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INVESTIGATING THE IMPORTANCE OF ENGLISH TO DEVELOP EFL LEARNERS' COMPETENCE IN BUSINESS

**The Case Study EFL Learners at Department of English in Algerian
Universities**

*Dissertation submitted in partial fulfillment of the requirements for the Master
Degree in Language and Communication*

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DEDICATION

I dedicated this dissertation to my lovely family and all those who supported me during my academic journey especially my siblings Rachida, Amina and Omar and my nephews Mohamed and Nahil. Also, I dedicate to my cousins Mansouria, Asmaa, Nacer and his brother Ahmed and never forget my friends and classmates Ahmed, Abderraouf, Yahia, Amina, Marwa, Badreddine, Mohamed, Djamel, Salim and Bouchra and everyone who helped me write this dissertation.

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ABSTRACT

This research aims at investigating the importance of English to develop the competence of English as a Foreign Language (EFL) learners in the business field. It aims to gain insights into the perspectives of EFL students regarding the significance and importance of English in international business communication, explores how English language skills can enhance employability, and emphasizes the impact of English proficiency on career advancement opportunities. A questionnaire was shared for EFL learners from different Algerian universities, able to know the point of view of the main participants who are the English as foreign language students, and how they see English as the primary language of the global market in nowadays, the questionnaire was used to analyze the participants' responses. The results showed percentage of respondents indicated that English language proficiency has a significant enhancement on employability. The findings from this investigation support the hypotheses that English proficiency positively correlates with perceived career advancement prospects, competence in business negotiation scenarios, employability, and competence in various aspects of business communication for English language learners. Further investigation into long-term results, cross-cultural influences, and proficiency-level comparisons is advised to improve the business English proficiency and preparation of English learners for the global business environment.

Keywords: EFL, Learners, Business, Competence, Hypotheses, Global, Scenarios, Negotiation, Communication, Employability, International

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LIST OF ABBREVIATIONS:

EFL: English as Foreign Language

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General Introduction

As one of the most spoken languages in the world, English plays a significant role in all areas of life, including business, education, and international communication. Due to its popularity as a lingua franca, individuals must have a certain level of English proficiency to navigate successfully in today's interconnected global environment. The English language has become a necessity for many jobs in the business world as it allows workers to interact effectively with stakeholders, clients, and colleagues from a variety of linguistic backgrounds. English proficiency is necessary for developing relationships and establishing trust in the global business environment, as well as for facilitating easy and effective business transactions.

In addition, speaking English improves job opportunities, particularly in industries like technology where English ability is frequently a requirement. Strong English language abilities also help with negotiating, presentation, and communication, which enhance productivity, earnings, and job options. Additionally, outside of academia, English proficiency is critical for personal development and cultural exchange. It enables individuals to connect with people of different backgrounds and cultures, thereby promoting understanding and tolerance. Also, knowledge of English opens doors to various entertainment and media platforms, increases job chances, and provides access to global popular culture. However, acquiring English can be challenging for non-native speakers. The complexities of grammar, vocabulary, pronunciation, and cultural differences require extra effort and practice.

Furthermore, providing EFL learners with opportunities to communicate with native English speakers or professionals from different cultural backgrounds can improve their understanding of intercultural communication and increase their confidence in using business English in different contexts. Also, it is crucial for EFL students to become culturally sensitive and adaptable. To identify their own cultural prejudices and presumptions, students can be encouraged by teachers to participate in self-reflection and self-awareness exercises. Teachers can build an appreciation for cultural diversity and assist EFL students in developing the skills necessary to successfully navigate cross-cultural business relationships by encouraging an open-minded and inclusive learning environment. This research investigates the importance of English in developing EFL learners' competence in the field of business. Thus, the research questions are as follows:

- How does English language proficiency relate to career advancement opportunities for EFL learners in the business field?
- How does English language proficiency influence EFL learners' competence in business negotiation?
- What is the relationship between English language proficiency and employability among EFL learners in the global market?
- How does English language proficiency impact EFL learners' competence in business communication?

In order to predict the responses to our research questions, we developed two hypotheses based on the earlier research questions:

- ✓ The level of English language proficiency will positively correlate with perceived career advancement opportunities for EFL learners, indicating that those with stronger English skills have better prospects for career progression in the business domain.
- ✓ EFL learners with enhanced English language proficiency will display greater competence in business negotiation scenarios, showing higher levels of effectiveness in areas such as persuasion, conflict resolution, and relationship building.
- ✓ EFL learners with stronger English language skills will exhibit higher levels of employability, as evidenced by increased job opportunities, career advancement prospects, and international networking opportunities.
- ✓ Learners with higher English language proficiency will demonstrate greater competence in various aspects of business communication, including oral and written communication, presentation skills, and interpersonal communication.

In order to accomplish these objectives, questionnaire was designed for EFL learners to collect precise information,

The dissertation work was divided into three chapters, The first chapter was devoted to presenting an overview of investigating the importance of English language to develop EFL learners' competence in the business world. Chapter two discusses the research methodology, including the research method, procedure, and collecting data instrument that we used to answer our research questions. Chapter three presents the data analysis and discussion of the results of the answers in the designed questionnaires, in addition to the limitations of the study.

Chapter One: An Overview

Introduction

This chapter serves as a concise introduction to the importance of English language proficiency for achieving success in the business world. It highlights the role of English in international business communication, explores how English language skills can enhance employability, and emphasizes the impact of English proficiency on career advancement opportunities. The chapter also discusses strategies for improving business English competence among EFL learners, addresses challenges faced in the learning process, and explores the future of business English education.

1. The Significance of English Language Proficiency for Business Success

English has come of age as a global language. It is spoken by a quarter of the world's population, enabling a true single market in knowledge and ideas. It now belongs to the world and increasingly to non-native speakers, who today far outnumber native speakers. In today's global economy, especially for organizations that operate worldwide, fluency in the English language is crucial. Speaking and writing English well enables people and businesses from various nations and cultures to interact and collaborate more successfully. Additionally, it enables companies to actively take part in international research, education, and trade. An employee's proficiency in English is crucial for businesses because, according to British Council research, it is the language of commerce in 96% of nations. Being able to engage in the global market and interact with clients and partners from other countries makes it quite common for multinational firms to demand that their personnel have high levels of English proficiency. However, in the 21st century, where content is king (as Bill Gates said back in 1996), creative, culture-rich English content has a growing and highly receptive world market. And just as culture can create the space where individuals can express, explore, and re-imagine difficult issues, so English as the common language aids dialogue, understanding, trust, and the brokering of business deals. Emerging economies and developing countries

increasingly recognize the economic value of producing large numbers of skilled graduates able to communicate in English. Jobs, economic opportunity, and wealth creation are critical to stability. Countries with low proficiency in English have uniformly low levels of exports per capita. A focus on improved language skills, integrating English into the curriculum from the primary or even pre-school years, helps attract foreign investment, further increasing the need for English speakers, and a strong export sector in services helps create a middle class, strengthening spending and growing the national economy. English proficiency is not only important in business but can also improve career prospects, especially in fields like technology where it is a crucial ability for job seekers. English language fluency is crucial for people who travel for work frequently so they can navigate different cultures and professional settings. In fact, a study of business travelers from abroad revealed that English was utilized by 85% of them the most when they were on the road. English is a vital part of success to enter a global workforce in the corporate world. If you know English, your chances to get a better job locally or abroad are greater.

Companies that have customers in different non-speaking countries rely on English as a means of communication, so they need English-speaking staff to increase their chances of getting better contracts or the best partners anywhere in the world. The fact that many of the leading academic publications and research institutions in the world publish in English makes English fluency essential for research and development. English reading and writing proficiency are required for researchers who want to engage in international academic communities. Having a strong command of the English language is important for business success since it may result in additional benefits, job progression, an effective and professional image, access to international trade and commerce, supremacy in negotiations, and better business credibility, income, and productivity.

1.1. The Role of English in International Business Communication

International business communication has become increasingly important. English is often referred to as the international language of the workforce and is spoken by nearly 1.75 billion people, but it's not always straightforward. Like most languages, it has several variants depending on geography, community, and culture. It is essential for professionals to have good English communication skills to interact and gain the confidence to build strong relationships with their colleagues and clients. Business language training can also be tailored to suit your specific needs as a company. This means that you can choose the areas of international business communication that you want your employees to focus on. Effective global communication can lead to innovation and create more inclusive environments. Recent research indicates that using "business speak" to build rapport with colleagues at work may not be effective in a multinational office, where Global English is more appropriate. Investing in business language training can improve a company's international business communication skills, leading to better results and an improved reputation.

1.2. English Language and Employability in the Global Market

English language skills and employability are interrelated, especially in the global market. With more businesses going global and working in competitive environments, English language proficiency has become a key factor in finding employment, English is the language of global commerce, and proficiency in English is among the top global employment skills. Good English communication skills are essential for getting ahead at work, and improving professional business vocabulary and knowledge can help individuals work more efficiently. English language proficiency is highly valued by employers in the global marketplace. Students need to market themselves as confident, knowledgeable individuals during the recruitment process and after recruitment. English language provision in English-medium higher education institutions plays a central role in the graduate profile

and the employability of graduates in the global marketplace. Therefore, improving English language skills can enhance employability in the global market.

1.3. English Language Proficiency for Business Negotiation and Presentation skills

English language proficiency is crucial for business negotiation and presentation skills. Fluency in English can help you negotiate better, not just with native English speakers but also with people from other countries. Besides, English proficiency has a direct link to an organization's productivity and revenue. Without proficient English skills, a company might lose 30% of its productivity and 32% of its international business opportunities.

Good English skills are essential for delivering presentations and speeches, which are crucial in business settings. English is the dominant language of negotiation in business across the world, and non-native English speakers are seeing the importance of studying business English to improve their professional success. Strong English language skills are important for expressing oneself clearly and confidently in group settings such as business meetings and presentations.

Many jobs in sectors such as banking, finance, and law require proficient English skills, and some jobs are only open to applicants who are fluent in the business language. English language proficiency can lead to faster progression through job grades, increases in salary, and advancement to senior roles. Therefore, English language proficiency is essential for effective communication, negotiation, and presentation skills in the business world. It can lead to better productivity, revenue, and career prospects.

1.4 English Language and Career Advancement Opportunities

Various research studies have found a substantial connection between English language proficiency and prospects for job growth. Better English communication skills can increase social contacts and open up job opportunities in the future. English language

proficiency affects work chances in a variety of ways, including by increasing the probability of "secure" and higher-paying positions. Increased employee satisfaction and retention, higher compensation, job promotions, and more competent and capable staff are just a few of the positive results that studies have found arise from increasing English language ability, which is beneficial to work operations. Additionally, graduates with a business English degree are employable according to talent training standards and industry expectations. Therefore, improving language skills is crucial for career success and excellent employment prospects.

2. Improving EFL Learner's Business English Competence

A learner-centred approach to language training is necessary to improve the business English proficiency of EFL learners. The use of authentic resources that depict real-world scenarios and a focus on high-frequency vocabulary for work should all be encouraged by teachers. Students should also receive assistance with vocabulary development, speaking time should be maximized, and listening and reading comprehension should be supported. In addition, incorporating 21st-century skills into business English lessons will help students get ready for the modern workplace and succeed professionally. One of the most marketable abilities in the sectors of international and corporate communication is the ability to specialize in business English. Business English vocabulary classes are popular among ESL students who are studying or working in the fields of finance, law, politics, marketing, and trade because they can speed up promotion through employment grades, raise salaries, and open doors to senior positions. Business language abilities are therefore essential for every step of the career navigation process, from job searching to interviewing to starting a new job and beyond.

2.1. Effective Teaching Strategies

Focusing on high-frequency vocabulary for work, assisting students with vocabulary development, optimizing student speaking time, offering support, and using authentic resources are all effective teaching methods for fostering business English proficiency. Additionally, incorporating 21st-century skills into business English classes can help students succeed in their current positions or prepare them for careers in the future. To encourage clear communication among all parties involved in business communication, teachers might also utilize specific business terms. Learning can be accelerated by using real-world exercises like interviews and business writing, as well as by giving students access to innovative and successful websites, videos, and business English podcasts. In order to effectively teach business English and advance learners' language skills, a combination of these approaches must be used.

2.2. The Use of Technology

Technology can be used to improve the business English abilities of EFL students. Business English classes that incorporate 21st-century skills might help students become more employable and productive in today's industry. ESL instructors may confidently teach professionals English using technological tools and strategies. For instance, online resources like Your Agora can give ESL instructors the resources they need to go beyond a business English book and enhance their students' English proficiency. Technology can also be used to develop learner-centered methods of language instruction, which will improve the intelligence and English proficiency of EFL students. Technology can also be utilized to deliver authentic content, such as podcasts, and films, which gives students a window into another country's culture without posing any difficulties for them.

2.3. Integrating Business English into the EFL Curriculum

To include business English in English language teaching, we need to use a syllabus that teaches English for particular situations and purposes. Teachers who teach English as a second or foreign language, especially those who teach business English, can choose, and use technology to help teach their students. Business English textbooks help people understand the main differences between teaching general English and teaching English for business purposes. Teaching business English is not just about helping students learn words used in companies and write emails perfectly. When teachers focus on teaching 21st-century skills in business English classes, students become better prepared. Getting certified in teaching business English can help teachers become experts in using modern tools and methods. This helps them teach English and work with people confidently. So, English teachers who want to earn more money and enjoy their work should think about teaching business English or other classes focused on specific fields instead of just teaching basic conversational English.

3. Challenges in Developing EFL Learners' Business English Competence

There can be several difficulties in helping EFL students become proficient in business English. The transition to a communicative or skills-based approach to language learning may be difficult for EFL students. Additionally, EFL students might not have the language abilities needed to communicate successfully in business environments that are relevant to their subject matter. A knowledge base that combines the learning of language skills with the learning of business knowledge is necessary for teaching business English. A subtle method that differs from how standard EFL courses are taught is also necessary when teaching business English. Incorporating 21st-century abilities into business English classes, however, can help students get ready for their future careers or benefit them in their existing positions. In order to acquire the 21st-century tools and strategies required to confidently teach English to professionals, teachers can also pursue specific certifications in teaching business English.

Therefore, while developing EFL learners' business English competence can present challenges, there are solutions available to help overcome these challenges.

EFL learners face several challenges in developing business English proficiency. One of the main challenges is external pressure, as learners may be under pressure from their employers to reach a high level of proficiency within a specific time frame, and their job prospects may depend on reaching a certain level of English. Another challenge is adapting to a communicative or skills-based approach to language learning, especially if the student's previous language learning was rule-governed. EFL students may also lack the necessary language skills required to effectively function in content-specific business contexts. In the study of business English, there is a danger that the development of language skills may suffer if too much emphasis is placed on business vocabulary and content when course syllabuses and lesson plans are designed. Therefore, EFL teachers should devote adequate time to language skill development and not be pressured by the fact that it is business-related content and vocabulary that are driving students to take business English courses.

4. Strategies for Overcoming Challenges in Learning Business English

EFL learners face various challenges when it comes to learning business English, but there are effective strategies that can help them overcome these obstacles and improve their language skills. First and foremost, it is crucial to build a strong foundation by combining language learning with the acquisition of business knowledge. This integrated approach enables learners to grasp both linguistic elements and relevant business information simultaneously.

When designing course syllabuses and lesson plans, it is essential to strike a balance between language skill development and an emphasis on business vocabulary and content.

Allocating appropriate time for each aspect ensures a comprehensive learning experience without overwhelming learners with an excessive focus on specialised terminology.

Conducting a thorough requirements analysis is another valuable step in addressing the challenges of learning business English. This analysis helps identify the specific vocabulary and language abilities necessary for learners to succeed in their work environments. By tailoring instruction to these specific needs, learners can acquire language skills directly relevant to their professional contexts.

Furthermore, a key strategy is to facilitate vocabulary acquisition by prioritizing high-frequency words. By focusing on commonly used terms, learners can quickly build a practical and applicable business English vocabulary, enabling them to communicate effectively in their professional interactions.

Maximizing speaking opportunities is crucial to enabling students to practice using business English authentically. By providing ample student speaking time, learners can engage in real-life scenarios and develop the confidence and fluency necessary for effective communication in business settings.

To support learners further, it is beneficial to provide supplementary materials such as engaging and repetitive listening exercises. These exercises not only enhance comprehension but also offer insights into different cultures without creating unnecessary difficulties for learners.

By implementing these strategies and ideas, EFL learners can overcome challenges and enhance their proficiency in business English. Through a comprehensive approach that combines language learning with business knowledge, appropriate syllabus design, targeted vocabulary acquisition, authentic speaking practise, and supportive materials, learners can make considerable progress in their language skills and succeed in professional contexts.

4.1. The Role of the Teacher

The role of the teacher in supporting EFL learners' development of business English skills includes:

- Present the key differences between the general teaching of the EFL and the specific teaching of the Business English courses.
- Meet the needs and language skills needed by business students to work effectively on content.
- Emphasis is on integrating 21st century skills into Business English courses to increase students' employability and effectiveness in the modern workplace.
- Allow enough time to develop language skills and not put too much emphasis on vocabulary and business content when designing lesson plans and lesson plans.
- Conduct a needs analysis to identify the specific vocabulary and language skills learners need to function effectively in their professional contexts.
- Focus on high frequency vocabulary for work and help students learn vocabulary.
- Maximize students' speaking time to give learners the opportunity to practice business English in real-life situations.

Thus, the teacher is essential in helping EFL students develop their business English skills by using a nuanced teaching style that balances the acquisition of vocabulary and business-related content while also incorporating 21st-century skills into business English classes.

4.2. The Impact of Cultural Differences

The ability of EFL students to speak business English may be influenced by cultural differences, leading to several difficulties in their language learning journey. Firstly, messages can be easily misunderstood and misinterpreted due to variations in communication norms and styles across cultures. This can create confusion and hinder effective business communication, as individuals from different cultural backgrounds may have diverse expectations and interpretations of spoken or written messages. Secondly, connecting with coworkers and superiors in a professional setting can be challenging when confronted with different attitudes toward hierarchy and authority. Cultural disparities in power dynamics may affect the way EFL learners interact with colleagues and supervisors, potentially impacting their ability to establish rapport and collaborate effectively.

Moreover, differing perspectives on time management and timeliness can significantly influence how students prioritize work and comply with deadlines in a business context. Cultural variations in the value placed on punctuality and adherence to schedules can lead to misunderstandings and difficulties in meeting project timelines or client expectations. EFL learners may need to navigate these differences in order to adapt their work habits and ensure smooth workflow within a business environment.

Furthermore, disparate viewpoints on risk-taking and decision-making can also impact how EFL students approach problem-solving and decision-making in a professional setting. Cultural backgrounds often shape individuals' attitudes toward risk, with some cultures favoring a more cautious and deliberative approach while others encourage bold and swift action. These divergent perspectives can affect the ability of EFL learners to make effective decisions and take appropriate risks in a business context, potentially influencing their overall success in the workplace.

Cultural differences pose various challenges for EFL students studying business English. Misunderstandings arising from different communication norms, difficulties in navigating hierarchical structures, divergent views on time management, and varying approaches to risk-taking and decision-making can all impact their ability to effectively communicate and operate within a business environment. It is essential for EFL learners to develop cultural sensitivity and adapt their language skills accordingly to thrive in the globalized world of business.

5. The Future of Business English Education for EFL Learners

Going forward, business English education for EFL learners is expected to incorporate several trends. These include an increased emphasis on 21st-century competencies such as critical thinking, problem-solving, and decision-making to better prepare students for modern job opportunities. Additionally, practical business situations will be utilized to provide learners with context-sensitive language learning opportunities. Cultural awareness training will be integrated to help students understand communication practices, social customs, and cultural values of the target culture. Specialization in Business English will be recognized as a valuable skill for professionals in industries like banking, law, politics, marketing, and commerce. The creation of instructional materials and tools for teaching business English will continue to meet the evolving needs of learners. Moreover, there will be a focus on utilizing technology to enhance language learning and allow students to practice using corporate English in real-world situations. Overall, the trajectory of business English instruction will prioritize developing language abilities relevant to the modern workplace, while placing a larger emphasis on cultural awareness and 21st-century skills.

Conclusion

English language proficiency is crucial for success in the business world. It enables effective international communication, fosters collaboration, and opens doors to global opportunities. Proficiency in English enhances employability, improves career prospects, and leads to better productivity and advancement in various industries. Developing business English competence requires learner-centered approaches, effective teaching strategies, and cultural awareness training. By recognizing the importance of English language proficiency and adopting appropriate measures, EFL learners can enhance their business English skills and achieve success in the global market and their future life work.

Chapter Two:

Research

Methodology

Introduction

The present chapter aims to present the method that was used to collect all the data from our participants. So, it describes the purpose, the research method, the context, the participants, the procedure in the research study, in addition to the data collection instruments and the description of the questionnaire.

1. The purpose of the study

The purpose statement of this study is investigating the importance of English to develop EFL learner's competence in business, with a specific focus on English as foreign language learners in Algerian universities, as well as this study emphasizes on the importance of the English language in the field of business, additionally, this study it aims to gather information and insights from EFL learners and how they see English as the primary language of the global market in nowadays,

2. Research Methodology

Research methodology refers to the strategies, processes, or techniques used to gather data or evidence for analysis to discover new information or gain a better understanding of a topic, study design is a step toward developing something practical. Thus, the appropriate method for gathering data for this study is quantitative data collection, which can be done manually or with the use of a computer. It is delivered through many surveys and uses questionnaires to gather the data that is needed. By using this study tool, a questionnaire, able to know the point of view of EFL learners about the importance of investigating the English to develop their competence in business.

3. Context and Participants

The population of English as a Foreign Language (EFL) learners has been selected as the target group to answer the survey for several reasons, Furthermore, EFL students have particular difficulties and experiences when learning the English language, especially in the context of business communication. In order to determine the specific needs and potential improvement areas for this particular group, it is essential to comprehend their viewpoints and insights about research topic, thirty-five (35) EFL students participated in the investigation at department of English at Algerian universities.

4. Data Collection Instrument

To conduct this investigation, a specific tool is required to collect data. In this study, the chosen instrument for data collection is an online questionnaire. A questionnaire serves as a valuable research tool, comprising a series of inquiries designed to gather information from respondents for survey or statistical purposes. It involves a written list of questions that many individuals answer to provide information for a report or survey.

A research questionnaire typically includes a combination of closed-ended and open-ended questions. Closed-ended questions offer predetermined response options, while open-ended questions allow respondents to elaborate on their thoughts. Questionnaires can be used to collect both quantitative and qualitative data, providing a comprehensive understanding of the topic under investigation.

4.1. Description of the Students' Questionnaire

The questionnaire for this study has been designed to shed light on investigating the importance of English language to develop EFL learner’s competence in the business field, includes closed-ended questions. (See Appendix)

In addition, the aim of this research is focused on the insights of participants who are the English as foreign language students on the significance of English language proficiency in developing the business competence of English as a Foreign Language (EFL) learners, specifically in the context of the global market. Additionally, valuable input to contribute to understanding the role of English in international business communication, its impact on employability and career advancement opportunities, effective teaching strategies, challenges faced by EFL learners, emerging trends in business English education, and the influence of globalization on the demand for business English skills, the student questionnaire of this research consists of sixteen questions describe in the table below.

Table 1. Description of the Questionnaire

Questions	Objectives
Item 1	This question aims to check how important the participants believe the English language proficiency is in order to achieve success in the business world.
Item 2	the objective of the question two is to evaluate the participants' agreement regarding the contribution of English language skills to effective international business communication.
Item 3	The aim of 3rd question is to gather insights from participants regarding their perception of the extent to which English language skills enhance employability in the global market.
Item 4	The purpose of the question 4 is to assess the participants' beliefs and

	opinions regarding the significance of English language proficiency in the context of conducting successful business negotiations and delivering impactful presentations.
Item 5	The purpose of this question is to gauge respondents' perception of the extent to which English proficiency affects their career opportunities.
Item 6	Question six is aiming to collect respondents' thoughts and viewpoints on the teaching strategies that are considered effective in enhancing business English proficiency among English as a Foreign Language (EFL) learners.
Item 7	Question seven aims is to ask our participants to provide their views on the use of technology in enhancing EFL learners' business English skills.
Item 8	Question eight asks our participants whether they believe it is important to integrate Business English into the English as a Foreign Language curriculum.
Item 9	The aim of this question was to explore the challenges that EFL learners commonly encounter in developing their business English proficiency.
Item 10	In question ten we aimed to understand the strategies that EFL learners find helpful in overcoming challenges in learning business English.
Item 11	In this question we asked our participant to explore their perspectives on the role of teachers in supporting EFL learners' development of business English skills.
Item 12	The question aims to explore the perceived impact of cultural differences on EFL learners' business English proficiency.
Item 13	This question aims to find out how participants feel about how effectively business English competency among EFL learners is assessed by standardized tests

Item 14	This question aiming to investigate the perceived importance of international business internships in relation to improving the business English skills of EFL learners.
Item 15	The intent of the question fifteen is to understand how participants see the impact of globalization on the demand for business English skills among EFL learners.
Item 16	The last question aims to gather the opinions of respondents on the potential benefits of international internships for developing business English proficiency among EFL learners

5. Data Collection Procedure

Collecting data was in 2 days. The online questionnaire was shared for EFL learners on Facebook groups from different Algerian Universities. The total collected responses are thirty-five answers. They will be quantitatively analyzed.

Conclusion

Throughout this chapter we have provided our questionnaire and outlines the research design, and including our chosen research method, we have also discussed procedures in our study, which involved the use of an online questionnaire to collect sufficient data, the subsequent chapter will focus on the data analysis and the results.

CHAPTER THREE

DATA ANALYSIS

AND RESULTS

Introduction:

This chapter present the data analysis that gathered from student questionnaire, its purpose to explore and investigating the importance of English to develop EFL learner's competencies in business domain, this chapter include analysis of questionnaire and limitation of the study.

1. Analysis of the students' questionnaire:

The questionnaires in our thesis were composed of a variety of questions that, in our opinion, completely covered the various facets of our topic. Additionally, it was designed for EFL students to provide them with additional information concerning investigating the importance of English to develop their competence in business domain.

As mentioned in the previous chapter, students 'questionnaire consist of sixteen questions.

We will analyze the participants 'answers of 35 EFL students.

Question 1: How important do you believe English language proficiency is for achieving success in the business world?

1. Not important at all
2. Slightly important
3. Moderately important
4. Very important
5. Extremely important

How important do you believe English language proficiency is for achieving success in the business world?
35 responses

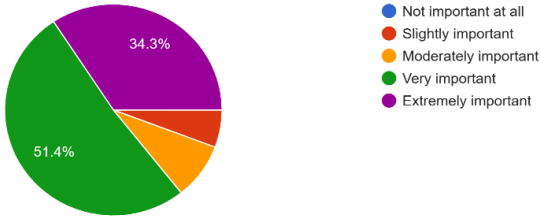


Figure 1: English Proficiency's Importance on Business Success

The responses from 35 participants indicate that English language proficiency is perceived as important for achieving success in the business world. The majority of respondents (51.4%) considered it to be very important, while 34.3% regarded it as extremely important. Only a small percentage (5.7%) believed it to be slightly important, and none considered it to be not important at all. These findings highlight the consensus among participants regarding the significance of English language proficiency in the business context

Question 2: Do you agree that English language skills contribute to effective international business communication?

- 1. Strongly disagree.
- 2. Disagree
- 3. Neutral
- 3. Agree
- 4. Strongly agree.

Do you agree that English language skills contribute to effective international business communication?
35 responses

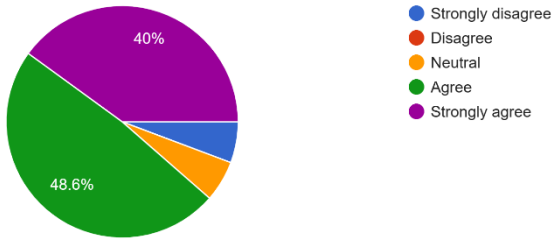


Figure 2: Contributions of English Skills in Business Communication

Question 3: In your opinion, how much do English language skills enhance employability in the global market?

- 1 Significantly
- 2 Moderately
- 3 Slightly
- 4 Not at all

In your opinion, how much do English language skills enhance employability in the global market?
35 responses

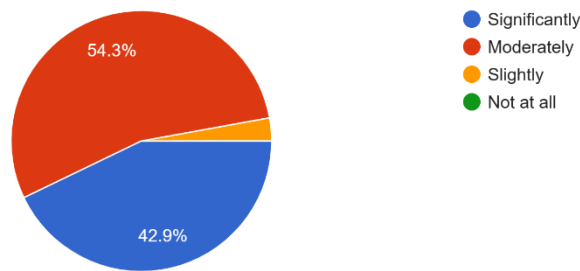


Figure 3: Enhancing Global Employability with English Language Skills

As it shows in figure it is evident that English language skills are believed to have a positive impact on employability in the global market. A significant portion of respondents, 42.9%, indicated that English language skills have a significant enhancement on employability. Most participants, 54.3%, perceived English language skills to have a moderate level of impact on employability. In contrast, a small percentage, 2.9%, considered the effect to be slight. Notably, none of the respondents believed that English language skills do not enhance employability at all. These findings collectively emphasize the perceived value of English language proficiency in bolstering one's employability in the global market.

Question 4: How important do you think English language proficiency is for business negotiation and presentation skills?

- 1 Very important
- 2 Important
- 3 Somewhat important
- 4 Not important

How important do you think English language proficiency is for business negotiation and presentation skills?
35 responses

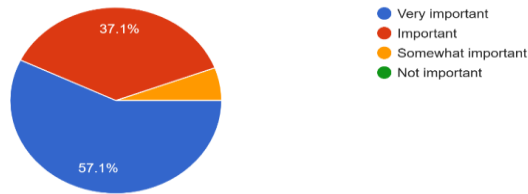


Figure 4: English Proficiency for Business Negotiation and Presentation

It is evident from the responses of our participants that knowledge of the English language is very important for business negotiation and presentation skills. 57.1% of most respondents think it is very important, while 37.1% think it is important. A small 5.7% felt it was somewhat important. Notably, no respondents felt that English proficiency was not important for these skills. These results indicate that there is broad agreement among participants on the importance of English language skills for successful business negotiations and presentations.

Question 5: To what extent do you believe English language ability influences career advancement opportunities?

Not at all

To a small extent

To a moderate extent

To a great extent

To what extent do you believe English language ability influences career advancement opportunities?
35 responses

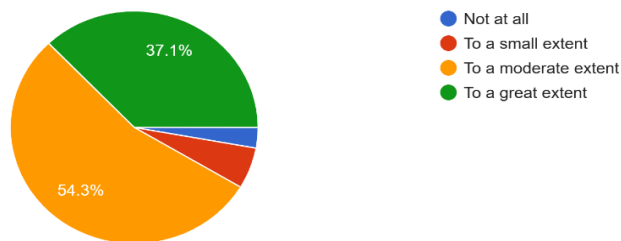


Figure 5: English Language Ability and Career Advancement

Our participants reveal different opinions, while a small percentage of respondents, 2.9%, believe that English language ability has no impact on career advancement. A slightly higher percentage, 5.7%, think that its influence is limited. In contrast, most respondents, 54.3%, consider English language ability to moderately influence career advancement. Interestingly, a significant proportion, 37.1%, believe that English language ability plays a crucial role in

advancing one's career.

Question 6: Which teaching strategies do you find effective for developing business English proficiency among EFL learners?

1. Role-play activities
2. Using real-world business materials
3. Assigning business-related projects and presentations
4. Focusing on specific business vocabulary
5. Other

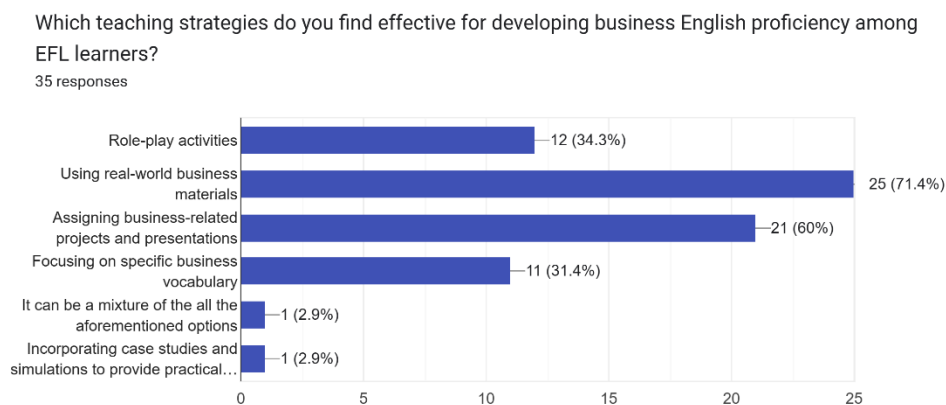


Figure 6: Teaching Strategies for Developing Business English Proficiency

As we observe in figure the responses from 35 participants, a variety of teaching strategies were identified as effective for developing business English proficiency among EFL learners. Role-play activities were highlighted by 34.3% of respondents as a valuable approach for enhancing language skills in business contexts. Using real-world business materials was deemed highly effective, with 71.4% of participants recognizing its importance in providing authentic language practice. Assigning business-related projects and presentations was seen as beneficial by 60% of respondents, emphasizing the value of hands-on, practical learning experiences. Additionally, focusing on specific business vocabulary was noted as an effective strategy by 31.4% of participants, highlighting the significance of targeted language instruction in business settings, while 2.9% said it can be a mixture of all the option that mentioned, and 2.9% of participants think that incorporating case studies and simulations to provide practical experience in business situations. Providing opportunities for students to practice communication skills through group discussions and debates on business topics. Encouraging students to read business news articles and analyze them in class. Using

technology such as videos, podcasts, and online resources to enhance learning. Providing feedback and correction on language errors related to business communication.

Question 7: How beneficial do you consider the use of technology in enhancing EFL learners' business English skills?

- a) Highly beneficial
- b) Moderately beneficial
- c) Slightly beneficial
- d) Not beneficial at all

How beneficial do you consider the use of technology in enhancing EFL learners' business English skills?
35 responses

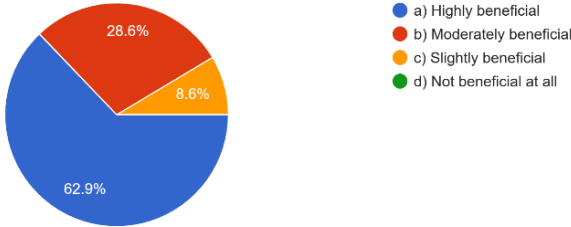


Figure 7: The Role of Technology in Business English Proficiency

As exhibited in the figure the majority expressed a positive view towards the use of technology in enhancing EFL learners' business English skills. Specifically, 62.9% of respondents considered the use of technology to be highly beneficial. An additional 28.6% of participants regarded it as moderately beneficial, while 8.6% found it slightly beneficial. None of the respondents reported perceiving the use of technology as not beneficial at all.

Question 8: Do you believe it is important to integrate Business English into the EFL curriculum?

- Yes
- No

Do you believe it is important to integrate Business English into the EFL curriculum?
34 responses

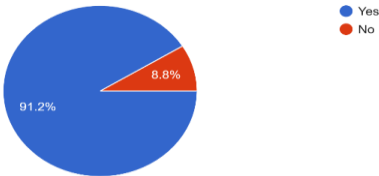


Figure 8: Integrating Business English into the EFL Curriculum

As it shown in graph most respondents, 91.2%, believe it is important to integrate business English into the EFL curriculum. They recognize the value of equipping EFL learners with the necessary language skills and knowledge to succeed in a business context. In same time a small percentage of answers, 8.8%, expressed the opinion that integrating business English into the EFL curriculum is not important.

Question 9: What challenges do EFL learners commonly face in developing business English proficiency?

Limited exposure to authentic business contexts.

Difficulty understanding specialized business vocabulary.

Lack of confidence in using English in a professional setting.

Cultural differences affecting communication style.

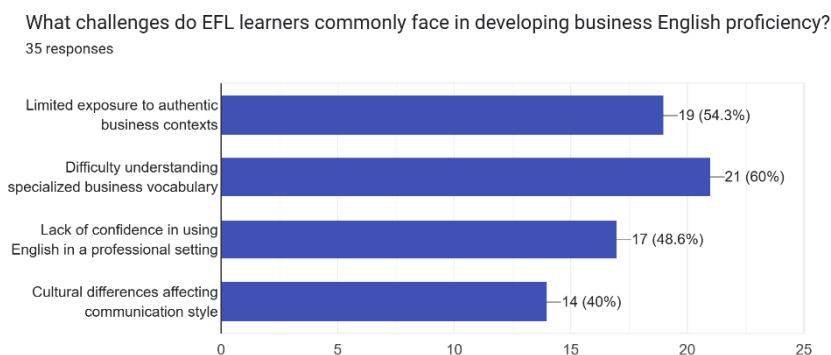


Figure 9: Challenges in Business English Proficiency Development

From the graph above we can observe that 54.3% of respondents mentioned limited exposure to authentic business contexts. while 60% of participants highlighted the difficulty in understanding specialized business vocabulary. Additionally, 48.6% of respondents expressed a lack of confidence in using English in a professional setting. Lastly, 40% of participants identified cultural differences affecting communication style as a challenge.

Question 10: How can EFL learners overcome challenges in learning business English?

Engaging in language exchange programs

Participating in business English workshops or courses

Practicing business English through role-plays and simulations

Exposing themselves to authentic business materials

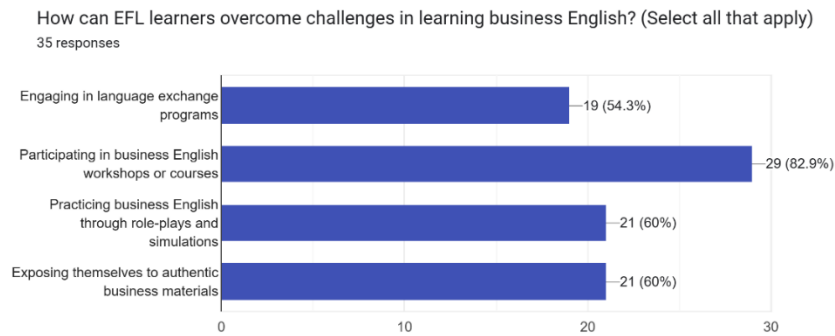


Figure 10: Strategies for Overcoming Challenges

In order to overcome challenges in learning business English, EFL learners can employ various strategies based on the responses of 35 participants. Engaging in language exchange programs, recommended by 54.3% of respondents, allows learners to practice language skills with native speakers and gain exposure to real-life conversations. Participating in business English workshops or courses, as highlighted by 82.9% of respondents, provides learners with structured instruction and specialized knowledge. Additionally, 60% of answers emphasized the value of practicing business English through role-plays and simulations, enabling learners to apply language skills in realistic scenarios. Exposing themselves to authentic business materials, mentioned by another 60% of respondents, allows learners to familiarize themselves with industry-specific vocabulary and enhance their understanding of real-world business contexts

Question 11: What role do you think teachers play in supporting EFL learners' development of business English skills?

1. Facilitators and guides
2. Motivators and encouragers
3. Providers of constructive feedback
4. Language and cultural mediators

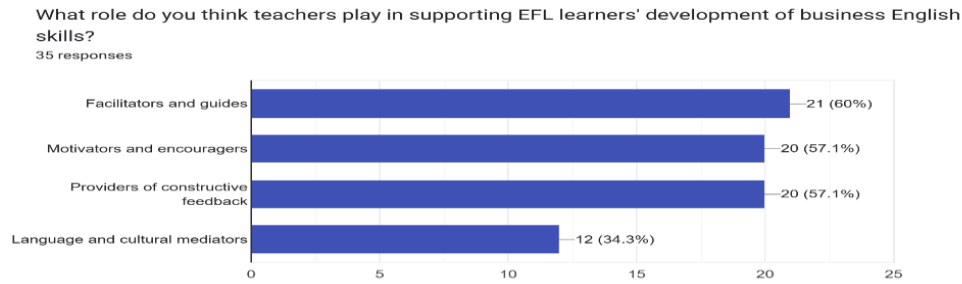


Figure 11: Teacher’s Role in EFL Business English Development

According to figure above 60% of respondents believe that teachers play a crucial role as facilitators and guides in helping EFL learners develop their business English skills. Additionally, 57.1% of respondents consider teachers as motivators and encouragers, at same time they see them as providers of constructive feedback, another role identified by 34.3% of respondents is that of language and cultural mediators.

Question 12: How do cultural differences impact EFL learners' business English proficiency?

- Positively
- Negatively
- Both

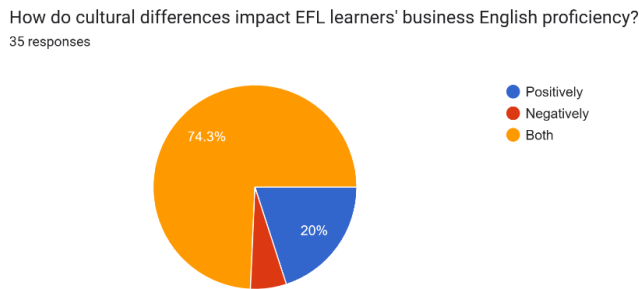


Figure 12: The Influence of Cultural Differences

In above graph 20% of respondents see a positive impact of cultural differences on EFL learners' business English proficiency, while 5.7% view cultural differences effect negatively, majority, comprising 74.3% of respondents, recognize that cultural differences have both positive and negative influences.

Question 13: Do you believe standardized tests accurately assess EFL learners' business English proficiency?

- Yes

No

Not sure

Do you believe standardized tests accurately assess EFL learners' business English proficiency?
35 responses

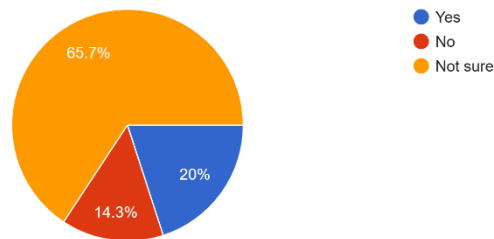


Figure 13: Perceptions of Standardized Tests

As we observed in graph 20% believed these tests are accurate, 14.3% disagreed, and the majority (65.7%) expressed uncertainty.

Question 14: How important do you think international business internships are for improving EFL learners' business English skills?

Not important

Somewhat important

Important

Very important

How important do you think international business internships are for improving EFL learners' business English skills?
35 responses

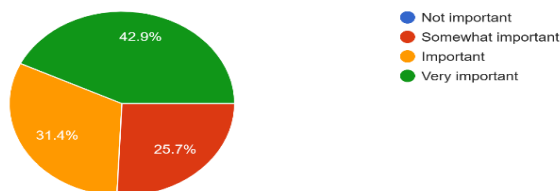


Figure 14: Importance of International Business Internships

Can be observed in graph above that the perceived importance of international business internships for improving EFL learners' business English skills varies. None of the respondents indicated that internships are not important, with 0% stating this view, 42.9% of participants, believe that internships are very important. Additionally, 31.4% of respondents

consider internships to be important, a smaller percentage, 25.7%, perceive internships as somehow important.

Question 15: How do you perceive the impact of globalization on the demand for business English skills among EFL learners?

Increasing demand

No significant impact

Decreasing demand

Not sure

How do you perceive the impact of globalization on the demand for business English skills among EFL learners?
35 responses

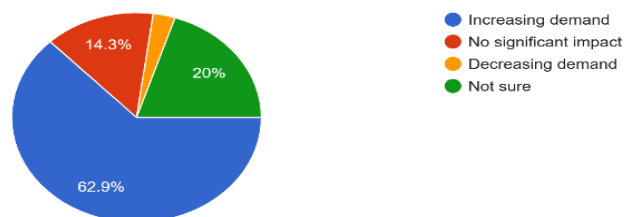


Figure 15: The Impact of Globalization on the Demand for Business English

In the graph shown above, we can see that the majority (62.9%) perceive globalization as having an increasing demand for business English skills among EFL learners. A small percentage (2.9%) believe there is a decreasing demand, while a minority (14.3%) see no significant impact. Furthermore, a significant proportion (20%) expressed uncertainty about the impact of globalization on the demand for business English skills.

Question 16: What is your opinion on the potential benefits of international business internships for developing EFL learners' business English competence?

Highly beneficial

Moderately beneficial

Slightly beneficial

Not beneficial at all

What is your opinion on the potential benefits of international business internships for developing EFL learners' business English competence?

35 responses

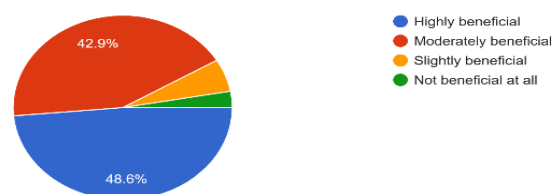


Figure 16: Perspectives on International Business Internships

international business internships are perceived to be beneficial for developing EFL learners' business English competence. In the last graph of the question sixteen shown most respondents (48.6%) consider internships to be highly beneficial, Additionally, 42.9% perceive internships as moderately beneficial, a smaller percentage (5.7%) see internships as slightly beneficial, while a few (2.9%) believe they are not beneficial at all.

2. Discussion of the results

Based on the findings presented, there is evidence to support the hypotheses related to the positive correlation between English language proficiency and career advancement opportunities, competence in business negotiation scenarios, employability, and competence in various aspects of business communication.

The majority of participants (37.1%) believed that English language ability plays a crucial role in advancing one's career, indicating that learners with stronger English skills have better prospects for career progression in the business domain. This suggests a positive relationship between English language proficiency and perceived career advancement opportunities.

In terms of business negotiation skills, most respondents (57.1%) considered knowledge of the English language to be very important, while 37.1% regarded it as important. This indicates that EFL learners with enhanced English language proficiency are more likely to display greater competence in areas such as persuasion, conflict resolution, and relationship building during business negotiations.

Regarding employability, a significant portion of participants (42.9%) indicated that English language skills significantly enhance employability in the global market. This finding suggests that learners with stronger English language skills have increased job opportunities, career advancement prospects, and international networking opportunities.

Moreover, the responses indicate that learners with higher English language proficiency are perceived to demonstrate greater competence in various aspects of business communication. For example, role-play activities were identified as effective by 34.3% of learners, highlighting the importance of practical language practice. Additionally, the majority (71.4%) recognized the value of using real-world business materials for authentic language practice. These findings suggest that learners with stronger English language skills are more likely to exhibit competence in oral and written communication, presentation skills, and interpersonal communication.

It is important to note that while the findings provide insights into the perceptions of the participants, the generalization of these findings to all EFL learners should be done cautiously. The responses varied among participants, with some learners expressing different opinions. However, the overall trends suggest a positive relationship between English language proficiency and competence in business-related skills and opportunities.

In conclusion, the findings from this investigation support the hypotheses that English language proficiency positively correlates with perceived career advancement opportunities, competence in business negotiation scenarios, employability, and competence in various aspects of business communication for EFL learners. However, further research and analysis may be needed to validate these findings on a larger scale and across diverse learner populations.

3. Limitation of the Research Study

The study was conducted with a relatively small sample size of 35 participants. This limited sample may not represent the diversity and heterogeneity of EFL learners' experiences and perspectives in different contexts. The findings may not be generalizable to larger populations of EFL learners.

The study does not provide detailed information about the participants' demographic characteristics, such as their age, educational level, or professional experience. These factors

could potentially influence their perceptions of the importance of English language proficiency in the business context. Without this information, it is challenging to assess the generalizability of the findings to different learner populations.

Another limitation of the study was the relatively short data collection period. With only two days allocated for creating the questionnaire and three days for collecting answers, there was limited time for participants to provide their responses. This time constraint may have resulted in a smaller sample size and restricted the diversity of participants. Consequently, the findings may not fully capture the range of perspectives and experiences related to the importance of English language proficiency in the business context.

4. Recommendations for Further Research

Based on the limitations and our investigation identified in this study, several recommendations can be made for further research:

Collect data over a longer period to gather a larger and more diverse sample.

Compare EFL learners with different proficiency levels to understand the impact of language proficiency on career opportunities and business skills.

Track EFL learners over time to assess the development and long-term benefits of enhancing English language proficiency.

Combine qualitative approaches to gain a comprehensive understanding of the importance of English in the business context.

Explore the influence of cultural differences on EFL learners' business English proficiency in diverse cultural contexts.

Conclusion

We concluded that the participants greatly appreciate the ability to communicate in English in the corporate sector and view it as crucial for success and career advancement. They believe that having good English communication, negotiation, and presentation abilities is essential for success in international business. The ability to speak English was considered to improve employability in the global job market. Role-playing, real-world resources, and business-related initiatives were found to be effective teaching techniques. The use of technology was thought to be highly beneficial. However, it is important to consider the study's limitations, such as the short time period for data collection. Further investigation into long-term results, cross-cultural influences, and proficiency-level comparisons is advised to improve the business English proficiency and preparation of EFL learners for the global business environment.

General Conclusion

The research focused on investigating the importance of English language proficiency in developing the competence of English as a Foreign Language (EFL) learners in the business field. Our research aimed to highlight the significance of English in international business communication, emphasizing its role in facilitating effective interactions and exchanges. We also examined the relationship between English language proficiency and employability in the global market, recognizing the advantages it offers in terms of career advancement opportunities. Additionally, we explored the importance of English language skills for business negotiation and presentation, recognizing the impact it has on successful business outcomes. Throughout our investigation, we aimed to identify effective teaching strategies and the integration of business English into the EFL curriculum while also considering the challenges faced by EFL learners in developing their business English competence. By addressing these factors, our research contributes to a better understanding of the future of business English education for EFL learners.

The dissertation was divided into three chapters. The first chapter was about the theoretical background for investigating the importance of English to develop EFL learners' competence in business. In the second one, the research's methodology was presented. Then, in the third chapter, it was about the analysis of the collected data from the students' questionnaire. By the end of the third chapter, we had identified certain limitations that should be acknowledged and provided valuable recommendations for further investigation.

The findings gathered from the questionnaire showed that EFL learners believed that English language proficiency is crucial for achieving success in the business world. They recognized its importance for effective international business communication and enhancing employability. Participants emphasized the significance of English language skills in conducting successful business negotiations, delivering impactful presentations, and accessing better career opportunities. They also provided insights into effective teaching strategies, the role of technology, the challenges faced by EFL learners, and the impact of globalization on the demand for business English skills.

In brief, this research was conducted to investigate the importance of English language proficiency in developing the competence of EFL learners in the business field. It aimed to gain insights into the perspectives of EFL students regarding the significance of English language skills and their impact on various aspects of business communication. The research

sought to contribute to the understanding of effective teaching strategies, challenges faced, and the role of English in the global market.

Finally, for future perspectives, we suggest that further research could consider larger and more diverse samples to validate the findings and enhance the generalizability of the results. Additionally, exploring specific instructional approaches and interventions to address the challenges faced by EFL learners in developing their business English proficiency would be valuable.

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APPENDIX

Dear Participants,

This questionnaire aims to gather insights on the significance of English language proficiency in developing the business competence of English as a Foreign Language (EFL) learners, specifically in the context of the global market. Your valuable input will contribute to understanding the role of English in international business communication, its impact on employability and career advancement opportunities, effective teaching strategies, challenges faced by EFL learners, emerging trends in business English education, and the influence of globalization on the demand for business English skills. Your participation is voluntary, and all responses will remain anonymous and confidential

Thank you for taking the time to complete this questionnaire! Your feedback is greatly appreciated.

Note: Please read the questions carefully before you answer.

Gender:

1. Male
2. Female

1: How important do you believe English language proficiency is for achieving success in the business world?

1. Not important at all
2. Slightly important
3. Moderately important
4. Very important
5. Extremely important

2: Do you agree that English language skills contribute to effective international business communication?

1. Strongly disagree.
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

3: In your opinion, how much do English language skills enhance employability in the global market?

1. Significantly
2. Moderately
3. Slightly
4. Not at all

4: How important do you think English language proficiency is for business negotiation and presentation skills?

1. Very important
2. Important
3. Somewhat important
4. Not important

To what extent do you believe English language ability influences career advancement opportunities?

1. Not at all
2. To a small extent
3. To a moderate extent
4. To a great extent

6: Which teaching strategies do you find effective for developing business English proficiency among EFL learners?

1. Role-play activities
2. Using real-world business materials
3. Assigning business-related projects and presentations
4. Focusing on specific business vocabulary
5. Other

7: How beneficial do you consider the use of technology in enhancing EFL learners' business English skills?

1. Highly beneficial
2. Moderately beneficial
3. Slightly beneficial

4. Not beneficial at all

8: Do you believe it is important to integrate Business English into the EFL curriculum?

1. Yes

2. No

9: What challenges do EFL learners commonly face in developing business English proficiency?

1. Limited exposure to authentic business contexts.

2. Difficulty understanding specialized business vocabulary.

4. Lack of confidence in using English in a professional setting.

5. Cultural differences affecting communication style.

Question 10: How can EFL learners overcome challenges in learning business English?

1. Engaging in language exchange programs

2. Participating in business English workshops or courses

3. Practicing business English through role-plays and simulations

4. Exposing themselves to authentic business materials

11: What role do you think teachers play in supporting EFL learners' development of business English skills?

1. Facilitators and guides

2. Motivators and encouragers

3. Providers of constructive feedback

4. Language and cultural mediators

12: How do cultural differences impact EFL learners' business English proficiency?

1. Positively

2. Negatively

3. Both

13: Do you believe standardized tests accurately assess EFL learners' business English proficiency?

1. Yes

2. No

3. Not sure

14: How important do you think international business internships are for improving EFL learners' business English skills?

1. Not important

2. Somewhat important

3. Important

4. Very important

15: How do you perceive the impact of globalization on the demand for business English skills among EFL learners?

1. Increasing demand

2. No significant impact

3. Decreasing demand

4. Not sure

16: What is your opinion on the potential benefits of international business internships for developing EFL learners' business English competence?

1. Highly beneficial

2. Moderately beneficial

3. Slightly beneficial

4. Not beneficial at all

Thank you for completing the questionnaire! Your valuable input is greatly appreciated, your responses will remain anonymous and confidential.