

Deanship of Graduate Studies

Al- Quds University



**PPU Business Learners' Degree of Satisfaction Toward
Terminology in the English for Business Curriculum
and the Difficulties they Encounter**

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M.A. Thesis

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Prepared by
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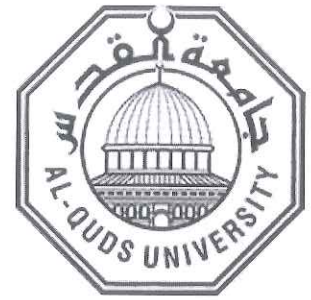
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Thesis Approval

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Dedication

O Allah, all praise is due to you as befits the majesty of your countenance and the greatness of your authority

This work is dedicated to my dear parents who have continued to love, support and encourage me to do what I love. Thank you, Dad & Mom for always being there and willing to lend your support

To my lovely family for their support and encouragement during my study

To my lovely daughter

To my late teacher Dr. Ziad Qabbaja, May Allah be merciful to him.

To those who give us hope to go ahead

To all the pure souls in our homeland

To everyone who wonders "Is that really possible" !

Declaration

I certify that this thesis submitted for the degree of Master, is the result of my own research, except where otherwise acknowledged, and that this study (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Name: **Raesa Ishag Ibrahim Natsheh**

Signature:

A handwritten signature in purple ink, appearing to read 'Raesa Ishag Ibrahim Natsheh', written over a dotted line.

Date: **21 / 12 / 2019**

Acknowledgement

I am grateful for all that Allah has given me

I would like to express my gratitude to my Father for being there for me all the time

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last but not the least, I would like to thank my colleagues who have helped me a lot.

To them all my deep respects.

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Abstract

This study aimed at investigating the PPU business learners' degree of satisfaction toward terminology in the English for Business Curriculum and the difficulties they encounter. The study also aimed to determine the role of the variables (gender, academic year, and achievement level) of students in the department of administrative science at PPU.

The study adopted the descriptive method in order to achieve the aim of the study. The population of the study consisted of (212) students who completed the 'English for Business' course in the first semester of (2019/2020). It was applied to a random sample which included (108) students. The researcher prepared a student's questionnaire and an interview.

Validity and reliability were calculated for the two instruments. The validity of the instruments was evaluated by experts and professionals as well as their reliability using the calculation of the equation Cronbach alpha for the questionnaire in which the score of the first variable (0.93) was and the second variable (0.81). The reliability of the interview was applied by Cooper formula. Data were collected, analyzed, and interpreted by the means and standard deviations, One way ANOVA, Independent T-test and LSD.

The results of the study revealed the importance of English business terminology for administrative science students in addition to their need for all language skills, especially effective conversation from their point of view.

Also, the findings of the questionnaire showed that there were no statistically significant differences in the responses of students attributed to gender and achievement level variables. However, there were differences attributed to the academic year variable in favor of the second year. The results of the interview revealed the need to integrate the English business terminology with the four skills, grammar, and vocabulary in using the English language in the courses of administrative and business at the college.

Based on those findings, the researcher recommended a two-part ESP approach for business that focuses on the practical use of vocabulary and makes successful conversation of the English language. The researcher recommended that more attention should be paid to the time allocated to the course in addition to providing several teaching strategies based on a variety of activities that integrate the four skills. The researcher also recommended that specialized courses to be proposed to improve the level of English language proficiency for business in use for students to communicate effectively and fluently in various situations.

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List of Abbreviations

ESP (English for Specific Purposes)

EAP (English for Academic Purposes)

EBP (English for Business Purposes)

EOP (English for Occupational Purposes)

EST (English for Science and Technology)

EMP (English for Medical Purposes)

EST (English for Science and Technology)

ESS (English for Social Studies)

EPP (English for Professional Purposes)

EVP (English for Vocational Purposes)

ELP (English for Legal Purposes)

GE (General English)

EGP (English for General Purposes)

EFL (English Foreign Language)

Chapter One

Background and Problem

1.1 Introduction

English is one of the main and leading languages around the world. It has become a global language not for the number of people who speak it, but because of being the international language of education and for the political power of the countries in which language is spoken.

Crystal (1997) has pointed out that language exists simply in the brains, eyes, mouths, ears and hands of its users. When they succeed within the international stage, their language succeeds and vice versa.

Since the 1960s, English has become the familiar medium of instruction in higher education for several countries including those where the English language has no official status. These days the pressure to use English language has increased as the universities and colleges have welcomed foreign learners, and lecturers faced mixed-language audiences. ELTB (English language teaching business) is one of the main growth industries around this world in the last thirty years (Crystal,1997).

The educational system in Palestine is trying to piece together courses that can fulfill students' academic requirements to graduate. Whether the educational courses are adequately preparing these students with the academic and technical skills for successful employment, an academic curriculum and courses are intended to prepare the students for postsecondary education, and teach them the skills needed for employment by the traditional vocational curriculum (Grubb & Stern,2007; Lynch,2000).

Therefore, the educational system in Palestine prepares students by educational courses with appropriate academic and technical skills of successful work through curricula and training courses. These refine them for post-secondary school by teaching them the

necessary skills to work through integrating traditional and modern professional curricula, and considering English as the language of international communication.

In reality, the Palestinian educational system works to meet the academic needs of students, especially as it is the first foreign language that is taught to students from elementary to high levels, and higher education. Acquiring specific goals for countries of the world, English courses offered at all levels of the educational system, especially at the university through ESP, which is a common teaching methodology to meet the learner's specific and social needs (Iamari, 2016).

However, the level of Palestinian students is low in English proficiency and at various levels of education, including the university level.

Awad (2013) has noted that further research should be conducted on this critical situation in order to explore the situation of teaching English in the Palestinian context. Despite the importance of its status, higher education in Palestine recognizes English as an important international language for communication.

All universities offer different courses in English for students as compulsory university requirements in most disciplines. Mostly, they are interested in providing general English language. Nevertheless, special ESP courses are offered to students in specific disciplines as well as general English courses offered to all university students (Qaddomi, 2013). Business English helps students to activate and extend knowledge of English, and gain the necessary confidence and skills to use it for own purposes. It encourages learners to think about language creativity (Nikolaenko, 2008).

Palestinian universities also offer several programs and specialties with different courses, each with separate objectives according to educational needs. Therefore, in teaching business, courses should be provided according to the specific business-related needs of students, which will help them understand the language for progress and achievement in their classrooms, and develop the competencies of graduates to meet the needs of different sectors of business administration. More specific courses are planned for scientific students in most disciplines, other than those of general English ones, that are offered for all university students in the State of Palestine (Shadfan, 2014).

1.2 Teaching Business at Palestinian Universities

There has never been a single simplification of what a university is, or what its role should be. Palestinian universities have a primary role of carrying out research, offering teaching and making research; it still the essence functions of the university.

To be able to speak about teaching business at Palestinian universities, one must first speak about education, and then about business, so I start with a quote from Malcom X who outlined that “education is the passport to the future; for tomorrow belongs to those who prepare for it today”(Blackpast, 2007). This quote elucidates the very essence of education,

which means that we need to be prepared for our life, for the various things we face in the real world.

Teaching in Palestine is featured by affluent and challenging experiences; affluent because of the motivation and enthusiasm of the Palestinian students to share their experiences and learn from other students, and challenging because Palestine is not yet an independent country (saffarini, 2010).

Education and the system of higher education in Palestinian universities are founded in West Bank and Gaza as one integrated planned system, which is based on the assumption that all the learners acquire knowledge, which will develop the Palestinian society and prepare citizens in all life domains. Business learners should be able to communicate in English with a diverse range of customers, suppliers, buyers, sellers, and other business mates and partners as English is the official language of business no matter where firms headquartered are (Sekhar, 2017).

On the other hand, everybody knows the significance of teaching business nowadays. Baramki (2010) stated that we were building a better future for our people these days, and that we needed universities to develop Palestine, train professionals, and laboratory for ideas and create leaderships. Since then many universities have been established. The higher education in Palestine includes 55 accredited educational institutions in West Bank and Gaza according to ministry of education (Ministry of Education and Higher Education, 2019). At the university level in Palestine, 2 years of college education to obtain diploma, bachelor's degree duration is at least 4 years of college, additional of 2 years for the master's degree, and 3 more years at least to obtain a doctorate.

Many universities in Palestine offer different programs for business. These Palestinian universities are working on building the framework of knowledge for learners in the field of business administration including Al Quds University, Al-Najah University, Al-Azhar University, Birzeit University, Al Ahli University, etc.

Most national universities in Palestine agree with the method of teaching English courses for business. One example is Al-Quds University which aims to provide the students with the knowledge and skills necessary to integrate into the business market, or continuing graduate studies by providing them with the necessary language skills, and offering courses in business English skills to build management information systems, policy development, project management, and making the right decisions at the right time (Al Quds University, 2018).

PPU also works continuously at the Business college to ensure that students acquire the necessary skills by introducing English, and English for business courses, so that students can be educated, being creative and able to meet the challenges in the business world to leave their unique marks (PPU, 2019).

Moreover, Hebron University offers business administration at the Faculty of Finance and Management, which began in 1994 with an English and English business courses. It aims to prepare students, and provide the business market with qualified graduates, who are able

to take responsibility, build the state and maintain the country's achievements in business, economic, administrative, financial and social fields (Hebron University, 2019).

In addition, Al Quds Open University, which specializes in business administration at the Business College, aims to provide students with theoretical information, offering English courses 1, 2 and an English essentials course. The University equips students who are able to express themselves in oral and written in English in business administration and its applications (Al-Quds Open University, 2019).

An-Najah University also offers courses through the Faculty of Business Administration such as English 1&2 and English in the workplace course to work on preparing students with the necessary skills and working effectively in the field of business management required in the local and Arab business market. They also provide students with modern knowledge in the areas of business associated with the local and global environment. By developing students' skills and ability to prepare scientific research, the use of English in business increases the students' awareness to respond to various environmental changes of business (An-Najah University, 2019).

Many other Palestinian universities, such as Arab American University, and Birzeit University offer courses that give students business-related concepts with basic knowledge in business management, and work to link them to corporate practice through lectures, panel discussions, research writing, reports and field training.

1.3 The College of Business at PPU

Much of the twentieth century rhetoric on universities talks about a secession between the university, community, market and the country. However, independent institutions as PPU is considered to be relative as higher education remained strongly connected to society, especially through the knowledge that it produces for the community, or rather is expected to produce.

Barnett (1993) talked about "triangle of forces" whereby the society, knowledge and higher education act upon each other as separate forces. Delanty (2001) considered the university as an opener for the institution of modernity where knowledge, culture, and society are connected with each other in this new mode of knowledge production, research and inquiry are driven by the interests of society and business rather than by the ones of the academic world. Of course, there are many other reasons that make the changing role of the universities.

The Palestine Polytechnic University (PPU) was founded in 1978, and has developed in successive years with the establishment of the College of Business, and several faculties, for their interest in knowledge. The Faculty of Administrative Sciences and Information Systems, that includes the college of business was established in 1995 at the bachelor level, then the college introduced master programs in Informatics. The College consists of two

departments: Department of Administrative Sciences and Information Systems Contemporary, and Department of Information Technology (PPU,2019).

The College of Business has started the program of Contemporary Business Administration in order to provide the community with administrative and leadership learners who are capable of meeting the needs of various economic sectors, and business markets. PPU believes in the importance of education in raising the level of society, supporting graduates and making them able to communicate and perform services, activities and development in all fields. All this is performed in response to the changes taking place in the business world at the national and international levels in this era (PPU,2019).

Business Administration is one of the most important disciplines today in the college of business because different organizations rely heavily on it to perform their tasks and achieve their goals. The College of Business focuses on qualifying students with all the skills and management applications that make each student a successful person who is capable of presenting creative solutions to emerging management problems facing business organizations, as well as being able to communicate with others and work within the same team.

Due to the importance of English for business and since English has become the language of communication in various fields, PPU's interest in College of Business has become the basis for the design of any academic program, especially at the educational level at the university. Although businesses are not generally practiced in English in our society, there is a need to use English for business internationally.

Here, the College of Business at PPU works to introduce an English for business course to strengthen students' linguistic and cultural background, and to acquire special terminology in language which helps students to meet their language needs to deal with and communicate with others, as well as to avoid some problems faced by business students in their studies and in their work field in the future (PPU, 2019).

1.4 Statement of the Problem

In recent years educators have started to adopt English for specific purposes courses to facilitate the increasing need of special language needs as English for general purposes courses can't cater for such a need.

Dealing with business students in PPU, and viewing the courses in business they are taking, and after consulting some PPU English teachers, the researcher sensed that business students suffer a lot in English in the courses given at their college. The problem is especially big in the students' lack of business vocabulary which is considered to be a vital component in any special approach for business. Business students' at PPU have voiced constant dissatisfaction of their lexical ability in business English.

Given the fact that students at the College of Business receive English that is mostly general in nature, and inadequate in vocabulary to help them cope with their academic requirements, researching the degree of satisfaction by business students on what their business course contains, particularly the special words of business is a need. The purpose is to raise the level of students' performance, and serving program administrators in their efforts to offer courses suitable to their students.

1.5 Purpose of the Study

The study aims at:

1. Investigating the business learners' degree of satisfaction toward the terminology in the English for Business Curriculum at PPU.
2. Investigating the language difficulties business learners encounter while studying business in their college.
3. Showing how gender, academic level, and achievement level affect business learners' degree of satisfaction toward terminology in the ESP business course they take.
4. Providing instructors, course designers, and those who are in charge of education at PPU with guidelines that help furnish new ESP courses for business students that meet their needs properly.

1.6 Significance of the Study

- The study is important to the role of the English language of being a universal language in teaching English for business. This has made universities highlight the importance of this topic, and educate and prepare students to use business terminology through appropriate courses.
- Theoretically, the study is considered rich in the business topic, in adding new knowledge to education, thought, practice, and research framework. The study helps in literature related to English business, and to further studies and educational research that is interested in providing specialized English materials for business, and to compare the effectiveness of these courses among students in Palestinian universities.
- On the practical field, the researcher hopes that this study may help in designing special courses that meet the needs of students in business. In addition, it works on attracting curriculum designers' attention towards the importance of using English terminology in business, and how to deal with it.
- The study can help those in charge in PPU to improve their performance and work on producing a specialized intended learning curriculum, and improving other

courses that are associated with the same disciplines they are providing from one stage to another, and developing the knowledge and skills in using many business related terminology.

1.7 Research Questions

This study has four research questions :

First Question: What is the arithmetic mean of the PPU Business learners' degree of satisfaction toward terminology in the English for Business curriculum?

Second Question: Is the arithmetic mean of the PPU Business learners' degree of satisfaction toward terminology in the English for Business curriculum different according to the variables (gender, academic level, and achievement level)?

Third Question: What is the arithmetic mean of the PPU business learners' perceptions of the language difficulties they encounter at the college?

Fourth Question: Is the arithmetic mean of the PPU business learners' perceptions of the language difficulties they encounter at the college different according to the variables (gender, academic level, and achievement level)?

1.8 Hypotheses of the Study

The researcher convert the second and the fourth questions into null hypotheses, as the following:

First null hypothesis: "There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the arithmetic mean of the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum due to the gender variable (male or female)".

Second null hypothesis: "There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the arithmetic mean of the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum due to the academic level variable (second year, third year, and fourth year)".

Third null hypothesis: "There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the arithmetic mean of the PPU business learners' degree of Satisfaction toward terminology in the English for Business curriculum due to the achievement level variable (more than 80, from 80 -70, less than 70)".

Fourth null hypothesis: "There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the arithmetic mean of the PPU business learners' perceptions of the language difficulties they encounter at the college due to gender variable (male or female)".

Fifth null hypothesis: "There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the arithmetic mean of the PPU business learners' perceptions of the language difficulties they encounter at the college due to the academic level variable (second year, third year, and fourth year)".

Sixth null hypothesis: "There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the arithmetic mean of the PPU business learners' perceptions of the language difficulties they encounter at the college due to the achievement level variable (more than 80, from 80 -70, less than 70)".

1.9 Limitations of the Study

The current study was limited to:

Human limitations: This study consisted of undergraduate students in the Department of Administrative Science at PPU who completed 'English for Business' course.

Temporal limitations: The study was carried out in the first semester of the scholastic year (2019-2020).

Locative limitations: The study was applied and carried out in the College of Administrative Sciences and Informatics at PPU.

Subject limitations: This study will be limited to the 'English for Business' course.

Conceptual limitations: The study was limited to the concepts, terms and definitions mentioned in (1.11).

1.10 The Design of the Study

This study is comprised five chapters. Chapter one gives background to the study. It also presents the statement of the problem purpose of the study, significance of the study, research questions, hypotheses of the study, limitations of the study, and finally the definition of key terms. Chapter two presents literature review of ESP with definition, characteristics, factors and development of it. Then it presents EAP and many subjects about business English and English for Business courses, language skills and ESP, vocabulary and grammar and ESP, syllabus and course design, needs analysis, learners' satisfaction, and concludes with related Studies. Chapter three describes the methods and procedures of the study including method, the population of the study, sample of the study,

instrumentation; the questionnaire and interview, validity and reliability of the instruments with the procedures. Then, it presents the study design, variables of the study and data of statistical analysis. Chapter four illustrates the analysis of the data, the discussion, and gives the findings. Chapter five presents summary, conclusion, recommendations and finally the suggestions for further research.

1.11 Definition of Key Terms

Business: a person's regular profession, occupation or trade. The activity of making, buying, selling or supplying goods, or services for money (Oxford Dictionary, 2019).

English for Business: it is a course for professional English, for business studies and economics students, third edition, Cambridge. The course number is (8221) for Administrative Sciences and Informatics college at PPU. English for Business helps students to activate and extend their knowledge of English, and obtain the necessary confidence and skills to use it for their own purposes.

Curriculum: is the lessons and academic content taught in a college, school or in a specific course or program. It depends on how educators define it in general or employ the knowledge and skills students are expected to learn. It contains units, books, materials, projects, videos, lessons, assignments tests, assessments given to students that are used in a course. (The Glossary of Education Reform, 2015).

Satisfaction: to get a pleasant feeling when you receive something you wanted, or when you have done something you wished for (Cambridge Dictionary, 2019).

Degree of Learners' Satisfaction: is the act of fulfilling a need, desire or the feeling gained from such fulfillment that learners acquired in a good way. This term once meant an act of indemnity for learners after a while, when something is explained well, it was explained to their satisfaction. The researcher used the questionnaire to get the degree of learners' satisfaction.

PPU: (Palestine Polytechnic University) is one of the leading polytechnic universities that was established in 1978 in Palestine. It dedicates particular attention and commitment to enhance its relationship with the local community by identifying potential community priorities, and needs where it offers various specialties of business and business management.

PPU Business Learners: the students who are studying business in Palestine polytechnic universities in the department of administrative science in the college of business administration.

ESP: an abbreviation of English for specific purpose which refers to teaching and learning English as a second or foreign language, and for the purpose of using it in a particular field (Otila, 2015).

EAP: an abbreviation of English for academic purpose with practices of particular groups in academic contexts, and it is focusing on the specific communicative needs. (Hyland and Hamp-Lyons, 2002: 2).

Terminology: special words or expressions used in relation to a particular subject or activity (Cambridge Dictionary, 2019). It is the study of terms and vocabulary and their use in the language to describe a specific thing, and associate these words with a specific field and with a particular and technical application in a subject of study, activity and profession.

Chapter Two

Literature Review and Related Studies

2.1 Introduction

In this chapter, the researcher presents two sections: literature review and related studies. A review of literature presents the theoretical framework of the study including ESP, EAP, business English, English for business, the language skills, vocabulary and grammar, syllabus and course design, needs analysis, and learners' satisfaction. The second section overviews some research studies relevant to the theme of this investigation.

2.2 Literature Review

2.2.1 ESP

ESP (English for Specific Purposes) has, for about thirty years, been a separate section of English language teaching. In the recent years ESP has developed its own sections, methods, and materials. Nevertheless, being as materials driven has always been seen in ESP itself, and as a class room based activity that concerned with practical outcomes. Most writing about ESP is interested in aspects of teaching, text analysis, and materials production, rather than the development of theories of ESP (Dudly-Evans, 2012: 131).

Jafarian, et al. (2015) pointed out that the teaching of ESP evolves appropriate procedures for learners, whose main purpose is learning English for a “purpose not for learning” the language system (pp.213-219). Imene (2013) stated that the term "Specific" in ESP does not mean only English for specific purposes; it means English language that is employed

for specific purposes. Therefore, the word 'specific' that goes with the expression English for Specific Purposes doesn't mean 'specialized', and the aim of teaching ESP is not to teach special terminology or lingo in a specific field of the study, but to enable the learners to use English they know in class and work, and make them able to use what they learn (Maleki , 2005).

According to Nimasari (2018) and Al-Khasawneh (2010), many experts have determined the types of ESP, which are divided into EAP and EOP (English for Academic Purposes and English for Occupational Purposes). Moreover, the major section of EAP that is EST (English for Science and Technology) has an important aspect of ESP and is considered to be the oldest section of ESP. Many universities provide students with ESP EAP and EOP courses in order to make them disclose the different types of English language from the types they had learned in their schools. Accordingly, ESP is divided depending on the situations in which English is used, or to be taught (Hajjaj & Abas, 2009).

Nevertheless, Widodo and Savova (2010) pointed out that there are many terms for the various kinds of ESP which are currently used in English language learning, such as: EBP (English for Business Purposes), EMP (English for Medical Purposes), EST (English for Science and Technology), ESS (English for Social Studies) and EPP (English for Professional Purposes), EVP (English for Vocational Purposes), ELP (English for Legal Purposes). Now, the ESP term is more effective and useful in the education of English language by its role in adding a goal for each type of ESP (Belcher, 2009).

ESP refers to the learning and teaching of English as a foreign language where the aim of learners is to use English in a particular range. The acronym of ESP had earlier been for English for Special Purposes, but the word 'Special' was replaced recently with 'Specific' since it places more assertion on purpose and purposefulness since the use of English is specific, and connected to institutional procedures, professions and occupational requirements (Tica, et al, 2015).

A lot of researchers, and most studies agreed with Hutchinson and Waters (1987) in indicating the reasons for the emergence of all ESP programs where the demands of this new generation is to concentrate on learners by a revolution in linguistics; and that was the main reason for the emergence of ESP programs. The enormous growth in scientific, economic, and technical activities increased the request for learning ESP courses.

Accordingly, in differentiation with the traditional linguists, the revolutionary pioneers in linguistics, emphasized how languages were used in real communication. The effect of the exerted development of ESP increased the pressure on language teaching professions (Gatehouse, 2001 & Al-Baran, 2009).

2.2.1.1 Definition

According to the British Council (2012) “ESP is referred to as ‘applied ELT’ since the content and aims of any ESP courses are determined by the needs of a specific group of learners”. Nevertheless, the term of ESP has been in use for about quarter of a century now, but the internationalization in the evolution of education, business, administrative, commerce, technology and industry, all have expanded to the needs of learners, and to develop to ESP programs, that demand to recognize the essence of ESP.

Many definitions had risen. Some of the recent definitions of ESP is Chatsungnoen's (2015). She considered that “syllabus and materials are designed by the base of communication needs analysis of the learners”. Also, Hentit (2015) stated that “ESP is the language of learning approach, which is based on the learner's needs”. Therefore, it is useful to start in introducing the learners needs for ESP.

However, Otilia (2015), and Ahmed (2014) indicated that ESP can be defined as teaching and learning English as a foreign or second language for the purpose of using it in a particular domain or area. Likewise, Mayo (2000) noted that it is not an easy task to define ESP because it can be applied to any case or situation, and depends on what learners are facing. ESP is a language that is learned with curriculum, and based on the needs of learners in their use of English language in certain areas.

Dudley-Evans (2009) went further by defining ESP in the following terms:

- i) ESP is designed to meet the specific needs for learners.
- ii) ESP is based on content either in its theme, and topics to special discipline, particular activities, context, and occupation.
- iii) ESP is concentrated on the language appropriate, and to these appropriate activities in terms of study.
- iv) ESP is contrasted with General English.

Many authors supported the same idea of to Dudley-Evans (Jafarian, et al, 2015; Al-Khasawneh, 2010 & Al-Baran, 2009). In focusing on that, the definition of ESP depends on two criteria: ESP as a habit for a directed goal, and ESP courses that are developed from students’ needs analysis in specific aims.

In fact, the first edition by Hutchinson and Waters (1987) was the base that gave the definition of ESP which was found in many issues for this topic as well as most studies.

Hutchinson, Waters (1987) defined ESP as “an approach of the way language is taught which focuses on the learner's desire, and everything related to the methods and content in education”. However, for the broader definition, they preferred to define what ESP ‘is not’ including:

- ‘ESP is not’ a matter of teaching specialized kinds of English language, which are used for a specific purpose. Don’t reveal the special form of language that serves the learner. There are some features which can be identified as typical of a particular context of use. Allowing these differences to conceal a much larger area than combined lies under all use of English, and indeed all use of language.
- ‘ESP is not’ just a matter of science words, grammar and utterance for scientists. It is supported by rules with a complex base infrastructure. The student needs to distinguish the feature of read and hear with regard to grammar between performance and competence. People actually use language with the range of knowledge and abilities which enables them to use it.
- ‘ESP is not’ different in form from other language teaching. Therefore, it is based on effective and efficient principles in learning. The learning process might not be different though the ESP learning content of the learner, compared with the GE learner (General English), but the ESP methodology, unparalleled, applied in ESP classes, can only be used in learning of any kind of English (Hutchinson and Waters 1987: 16-18).

2.2.1.2 Characteristics

Since 1997 Japan's conference on ESP, Dudley-Evans offered a modified revised simplification with St. John presuppositions in their book. The ESP characteristics are indicated at many literature reviews. Most authors agreed upon and the exchange of these key characteristics according to Dudley-Evans and St. John (2009) involves two main categories of ESP characteristics (Al-Barany, 2009; Widodo & Savova 2010; Basturkmen, 2010; Imene, 2013; Pham, 2013 ; Laurence 2014 ; Hentit, 2015 & Abed Rabboh, 2018). They are as follows:

I. Absolute Characteristics:

- ESP is tailored to cater the learners with specific or particular needs.
- ESP employs informed methodological principles, and activities of discipline, or the scope of the content it serves.
- ESP focuses on the language suitable with those activities in terms of grammar, study skills, register lexis, discourse and genre.

II. Variable Characteristics:

- ESP may be tailored and designed for specific disciplines.
- ESP may be employed and used in specific instructional situations; a different methodology, from that of GE.
- ESP is likely to be tailored for the adult learners, either at a tertiary level and higher education institution (in a university), or in a professional work purposes (workplace). However, it can be used for high school learners.

- ESP is generally designed for advanced or intermediate learners.
- Most ESP courses presume some basic knowledge of the language system, but it can be used with beginners.
- ESP is not taught in accordance with any predefined methodology, it is restricted with regard to language skills to be learned .

Furthermore, in response to the essence of ESP which prefers specific learners' needs to teaching ESP, it has the following characteristics :

- Knowledge skill. In ESP learning, the learners need to acquire and gain special or content knowledge, and specific goal for language skills (eg., oral communication skills for the business English presentation) .
- Competence in EGP. Learners need to have the skills of EGP, that can mediate ESP learning, such skills include reading, writing, speaking and listening, as well as sub-skills like vocabulary, grammar and pronunciation.
- Professional competence. It is related to the learners ability to perform particular occupational and vocational tasks in workplace.
- Subject specificity. Both EGP and professional competence are mutually complement each other "the degree of ability of learners in dealing with specific subject specific information, has to be gauged for maximum results concerning their in-class participation" (Sifakis, 2003: 206).
- Needs driven nature of learning. ESP learners wants to learn because they need to work properly in the workplace, or in academic environment where the medium of the instruction is English.
- Cultural characteristics. This advantage enhances and maintains students' sense of cultural identity, and enhances motivation in learning ESP.
- Beliefs about language learning. "ESP learners beliefs" about learning a second or foreign language. They have to be clarified at the beginning in order to increase their awareness of the different aspects of the ESP situation (Sifakis, 2003: 206).

Characteristics of ESP Courses

According to Tahir (2009), there are three common characteristics to ESP courses:

- i) **Authentic material**
When it comes to Dudley-Evans (2009), he claimed that ESP should be offered at an intermediate or advanced level. Using authentic material in learning is entirely sensible. Quite, the use of authentic content materials modified or unmodified in form, is one characteristic of ESP, particularly in self-directed study and research missions.
- ii) **Purpose-related orientation**
Purpose-related orientation indicates simulation of communicative missions which are required of the target setting as involving Business learners in the simulation by encouraging them in presentation and designing a unique business

investment, including taking notes, market research, leaflets and logo achievement.

iii) Self-direction

Self-direction is a characteristic of ESP courses. ESP is concerned with mentoring educated users for language in order to get self-direction. Thus, teaching learning strategies for the learners will give them a certain degree of freedom by deciding and choosing how they will study. Nevertheless, what is essential for learners is learning how to access acquaintance and knowledge in a new culture.

To sum up, in spite of the fact that many experts and scholars hold different points of view toward ESP characteristics, they have some common views. Thus, there are two distinct characteristics:

1. learners have clear learning objectives. The learners need to achieve the ability to use English applicable to certain subjects.
2. ESP has special content which is different in English at various professional occasions. ESP teaching is not only limited to English skill training, but also training professional content. It is the combination of language skills and experience training.

2.2.1.3 Factors

“The growth of ESP then, was brought about by a combination of three important factors; the expansion of demand for English to suit particular needs and developments in the fields of linguistics and educational psychology. All three factors seem to point towards the need for increased specialization in language learning”

(Hutchinson, Waters,1987:8)

Bader (2002) noted that according to Kennedy and Bolitho (1984), many factors should be taken into consideration when designing ESP materials:

- The first factor is the role of English
 1. in the community through the indirect consequences of ESP programs on the policy governmental decisions that may expand or restrict the country.
 2. in the institution through being a means of education or as an additional subject to syllabus.
- The second factor is the resources, and administrative constraints. Easy access to teaching materials in various methods in lecture certainly influences the program.

- The third factor is the learner toward:
 - i) Age and grade. For ESP learners, these factors are too important because when they old enough, they will decide their needs.
 - ii) Motivation. Success is depending on high motivation, and high motivation needs support and encouragement.
 - iii) Attitude to learning. The former English learning may enhance learning or discourage it. ESP program should try to drive away failure and build positive attitudes toward the target language learned by students.
 - iv) The final factor is linguistics aspects. During the language and the activities the language itself is important. Learners of ESP need to afford the learning of certain vocabulary, function and specific forms of structure for the various subjects requirement.

2.2.1.4 Development

Nowadays, ESP has grown to become one of the most prominent domains of EFL teaching. Its development is reflected in the increasing number of universities offering MAs in ESP, and in the issues of ESP courses that are offered for overseas students in English and Non-English speaking countries.

There were three major phases of development of ESP in its early beginning. However, two more phases has appeared now. According to Hutchinson and Waters (1987:9) and Bader (2002:44), the five phases of ESP development are:

1. Concept of the special language: register analysis which concentrates on grammar and how to use language related to the specific field. In linguistics, a register is an assortment of the language used in a particular purpose, or in a particular social setting. Fundamentally, the aim of this analysis is to identify grammatical and lexical features of these different registers. Also, it targets producing a syllabus which gives high vantage to the language forms of the students.
2. Beyond the sentence: rhetorical, or discourse analysis which concentrates on how the sentences are combined in discourse to produce meaning. In this approach, the attention shifted from the sentence level to the supra-sentential level as ESP became closely involved with the emerging field of rhetorical, or discourse analysis, markers mainly by means of text-diagramming exercises.
3. Target situation analysis: it concentrates on the learners, and their needs. The process of this analysis started from the target situation assuming that ESP courses make learners able to function in the language by conducting a thorough analysis of the language features of this mode. This process is also known as needs analysis.

4. Skill and strategies: it concentrates on underlying interpretative strategies and thinking processes involving language use such as reading, and grammar. However, the focus at this phase should be on underlying interpretative strategies that enable the learners to cope with the surface forms.
5. A learning-centered approach: it concentrates on the formation of an ESP object theme. In other words, the interest in ESP is not on the use of language although this will help to set the course objectives. Whether this description of surface forms, as in the case of the register analysis, or of the implied process, as in the skills and strategies approach, the concern in each case is describing what people do with language.

2.2.2 EAP

EAP (English for academic purposes) or Academic English is one of the most common forms of ESP. However, teaching English as second or foreign language in colleges and universities prepares non-native users of English language for English medium departments or higher education setting. EAP courses aim to help these users to learn some of the linguistic and cultural, mainly institutional and disciplinary practices involved in studying, or working through the medium of English. Nevertheless, teaching those, who are using English for their studies, differs from teaching English to those who are learning EGP only, and from teaching those who are learning EOP (Gillett, 2019).

Hajjaj and Abas (2009) pointed out that “EAP is usually taught to learners who are intending to specialize or specializing in a particular subject.” The growing literature of EAP during the last ten years has also included a number of researches outlining the field of EAP for practitioners, e.g. (Alexander, Argent & Spencer, 2008; Bruce, 2011; Charles & Pecorari, 2015; de Chazal, 2014; Hyland, 2016). Hence, the focus of these volumes were broadly on curriculum and pedagogy, and on discussions of these areas to the growing form of EAP research.

Pojanapunya (2019) pointed out that recently there has been an increasing interest in extending the use of EAP to school subjects at secondary levels where they are taught English as a separate subject with a content taken from science, business or other curriculum related domains. Accordingly, EAP curricula and materials are involving some important collection of initial acquaintances, an analysis of student needs, and identifying a suitable curriculum for the EAP course, which can lead to an understanding of the practical application of the subject. EAP attends to social textures of knowledge (Benesch, 2001).

Dissanayake and Harun (2012) added that “study skills are the main components of an EAP courses. EAP is the language that requires addressing information problems. It seeks practical aspects of language that investigate needs, teaching both materials and methods

related to post-secondary education”. EAP varies in educational targets and levels. EAP differs in educational goals and levels; it relates to the study of specializations, such as English for Business, English for Psychology and English for Chemical Engineering (Chowdhury& Kamal, 2014).

Genre analysis and techniques were controlling approaches during the early phase of EAP theoretical approaches. According to Eslami (2010) there are three concepts in applied or theoretical approaches for EAP, affecting course follow-up, and trying to test study skills and learners' needs:

1. Linked course EAP: is often the EAP courses that are linked to team courses matching language instructions to discourse content courses and assignments activities.
2. Target situation analysis: is an attempt to discover the skills and duties that ESL students aspire to meet in future academic classes across the curriculum. Therefore, it tries to prepare students for courses across the syllabus.
3. The present situation analysis: it aims at recognizing social activity of a community which is realized in a language (pp.3-11).

Benesch pointed out that

“without an analysis, of the underlying motivation and goals it is impossible for ESP teachers to come to terms with the ethics of their practice to ask who they are working for to examine possible consequences of their teaching.”

(2001:27)

Benesch encouraged EAP practitioners in delivering academic courses, and see their primary role as turning their learners into employees of change through reinforcement that emphasizes collectivism not individual response to social issues. Finally, the sentence structure of EAP is characterized by complexity, length, and many other aspects, some of which are identical in general English, but have specific roles and a high frequency in the academic discourses.

2.2.3 Business English and English for Business Course

Recently, business has become a common domain through the global spread of English as it has dramatically changed the sociopolitical landscape in many areas of the world. Therefore, the variety of English makes business English the most definitely current growth area and in ESP too which is produced by courses to achieve the intended objectives.

Adita (2019) stated that business English is used by people who resume commerce-related matters to provide exchange of information that the learners need. As demand for Business English continues to rise, it requires to support its rise for its need and its promotion in classes. Nevertheless, Business English teaching in universities and colleges faces many

challenges including optimizing course design, updating teaching concepts, setting teaching goals, compiling textbooks and training teachers (Lei Cai, 2012).

As the economy becomes increasingly universal, the importance of Business English continues to develop especially at the level of skills that most learners need to be able to perform well, such as making presentations, writing e-mails and reports, doing negotiations, receiving visitors, attending and participating actively in meetings or telephone conferences (Guihang & Miao, 2019).

2.2.3.1 Business English

“The term can be used to describe courses that range from an essentially English for General English Business course that includes the teaching of some business lexis to very specific courses, either in particular skills such as participating in or chairing meetings or report writing or in particular disciplines such as finance or marketing”

(Abarca , 2010)

Business English is the wide-embracing term that is used to describe a type of English which is used by those who are dealing with business. Richie (2014) identified business English as “language development in a business setting.” Business English courses here are prepared to offer grammar and lexis in a workplace. Imene (2013) claimed that English for Business focuses on the English language skills needed for transportation in an increasingly global business environment. The language here connects competence with ambient through business.

Dilani and Arezou (2009) stated that business English is a term used to cover the English taught to a wide range of professional people and students in full-time education who are preparing for a career. In this case, the business English must fully prepare students in the field of business. In addition, Frendo (2005) in his definition of Business English, stated that “business English is an umbrella term for a admixture of general everyone English.” Umbrella describes the combination of general English and ESP. It is not limited to words or phrases that only occur around the private world of business. It’s a deep definition to think about the role of business English.

According to Cepon (2005), Business English is defined as “an industry in itself” where the number of Business English courses is speedily growing with books and other learning materials where centers and colleges offering business English courses are very popular.

Kankaanranta and Louhiala-Salminen (2010) expressed obviously the view that English “simply works” in business contexts. Moreover, it remains vague what type of English it is that works. According to Bhatia and Bremner (2012), there is an exigent need to review and revisit not only the concept of Business English, but also the framework within which it is conceived, educated, learned, developed and finally assessed and ultimately evaluated.

As seen above, Business English has many wide expressions which describe the English class used by learners in doing business. Nowadays, English for Business focuses on the English language skills needful to communicate in business environment.

2.2.3.2 English For Business Course

The range of sundry subject areas that are included under the term of business English is so extensive. What is generally associated with business English course are the skills that most learners need to be eligible to do their jobs in the future. Well the great difference is that English for Business Course focuses on the employee job, while the aim of GE is to improve all the four skills regardless whether what the language contains.

The curriculum for the learners in business at PPU comprises of (121) hours in eight semesters. Most of the courses are taught in the foreign language. These courses take place every week making a total of (28-33) hours of course practice per semester. Teaching skills and structure is the same for all the students of the Faculty whatever their major may be (accounting, administration, contemporary business, marketing, management) etc., Therefore, studying English for business course is important to support learners' knowledge and language skills to deal with businesses effectively.

Ellis (2000) stated that language experts divide business English learners into two categories:

1. Job-experienced language learners who work in companies or other business instructions such as managers, office staff, and other professionals.
2. Pre-experienced 'low-experienced' language learners from colleges, universities or trade and commerce schools, who study business courses.

According to Dilani and Arezou (2009) "Business English is to Learn and build." The essential English language skills to communicate effectively in business contexts comes in learning and building. However, these courses give a better understanding of the English learners who need to work in an English speaking career especially as today's economy is a global one. It is also about learning topics such as participation in meetings, writing skills in business situations and interview techniques.

Both Business English and GE require the development of essential listening-speaking reading-writing skills. Enabling learners to communicate effectively is a good core of general English. Nevertheless, Business English needs specific vocabulary of topics and skills used in the workplace in order to communicate accurately. English for Business course focuses on the English language skills that are substantial to communicate in the business environment (Rao, 2017).

English for Business Course usually include four types, according to Hajjaj and Abbas (2009). These include:

1. Expository Language

The students of business have to be exposed to the assortment of the materials thorough reading, writing tasks and communication functions, and dealing with language through exposure texts in the business academic setting, research paper, reading and analysis of business news , articles, reports etc.

2. Business Letters

One of the most important and essential things in composition and forming business correspondence; typed or produced on a Microsoft word, it reflects the learners' himself and his business. Therefore, what is written or how it is expressed is a part of the business educational course.

3. Application Letters and Resumes

An application letter is for applying a job mostly in answer advertisements for employment and such things. Writing an application letter which is usually accompanied by a 'resume' is an important step to start with in the campaign to get a job.

4. Memos and Reports

Memos are short communication messages, often a page only. Circulated within institution or a company to serve single function to inform for informal message. Business reports purpose in general is to present information in a clear systematic and objective manner.

According to Ellis and Johnson (2002), business English course is a mixture of specific content that is relating and connecting to a specific profession, and general ability to communicate in the workplace.

2.2.4 Language Skills and ESP

Language instruction includes four important skills. These skills are reading, writing listening and speaking which ESP courses often depend upon them. Imene (2013) stated that "Language skills are divided into receptive and productive the receptive skills include, reading and listening, while the productive skills include speaking and writing."

Language skills are also divided into graphic and aural ones. The graphic skills focus on reading and writing, while the aural skills deal with listening and speaking ability. The main reason for separating these skills in this study is to highlight their importance and discuss their impression upon the business learners to focus on their study and deal with them in a balanced way in order to achieve the needs and interests of business learners.

2.2.4.1 Reading

According to Hajjaj and Abas (2009), ESP reading purpose varies greatly especially when dealing with the English terminology of EAP. There are common purposes shared by all ESP types with a different degree of emphasis that depends on the nature of a given purpose. Reading is a cognitive perceptive skill in foreign language learning. The reading skill means reading and understanding. Battat (2018) argued that “Reading as one of the receptive skills in language learning, in fact is not simply represent out loud what is written and printed, but it involves the capability to comprehend text”. Here she highlights the emerging idea of reading comprehension.

Harmer (2015) pointed out that reading improves vocabulary, grammar, spelling and punctuation. To improve the reading skill, there should be a variety of texts and reading objectives. Here teachers can make the learners try to find key ideas or some special details to make sense from words. Hadfield and Hadfield (2012) indicated that there are some sub skills in reading like using the past experiences to make sense of the content text, the speculation of events in the later parts of the text, and when plucking out of the contextual meaning of the unknown words. It should be noted that the learners should focus on reading to evolve this skill, and not be stuck in a single ambiguity word or unnecessary details.

There are some wrong erroneous assumptions that words of interest should be read and understood correctly while the text is fully understood when all the words are known. Therefore, Ur (2012) argued that when an indispensable or misspelled word is correctly interpreted in the text or to understand a subject without any knowledge. Even if the text contains known words, or read long text very quickly, which is our past knowledge, you have to refute these assumptions.

Reading is the central and focal skill in ESP because it is important in learning language of a special domain of study or in business. Hirvela (2013) has stated that “reading is the beginning and the basis that help the students comprehend genres and learn the linguistic and rhetorical information” (p.88). In that way, reading later helps learners in producing similar language . However, Jordan (1997) proposed that the students in ESP field, often read for a goal, for example to get information, to explore the writer’s opinion or to comprehend different points etc. Therefore, he stated that “in reading learners will be interested with the topic of the content of what they read and the language that is expressed” (p.143). Both aspects involve comprehension of different categories.

Furthermore, for Chatsungnoen (2015), Hajjaj and Abas (2009),and Jordan (1997), there are many strategies for reading skills that may differ for the purpose of reading or the time intended to achieve it, These are:

- skimming
- scanning
- predicting

- drawing inferences and conclusion
- understanding text organization
- understanding graphic information
- understanding linguistic, semantic or discourse markers
- distinguish between factual and non-factual important or unimportant items, relevant and irrelevant information

Finally, reading in English for business purposes depends completely on the particular work. Business professionals or employees have to develop the reading skill to comprehend technical material as an institution skill needed by all the employees. They are able to understand and interpret different business documents including, diagrams, directories, manuals, correspondence, charts, graphs, tables, records and specifications.

2.2.4.2 Writing

Writing is an important and essential skill, that has gained considerable attention in the field of ESP and in English language teaching. As mentioned above, the graphic skills focus on writing. Hence, writing is a difficult productive skill because it is a learned skill and doesn't take much place in daily life. In teaching ESP writing genre analysis has become the most vastly used and an effective methodology (Chatsungnoen, 2015& Hyland, 2013). Unlike other approaches, in ESP writing is attempts to reveal the purposes and functions of the specialized target in education as in business domain.

However, like other skills, different writing styles must be taught and applied properly in order to improve writing skills. Here the teachers should be encouraging, motivating, resourceful and feedback provider when giving their writing skills (Harmer, 2015). According to Alwasilah (2005) "writing is a skill where a writer delivers his ideas into a text which intellectual and social readers can accept it". It is an opportunity to help and empower learners to turn their spoken language into written symbols.

Kharma and Mugattash (1991) referred to ESP writing types including:

1. Note-taking and summarizing
Note taking is concerned with writing down the main ideas as if preparing a list of items by using single words, phrases, sentences. However, summarizing means writing a shorter version of a longer text, or reproducing the main ideas in a paragraph.
2. Tests and examinations
'test-wiseness' the ability to use test taking mood to attain the full potential of learners knowledge and using time wisely.
3. Essay writing
Both of them require planning, writing an outline, writing a draft or revising and finalizing in order to express the idea clearly and effectively.

4. Research Paper

Research paper is the outcome of a wide investigation, and more rigorous documentation which can be done by three steps: collecting and organizing the material, outlining and taking notes, footnotes quotations and bibliography. (pp.240-267)

In addition, Hadfield and Hadfield (2012) described the writing skill as extremely important to form sentences correctly in writing with formal writing rules. Writing is as important as the product acquired in business teaching. Furthermore, Scrivener (2010) supported it and commented on the choice of topic and method. Ideas are taken by brainstorming and laid out, grammatical rules and appropriate words are found in the text, the text is organized, the draft text is created, and feedback is given for content and grammar. To sum up, writing is concerned with the production and the output of learning the business for English.

2.2.4.3 Speaking

“ In the process of learning a foreign language students' speaking skills can be improved by giving them opportunities to find ideas and helping them to feel ready to speak· helping them to communicate in various activities to be fluent”.

(Hadfield & Hadfield,2012).

Speaking in ESP is a general term used to refer to spoken language that is used by the learners or trainees, which is usually formal not like daily casual speech. The speaking skill covers a productive skill, and a cognitive process as it has been mentioned before.

According to Saglam and Arsla (2018) the learners train and cerebrated on the subject they want to talk about in the target language. They create sentences using grammar and words, so that listeners can understand it. Then, utter the pronunciation, intonation to be clear and intelligible. The entire process of students must be reasonably direct. It is necessary to make continuous efforts, to understand and use the target language.

Nevertheless, teaching speaking is a challenging task for foreign language teachers and ESP schools because it depends on many factors. Many studies have shown that teachers are lacking a clear understanding of an approach to teaching foreign language, which leads to difficulty in teaching speaking (Chatsungnoen , 2015; Rotschild, 2015 & Tavitl, 2010).

Feak (2013) argued that the investigation of various speaking situations makes more challenging and demanding function for ESP teachers and material developers. This is because they have to match these contexts with the students' needs. Therefore, different attitudes to the task of talking with ESP teachers are unstable for the needs of learners. The speaking activities or situations that are adopted from Jordan (1997) and Hajjaj & Abas (2009) are the following :

1. Asking questions and reporting

Students may ask many questions in lectures or seminars and presentations by other students about certain topics.

2. Participating in seminars and discussions

When asking questions and reporting, students can ask many questions in lectures and return them to each other. Also in the discussion of presentations.

3. Making oral presentations; answering ensuing questions and points in comment and summarize orally on an aspect of a lecture.

4. Verbalizing data and giving oral instructions in seminars, workshops and laboratories, such as clarification requesting repeated, or illustrating given information, or digressing.

Therefore, The essential needs in the speaking skill for Business English learners are telephoning, giving presentations, taking part in meetings, socializing, negotiating etc., (Rao, 2019).

2.2.4.4 Listening

Listening in ESP has many similarities to listening in English as a second language. It participates in the same cognitive processes and requires the use of the same basic total skills according to the purpose of listening (Goh, 2013).

The last skill that is considered difficult for foreign language education is listening skill. Chatsungnoen (2015) stated that “Listening is essential and is considered as a primary channel for learning a language,” In addition, it is an active skill that shows how people are participating in conversation or in communication event. Listening makes the people pore over the ideas that are suggested by analyzing facts or asking questions, then clarifying from presenter or speaker.

Linse (2005) pointed out that listening is a perceptive skill because the information from an exterior source is tried to be understood in this skill. However, listening impacts the development of speaking reading and writing abilities in learning the language. Good listening skills are necessary for learners to have in order to become effective communicators. There are three types of knowledge that learners apply when they listening to a message:

1. knowledge about the language: phonology, syntax, and vocabulary.
2. knowledge about language use: discourse and pragmatic.
3. knowledge about context, facts and experiences in prior or background knowledge (Goh, 2013: 58).

Furthermore, learners need to combine these three types of knowledge with two types of processes that include different cognitive skills in order to get the sound they hear and to

understand the message. Nevertheless, learners may not understand a single word in talk time even if they know all the grammar rules for many reasons adopted by Saglam and Arsla (2018) including the following six reasons:

1. People can speak at a difficult pace to follow.
2. Synthetic pronunciation can be unintelligible.
3. Cannot launch where the sentence begins and ends.
4. The details of what has been uttered may not be understood.
5. The major theme of what is meant to be said may not be found.
6. People expressed attitudes may not be known.

The aim of achieving listening skills is to enable students to experience natural situations to listen to be encountered in real life. Rao (2019) noted that understanding listening consists of several processes covering understanding and making sense of spoken language. It involves recognizing speech pronunciation and sound, the comprehension of different accents, and understanding the meaning of individual words and syntax of sentences.

Therefore, the essential needs in learning listening skill for business English learners is following and understanding lectures and responding to group discussion and seminars.

2.2.5 Vocabulary and Grammar and ESP

As Al-Khasawneh (2012) emphasized that “Without grammar very little can be conveyed without vocabulary nothing can be conveyed.” Learning and teaching vocabulary is very important in learning English, as the statement indicated where vocabulary is important in conveying meanings, expressing the ideas, and connecting grammar rule between them all. The knowledge of vocabulary is an essential part when using a second or foreign language by the fact that one is unable to communicate with others without sufficient amount of words (Al-Khasawneh, 2012).

According to Jordan (1997) “Vocabulary is not a specific study skill but relates to all language learning” (p.149). Sadighi and Zarafshan (2006) stated that “over the past few decades some of the authors have shifted their vocabulary concentration in learning and teaching, with a greater emphasis on learning and learners rather than on teaching or teachers”.

Teachers and learners need to know the precious semester time that is directly related to their language needs. As Coxhead (2013) pointed out, this contains main ideas and language of teachers and learners field and write using those ideas and language. Also, understanding and using special purposes in education, which appear in the vocabulary that these learners belong to one group (p.116).

Therefore, the well knowledge of the subject-specific vocabulary expands learners' knowledge, helps them to better understand their field of study, and makes it clear that

students are members of a specific class. ESP vocabulary can be referred to in the literature by many different names from study to another. These conditions include special purpose, specialized, technical semi-technical, and sub-technical vocabulary. These terms usually refer to vocabulary in a particular area of study or in professional use (Coxhead, 2013).

In addition, as Coxhead (2013) indicated previously, the extent of a word is important in ESP, and particular words will have a narrow range of use within a specific subject area. In other words, specialized words are expected to belong to a particular subject domain at university or to a professional discipline. The people out in academic or professional place might have some knowledge of ESP vocabulary, but people are expected to understand and use these areas of these language uses fluently. However, specialized vocabulary doesn't always mean long Greek-Latin words or highly technical words which are not used in daily language. However, some perfectly normal daily words can carry specific meanings in a particular contexts (Chirobocea, 2018).

Moreover, in vocabulary teaching and learning terms in business ESP texts, it is essential to distinguish between different types of vocabulary because the different vocabulary types need several focus and treatment depending on the students' aims and to the course content. Some types of vocabulary will be given the priority and more emphasis in teaching and learning than others.

Brooks (2014) distinguished between two categories of vocabulary: technical and semi technical. Hence, technical vocabulary refers to special terms that are used in certain academic or occupational contexts. As for semi-technical vocabulary, there is no agreed upon definition for such kinds of vocabulary. However, they are of great importance to the students that studying EBP. Brooks (2014) proposed a resolution for overlapping categories, with two broader groupings:

- Vocabulary that is utilized in general language, but has a higher frequency of appearance in specific, technical descriptions and discussions.
- Vocabulary that has specialized and bounded meanings in certain disciplines, which may vary in meaning across disciplines.

Xhaferi (2010) emphasized that the aim of learning vocabulary is to convey lexical information from short-term memory where it resides during the process of language making into long-term permanent memory.

As for grammar, it is the basic knowledge and a skill for understanding in EBP and employ language naturally. Grammar is the rules by which words can change their forms, and combined into sentences. It can be said that grammar plays an important role in how learners can master the language.

Swan (2007) defines grammar as rules which show how words are combined, arranged or changed to show certain forms of meaning. Another definition for grammar was stated by Nunan who maintained that "it is generally believed that grammar is a set of rules that determine the correct order of words in sentences" (2003: 154). According to the previous statements, the importance of grammar discussed many years ago, and the sentences of any

language are accepted if they follow the rules of that language. For that, grammar is the basis of EBP language and that the control over the structural system for active act of communication.

On the other hand, Hmedan (2016) pointed out that grammar is the central area of ESP and language around which other areas such as pronunciation and vocabulary revolve. Grammar relates to sounds and meanings which is sometimes called the computational system. However, grammar is a unique aspect of language that has features which don't occur in any mental process and are not found in animal languages. Also, grammar is learnt in many different ways. Al Ouq (2017) explained three views on how to teach grammar:

1. Teaching grammar entails the formal explanation of grammar rules. Learners who receive a great deal of grammatical rules will end up knowing a lot about the language.
2. Teaching grammar is essentially a matter of providing learners with practice in mastering common grammatical patterns through a somewhat analogous process of interpretation. The learners may become fluent in the structures they learnt, but may not be able to use them appropriately in genuine communication outside the course.
3. Teaching grammar is a matter of giving students the opportunity to use English in a set of realistic situations as EBP. But disadvantage of this approach is that learners won't be able to provide explanation of grammatical rules of the target language.

Nowadays, linguists have agreed that the grammar has its own place in learning and teaching of languages. The questions that have received a great debate are (when it is the right time to teach grammar? to what degree it should be present? which methods should be used for an efficient grammar teaching?). In general, there are two kinds of approaches to learning and teaching grammar. Hamidović (2014) discussed the traditional deductive approach that focuses on language teaching in which learners are taught rules, and given specific information about a language, while the inductive approach is an approach to language teaching in which learners are not taught grammatical or other kinds of rules directly, but are left to discover and induce rules from their experience of using the language. Methods of teaching language emphasize the language uses of language grammatical structures in a functional practice before rule presentation. "The former is explicit teaching of grammar, while the latter is implicit" (Chen, 2016).

Furthermore, Dudley-Evans and St. John (2009); Jianfeng, et al (2009) focused on morphology and syntax instruction as necessary grammatical forms of EBP learners. They analyzed the sentence structure features in ESP/EBP context and detected that basic tenses should be taught. Their studies also stated that the EBP written texts are organized in numbers of sentences using infinitive, passive voice, and gerunds participles. Generally speaking, studies of teaching EBP grammar has varied from morphology to rhetorical functions.

In addition, Richards (2009) stated that in most languages we will probably find certain fundamental laws of grammar and syntax, upon which the whole structure of language

depends. Otherwise, Celce-Murcia (2007) discussed four types of cohesive tie in English that are related to the grammar of text:

- Ties of reference; pronouns, possessive forms, demonstratives, etc.
- Ties of substitution; nominal one/s, verbal do, clausal so.
- Ties of ellipsis or substitution by zero.
- Ties of conjunction.

Moreover, the grammatical material must be graded. Certain tenses are more useful than others. Jafarian, et al (2015) pointed out that acquisition of the structure and functional grammar can prepare a foundation for academicians to accomplish their goals in many ways. It means learning the rules that enable the students to build different forms of the word, and build different words from that word (e.g. able, unable, disability). However, learners' low grammatical competence by misunderstanding the use of these grammatical could lead to lamentable status. Hameed (2008) submitted three regrettable reasons for the controlling role given to grammar. These are:

- a. Much of the taught grammar is inaccurate.
- b. Rules of grammar are frequently incomprehensible by the learners who are taught it.
- c. There is no exact research evidence which proves the idea that explicit knowledge of grammar helps in the acquisition of language grammatical system.

To sum up, vocabulary and grammar in ESP play an important role in learning ESP. While vocabulary helps ESP learners in conveying meanings and expressing ideas, grammar helps ESP learners construct more accurate sentences, and helps them use various structures to express thoughts in ESP communication occasions.

2.2.6 Syllabus and Course Design

2.2.6.1 syllabus

English for Business is one of the core courses for business major, and business English is a branch of ESP. The educational system contributes to a strong economy by supporting universities and colleges with various programs. Therefore, some researches follow the theoretical scope of ESP/EBP. Nevertheless, ESP authors generally believe that ESP courses can be considered effective if it based on method theory. Zhaohui and Liping (2016) added that "courses are effective only if they are based on Need Analysis Theory and on Curriculum Theory". Nevertheless, the curriculum is necessary to address the confusion in the literature between terms syllabus and curriculum since these terms can at times be very close in meaning relying on the context in which they are used.

The concept of syllabus has been important in EFL programs throughout the history. The syllabus is a plan for clarification. Harmer (2001) stated that the process of designing

syllabi considers the choice of different points to be sequenced and presented in a convenient suitable way. Tahir (2009) defined it as “a specification of what is to be taught,” so it is a subsidiary of curriculum which is concerned with a specification of what units will be learnt. In addition, it is an academic document that communicates course information and defines outlines expectations and responsibilities for learning a specific curriculum (Bhuvanewari & Nandhini, 2017).

On the other hand, curriculum is designed for different reasons. The curriculum elements are designated through syllabus term along with methodological and evaluation considerations. For Tahir (2009) curriculum is concerned with objectives and methods as well as content. Such a definition involves consideration of the philosophical, social and administrative factors of a Program.

Curriculum is not a value free or produced in a vacuum, and decisions regarding the design of the curriculum such as what to teach, and how to teach, are determined at the latest by a culture’s beliefs and values, which prioritize that set of knowledge, skills and attitudes which are learnt by its children in order to live a good life in the society after (Nargund Joshi, 2012).

It can determine enforcement of the curriculum guidelines and ascertain sufficient coverage of subject matter by exploring what is being taught, and how it is being taught. Along with diversity of reasons for doing curriculum investigation, there are a set of methods and tools used in curriculum fulfillment, including faculty or students survey, classification systems and analysis of test results (Sherin,2012). To sum up, it is the subject that is studied in a particular course.

ESP syllabus design should cover the three factors of (language description, learning theories and needs analysis). According to Jordan (1997) and Shadfan (2014) there are three types of syllabi including:

- i. Content or product: It is focusing on the final result, as
 1. Grammar structures sequences by verb tenses, nouns, sentence patterns, articles in order to be taught and presented in terms of simplicity, recurrence, repetition and usage.
 2. Notional functional syllabi that focuses on time, space, quality and functions that refer to the purposes which language is used for such as describing, greeting, and apology.
 3. Situational in describing how the language is used in different situations.
 4. Topic, are chosen from students' specializations, and language is being dissected in order to provide students with practice, for the proper vocabulary and relevant structure.
 5. Content based that emphasizes the specific demands of particular specializations. Learners should be provided with skills, traditions, and language related to content of their specializations.

- ii. Skills: Here the language skills and sub-skills/micro-skills, either individual or in combination with others as skimming, scanning, reading for information, ideas, opinions in reading.
- iii. Methods: Process or negotiation process which is a part of syllabus since learners have to make the last decision among different choices available.
 - Methods with procedural or task based, the foundation of such type of syllabus is a problem or task in which learners have to fulfill the task and concentrate on meaning.
 - Methods with centered learning, central point here is the learner who is responsible for decision-making on different issues, various variables affecting the learning situation, students are given the consideration in order to create courses that are suitable and relevant to them.

ESP syllabus should provide the students with the language they can put to immediate and practical uses. Since learners have to use Business English in real life communication, then their need for being taught the language use and not usage is essential. Therefore, a concern with ESP and EBP entails a concern with communicative competence and utilize rather than the linguistic competence and usage.

2.2.6.2 Course Design

According to Jenkins (2006) “businesses companies rely on public education and training systems to supply them with an informed workforce to be competitive in the global economy”. Course design, on the other hand, is the process by which data about a learning need is interpreted in order to produce an integrated category of instruction experience.

The ultimate aim in course design is to lead the learners to a particular case of knowledge. In general, course design for English for Business focuses on courses that are related to the application of language in business communication, while the courses in General English focuses on subjects and topics which related to culture, linguistics and literature (Zhu, 2008).

There are three main approaches to ESP course design, according to Hutchinson and Waters (1987), and Hassan (2015) respectively which are:

1. Language- centered course design: the most familiar and simplest one that aims to draw a direct connection as possible between the analyses of target situation. It seems to be very rational static and inflexible only at the surface level, but without giving it a much importance for the learning need.
2. Skills-centered course design: it has been widely used in a number of countries. This approach is founded on two basic principles. One of them is theoretical, and the other one is pragmatic. However, it aims to get away data from the surface performance and look at the competence that underlies the performance. In

comparison with language-centered approach, the skill- centered approach claims to take the learners more into account than the former one.

3. Learning-centered course design: is based on the assumption that learning is not completely decided by learners. Nevertheless, the learning-centered approach is different from the first approach language-centered in which the learner is discarded. The skills-centered approach does not take learner into full account, and gives most concern to learners to maximize learning.

Business English as a developed kind of ESP can certainly adopt the way ESP course design is designed. Based on the above, the third approach ‘learning-centered course design’ could be the best support in Business English teaching activity because Business English learners usually have very clear desire for what to be learned, and some of them have to set goals. Therefore, it is necessary to take students practical needs into consideration in Business English teaching in order to make the benefit of learners is most important in course design.

2.2.7 Needs Analysis

The process of needs analysis is complex and usually followed by syllabus design, learning a course, selection of course materials and evaluation. Learners often find it is difficult to find out what language needs they have, and cannot distinguish between needs wants and lacks. Needs analysis was first widely adopted in ESP programs to gather information tools. Xie (2016) mentioned tools as questionnaire, observation, interviews, text collection and informal consultation.

Juan Li (2014) stated that “necessities, lacks and wants” in English learning necessities is shaped by the requirements of the target situation, but lacks showed the gap between the current competence which are existing proficiency, and target proficiency of students. Nevertheless, wants relates to the self-awareness, and the subjective grasp of the students who want to learn from the language courses (Sing, 2017).

Needs analysis in English language instruction has been defined in several ways. According to Omyah (2014), need analysis is the systematic and analysis of collection. All the subjective and the objective information that are necessary to validate the curriculum purposes meet and satisfy the language learning requirements for students in the context of particular institutions. From another perspective, Nunan (2003) defined needs analysis as the information gathering which includes techniques and procedures to design any syllabus. In addition, Ali, et al (2018) stated that needs analysis refers to the activities that are involved in gathering information which will serve the foundation of developing a syllabus, and that will meet the learning needs of a certain group of learners.

Nevertheless, needs analysis has gone through many stages so far. Xhaferi and Xhaferi, (2011) provided the most complete definition that serves three functions in language and curriculum design:

- i. It involves a large group of people (learners, teachers, administrators, employers) all in planning the process that needs analysis supply with mechanism for obtaining a broader range of input in the contents, designing and implementation of the language program.
- ii. It serves in identifying general or specific language needs, so they can be addressed while developing goals, objectives, and content for a language program.
- iii. It provides data that can serve the basis for reviewing and evaluating an existing program.

Needs Analysis involves gathering various types of information about the learners and their motivation for learning ESP and business concerned. According to Sing (2017) and Guiyu & Yang (2016), there are three main tools which tend to be united in practice in need analysis. They are:

1. TSA (target situation analysis): what students need to do, which includes objective, perceived and product-oriented needs.
2. LSA (learning situation analysis): what learners need to do in order to learn; the concern with subjective, felt and process-oriented needs.
3. PSA (present situation analysis): it identifies present proficiency in the language, strengths and weaknesses, and skills and learning experiences.

As mentioned above, needs analysis is more fundamental in English for Business purposes as learners have different language proficiency and skills. It depends on the situation and context. According to Rao (2019), needs analysis should be based on the TSA in order to found a target profile of language skills that set the actual activities. Also, the PSA is another basis in order to found a profile of personal ability in which the participants adeptness in these activities is evaluated.

Therefore, needs analysis in teaching context matches the factors that are related to the environment in which the course will run, regard of what realistically EBP course and teacher interests, values, and beliefs that they can offer.

2.2.8 Learners' Satisfaction

According to Dudley-Evans and St. John (2009), business expectations can differ significantly from those of high and tertiary students, and place completely different demands on ESP courses providers. Unlike young kids and teenagers, here adult learners have a clear understanding of why they are learning, and what they want to get. Learners have expectations about the learning process, and come into the lecture with rich range of experiences that allow teachers to use a wide range of business activities.

Mukhtar, et al (2015) stated that satisfaction is a relative level of expectation function that is connecting with people's perception. Also, Saif (2014) noted that satisfaction can be defined as a feeling of pleasure that the person obtains when he fulfilled his desires or meet his needs. Ilyas and Arif (2013) defined it as a state which felt by a person who has experienced performance, or an outcome that fulfilled his expectations. In addition, Kotler and Keller (2012) pointed out that satisfaction refers to the happiness or disappointment feeling resulting from comparing recognized performance with the expectation. Therefore, satisfaction is an enjoyable experience when good things happen to the person, so he gets the expected outcomes. When the right things happen to the person, he would satisfy. On the contrary, if the person's perception crash with the service expectation, he would be dissatisfy.

Furthermore, Weerasinghe, et al (2017) illustrated that the learners' satisfaction is a short term attitude that result from an estimate of the learners' educational experiences and outcomes. Subsequently, student satisfaction can be clarified as a function of a relative grade of experiences, and perceived the performance about the educational service according to Mukhtar, et al (2015). To sum up, learners' satisfaction is a short term of attitudes resulting from the estimate of the learners' instructional experience, facilities and services.

2.3 Related Studies

Several studies have addressed the subject of students' satisfaction in universities and their perceptions about the terminology taught to them in several fields and disciplines of the ESP.

Therefore, this study tried to link the previous studies in terms of satisfaction and effectiveness of special terms, especially in business. Consequently, to identify the role of this study and its association with some other studies, the researcher must review some of the previous studies and researches relevant to the subject of this study both the Arab and global studies.

2.3.1 Related Studies for Business Learners' Degree of Satisfaction toward Terminology in the English for Business Curriculum

Jamiai (2019) conducted a study dealing with ESP course design and the degree of satisfaction that was based on a case study which investigated the attitudes of computer science students with the focus on gender differences toward the course. A mixed method approach was adopted in the collection of data, the students questionnaire and the instructor's interview. The findings of the study varied between significant and non-significant relationships among dependent and independent variables. It also showed that students' need analysis is effective for students and teachers to design a suitable ESP course. Moreover, project-based learning was found to be the perceived appropriate instructional approach for ESP students to achieve satisfaction.

Jaradat (2019) has conducted a study aimed to find out the differences in teachers' attitude toward using information and communication technologies (ICT) in teaching English. The study depended on descriptive methods through collect data. The researcher used both qualitative and quantitative methods. The researcher distributed (100) questionnaires to the teachers and (100) questionnaires to the students. The researcher also conducted interviews for (7) English language supervisors, (27) English teachers and (36) students. The result of the study showed that English teachers had positive attitudes towards using ICT.

Basaad, et al (2018) conducted a study which aimed to find out which part in University of Business and Technology (UBT) need to be improved. This study used qualitative and quantitative research to discover the weakness and strength sections in UBT. The result of the survey showed that the majority of the participants were satisfied with most of aspects of UBT and that there were some parts which needed to be improved. Moreover, higher education needed suitable and convenient environment to send and receive the knowledge.

Nimasari (2018) conducted a study that addressed the needs of English for informatics engineering in Muhammadiyah University of Ponorogo. The sample included Informatics Engineering students ESP needs. This qualitative study addressed the results of ESP needs analysis. A questionnaire was utilized as an approach to find specific needs. Based on the analysis, it was found that speaking is the most preferred skill, followed by listening, grammar, reading, writing, and vocabulary. It can be seen that speaking was the most vivid competency student lack.

Elamin, et al (2018) conducted a study aiming to investigate the needs analysis of English language productive skills; speaking and writing for students of Sudanese Joint Command & Staff College (JCSC). The researchers adopted the descriptive method. A questionnaire was used as a main tool for data collection. The study sample comprised of (45) instructors from (JCSC) representing different services. The results showed that learners of the Sudanese JCSC needed to learn English language skills in an integrated way to meet the needs of military students in English language.

Ratminingsih, et al (2018) conducted a study of need analysis of ESP for local tour guides in two villages in Buleleng regency. This study was descriptive qualitative with a random sample involving tour guides in which (30) were based in 'Ambengan village' and (26) others who were posted in 'Sambangan village'. There were three instruments applied to obtain the research data: questionnaire, observation sheet, and interview guide. The results showed that both groups had low speaking skill. The rest of them understood English, but was not able to speak English at all. Furthermore, they all required oral English, speaking and listening as the most important learning experience.

Abd Rabboh (2018) conducted a study that aimed at determining English foreign language needs for undergraduate students in scientific faculties from students and academic staff's point of view at Al-Quds University. The study was applied on stratified random sample which consisted of students and academic staff in the academic year (2018/2019). Students' sample included (1048), whereas (80) academic staff were chosen. The researcher prepared a student's questionnaire, an academic staff's questionnaire, and academic staff's interview. The results showed that the importance of English foreign language needs at the scientific faculties from students' and academic staff's point of view were very high. The most important English foreign language needs from students point of view were ordered as the following: speaking, listening, reading, vocabulary, and writing. It also showed that English foreign language needs for undergraduate students in scientific faculties from students' point of view was in a high degree, and the needs were ordered respectively as the following: vocabulary, listening, speaking, reading, writing, but grammar is the lowest degree.

Kong (2018) conducted a study on the needs analysis for medical purpose curriculum reform. The sample was chosen randomly. It consisted of medical students, full time teachers and medical workers. The study adopted a questionnaire, and a semi-structured interview. The results showed that some teachers believed that English learning should run through students' college education. This trend was suggested to focus on general English through grade four examination in the first cohort. In the second, it must focus on basic

medical English by cultivating students' practical skills to lay the foundations for medical English learning. More professional English testing processes such as English, English image, Pharmaceutical English and nursing English should be emphasized on the third semester. It is believed that students need to learn more English effectively throughout their education career so that they can increase their employment competitiveness.

Hamdan (2017) conducted a study on EFL students' satisfaction with the practicum course offered by the Department of English Language and Literature at the College of Languages and Translation. To address the study, the researcher developed a questionnaire divided into three domains consisting of thirty-two items to collect data. The questionnaire was followed by one open-ended question where participants can add any written qualitative data in their attempt to evaluate the program. The questionnaire was applied to a sample of (25) males EFL Saudi students consisting of all the students registering for the practicum course in the first semester of the academic year (2016/2017). The study showed that there were different levels of students' satisfaction of the practicum program experience.

Weerasinghe, et al (2017) conducted a study that aimed to render all available constructive literature about students' satisfaction with a sound theoretical and empirical background. The study adopted a SERVQUAL questionnaire that was designed, developed and tested in business environment. Data were collected from refereed journals and conference papers, and were constructively analyzed from different point of views to filter a sound background for future studies. The first section of the paper discussed students' satisfaction, satisfaction models and frameworks used by previous researchers around the world. The second section explained the empirical findings of previous studies in real world context.

Rao (2017) conducted a study which aimed to focus on the importance of English language needs for the students of business and management. The study depended on the descriptive method. The results showed that Business English is essential for a successful dealing with superiors, colleagues, subordinates and representatives of other companies from abroad. Business English associated with the skills that most people who need to be able to do their jobs well. Business etiquette makes communication and negotiation easier. Thus, the students of business and management were advised to learn the language to get success in the career. They have to enrich business English vocabulary with self-confidence to communicate effectively and to improve professional etiquette in business negotiations, telephone conversations, written reports and emails, and professional presentations.

Djaileb and Bendiabdellah (2017) conducted a study that aimed to investigate the English language needs of the students in ESP. The study depended on the descriptive method. The findings had important implications for English teaching at the department of Economic Sciences. First, it was important to take into account the target learners' level of proficiency in English before starting to design the ESP program. This significantly helped in determining the study needs of the students. Second, the selection of the language materials should be relevant to their future work and to future research. The inclusion of materials from the subject matter of the students will motivate them to learn English effectively. The result showed that language materials should be in line with the discourse of economic.

Xie (2016) conducted a study aimed to investigate the business communication needs of English major undergraduates and their perceptions of effective business English curriculum in a Chinese university. The methodology was both quantitative and qualitative. The data collection instruments were two stage surveys with qualitative rating and quantitative open-ended questions. The sample consisted of (138) second year undergraduates (88%) of them were female and (12%) were male students. The results included stronger English speaking needs, diverse English writing genres, wide native and non-native English speaker contacts, and difficulties in comprehending original English communication.

Indrasari (2016) conducted a study which revealed the needs of physics students in ESP class in Lampung. The sample of the study was physics education students and lecturers who taught ESP for physics. An interview and a questionnaire were applied to obtain the research data qualitatively. The results showed that students were weak in grammar, vocabulary, pronunciation, and listening skills. Physics students most needed requirement.

Zanola (2016) conducted a study aiming to introduce Public Speaking as an ESP domain in teaching and learning Business Communication. The study underlined the strong need for a focused reflection on the impact of good oratorical skills in business communication in English. The study referenced (48) for a detailed summary, whereas it underlined some key aspects revealed in the interviews, which suggested that for sample of participants, public speaking was about getting a point across, sharing a rhythm, showing a path to others, creating a feeling, persuading, welcoming, and transferring passion for one's profession. The study results showed two implications that emerged from this reflection. The first one is that, within the wide arena of business, the speaker's professional role influences the pathos associated with the performance of public speaking. In turn, this sets the emotional antecedent of the process of construction of meaning between the speaker and his audience during a speech. The second implication which emerges from our reflection has a more pragmatic aspect and is addressed to public speaking trainers.

Zhonggen and Guifang (2016) conducted a study that aimed to determine the effectiveness of the flipped model in business English writing course. Combined quantitative qualitative research methods were used. Participants were randomly selected from undergraduate students majoring in business English. The research instruments included a satisfaction scale; a business English writing test and a semi structured interview. The procedure was made up of a pretest treatment, posttest design. The results of the study showed that the hypotheses were accepted and the flipped business English writing classroom brought better academic achievements and more satisfactory that the traditional one.

Chen, et al (2016) conducted a study aiming to investigate the needs analysis of English learning from the viewpoints of students and the real needs of employers regarding English usage at the workplace. The study adopted a questionnaire administered to (60) participants comprising (30) senior students and (30) employers. After quantitative analysis, the results demonstrated that students and employers had different perspectives of English learning needs, especially regarding listening and speaking skills. In addition, the

skills learned in school did not totally match the skills required by employers in the workplace.

Guiyu and Yang (2016) reviewed the developmental history and status quo of Business English Program in China. The study randomly chose (228) undergraduate students who were in International Business English Program. The number of freshman was (30) sophomore (120) junior (38) senior (40) from Business English Program students from Guangdong University of Foreign Studies to investigate the problems encountered and current situation of Business English Program in China. From the statistical analysis of the questionnaires, the study showed that: 1.employment and interest were the main reasons that students choose Business English as their major, but the current Business English teaching materials didn't fully considered student's demands for vocational requirements.2. it should take into account both the learners' and societies' needs in Business English curriculum arrangement to increase the number of business-related courses appropriately. 3.students generally agreed that they lack business knowledge and skills, so Business English courses should focus on cultivating the practical business skills.4. Business English teaching materials should always be practicality oriented and targeted and communicative.5. in order to improve teaching effectiveness, Business English teachers should consciously adopt different teaching methods targeted for different teaching content during the teaching process.6. teachers' morality, knowledge, teaching style and mutual relationship with students can be further enhanced to meet the needs of students.

Jafarian, et al (2015) conducted a study that aimed to investigate the effect of educational level, age and gender to the current level of familiarity to academic rhetoric within a systematic functional grammar among the Iranian ESP teachers and ESP course learners. The sample of the study consisted of (10) ESP teachers and (85) learners at M.A and PhD level at Ilam State University and Islamic Azad University of Ilam. Data were collected through self-report questionnaires with (22) items. The findings of this study revealed that Iranian ESP teachers were more familiar than the learners with academic language based on their educational degrees and their experiences. The result of the study showed that age and educational degree variables had positive reciprocal relationships with each other. However gender was not an effective factor in this connection.

Hentit (2015) conducted a study that aimed to investigate the situation of English specific Business purposes teaching in Oran and attempts to determine the way Business English teachers manage their professional development when specific training is insufficient or unavailable. The study depended on quantitative data collection methods. A questionnaire was used as the data collection instrument. Data obtained were analyzed and interpreted using descriptive statistics. The results showed that many ESBP teachers practicing in the study area were ill prepared for this specific teaching task, and they needed to be provided with necessary knowledge and tools to deal with their own learners' specializations.

Chatsungneon (2015) conducted a study aimed to explore the English language skills needed for an ESP. And English language skills needed in academic and occupational contexts in the area of food science and technology food. The participants included (45) third-year students. There were many instruments applied to get the research data such as

questionnaire and interviews. The study shown that the students had low levels of English proficiency. Reading and translation were the most needed skills in their academic context, whereas speaking and listening were considered the most needed skills in the occupational context.

Shadfah (2014) has conducted a study that aimed to investigate the perceptions of law students and instructors toward the English language skills and sub-skills necessary for studying law at Hebron University. To collect data, a quantitative method represented by the use of an adapted questionnaire was used for learners and instructors. In addition, qualitative methods represented by a semi structured interview with the instructor of the course was used. The findings of the study showed that all the suggested language skills were necessary for law students at HU giving priority to reading and writing. The study revealed the various perceptions toward the important language sub-skills. The results showed that the students evaluated themselves to be of a high level of proficiency in vocabulary and of an average level in the other suggested language skills ordered respectively as reading, grammar, listening, writing, and speaking.

Hamidović (2013) has conducted a study aimed to investigate the factors influencing non-English majors' achievement in learning ESP. The need for the study has been identified by the fact that most of the non-English majors have low achievement in learning ESP. Descriptive survey was used in this study. The sample has been chosen randomly . It has consisted of (92) students among the first year students of Economics at the State university of Novi Pazar. Data has been collected by the means of a questionnaire administered, The results of the study have shown that students hold negative attitude towards learning ESP. and the students' background knowledge of English influences their attitude towards learning ESP.

Xhaferi and Xhaferi (2011) have conducted a study was based on the importance of language skills, students' and teachers' attitudes towards an ESP course and the importance of needs analysis. The participants of the study were (40) Law students, both genders, 8 departmental instructors and (4) administrators. The participants had different ethnic backgrounds, Albanian, Macedonian and Turkish. The data collection was done through questionnaires and interviews. The results shown that the participants perceive ESP courses to be very important for their study and future career and there seemed to be considerable motivation and interest in taking ESP courses and strengthen knowledge in English language. In terms of the importance of language skills in ESP, specific terminology is an obstacle to effective communication in English, therefore there should be a bigger focus on learning vocabulary.

Ashour (2010) has conducted a study that aimed at investigating the attitudes of non-English majors at universities in Hebron towards English service courses offered by these universities. It attempted to find out the philosophy of Palestinian universities behind requiring these courses and the attitudes of the students at the four universities towards these service courses. He used a descriptive method. The sample of the study included (189) participants who were selected randomly. The study adopted a three-part questionnaire and two interviews were designed to investigate the attitudes of these

students. The results showed that the participants had positive attitudes towards the English language, but different attitudes towards the English service courses.

2.3.2 Related Studies for Difficulties Business Learners' Encounter in the English Language in Studying Business at their College

Qasem and Al-maqateri (2018) conducted a study aiming at finding out the attitudes of the students and teachers in the Departments of Computer Science and Business Administration in the College of Sciences in Bisha University, Al-Namas in introducing ESP courses to the curriculum in level one and two. The participants of the study are (80) students from the two departments, Computer Science and Business Administration at Bisha University-Al-Namas, KSA. Twelve teachers from the various departments in the college including teachers from Computer Science Department, Business Administration department, and English department who teach English for the target group. The required data was collected by the use of the tools of questionnaires, and informal interviews with students and teachers of the subjects from the department of English, the department of Computer Science and the department of Business Administration. The results shown that the majority of the students were not satisfied with existing materials. The students said that they would be more motivated to learn ESP courses than general English provided in their textbooks.

Alsamadani (2017) conducted a study that aimed to identify the learners' key requirements or needs and determine the skills they need to develop and define the English language needs of engineering students (200) majoring in civil engineering and industrial engineering. The data of this study was collected from different sources, including a classroom observation protocol. A questionnaire, and a semi-structured interview with both ESP and subject-matter teachers at Umm Al-Qura University were used. Results of the data analysis offered significant insights as to the teaching of ESP course. The result showed that receptive skills (reading and listening) were mostly focused on in ESP classes. It was also reported that writing and reading along with speaking skills were needed more than others. The data analysis helped to determine the most important language tasks in the context of engineering studies. Finally, a call was being made by both ESP and SM teachers to enhance the quality of the ESP.

Mohammed (2017) conducted a study that investigated the ESP teachers skills, and the difficulties that the teacher might face when attempting to teach the ESP course and the way to overcome such obstacles. The study aimed at testing the following hypothesis: ESP teachers should possess certain skills to succeed in teaching ESP courses and satisfy the changing needs of these courses. The sample consisted of (27) teachers. A questionnaire was distributed to ESP teachers who taught or currently are teaching ESP at the University of Basra. The results of the study showed that the skills are important for the ESP teacher

to possess in order to succeed in teaching this course and avoid the possible challenges and difficulties.

Hassan (2016) has conducted a study that aimed to present the process of designing a course for airport staff working at the Information Desk. It reflected the situations that lots of ESP practitioners are confronted with when designing course tasks. A questionnaire which is a survey technique was mainly used. The results of the study showed that ESP course design is a conjoined, flexible and systematic process. It helps in consistent review on individual processes in terms of important elements of language use, language learning and learners' specific needs in the target language.

Qassim (2016) conducted a study that aimed to investigate the sources of reading difficulties that encounter secondary school learners during their reading of English from the English language teachers' perspective. This study was done depending on the descriptive method. The study adopted a questionnaire which was prepared by the researcher herself. The sample included all the members of the study; (84) English language teachers at secondary stage. The results of the study showed that the text books were responsible for the limitation of reading difficulties.

Renaldi, et al (2016) conducted a study exposed to English use at campus. The researchers were interested in the phonological difficulties faced by the students as second language learners of English. The study aimed to focus on those difficulties when teaching English to L2 learners of English. In collecting the data needed, the initiation was to conduct a survey on talks, speeches, and presentations made by the students. The results were then used to list possible difficult sounds and asked the students to pronounce them. How they pronounced the words were recorded to be analyzed. The students were also interviewed in order to have another measurement to determine the difficulties they faced. As the result, most of the phonological problems found were related to consonant sounds such as voiced dental fricative, voiceless dental fricative, voiceless post-alveolar fricative, and voiced alveolar approximant sounds. These were the striking features among other phonological issues found after conducting the research.

Derus (2014) conducted a study that aimed to investigate and explore the views of students and the difficulties they faced in learning fundamental programming courses. The study involved(105) Polytechnic students in the Electrical Engineering Department who underwent the Fundamental Programming course. The sample was chosen randomly. The study adopted a survey questionnaire. The results showed that the level of students' understanding of the topic was moderate and the most difficult topic for them was understanding the abstract concepts involving the role of variable position in computer memory. Also, students faced difficulties in understanding the basic concept of programming structure and designing a program to solve certain tasks. In addition, majority of students agreed that practical situation such as laboratory activities was very helpful for them to learn programming. However, it was identified that lecturers not providing enough examples was one of the major factors influencing students' understanding of programming.

Lin-Fang Wu (2014) conducted a study that aimed to investigate the learning difficulties and the preferred teaching methods among Taiwanese junior college students while they were taking ESP vocabulary courses. The sample was chosen randomly; it comprised (232) students at the Junior College Division of Fooyin University in southern Taiwan. The ESP vocabulary learning questionnaire designed by the researcher was administered to the selected nursing department students who had enrolled in the medical terminology course as a requirement. In addition, the participants' learning difficulties, learning sources, and attitudes toward ESP vocabulary were under observation for the entire semester. The results of the survey showed that vocabulary abstractness was the most difficult for most participants, followed by pronunciation, word length, and orthography.

Imene (2013) conducted a study that aimed to investigate English language communicative difficulties of business learners as foreign languages (EFL) in M'sila area by investigating their language use and if their four skills are developing at class in order to provide empirical data serving Algeria ESP context. The study adopted a questionnaire destined to ESP first year learners at the university. It aimed to assess learner perceptions of difficulties in learning English language skills. In order to highlight the language difficulties a (19) items questionnaire was developed through standardized procedure and the psychometric of this questionnaire was determined through statistical analysis on a sample of (25) students. Collected data was analyzed. The results showed that overall university students required extra help in improving their English speaking and writing skills.

Ali (2012) conducted a study that aimed at showing the difficulties faced by engineering students in reading comprehension when they study English texts that are concerned with their specialization and those concerned with general topics. The participants were selected from the College of Engineering/University of Al-Mustansiriya to take the test. However, a standardized test was used to show the students' difficulties in reading comprehension. Two passages were used in the test; the first one was concerned with their specialization in engineering while the second was concerned with general topics. Results of this study showed that engineering students had great difficulties in reading comprehension since most of them didn't succeed in the test.

Al-Khasawneh (2010) conducted a study that aimed at investigating the academic writing problems of the Arab postgraduate students of the College of Business at University Utara Malaysia and to provide solutions to these problems. The data for the study were collected via (face-to-face) interviews. The informants of this study were postgraduate students from the College of Business at University Utara Malaysia for the academic year (2008-2009). Four research questions were posed and the answers to these questions were provided and discussed. The results of the study showed that the students faced problems in relation to vocabulary register, organization of ideas, grammar, spelling, and referencing.

Zelter and Zelter (2010) conducted a study that aimed to present some challenges that both teachers and students in the academic environment have to face when it comes to the study of business English. The sample was chosen from first and second year students from the

Faculty of Economics. The instruments of this study were a written exam and an oral exam for the students. The results of the study showed that the study supported the practice of continuous assessment and the necessity of focusing more on the use of language than on specialist vocabulary.

2.4 Comment on Previous Studies

As seen above there are many modern various related studies. There are differences and similarities between them according to various aspects like the study aims, procedures, instruments, populations, samples and results. Most of these previous studies were conducted on the learners in universities, and most of them aimed at investigating the ESP needs in various disciplines. All the studies depended on the descriptive method. Questionnaires were mostly used in these studies to achieve their aims like in (Basaad, et al, 2018), (Nimasari, 2018), (Elamin, et al, 2018), (AbdRabboh, 2018), (Hamdan, 2017), (Weerasinghe, et al, 2017), (Chen, et al, 2016), (Guiyu and Yang, 2016), (Jafarian, et al, 2015), (Hentit, 2015), (Shadfah, 2014), (Hamidovic, 2013), (Qasem and Al-maqateri, 2018), (Mohammed, 2017), (Hassan, 2016), (Qassim, 2016), (Derus, 2014), (Lin-Fang Wu, 2014) and (Imene, 2013).

On the other hand, the researcher presented many studies that used both qualitative and quantitative research methods with a questionnaire and interview like in (Jamiai, 2019), (Jaradat, 2019), (Ratminingsih, et al 2018), (kong, 2018), (Zanola, 2016), (Xhaferi and Xhaferi, 2011), (Ashour, 2010), (Alsamadani, 2017) and (Indrasari, 2016).

Finally, after reviewing the educational literature and the related studies, and everything related to this subject in addition the difficulties that the students face, the researcher has benefited from these studies in her current study in all its aspects. The focus was on the previous studies that dealt with the subject of student satisfaction towards the terminology of the ESP and the difficulties they face in general.

2.4 Conclusion

This chapter presented review of literature of ESP including definition, characteristics, factors and development. Furthermore, EAP, Business English and English for Business Course, Language Skills (reading, writing, speaking and listening), ESP Vocabulary and Grammar, ESP Syllabus and Course Design, Needs Analysis, Learners' Satisfaction, and finally related studies.

Chapter Three

Methods and Procedures

3.1 Introduction

This chapter presents the methodology and design of the study, including the research design. It gives information about the population and sample, research instruments; the questionnaire and interview, reliability and validity of the instruments, data collection procedures, and finally program description and implementation.

3.2 Methodology

The current study was depending on the descriptive method to obtain the required data since it is suitable for this kind of research and study purposes. The descriptive approach examines the phenomenon as in reality; it classifies information and extracts results (Odeh, Milkawi,1992).

3.3 Population of the Study

Population of the study consisted of all the undergraduate students in the first semester of the academic year 2019-2020 in the Department of Administrative Science at PPU who completed 'English for Business' course. The total number was (212) male and female learners according to DAR (Deanship of Registration and Admission) of PPU.

3.4 Sample of the Study

In this research, population samples were identified by using the random sample. The researcher adopted Cumulative Grade Point Average (CGPA) over than 50%. Therefore, the sample of the study consisted of (108) undergraduate students in the first semester of the academic year 2019-2020 in Department of Administrative Science at PPU. Long (2005) stated that students sometimes not only would be consulted, but also are well informed. The researcher used a selected simple random stratified sampling to respond to the questionnaire and interview. The sample was distributed according to the independent variables of gender, academic level and achievement level as shown in the table (3.1).

Table (3.1): Students sample distribution according to the independent variables (gender, academic level, achievement level)

Variables	Level	Number	Percentage%
Gender	Male	45	41.6
	Female	63	58.4
Total		108	100%
Academic level	2 nd year	40	37.0
	3 rd year	43	39.8
	4 th year	25	23.2
Total		108	100%
Achievement level	More than 80	38	35.1
	From 70-80	52	48.1
	Less than 70	18	16.8
Total		108	100%

Table (3.1) shows the distribution of the study sample by gender variable (41.6%) for male and (58.4%) for female. The variable of academic level shows that (37.0%) for the second year, (39.8%) for third year, and (23.2%) for the fourth year. The variable of achievement level shows that (35.1%) are more than 80, (48.1%) from 70-80 and (16.8%) less than 70.

3.5 Instruments

The researcher used the following instrument to achieve the purpose of the study:

1. Questionnaire:

The questionnaire was structured as the following:

- **Section One:** requested demographic information on three of the students' variables: gender, academic level and achievement level.
- **Section Two:** requested data on the first dependent variable which was developed to measure PPU business learners' degree of satisfaction toward terminology in the 'English for Business' curriculum. It contained (14) items.
- **Section Three:** requested data on the second dependent variable which was developed to measure the difficulties PPU business learners encounter in English while studying at their college. It contained (10) items.

Section Two and Three were intended to elicit the information by using Likert scale with five-points, ranging from strongly agree to strongly disagree (strongly agree, agree, neutral, disagree, strongly disagree). Questionnaires were distributed to 108 of PPU business learners. All questionnaires were filled out and returned to researcher.

(See appendix II & III).

2. Interview (Section Four)

The interview had two questions which were derived from the main ideas of the questionnaire. It was constructed to measure the problems of language that students have in studying business, and the skills they need. The interview was structured with open-ended questions to let the participants express their thoughts and ideas individually in five lines. The data collected for this research were face-to-face interviews in the end of the lecture with (35) students for five minutes. The interviews were designed to draw out certain aspects of student's needs.

(See appendix II & III).

3.6 Validity of the Instruments

Both questionnaires and interview were approved and evaluated by 13 of professional experts in the field from Al-Quds University, PPU, Hebron University, Al-Quds Open University and the Directorate of Supervision in Hebron. To check their validity, the panel of experts were asked to estimate the appropriateness of the instruments to the study purpose (See Appendix IV). They gave feedback and asked the researcher to follow some modification. The researcher did what is best for the study, and then piloted them before finally using them with business learners.

3.7 Reliability of the Instruments

3.7.1 Reliability of the questionnaire: The researcher verified the reliability of the questionnaire by calculating the reliability of the total degree for the items of the study according to the reliability equation Cronbach alpha. The reliability statistics for the total score of the items of the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum was (0.934), and total score of the difficulties PPU business learners' encounter toward terminology in the English for Business curriculum was (0.817). Based on this finding the questionnaire developed was considered to be a reliable instrument. Thus, it consistently meets the purposes of study. The following table shows the reliability degree for the questionnaires.

Table (3.2): Reliability degree for the questionnaire domains

Domain	Number of Items	Reliability
Degree of satisfaction	14	0.934
Difficulties	10	0.817
average		0.875

3.7.2 Reliability of the Interview:

The researcher verified the reliability of the interview analysis by:

1. The inter-rater reliability (different interviewers giving similar ratings when observing the same performance): the researcher and her supervisor agreed on an accurate and clear term about the units of word analysis, then the researcher

and supervisor individually conducted a sample analysis of the interview.

2. The intra-rater reliability (the same interviewer giving similar ratings, when observing the same performance): the researcher conducted an interview analysis twice after two weeks of the first analysis. and the results were acceptable.

Then, the researcher applied the Cooper formula to calculate the percentage of the agreement as follows:

$$\text{Percentage of reliability} = \frac{\text{Number of agreed unites} * 100}{(\text{Number of agreed unites}) + (\text{Number of different unites})}$$

Cooper believes that if the agreement is less than 70%, the reliability in this case is low, but if the rate of agreement is 85% or more, this indicates high reliability of the corresponding instrument.

The rate of agreement between the two responses was 88%. It's a high indicator of reliability of the interview, which means how true it is to measure what was identified. Thus, the interview in its final form became valid for the study sample and the measurement of participants.

Interview Analysis:

The interview was analyzed by organizing the data where the researcher collected the data separately, then classified it in categories by providing the similar data together, and finally with data self-reflection to collect them appropriately to meet the purposes of the study.

3.8 Procedure

The study was carried out as the following:

- 1- Determine the study subject that investigated the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum, and the difficulties they encounter.
- 2- Adopt and develop two questionnaires, each for a variable, and formulating two interview questions for the learners.
- 3- Determine the population of the study which was limited to business learners at PPU.
- 4- Choose the sample of the study in the manner of stratified random of the business learners at PPU.
- 5- The instruments were given to experts again to be judged and verified after they were translated into Arabic (**See appendix III**).

- 6- Verify the validity of the instruments by displaying them to a number of experts and academic staff in the field (See **appendix IV**)
- 7- Get a facilitate mission from the Faculty of high studies in Al-Quds university to conduct the study. (see **appendix V**)
- 8- The final form of instruments were tested through a pilot study, before using them in the study.
- 9- The instruments were collected in PPU from the first semester of the academic year 2019-2020. The process of collecting data was completed and the instruments were already to be analyzed by then.
- 10- Testing the reliability of questionnaires by using equation Cronbach Alpha.
- 11- Questionnaire were computed and analyzed using SPSS.
- 12- The results were gathered and analyzed by using the descriptive and inferential statistics. Simple tables with numbers and title were used for each result.
- 13- Explain the information to reveal whether the results agree or not with previous studies.
- 14- Give recommendations for the researchers to carry on more studies.
- 15- Using APA (American Physiological Association) style in writing the reference.

3.9 Study design

The study employed the descriptive method by combining both quantitative and qualitative research instruments which were two questionnaires, and an interview. However, the detailed descriptions and numerical explanations combine together in collecting data. This method is adopted due to its relevance and suitability to the purpose of the study.

3.10 Variables of the study

3.10.1 Independent variables:

1. **Gender:** which has two levels (male, female).
2. **Academic level:** which has three levels (2nd year , 3rd year , 4th year).
3. **Achievement level:** which has three levels (more than 80, from 70-80, less than 70).

3.10.2 Dependent variables:

1. PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum.
2. PPU business learners' perceptions of the difficulties in the English language they have in studying business at their college.

3.11 Data analysis

In order to analyze the data, the researcher used statistical techniques: The Statistical Package for Social Science (SPSS). The present descriptive statistics with (means, frequencies, percentage and Standard Deviation). The Analytical statistics (Independent T-test, one way ANOVA, LCD post-hoc and Cronbach Alpha).

3.12 Correction Key

The researcher adopted the following correction key based on the five Likert's scale as the following:

Table (3.3) The correction key levels:

Low level	Average level	High level
$\bar{X} \leq 2.33$	$2.33 < \bar{X} \leq 3.66$	$\bar{X} > 3.66$

Chapter Four

Findings and Discussion

4.1 Introduction

The purpose of this study was to investigate PPU Business learners' degree of satisfaction toward terminology in the English for Business curriculum and the difficulties they encounter. The findings of this study are presented in this chapter in two sections by discussing research questions in light of students' survey questionnaires and interviews. The result from the students' questionnaire and interviews are discussed and presented.

4.2 Section One:

Discussion of the Statistical Analysis of the Students' Questionnaire

4.2.1 Research question number one:

What is the arithmetic mean of the PPU Business learners' degree of satisfaction toward terminology in the English for Business Curriculum?

To answer this question, means and standard deviation scores were calculated for the study sample. The mean value of (2.64) with an average level, and a standard deviation of (0.47). Nevertheless, the highest mean score was for the fifth item that states "Business terminology in the Course is difficult (highly technical/specialized)", with a mean of (3.39), and a standard deviation of (0.98), followed by the item number six, which states that "Business terminology in the Course is graded", with a mean of (3.02), and a standard deviation of (0.82), and the lowest mean score was for the third item that states

“Business terminology in the Business Course is relevant to the content courses in the College” with a mean of (2.04) and a standard deviation of (0.93) followed by the item number nine which states that “The English Business Course helps me develop my general English vocabulary” with a mean of (2.23) and a standard deviation of (0.90) all as indicated in Appendix (VI).

4.2.2 Research question number two:

Is the arithmetic means of the PPU Business learners' degree of satisfaction toward terminology in the English for Business Curriculum different according to the variables (gender, academic level, and achievement level)?

To answer this question, the researchers developed the following null hypotheses at the significant level ($\alpha \leq 0.05$) as follows:

4.2.2.1 The first hypothesis: there are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum due to gender variable (male or female).

To check this hypothesis Independent t-test was used as shown in table (4.1).

Table (4.1): The results of independent t-test for the scores of responses of the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum due to gender

Gender	No.	Mean	Std. deviation	df	t-value	Sig.
Male	45	2.711	0.445	106	1.362	0.434
Female	63	2.586	0.487			

The table (4.1) above shows that the level of significance is (0.43) and it is more than the significant level ($\alpha \leq 0.05$). Accordingly, the hypothesis is accepted. There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum due to gender.

4.2.2.2 The second hypothesis: there are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum due to academic level variable (second year, third year, and fourth year).

To check this hypothesis, means and standard deviation scores were calculated for the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum due to academic level variable as shown in table (4.2).

Table (4.2): Means and standard deviation scores of responses of the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum due to academic level

Academic level	No.	Mean	Std. deviation
Second year	40	2.57	0.46
Third year	43	2.62	0.48
Fourth year	25	2.76	0.44
Total	108	2.63	0.47

The table (4.2) above shows virtual differences in average means of the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum due to academic level variable. To check these differences, one way ANOVA was applied in using test data as shown in the table (4.3).

Table (4.3): Results of one way ANOVA test for the scores of responses of the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum due to academic level

Variance source	Sum of squares	df	Mean square	f-value	Sig.
Between groups	0.552	2	0.276	1.246	0.292
Within groups	23.277	105	0.222		
Total	23.829	107			

The table (4.3) above shows that the level of significance is (0.29) and it is more than the significant level ($\alpha \leq 0.05$). Accordingly, the hypothesis is accepted. There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum due to academic level.

4.2.2.3 The third hypothesis: there are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of the PPU business learners' degree of Satisfaction toward terminology in the English for Business curriculum due to achievement level variable (more than 80, from 80-70, less than 70).

To check this hypothesis, means and standard deviation scores were calculated for the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum due to achievement level variable, as shown in table (4.4).

Table (4.4): Means and standard deviation scores of responses of the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum due to achievement level

Achievement level	No.	Mean	Std. deviation
More than 80	38	2.59	0.45
From 80-70	52	2.68	0.50
Less than 70	18	2.59	0.40
Total	108	2.63	0.47

The table (4.4) above shows virtual differences in average means of the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum due to achievement level variable. To check these differences, one way ANOVA was applied in using test data as shown in the table (4.5).

Table (4.5): Results of one way ANOVA test for the scores of responses of the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum due to achievement level

Variance source	Sum of squares	df	Mean square	f-value	Sig.
Between groups	0.250	2	0.122	0.557	0.574
Within groups	23.579	105	0.225		
Total	23.829	107			

The table (4.5) above shows that the level of significance is (0.57) and it is more than the significant level ($\alpha \leq 0.05$). Accordingly, the hypothesis is accepted. There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum due to achievement level.

**4.2.3 Research question number three:
what is the arithmetic mean of the PPU business learners' perceptions of the language difficulties they encounter at the college?**

To answer this question, means and standard deviation scores were computed for the study sample. The mean value of (3.35) with an average level, and a standard deviation of (0.65). Nevertheless, the highest mean score was for the second item that states "I have difficulty in general vocabulary" with a mean of (3.83), and a standard deviation of (0.95) followed by the item number nine, which states that "I have difficulty in comprehending lectures in English in business at the College" with a mean of (3.61), and a standard deviation of (1.09) and the lowest mean score was for the seven item that states "I have difficulty in participating in lecture discussions in English at the College" with a mean of (2.98) and a standard deviation of (1.17) followed by the item number eight which states that "I have difficulty in giving oral presentations in lectures at the College" with a mean of (3.14) and a standard deviation of (1.08) as indicated in Appendix (VII).

**4.2.4 Research question number four:
Is the arithmetic means of the PPU business learners' perceptions of the language difficulties they encounter at the college different according to the variables (gender, academic level, and achievement level)?**

To answer this question, the researchers developed the following null hypotheses at the significant level ($\alpha \leq 0.05$) as follows:

4.2.4.1 The forth hypothesis: there are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of the PPU business learners' perceptions of the language difficulties they encounter at the college due to gender variable (male or female).

To check this hypotheses, Independent t-test was used as shown in table (4.6).

Table (4.6): The results of independent t-test for the scores of responses of the PPU business learners' perceptions of the language difficulties they encounter at the college due to gender

Gender	No.	Mean	Std. deviation	df	t-value	Sig.
Male	45	3.224	0.682	106	1.641	0.689
Female	63	3.433	0.629			

The table (4.6) above shows that the level of significance is (0.68) and it is more than the significant level ($\alpha \leq 0.05$). Accordingly, the hypothesis is accepted. There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of the PPU business learners' perceptions of the language difficulties they encounter at the college due to gender.

- 4.2.4.2 The fifth hypothesis: there are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of the PPU business learners' perceptions of the language difficulties they encounter at the college due to academic level variable (second year, third year, and fourth year). To check this hypothesis, means and standard deviation scores were calculated for the PPU business learners' perceptions of the language difficulties they encounter at the college due to academic level variable as shown in table (4.7).

Table (4.7): Means and standard deviation scores of responses of the PPU business learners' perceptions of the language difficulties they encounter at the college due to academic level

Academic level	No.	Mean	Std. deviation
Second year	40	3.58	0.57
Third year	43	3.24	0.68
Fourth year	25	3.14	0.63
Total	108	3.34	0.65

The table (4.7) above shows virtual differences in average means of the PPU business learners' perceptions of the language difficulties they encounter at the college due to academic level variable. To check these differences, one way ANOVA was applied in using test data as shown in the table (4.8).

Table (4.8): Results of one way ANOVA test for the scores of responses of the PPU business learners' perceptions of the language difficulties they encounter at the college due to academic level

Variance source	Sum of squares	df	Mean square	f-value	Sig.
Between groups	3.684	2	1.842	4.544	0.013
Within groups	42.565	105	0.405		
Total	46.249	107			

The table (4.8) above shows that the level of significance is (0.01). It can be noticed that it is less than the significant level ($\alpha \leq 0.05$). Accordingly, the null hypothesis is rejected, and the alternative hypothesis was accepted: there are statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of the PPU business learners' perceptions of the language difficulties they encounter at the college due to academic level. To find out in favor of any differences, the researcher used the advanced statistical analysis Post-Hoc (LSD). The results of the LSD test were examined to show the direction of differences as shown in table (4.9).

Table (4.9): LSD post-hoc test and mean difference due academic level

Academic level		Mean Difference (I-J)	Sig.
Second year	3 rd year	0.34064*	0.017
	4 th year	0.43450*	0.009
Third year	2 nd year	-0.34064-*	0.017
	4 th year	0.09386	0.559
Fourth year	2 nd year	-0.43450-*	0.009
	3 rd year	-0.09386-	0.559

*. The mean difference is significant at the 0.05 level.

Table (4.9) above shows the comparing differences in mean. It can be noticed that there are significant differences between the mean difference of the second year with the fourth year in favor of the second year at mean value of (0.434*). And there are significant differences between the mean difference of the third year with the second year in favor of the second year at mean value of

(-0.340-*). In addition, there are significant differences between the mean difference of the fourth year with the second year in favor of the second year at mean value of (-0.434-*). Accordingly, the differences are, therefore, in favor of the second year.

4.2.4.3 The sixth hypothesis: there are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of the PPU business learners' perceptions of the language difficulties they encounter at the college due to achievement level variable (more than 80, from 80 -70, less than 70). To check this hypothesis, means and standard deviation scores were calculated for the PPU business learners' perceptions of the language difficulties they encounter at the college due to achievement level variable as shown in table (4.10).

Table (4.10): Means and standard deviation scores of responses of the PPU business learners' perceptions of the language difficulties they encounter at the college due to achievement level

Achievement level	No.	Mean	Std. deviation
More than 80	38	3.41	0.66
From 80-70	52	3.31	0.68
Less than 70	18	3.28	0.55
Total	108	3.34	0.65

The table (4.10) above shows virtual differences in average means of the PPU business learners' perceptions of the language difficulties they encounter at the college due to achievement level variable. To check these differences, one way ANOVA was applied in using test data as shown in the table (4.11).

Table (4.11): Results of one way ANOVA test for the scores of responses of the PPU business learners' perceptions of the language difficulties they encounter at the college due to achievement level

Variance source	Sum of squares	df	Mean square	f-value	Sig.
Between groups	0.279	2	0.140	0.319	0.728
Within groups	45.969	105	0.438		
Total	46.249	107			

The table (4.11) above shows that the level of significance is (0.72) and it is more than the significant level ($\alpha \leq 0.05$). Accordingly, the hypothesis is

accepted; there are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of the PPU business learners' perceptions of the language difficulties they encounter at the due to achievement level.

4.3 Section Two

The results of the Students' Interview

This section deals with the results of two interviews for (35) sample of business students in PPU. The rationale for applying these interviews in qualitative researches is the fact that it is known to be a suitable approach for obtaining valuable data that reveals the problem which students have and the skills they need in their major in business college. It is also valuable since it allows those students to express their experiences in their own words. The following are analyses of the interviews transcripts:

Q.1 What language problems do you have in studying business English in your Business College?

According to the interviewees' responses to the first question, results of the interviews with 35 students were analyzed, in addition to quotes from the students as the following:

- It was found that most of the students face problems in English terminologies, especially the new ones by (84%) when they study business in college because the vocabulary is difficult to pronounce and read, "I have difficulty in pronouncing vocabulary that contain silent letters".
- Many students answered that they had problems that some English terminologies were incomprehensible by (62.8%) in terms of overlapping meaning from word to word, and containing more than one meaning. This constitutes an inaccurate translation relative to Arabic, "some of terms have different meanings when translating them".
- It was found that (55.5%) of the students had difficulty communicating and speaking in general English vocabulary, " I still suffer from speaking English in all situations".
- It was found that (52.9%) of the students had problems in participating in lecture discussions in English and giving the presentations, explaining the content of the lecture, writing reports, researching and drafting some sentences, " I cannot speak fluently in course presentation".
- It was found that (42.4%) of the students had difficulty in their English language in the Business curriculum, " difficulty in business terminology, especially the new ones".

- Others said they had problems with highly technical terminology related to English Business (36.4%), “we have difficult and complex vocabulary”.
- Some students (19.6%) added that they face problems in understanding teachers when they speak English, “we may hear the teacher, but without understanding what is said!”.
- The interview also showed that some students do not have any problems (18%) as some commented that they are translating text using Google Translator, “using Google translate, it helps me”.
- Also (16.2%) of students were found to have problems in how to use English terminology in specific contexts, “I have problems formulating British and American English”.
- As (12%) of students expressed that English vocabulary were many and long, “Vocabulary increases from year to another”.
- Finally, one student expressed his problem in studying the course because it requires double time because of the English language, “Studying the business course requires double time to understand it”.

Q.2 What language skills/areas do you need to adequately succeed in your major in Business?

In order to answer the second question, the results of the interviews with 35 students were analyzed. The responses of the students were numerous and the researcher extracted the following topics related to the skills and areas that students need in their study of business, in addition with some quotes from the students:

- It was found that (75.6%) of students expressed their need to strengthen communication and conversation skills in order to be able to discuss things in English in lectures, “I need to increase presentation opportunities to train and become self-reliant”.
- In addition, (52%) of students expressed their need for English language courses which increase their skills and success in business courses at the college, “ I need to learn English as an effective language in my life, which helps me in my college too”.
- It was found that (40.1%) of students asked for the provision of skills and teaching methods that enable them to understand and use vocabulary effectively, “I wish if my teacher could use a different method so that I can memorizing meanings and also using them”.
- Whereas (39.7%) of the students mentioned the need to provide a special course for conversation and effective talk to prepare students in their studies, “we really need a conversation course”.
- Many of students (37.7%) need listening skills and the actual application of English in their studies, “I think we need listening skills through cassette or audio recordings”.

- By (33.6 %) of the students asked for continuous training and vocabulary review, especially for new terminology, “reuse vocabulary and link it to reality and with new words”.
- Also (29.8%) of students needed to develop speech and communication skills to help them perform and participate in presentations, “As we have paper exams, we need conversation exams that teaches us how to communicate”.
- (28%) of students expressed an urgent need for literacy skills, “use the screen display to help us in read and understand the text”.
- It was found that (25.2%) of the students needed word-linking skills to understand the subject even when the words appear for the first time, “I need to link new words with what I know from previous vocabulary”.
- Some (25%) of students also added that there should be enough time for business talks in English, and work to develop effective discussion in lectures, “The time should be distributed in a way that allows me to speak English and try to discuss”.
- It was found that (16.8%) of the students expressed the need to acquire translation skills: to do the actual intended translation, not literal translation, “Translation in the actual sense, not literal translation”.
- It was found that (14%) of students asked for different modern teaching methods that refine education and enable students to the skills and areas required in their disciplines, “The method of teaching conversation in business does not have to resemble the method of teaching vocabulary”.
- Some of students (11.2%) indicated that skills are needed to prepare them for grammar effectively, “My knowledge of effective skills helps me produce correct grammar”.

4.4 Conclusion

This chapter discussed the findings of the study, answered the research questions, and discussed the statistical analyses of the data which were collected through students’ questionnaire and interview. The results were demonstrated statically by tables and comments.

Chapter Five

Conclusions and Recommendations

5.1 Introduction

This study aimed to identify the PPU business learners' degree of satisfaction toward terminology in the English for Business Curriculum and the PPU business learners' perceptions of the difficulties in the English language they face in studying business at their college. This varies according to gender, academic year and achievement level. For this purpose, the researcher conducted this study on a sample from PPU business learners. This study in this chapter answered the questions presented in chapter four. The discussion of the findings was also presented according to the questions of the study. It can be summarized as follows. The chapter ends with recommendations.

5.2 Summary of Major Findings of the Study

5.2.1 Discussion of the findings related to the first main question:

What is the arithmetic mean of the PPU business learners' degree of satisfaction toward terminology in the English for Business Curriculum?

To answer this question arithmetic mean and standard deviation were calculated from the students' responses to the questionnaire items. Based on the response scale, the researcher adopted five levels of responses by using Likert scale (strongly agree, agree, neutral, disagree, strongly disagree). The results showed that the PPU Business learners' degree of satisfaction toward terminology in the English for Business Curriculum is in an average level with mean value of (2.64), and a standard deviation of (0.47). The results were attributed to the fact that the English terminology contained in the Business Course is

almost sufficient and achieve a good success rate in achieving the objectives. It also helps strengthen the four skills. This study results lined up with the results of (Basaad, et al, 2018), (Hamdan, 2017). However, they did not line up with the results of (Kong, 2018), (Zanola, 2016) and (Hentit, 2015).

5.2.2 Discussion of the findings related to the second question:

Is the arithmetic means of the PPU Business learners' degree of satisfaction toward terminology in the English for Business Curriculum different according to the variables (gender, academic level, and achievement level)?

To answer this question, the researchers developed the following null hypotheses and discussed the results of the answers.

5.2.2.1 Discussion of the findings related to first hypothesis:

To answer the hypothesis, the researcher used Independent T-test. The hypothesis was accepted. The result showed that there are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum due to gender. The researcher attributed this to the satisfaction of both male and female students similarly to business terminology where most of the students expressed that the way to pronounce some of these terminologies was sometimes difficult. Also, there is a difficult vocabulary that contains more than one meaning or incomprehensible meaning. This study results agreed with the results of (Basaad, et al, 2018), (Abd Rabboh, 2018) (Rao, 2017), and (Jafarian, et al, 2015); however, did not agree with the results of (Hamidović, 2013).

5.2.2.2 Discussion of the findings related to the second hypothesis:

To answer the hypothesis, the researcher used One Way ANOVA. The hypothesis was accepted. The result showed that there are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum due to academic level. The researcher attributed this result to the fact that business English terminology plays an important role in the overall structure of the language teaching program in business specialization in the years of study as these vocabularies are repeated in the second, third and fourth years of business study. Also, there is no difference in the way these terminologies are taught from one year to another.

The current study results agreed with the results of (Abd Rabboh, 2018), (Djaileb & Bendiabdellah, 2017), (Indrasari, 2016), (Xie, 2016), (Xhaferi & Xhaferi, 2011) and (Ashour, 2010).

5.2.2.3 Discussion of the findings related to the third hypothesis:

To answer this hypothesis, the researcher used One Way ANOVA. The hypothesis was accepted. The result of the study showed that there are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of the PPU business learners' degree of satisfaction toward terminology in the English for Business curriculum due to achievement level. The researcher attributed this so close result between the mean score of student satisfaction at different levels of achievement to the importance of scientific concepts and English terminology in the business that the college depending on to achieve educational goals. The importance of these terminologies in business educational programs helps students to obtain and classify information effectively, to acquire different skills such as writing, reading, speaking and others which help to increase the level of achievement.

The current study results agreed with the results of (Ratminingsih, et al, 2018), (Hamdan, 2017), (Rao, 2017), (Indrasari, 2016), (Zhonggen & Guifang, 2016) and (Jafarian, et al, 2015).

5.2.3 Discussion of the findings related to the third question:

Is the arithmetic mean of the PPU business learners' perceptions of the language difficulties they encounter at the college?

To answer this question, arithmetic mean and standard deviation were calculated from the students' responses to the questionnaire items. Based on the response scale, the researcher adopted five levels of responses by using Likert scale (strongly agree, agree, neutral, disagree, strongly disagree). The results showed that the PPU business learners' perceptions of the language difficulties they encounter at the college is in an average level with mean value of (3.35) and a standard deviation of (0.65). The researcher attributed these results to the existence of difficulties in general vocabulary and in comprehending lectures in English in addition to participating in discussions of lectures in English in business at the College, especially in oral presentations. Although the business course helps students develop their English language through general vocabulary, there are difficulties that vary among students during their study of business.

The study results agreed with the results of (Lin-Fang Wu, 2014) and did not agree with the results of (Qasem & Al-maqateri, 2018).

5.2.4 Discussion of the findings related to the fourth question:

Are the arithmetic means of the PPU business learners' perceptions of the language difficulties they encounter at the college different according to the variables (gender, academic year, and achievement level)?

To answer this question, the researchers developed the following null hypotheses and discussed the results of the answers.

5.2.4.1 Discussion of the findings related to forth hypothesis:

To answer the hypothesis, the researcher used Independent T-test. The hypothesis was accepted. The result of this study showed that there are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of the PPU business learners' perceptions of the language difficulties they encounter at the due to gender. The researcher attributed that to the fact that both male and female students face different difficulties in English language in general, and in business study in particular whether when they speak and make presentations, or when they translate literal texts, which change the meaning of the sentence, and cause problems in the formulation of sentences, writing reports and so on.

The current study results agreed with the results of (Imene, 2013), and did not agree with the results of (Ali, 2012).

5.2.4.2 Discussion of the findings related to fifth hypothesis:

To answer the hypothesis the researcher used One Way ANOVA. The hypothesis was rejected. The result of this study showed that there are apparent statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of the PPU business learners' perceptions of the language difficulties they encounter at the college due to academic level. The researcher used the advanced statistical analysis Post-Hoc (LSD) to find out in favor of any differences. The result came in favor of the second year. The researcher justified this result according to the weakness of some students in the English language in general, especially when learning material either because of the difficulty of the courses and textbooks in terms of the language content, or because of the increase in the amount of knowledge which is related to the study of business year after the other. This sometimes makes it difficult for students to produce English language in business-specific contexts.

The current study results agreed with the results of (Renaldi, et al, 2016) and (Ali, 2012), but did not line up with the results of (Qassim, 2016).

5.2.4.3 Discussion of the findings related to sixth hypothesis:

To answer the hypothesis, the researcher used One Way ANOVA. The hypothesis was accepted. The result of the study showed that there are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of the PPU business learners' perceptions of the language difficulties they encounter at the due to achievement level. The researcher attributed this to the fact that non-English ESP students have difficulty in studying the business courses that offered in English in college because they require double time when studying. The students may encounter problems of misunderstanding in submitting tests while writing answers or understanding what is required from the question.

The current study results agreed with the results of (Derus, 2014) and (Al-Khasawneh, 2010).

5.3 Discussion of interview's analysis findings

Discussion of the results related to the first interview question:

What language problems do you have in studying business English in your Business College?

The result of the first question from the interview showed that more than half of students face many problems in English terminologies, such as understanding, pronunciation and how to use it. In addition, they face problems in the participation and communication in English in lectures. There are a variety of problems among difficulties in EBP from the students' perspective. This is due to the increase of vocabulary especially in highly technical vocabulary, and the how language used in many contexts.

Discussion of the results related to the second interview question:

What language skills/areas do you need to adequately succeed in your major in Business?

The results of the analysis of the second question in the interview showed that more than half of the students expressed their need to enhance their communication and conversation skills by offering an English course that refines their skills and lead to their success in studying business at the college. Many students also expressed their need for writing and reading skills in English as well as speaking and presentation skills.

5.4 Summary of discussion of the results of the study instruments (questionnaire and interview)

The analysis of the data obtained from the study instruments led to an insight into the results with high arithmetic averages showing the benefit of English Business terminology to students. That agreed with the interview in which students face difficulty with highly technical/specialized and graded business terminology in the Course.

However, English business terminology in the Course helped most of the students to write and speak in content courses at the college successfully .On the contrary, the results also showed that the presence of these terms did not help other students as expected to improve their general English vocabulary.

The results of the questionnaire in the difficulties PPU business learners encounter in English while studying at their college showed a high percentage of difficulties in general vocabulary and in comprehending lectures in English in business. This was followed by difficulties in reading textbooks because of business terminologies, which agreed with the students' opinions in the interview for reasons due to the difficulty of pronunciation and length of vocabulary.

The students expressed their opinion in the interview and their needs to acquire skills that make them able to use this vocabulary effectively in order to help them to read successfully and to enhance their conversation in their disciplines at the college.

5.5 Recommendations

In the light of the results of the study, the researcher recommends the following:

1. The researcher proposes a two-part ESP approach for business: a first-year theoretical business course with the most commonly used of English business vocabulary focusing on vocabulary, writing, grammar and pronunciation. Then a practical advanced business course with highly technical vocabulary where it focuses on conversation and language production.
2. The researcher recommends that attention should be paid to time. The time devoted to the course offered is not enough to help students use the language sufficiently.
3. The researcher recommends focusing on the four English skills in business introductory courses, providing several teaching strategies based on a variety of activities that integrate the four skills, which help students to write reports and make successful presentations.

4. The researcher recommends a specialized conversation course to improve the level of English proficiency for learners to make them qualified to speak fluently, interact and communicate with others in conferences and seminars.
5. The researcher proposes conducting targeted communicative situations representing the communicative use of business language courses for what is being taught in the business discipline to focus on the intended objectives in the business curriculum for students.

5.6 Suggestions for Further Research

1. The researcher suggests conducting other studies comparing the PPU business learners' satisfaction with Al Quds University business learners' satisfaction on the ESP curriculum and courses.
2. The researcher suggests conducting studies that shows students' satisfaction with the purchased ESP curriculum by the University. Also, the curriculum prepared by the University itself to meet the needs of its students.

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Appendix (I): Students' Instruments (Questionnaire & Interview) Primary form

Deanship of Graduate Studies

Al-Quds University



Students' Questionnaire

Dear Student,

This questionnaire is part of a research project at Al-Quds University titled '**PPU Business Learners' Degree of Satisfaction toward Terminology in the English for Business Curriculum and the Difficulties they**'. Your participation is highly valued. The information you provide will be used to develop and promote teaching/learning at PPU. All the answers you provide in this questionnaire will remain confidential and will be used for research purposes only.

Please fill in the blanks with the appropriate information or tick (✓) the appropriate box:
Thank you for your cooperation.

Researcher

Raesa I. Natsheh

Section I : Background Information

- 1) Gender: Male Female
- 2) Academic year: 2nd year 3rd year 4th year

Section II :

PPU learners' perceptions (degree of satisfaction) toward English terminology in the Business and Leadership Curriculum

No.	Item	strongly agree	agree	neutral	disagree	strongly disagree
1	The English for Business Course at the college is useful.					
2	Business terminology in the Business Course is useful.					
3	Business terminology in the Business Course is relevant to the content courses in the College.					
4	The Business terminology in the Course meet my needs in the content courses at the College.					
5	Business terminology in the Course is difficult (highly technical/specialized).					
6	Business terminology in the Course is graded.					
7	Business terminology in the Course is sufficient.					
8	Business technical (specialized) vocabulary in the Course is enough.					
9	The English Business Course helps me improve my general English vocabulary.					
10	The English Business Course helps me improve my technical (specialized) vocabulary in business.					
11	English business terminology in the Course helps me read content courses at the College successfully.					
12	English business terminology in the Course helps me write content courses at the College successfully.					
13	English business terminology in the Course helps me speak in content courses at the college successfully.					
14	English business terminology in the Course helps me listen successfully in content courses in the College.					

Section III:**The difficulties in English PPU learners have in their studying at the Business College**

No.	Item	strongly agree	agree	neutral	disagree	strongly disagree
1	I have difficulty in business terminology in studying at the College.					
2	I have difficulty in general vocabulary.					
3	I have difficulty in reading business textbooks at the College.					
4	I have difficulty in reading business journals.					
5	I have difficulty in writing business assignments and reports at the College.					
6	I have difficulty in writing business research papers at the College.					
7	I have difficulty in participating in lecture discussions in English at the College.					
8	I have difficulty in giving oral presentations in lectures at the College.					
9	I have difficulty in comprehending lectures in English in business at the College.					
10	I have difficulty in producing and understanding business English due to my grammar.					

Section IV:

Interview Questions

1. What language problems do you face in studying business English in your Business College?

A. _____

B. _____

C. _____

D. _____

E. _____

2. What language skills do you need to adequately succeed in your major in business?

A. _____

B. _____

C. _____

D. _____

E. _____

Appendix (II): Students' Instruments (Questionnaire& Interview) Final Form

Deanship of Graduate Studies

Al-Quds University



Students' Questionnaire

Dear Student,

This questionnaire is part of a research project at Al-Quds University titled: “**PPU Business Learners' Degree of Satisfaction toward Terminology in the English for Business Curriculum and the Difficulties they Encounter**”. Your participation is highly valued. The information you provide will be used to develop and promote teaching/learning at PPU. All the answers you provide in this questionnaire will remain confidential and will be used for research purposes only.

Please tick (√) the most appropriate option:

Thank you for your time

Researcher

Raesa I. Natsheh

Section I: Background Information

- 1) Gender: Male Female
- 2) Academic level: 2nd year 3rd year 4th year
- 3) Achievement level: more than 80 from 70-80 less than 70

Section II :

PPU Business Learners' Degree of Satisfaction toward Terminology in the English for Business Curriculum

No.	Item	strongly agree	agree	neutral	disagree	strongly disagree
1	The English for Business Course at the college is useful.					
2	Business terminology in the Business Course is useful.					
3	Business terminology in the Business Course is relevant to the content courses in the College.					
4	The Business terminology in the Course meet my needs in the content courses at the College.					
5	Business terminology in the Course is difficult (highly technical/specialized).					
6	Business terminology in the Course is graded.					
7	Business terminology in the Course is sufficient.					
8	Business technical (specialized) vocabulary in the Course is enough.					
9	The English Business Course helps me develop my general English vocabulary.					
10	The English Business Course helps me develop my technical (specialized) vocabulary in business.					
11	English business terminology in the Course helps me read content courses at the College successfully.					
12	English business terminology in the Course helps me write in content courses at the College successfully.					
13	English business terminology in the Course helps me speak in content courses at the College successfully.					
14	English business terminology in the Course helps me listen successfully in content courses in the College.					

Section III:**The Difficulties PPU Business Learners Encounter in English while Studying at their College**

No.	Item	strongly agree	agree	neutral	disagree	strongly disagree
1	I have difficulty in business terminology in studying at the College.					
2	I have difficulty in general vocabulary.					
3	I have difficulty in reading business textbooks at the College.					
4	I have difficulty in reading business journals.					
5	I have difficulty in writing business assignments and reports at the College.					
6	I have difficulty in writing business research papers at the College.					
7	I have difficulty in participating in lecture discussions in English at the College.					
8	I have difficulty in giving oral presentations in lectures at the College.					
9	I have difficulty in comprehending lectures in English in business at the College.					
10	I have difficulty in comprehending and producing business English due to my grammar.					

Section IV:

Interview Questions

1. What language problems do you have in studying business English in your Business College?

A. _____

B. _____

C. _____

D. _____

E. _____

2. What language skills/areas do you need to adequately succeed in your major in Business?

A. _____

B. _____

C. _____

D. _____

E. _____

Appendix (III): Arabic Students' Instruments (Questionnaire & Interview)



جامعة القدس
الدراسات العليا
كلية العلوم التربوية

استبانة لطلبة الإدارة في جامعة بوليتكنك فلسطين عن المصطلحات الإنجليزية
الخاصة في منهاج الإنجليزية للأعمال والصعوبات التي تواجههم

أخي الطالب/ أختي الطالبة

بعد التحية،

تقوم الباحثة بإجراء دراسة بعنوان: (درجة رضا طلبة الإدارة في جامعة بوليتكنك فلسطين عن المصطلحات الإنجليزية الخاصة بمنهاج الإنجليزية للأعمال، والصعوبات التي تواجههم)، وذلك استكمالاً لمتطلبات نيل درجة الماجستير في أساليب تدريس اللغة الإنجليزية. أرجوا منكم الإجابة على فقرات هذه الاستبانة، وذلك بما يتفق مع وجهة نظركم، علماً بأن بيانات هذه الدراسة لن تستخدم إلا لأغراض البحث العلمي فقط، وستعامل بالسرية التامة.

شاكرين لكم حسن تعاونكم

إعداد: الباحثة رئيسة اللجنة

القسم الأول: (بيانات أولية)

- | | | |
|---------------------|--|--|
| 1) الجنس: | <input type="checkbox"/> ذكر | <input type="checkbox"/> أنثى |
| 2) المستوى الدراسي: | <input type="checkbox"/> السنة الثانية | <input type="checkbox"/> السنة الثالثة |
| 3) مستوى التحصيل: | <input type="checkbox"/> أعلى من 80 | <input type="checkbox"/> من 70-80 |
| | | <input type="checkbox"/> أقل من 70 |

القسم الثاني:

PPU Business Learners' Degree of Satisfaction toward Terminology in the English for Business Curriculum

درجة رضا طلبة الإدارة في جامعة بوليتكنك فلسطين عن المصطلحات الواردة في منهاج الإنجليزية للأعمال

الرقم	الفقرات	كبيرة جداً	كبيرة	متوسطة	قليلة	قليلة جداً
1	The English for Business Course at the College is useful. استفدت من مساق اللغة الإنجليزية للأعمال المطروح في الكلية					
2	Business terminology in the Business Course is useful. ساعدتني مصطلحات الإدارة والأعمال الواردة في مساق اللغة الإنجليزية للأعمال					
3	Business terminology in the Business Course is relevant to the content courses in the College. ان مصطلحات الإدارة والأعمال الواردة في مساق اللغة الإنجليزية للأعمال ذات صلة بمحتوى المساقات المطروحة في الكلية					
4	The Business terminology in the Course meet my needs in the content courses at the College. ان مصطلحات الإدارة والأعمال الواردة في المساق تلبي احتياجاتي اللغوية في المساقات المطروحة في الكلية					
5	Business terminology in the Course is difficult (highly technical/specialized). ان المصطلحات التقنية المتخصصة في مساق اللغة الإنجليزية للأعمال صعبة ومتخصصة جداً					
6	Business terminology in the Course is graded. ان مصطلحات الإدارة والأعمال الواردة في المساق متدرجة من حيث الصعوبة					
7	Business terminology in the Course is sufficient. ان مصطلحات الإدارة والأعمال الواردة في المساق كافية أوافية					
8	Business technical (specialized) vocabulary in the Course is enough. ان المفردات التقنية المتخصصة في الإدارة والأعمال الواردة في المساق كافية					
9	The English Business Course helps me develop my general English vocabulary. ساعدني مساق اللغة الإنجليزية للأعمال في تحسين المفردات الإنجليزية العامة لدي					
10	The English Business Course helps me develop my technical (specialized) vocabulary in business. ساعدني مساق اللغة الإنجليزية للأعمال في تحسين المفردات التقنية المتخصصة لدي في الإدارة والأعمال					
11	English business terminology in the Course helps me read content courses at the College successfully. ساعدتني المصطلحات الواردة في مساق اللغة الإنجليزية للأعمال في قراءة محتويات المساقات في الكلية بنجاح					
12	English business terminology in the Course helps me write in content courses at the College successfully. ساعدتني المصطلحات الواردة في مساق اللغة الإنجليزية للأعمال في الكتابة بنجاح في المساقات في الكلية					

					English business terminology in the Course helps me speak in content courses at the College successfully. ساعدتني المصطلحات الواردة في مساق اللغة الإنجليزية للأعمال في التحدث بنجاح في المساقات في الكلية	13
					English business terminology in the Course helps me listen successfully in content courses in the College. ساعدتني المصطلحات الواردة في مساق اللغة الإنجليزية للأعمال على الاستماع بنجاح في المساقات في الكلية	14

The Difficulties PPU Business Learners Encounter in English while Studying at their College

الصعوبات التي تواجه طلبة إدارة الأعمال في اللغة الإنجليزية في مساقات التخصص في الكلية

الرقم	الفقرات	كبيرة جداً	كبيرة	متوسطة	قليلة	قليلة جداً
1	I have difficulty in business terminology in studying at the College. واجه صعوبة في مصطلحات الإدارة والأعمال في كلية الإدارة					
2	I have difficulty in general vocabulary. واجه صعوبة في المفردات العامة					
3	I have difficulty in reading business textbooks at the College. واجه صعوبة في قراءة الكتب الجامعية للإدارة والأعمال في الكلية					
4	I have difficulty in reading business journals. واجه صعوبة في قراءة مجلات الإدارة والأعمال					
5	I have difficulty in writing business assignments and reports at the College. واجه صعوبة في كتابة المهام والتقارير المتعلقة بالإدارة والأعمال في الكلية					
6	I have difficulty in writing business research papers at the College. واجه صعوبة في كتابة الأوراق البحثية المتعلقة بالإدارة والأعمال في الكلية					
7	I have difficulty in participating in lecture discussions in English at the College. واجه صعوبة في المشاركة والنقاش باللغة الإنجليزية في المحاضرات في الكلية					
8	I have difficulty in giving oral presentations in lectures at the College. واجه صعوبة في تقديم عروض شفوية في المحاضرات في الكلية					
9	I have difficulty in comprehending lectures in English in business at the College. واجه صعوبة في فهم محاضرات الإدارة والأعمال باللغة الإنجليزية في الكلية					
10	I have difficulty in comprehending and producing business English due to my grammar. واجه صعوبة في فهم وإنتاج الإنجليزية للإدارة والأعمال بسبب قواعد اللغة لدي					

القسم الرابع: المقابلة

1. ما المشاكل اللغوية التي تواجهك باللغة الإنجليزية أثناء دراسة الإدارة والأعمال في الكلية؟

أ. _____

ب. _____

ج. _____

د. _____

هـ. _____

2. ما المهارات والمجالات في اللغة الإنجليزية التي تحتاجها للنجاح في دراسة الإدارة والأعمال في الكلية؟

أ. _____

ب. _____

ج. _____

د. _____

هـ. _____

Appendix (IV): List of Validation Experts

List of Validation Experts

No.	Name	Place of work	Specialization
1	Prof. Afif Zeidan	Al Quds University	Curriculum and Methods of Teaching
2	Dr. Ghassan Sirhan	Al Quds University	Curriculum and Methods of Teaching
3	Dr. Ibrahim Arman	Al Quds University	Teaching Methods
4	Dr. Jamal Nafi'	Al Quds University	English Literature
5	Dr. Mohammed Farrah	Hebron University	Applied Linguistics
6	Dr. Mohammed Tamimi	PPU	English Teaching Methods
7	Dr. Mohsen Adas	Al Quds University	Curriculum and Methods of Teaching
8	Dr. Nadia Qawasmi	Al-Quds Open University	English Language Literature
9	Dr. Raghad Dweik	Hebron University	Teaching Methods, (TESOL)
10	Lecturer Abd Alkarim Haddad	Hebron University	Translation and interpretation
11	Lecturer Mohammed Hirbawi	Hebron University	International Business and Finance
12	Mr. Nidal Katbeh Bader	Ministry of Education	English language and Literature
13	Mr. Hasan Karableyeh	Ministry of Education	English Literature

Appendix (V): Facilitating Letter

Al-Quds University
Faculty of Educational Science
Graduate Studies Programs



جامعة القدس
كلية العلوم التربوية
برنامج الدراسات العليا

التاريخ: 2019 / 10 / 8

حضرة الاستاذ الدكتور رئيس جامعة بولنتكتك فلسطين المحترم

الموضوع: تسهيل مهمة

تحية طيبة وبعد،،

تقوم الطالبة رئيسه اسحق نتشه ورقمها الجامعي (21712243)، بالعمل على انجاز رسالة ماجستير في اساليب التدريس بعنوان " PPU Business Learners Degree of Satisfaction toward Terminology in the English for Business Curriculum and the Difficulties they Encounter" ، وهي مسجلة للرسالة في الفصل الأول من العام الدراسي 2019 / 2020، يرجى من حضرتكم تسهيل مهمة الطالبة المذكور أعلاه في تطبيق دراستها.

شاكرين لكم حسن تعاونكم

أ. د. عفيف زيدان
منسق ماجستير أساليب التدريس

كلية العلوم التربوية
Faculty of Educational Sciences



Appendix (VI): Means and Standard Deviation Scores For Research Question Number One

PPU Business Learners' Degree of Satisfaction toward Terminology in the English for Business Curriculum

No.	Item	Mean	Std. deviation	Level
1	The English for Business Course at the college is useful.	2.33	0.85	Low
2	Business terminologies in the Business Course are useful.	2.42	0.76	Average
3	Business terminology in the Business Course is relevant to the content courses in the College.	2.04	0.93	Low
4	The Business terminology in the Course meet my needs in the content courses at the College.	2.48	0.93	Average
5	Business terminology in the Course is difficult (highly technical/specialized).	3.39	0.98	Average
6	A business terminology in the Course is graded.	3.02	0.82	Average
7	Business terminology in the Course is sufficient.	2.72	0.97	Average
8	Business technical (specialized) vocabulary in the Course is enough.	2.74	0.96	Average
9	The English Business Course helps me improve my general English vocabulary.	2.23	0.90	Low
10	The English Business Course helps me improve my technical (specialized) vocabulary in business.	2.51	0.97	Average
11	English business terminology in the Course helps me read content courses at the College successfully.	2.77	0.91	Average
12	English business terminology in the Course helps me write content courses at the College successfully.	2.87	0.99	Average
13	English business terminology in the Course helps me speak in content courses at the college successfully.	2.83	1.01	Average
14	English business terminology in the Course helps me listen successfully in content courses in the College.	2.58	0.96	Average
Total		2.64	0.47	Average

Appendix (VII): Means and Standard Deviation Scores For Research Question Number One

Difficulties that PPU learners encounter in English while studying at the business College

No.	Item	Mean	Std. deviation	Level
1	I face a difficulty in business terminology in studying at the College.	3.36	0.99	Average
2	I face a difficulty in general vocabulary.	3.83	0.95	High
3	I face a difficulty in reading business textbooks at the College.	3.48	1.00	Average
4	I face a difficulty in reading business journals.	3.32	0.91	Average
5	I face a difficulty in writing business assignments and reports at the College.	3.26	0.94	Average
6	I face a difficulty in writing business research papers at the College.	3.22	0.90	Average
7	I face a difficulty in participating in lecture discussions in English at the College.	2.98	1.17	Average
8	I face a difficulty in giving oral presentations in lectures at the College.	3.14	1.08	Average
9	I face a difficulty in comprehending lectures in English in business at the College.	3.61	1.09	Average
10	I face a difficulty in comprehending and producing business English due to my grammar.	3.25	1.23	Average
Total		3.35	0.65	Average

درجة رضا طلبة الإدارة في جامعة بوليتكنك فلسطين عن المصطلحات الإنجليزية الخاصة بمنهاج الإنجليزية للأعمال، والصعوبات التي تواجههم

إعداد: رئيسة اسحق ابراهيم نتشة

إشراف: الدكتور حازم بدر

الملخص

هدفت هذه الدراسة الى التعرف على درجة رضا طلبة الإدارة في جامعة بوليتكنك فلسطين عن المصطلحات الإنجليزية الخاصة بمنهاج الإنجليزية للأعمال، والصعوبات التي تواجههم. وهدفت أيضا الى تحديد دور كل من المتغيرات من الجنس، والمستوى الدراسي، ومستوى التحصيل لطلبة الإدارة والأعمال، في كلية العلوم التربوية ونظم المعلومات.

ولتحقيق أهداف الدراسة اعتمدت الباحثة المنهج الوصفي، حيث تكون مجتمع الدراسة من جميع طلبة الإدارة والأعمال الذين اجتازوا مساق الإنجليزية للأعمال، والبالغ عددهم (212)، وتم تطبيق هذه الدراسة في الفصل الدراسي الأول من العام (2020/2019) على عينة عشوائية تكونت من (108) طالبا وطالبة. وكما تكونت أدوات الدراسة من استبانة ومقابلة، وتم التأكد من صدق الأدوات بعرضهما على عدد من المحكمين، وكما تم التأكد أيضا من ثباتهما باستخدام معامل الثبات (كرونباخ ألفا) للاستبانة، حيث بلغت قيمته للتابع الأول (0.93)، وللتابع الثاني بقيمة (0.81)، إضافة إلى التأكد من ثبات المقابلة باستخدام معادلة كوبر.

تم جمع بيانات الدراسة ثم تحليلها وتفسيرها باستخراج المتوسطات الحسابية والانحرافات المعيارية، وتحليل التباين الأحادي ANOVA، وIndependent t-test، وLSD حيث أظهرت نتائج الدراسة فعالية المصطلحات الإنجليزية للأعمال لطلبة الإدارة والأعمال، بالإضافة الى حاجتهم لجميع المهارات اللغوية، وخاصة المحادثة الفعالة من وجهة نظرهم.

وقد أظهرت نتائج درجة رضا طلبة الإدارة في جامعة بوليتكنك فلسطين عن المصطلحات الإنجليزية الخاصة بمنهاج الإنجليزية للأعمال، والصعوبات التي تواجههم عن عدم وجود فروق ذات دلالة إحصائية لاستجابات الطلبة تعزى لمتغير الجنس ومستوى التحصيل، ووجود فروق تعزى لمتغير المستوى الدراسي للسنة الثانية. كما أظهرت نتائج المقابلة بضرورة تكامل ورود مصطلحات الإنجليزية للأعمال مع مهارات استخدام اللغة الإنجليزية وقواعدها في مساقات تخصص الإدارة والأعمال في الكلية.

وبناء على النتائج أوصت الباحثة بضرورة مراجعة مساق الانجليزية للأعمال للتركيز على كيفية استخدام المفردات ثم المحادثة ونتاج اللغة الإنجليزية، وأوصت الباحثة بإيلاء المزيد من الاهتمام للوقت المخصص للمساق، وأضافت الباحثة باقتراح مساق عملي متخصص لتحسين مستوى إجادة اللغة الانجليزية لطلبة الإدارة والأعمال للتواصل بفعالية وبطلاقة في مختلف المواقف.