achievement tests.

As an “Overall evaluation”, the coursebook is comprehensive enough to make up the syllabus of a course. The materials can be used as core. The book is a sufficient resource for learners and teachers since it is a complete package. The coursebook is flexible. It allows for

different teaching and learning styles. It is also suitable for self-study because it contains sample writing, grammar reference and useful language sections.

Thus, it was stated that English for Business coursebook prescribed for first year BA (EPP) students contains the lessons which are suitable for the students in terms of business vocabulary, business knowledge, business skills as well as business writing.

According to the data given in Table 2 (See Appendix E) which is the results of the questionnaire for teachers, all teachers agreed that the contents in the coursebook are suitable and appropriate for first year BA (EPP) students because the topics are of interest of the students who are still at their teenage (e.g. Travel, Food and Entertaining and Cultures). The contents introduce the general ideas related to business world and reflect the business field in the real world. All teachers agreed that the layout of the coursebook is clear and attractive because it includes pictures, description and sub-topics. The coursebook is sequenced on the basis of complexity, learnability and usefulness because it starts with the simplest “Self introduction” and ends with “Jobs”, the most complex. The skills provided in the coursebook are suitable for first year students because they are simple and easy to practise in pairs or in groups.

All teachers agreed that listening tasks help students to improve their listening skills as well as their business knowledge. Speaking activities help students to communicate in business transactions because they are based on different situations in real business world. Concerning reading, most teachers agreed that reading materials help students to enrich their business vocabulary and knowledge because reading texts are taken from various business fields and they are authentic. Students’ reading skills will improve because they need to skim, scan and guess the meanings from contextual clues. All teachers agreed that writing tasks help students to improve their business writing because they are based on the things to do or issues in companies and the formats of different business writings are provided. Concerning vocabulary, three teachers agreed that vocabulary practices are sufficient for students but two teachers replied that vocabulary exercises containing in coursebook are not sufficient.

All teachers agreed that “Case study” section helps students to improve their business knowledge and skills because the tasks in “Case study” section are based on the problems in real business world and students have to discuss the problems in groups until they can solve them with appropriate reasons. Consequently, students can improve discussion and negotiation skills using the business knowledge learnt from the lesson.

All teachers agreed that Teacher’s book is helpful in teaching the course in providing methodologies, alternative tasks and activities. There is no section which does not help teachers. But the sections which are more helpful for them are “Lesson notes”, “Case study” and “Working across cultures”. “Lesson notes” section provides them a complete lesson sequence with detailed instructions. “Case study” section also provides the background information of the given situation, teaching strategies for students’ engagement and systematic instructions for the activity. “Working across cultures” is knowledgeable because it enriches them with business knowledge and different cultures. But two teachers suggested that there should be more cultural information and more exercises for business skills and writing skills.

All teachers agreed with an idea that the coursebook equips students with necessary skills and knowledge needed in real business world because it provides students with necessary skills, for example, how to introduce themselves to others, telephoning skills, presentation skills,

negotiation skills and problem solving skills. Moreover, the lessons and activities are like a good foundation of business English for first year BA (EPP) students. By doing activities which are a good simulation of real business world, students can get practice of working in business context.

According to the data given in Table 3 (See Appendix F) which is the results of the questionnaire for first year BA (EPP) students, it was found that most students agreed that the topics in coursebook are suitable for first year students who start learning business English and the layout and presentation of the lessons and units in the coursebook are clear. The instructions in the coursebook are clear and easy to follow. Half of them agreed that visuals in the lessons help students to be motivated in learning English for Business and listening materials are appropriate to first year students. But some disagreed.

Most students agreed that listening activities can improve their business vocabulary as well as business knowledge and skills. Moreover, they also agreed that speaking activities can improve students' business skills (e.g. introduction, telephoning, presentation, making bookings and checking arrangements, participating in discussions, etc.). Reading materials are authentic and easy to understand. Reading activities can improve students' business vocabulary and business knowledge. Writing tasks are suitable for first year students who start learning business English in helping to improve their business writing (e.g. email, reply message, product launch plan, company profile, action minute, letter, etc.).

“ Most students agreed that the coursebook provides them with basic business vocabulary and vocabulary practice that enables them to master basic business vocabulary. Moreover, useful phrases help them practise speaking skills as well as business skills. The “Grammar” section also helps them understand grammar rules used in business communication. The “Case study” section provides them with authentic business contexts to practise their business vocabulary and business skills. The workbook “Practice File” provides them with extra exercises to have more practice in using business language and business writing. The “Sound work” section in “Practice File” helps them to get correct pronunciation and to understand the message conveyed to them well. The “Survival Business English” section in “Practice File” helps them to get more exposure and improve their business skills.

Discussion

By comparing and contrasting the results of the analyses of Coursebook evaluation, questionnaires for teachers and students, it can be firmly stated that *3rd Edition Elementary Market Leader Business English Coursebook* is a good start for those first year BA (EPP) students who have no knowledge of Business English to continue their studies as the contents are appropriate and sequenced on the basis of complexity and learnability. The layout of each lesson in the coursebook is clear to understand their components. The instructions are also easy to follow for students. All the materials and activities in listening, speaking, reading and writing are suitable and support students to enrich business vocabulary and business knowledge as well as to improve business skills. The percentage of exercises for reading and speaking is higher than listening and writing. It may be because of the fact that although all four language skills are important in order to communicate in business context, reading and speaking skills are more important than listening and writing skills (Cambridge Assessment, 2019). The percentage of Business writing in the coursebook is 12.46% whereas speaking is 35.58%. It had better to give more practice of business writing to students. Moreover, some teachers expressed that although

the coursebook provides students with business vocabulary, vocabulary practice included in the coursebook is not sufficient for students. It may be a good idea to add more vocabulary exercises. Grammar section is also helpful for students in business communication. “Case Study” section is a practice ground for students because it provides students with a business context and an opportunity to improve their problem-solving skills using their business knowledge and business skills. Pronunciation exercises help students to get correct pronunciation. The coursebook also provides materials for students to have awareness of different cultures which is very important in doing business in the “Working across cultures” section. Moreover, there is a workbook “Practice File” which includes revision exercises for each unit. It helps students to memorise what they have learnt. For teachers, “Teacher’s book” is very useful since it includes details of lesson sequence, extra activities, sample writing, etc. But 20% of teachers have difficulties in explaining the meanings of some quotations which is related to business and they need a lot of preparation to explain business concepts related to the activity and business terms. 80% of teachers want to add more grammar items with challenging tasks and more business vocabularies.

In conclusion, what can be said is that there is no apparent weakness in the coursebook and it equips first year BA (EPP) students with fundamental skills and knowledge needed in real business world.

Conclusion

As this research is to evaluate the English for Business coursebook for first year BA (EPP) students, first of all, the prescribed coursebook *3rd Edition Elementary Market Leader Business English Coursebook* is examined using the coursebook evaluation criteria proposed by Romanowski (2016) and it is found that all materials are devised for integrated skills and they are suitable for first year BA (EPP) students as they provide students with basic business vocabulary, business knowledge and business skills. Then, five teachers who have experienced of using the coursebook have answered the survey questionnaire. The results show that the coursebook is useful for students though there are some suggestions. After that, in order to know the actual students’ opinion on the coursebook, fifty first year BA (EPP) students are given a survey questionnaire. They are given five criteria (strongly disagree (SD), disagree (D), unsure (U), agree (A), and strongly agree (SA)) to answer the questions. The results show that the coursebook is suitable for students who start learning business English in spite of having disagreement in some items. In conclusion, it is claimed that the prescribed English for Business coursebook is suitable and helpful for first year BA (EPP) students who do not have business knowledge and business skills. But it needs to add explanations for quoted speech and business terms and communicative grammar activities to create effective business English lessons and to have a better teaching-learning process.

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The proposed evaluation sheet designed by Romanowski (2016)

There are ten topics in it. The topics with the detailed questions are as follows:

General attributes

1. What kind of learners is the course book aimed at: pre-experienced or job- experienced students?
2. Is it meant for a specific working area?
3. What components make up the total course package?

Design and organization

1. Is a vocabulary list/index included?
2. Are there reference sections for grammar etc.?
3. How is the content sequenced (e.g. on the basis of complexity, learnability, usefulness)?
4. What visual materials does the book contain (photographs, charts, diagrams)?
5. Are the layout and presentation clear?
6. Are the tests included in the teaching materials (diagnostic, progress, achievement)?
7. Is there adequate recycling and revision?
8. Is it well-organized and can it be used intuitively?

Language content

1. Does the course book cover the main grammar items appropriate for the level, taking learners' needs into account?
2. Is the material for vocabulary teaching adequate in quantity and range?
3. Is the Business English vocabulary clearly introduced?
4. Is vocabulary practice sufficient for the students?
5. Is there any material for pronunciation work included?
6. Does the course book deal with structuring and conventions of language use above sentence level (are tips given on how to structure conversations or various genres of writing)?

Skills and tasks

1. Are all four skills adequately covered?
2. Is there material for integrated skills work?
3. Is material for spoken English (role-plays, dialogues, etc.) well-designed to equip students for real-life situations?
4. Are the speaking activities developed to initiate meaningful communication?

5. Are the speaking activities balanced between individual response, pair work and group work?
6. Are the speaking activities adequate for business people?
7. Are the readings suitable for students at the proper level?
8. Are the readings interesting and authentic?
9. Is the listening material of good quality, authentic, accompanied by background information and various tasks?
10. Do the writing tasks have achievable goals and take learners' abilities into consideration?
11. Are all genres of writing present in business context well-practised?
12. Are the task instructions clear?

Culture themes and intercultural communication

1. Is there cultural content added in the texts/activities?
2. Do the activities raise cultural awareness of students?
3. Are the exercises, texts and recordings adequate in terms of developing learners' intercultural communicative competence?
4. Do the activities and exercises offer sufficient practice for business-related environment?

Other relevant topics

1. Is there sufficient material of interest to learners?
2. Are all the main topic areas covered?
3. Are the presented topics relevant to the professional life of the students?
4. Will the topics help expand students' awareness and enrich their experience?

Methodology

1. Can the activities be exploited fully? Do they embrace a variety of methodologies in ELT?
2. Does the material include any advice to students on study skills and learning strategies?
3. Are students expected to take a degree of responsibility for their own learning?

Teacher's book

1. Is there adequate guidance for teachers who will be using the course book and its supporting materials?
2. Are keys to exercises given?
3. Are there any additional photocopiable activities/exercises included?
4. Are tests incorporated into the teacher's book?

Practical considerations

1. What do the book and supplementary material cost? Does this represent good value for money?
2. Are the books strong and long-lasting?
3. Are they attractive in appearance?

Overall evaluation

1. Is the course book comprehensive enough to make up the syllabus of a course?
2. Can the materials be used as core or supplementary?
3. Is the book a sufficient resource for learners and teachers?
4. Is the course book flexible? Is it possible to omit some units or use them in a different order?
5. Does the course book allow for different teaching and learning styles?
6. Is some of the material suitable for self-study?

Appendix B**Questionnaire for Teachers**

Dear Teachers

In order to do research on an evaluation of English for Business Coursebook for first year BA (EPP) students, I would appreciate it if you would assist me by completing the following questionnaire. Please note that your response will be anonymous and all information will be treated confidentially and exclusively for the research study. In order for the research study to be relevant, your exact and true information is needed. Thank you for your co-operation.

Designation: _____

No. of years teaching English for Business: _____

1. Are the contents in the coursebook prescribed for first year English for Business course reflect the business field in the real world? Why or why not? Give an example.

2. Are the contents in the coursebook suitable for first year students? Why?

3. Is there any content that you think is not appropriate? Please specify.

4. How is the coursebook sequenced (e.g. on the basis of complexity, learnability, usefulness, etc.)?

5. Is the layout of the coursebook clear and attractive?

6. Is there any weakness in the organization of the coursebook? Please specify.

7. Are the instructions clear and easy to understand?

8. Are there any instructions that are confusing? Please specify.

9. Are the skills provided in the coursebook suitable for first year students? Why?

10. Do the listening tasks help them to improve their listening skills as well as their business knowledge? Why?

11. Do the speaking activities help them to communicate in business transactions? Why?

12. Do the reading materials help them to enrich their business vocabulary and knowledge? Why?

13. Do the reading materials help them to improve their reading skills? Why?

14. Do the writing tasks help them to improve their business writing? Why?

15. Are the vocabulary practices sufficient for them? Why do you think so?

16. Is there any business information you would like to add to the vocabulary section? Please specify.

17. Does the Case Study section help students to improve their business knowledge and skills? Why or why not? Give an example.

18. Do you think the coursebook equip students with necessary skills and knowledge needed in real business world? Why?

19. Do you think the lessons and activities in the coursebook prepare students to go into the business world? Why?

20. What problems and difficulties do you have in using the coursebook?

21. Is there anything you would like to add to improve the coursebook? If so, please specify.

22. How helpful is the Teacher's book for you in teaching the course?

23. Which sections in the Teacher's book help you in using the coursebook and why?

Please put a tick.

- At a glance ☐ _____
- Business brief ☐ _____
- Lesson notes ☐ _____
- Case study ☐ _____
- Working across ☐ _____
cultures
- Text bank ☐ _____
- Resource bank ☐ _____

24. Any other comments?

Appendix C

Questionnaire for first year BA (EPP) students

Dear Students

In order to do research on an evaluation of English for Business Coursebook for first year BA (EPP) students, I would appreciate it if you would assist me by completing the following questionnaire. Please note that your response will be anonymous and all information will be treated confidentially and exclusively for the research study. In order for the research study to be relevant, your exact and true information is needed. Thank you for your co-operation.

PLEASE CIRCLE YOUR ANSWER. PLEASE DO NOT LEAVE ANY QUESTION UNANSWERED. CHOOSE ONLY ONE ITEM FOR EACH QUESTION.

Criteria: strongly disagree (SD), disagree (D), unsure (U), agree (A), and strongly agree (SA)

1. The coursebook is suitable for students who start learning business English.

SD D U A SA

2. The layout and presentation of the lessons and units are clear.

SD D U A SA

3. The topics in the coursebooks are suitable for the first year BA (EPP) students who start learning business English.

SD D U A SA

4. The instructions are clear and easy to follow.

SD D U A SA

5. Visuals in the lessons help students to be motivated in learning English for Business.

SD D U A SA

6. Listening materials are appropriate to first year students.

SD D U A SA

7. Listening activities can improve students' business vocabulary as well as business knowledge and skills.

SD D U A SA

8. Speaking activities can improve students' business skills (e.g. introduction, telephoning, presentation, making bookings and checking arrangements, participating in discussions, etc.).

SD D U A SA

9. Reading materials are authentic and easy to understand.

SD D U A SA

10. Reading activities can improve students' business vocabulary and business knowledge.

SD D U A SA

11. Writing tasks are suitable for the first year students who start learning business English.

SD D U A SA

12. Writing tasks help students to improve their business writing (e.g. email, reply message, product launch plan, company profile, action minute, letter, etc.)

SD D U A SA

13. "Writing File" section provides students with samples of different business writings.

SD D U A SA

14. The coursebook provides students with basic business vocabulary.

SD D U A SA

15. The coursebook provides students with vocabulary practice that enables students to master basic business vocabulary.

SD D U A SA

16. Useful phrases help students practise speaking skills as well as business skills.

SD D U A SA

17. The "Grammar" section helps students understand grammar rules used in business communication.

SD D U A SA

18. The "Case Study" section provides students with authentic business contexts for students to practise their business vocabulary and business skills.

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19. In general the coursebook provides students with fundamental business skills.

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20. The workbook "Practice File" provides students with extra exercises to have more practice in using business language and business writing.

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21. The "Sound Work" section in "Practice File" helps students to get correct pronunciation and to understand the message conveyed to them well.

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22. The "Survival Business English" section in "Practice File" helps students to get more exposure and improve their business skills.

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