



# NEEDS ANALYSIS AND PROBLEM SOLVING OF BUSINESS ENGLISH FOR IN HOUSE TRAINING

**Delsy Vanye Robby**

Lecturer of Economics Faculty UKRIDA

**Abstract:** Nowadays, the business competition among the companies and within the companies is getting tougher. As English is used as the means of communication in business transaction, Business English for in house training becomes a trend. Therefore the intention of this study is to analyze the importance of detailed needs analysis and how the needs analysis and how the teacher him/herself takes an important role in solving the practical problems that might occur during the Business English teaching learning process. It is found out that detailed needs analysis is essential and needs to be ongoing process and also be repeated during the life of the course. With respect to that situation, it is necessary for the teacher to be able to play important roles in order to reduce or overcome the problems. Furthermore, this library research presents the discussion of particular differences between in house training and academic institutions and the problem solving in teaching learning process from the perspective of the teachers and the students.

*Keywords: Business English, in House Training, Needs Analysis, Problem Solving*

## INTRODUCTION

“As business borders fall, English rules” (Tagliabue 1). From the quotation we see that “English is used as the means of communication in business transactions between people ...” (Robinson 98). Besides that “there are also substantive reasons to use English, which makes it easier to leverage international links and enable far-flung affiliates to communicate both with headquarters and among themselves” (Tagliabue 1). Therefore just as many firms said “the use of English gives them a more global image” (Tagliabue 1). One of the examples is when “people around the world conduct business meetings in English even though English may be a foreign language to all those presents” (Ellis and Johnson 9). It happens at big banks like Deutsche Bank in Germany and Credit Suisse in Switzerland where the management meetings are routinely in English (Tagliabue 1). Another example is “Two years ago, when France, Germany and Spain merged their aerospace industries into one company, they not only gave it an English name – European Aeronautic Defense and /Space Co., or EADS – but also made English its language. That’s the reason why people throughout the world have given a lot of attention to the importance of mastering Business English, especially where people speak English as a foreign language.

Business is competitive. The competition exists between companies and also within companies. Besides supporting the company business, Business English is important for achieving more in jobs or careers. Just as Munby said, “the reason for the growing demand for ESP programmes is the obvious attraction to the client or



learner of custom-built courses in the English that will enable him to do his job ...” (3). Based on that reason, Business English for in house training becomes a trend. A lot of training takes place in the companies.

However, teaching Business English for in house training where the learners are adult and experienced in work needs special detailed analysis which is known as needs analysis, because “needs analysis is such a selection which the main consideration in the selection is to fit the goals of the particular community as closely as possible” (Buckingham15). Moreover, Brieger suggests, “needs analysis for Business English will set out to identify the range of general and specialist language knowledge required, together with general and professional communication skills” (qtd in Evans and John 58). Therefore, more explanation about the importance of detailed needs analysis in learning Business English for in house training will be found in this paper.

Even though the needs analysis has already been done before the course starts, there are still several practical problems that might occur during the teaching learning process. How the needs analysis and how the teacher him/herself takes an important role in the problem solving will be the main discussion.

This paper consists of six chapters. The first chapter presents the introduction to the topic of discussion which describes the background of the study. The second chapter will describe the differences of learning Business English for in house training and in academic institutions. The third chapter will focus on the role of needs analysis in learning Business English for in house training. The fourth chapter describes the practical problems that might occur during the teaching learning process after the needs analysis. The fifth chapter will give the solutions for those problems from the fourth chapter. The last chapter will provide the conclusion which summarizes all the content of this paper.

## **THE DIFFERENCES OF LEARNING BUSINESS ENGLISH FOR IN HOUSE TRAINING AND IN ACADEMIC INSTITUTIONS**

According to Ellis and Johnson, nowadays there are many kinds of Business English (5). In general we can categorized them based on where the learning takes place. Two of the examples are Business English for in house training and Business English in academic institutions. Business English in academic institutions already has the great number of students, but just as the number of growing companies is highly increasing, so is in house training, In lots of companies “a great deal of training takes place on company premises with trainers either coming in from outside, or actually being employees of the company itself” (Ellis and Johnson 22). So far we know the general difference between learning Business English in house and in academic institutions. However, there are still many specific differences that need to be discussed further in this paper.

The first difference is the learning context, for in house training and in academic institutions. However, the learning context is quite different. Whereas in house, English is learned in the real business context, in academic institutions English is learned in the academic context. For in house training, just as Charles said, “a concern for Business English research is to discover how the language and discourse used in business communication relate to the context – the business relationship – in which



it takes place” (qtd. in Evans and John 61). The learning context in academic institutions according to Ellis and Johnson is where “students in colleges or universities will have gained their knowledge of business largely from books...” (5) and “language course in these colleges will often precede or run parallel to academic courses and performance objectives will sometimes be tightly linked to the academic syllabus and course content” (15) “...by the concern is with identifying the social as well as academic requirements of a particular situation and equipping students to cope” (Robinson, ESP Today 106). Therefore, it is obviously seen that learners in house and in academic institutions learn in different contexts.

In the academic community the use terms such as ‘academic article’, ‘review article’, ‘letter’ and ‘essay’ are significant and an indication that there will be important generic differences between them. The names used by business communities to describe their activities are rather less useful than the names used by the academic community. (qtd. in Evans and John 62)

The second major difference between Business English for in house training and in academic institutions is based on the learning content. For in house training, Business English will be more specifically related to the field of the company. “Setting and carried content are mainly taken from the learners’ own business context: (Evans and John 56). The learners’ needs are more likely related to the field of the job (Ellis and Johnson 6). However, in academic institutions, Business English will be more generally related to business communication. It refers to the general ability to communicate more effectively in the business situation (Elli and Johnson 3). “The kinds of English courses offered by colleges and universities will vary widely depending on the level of qualification the students are aiming at and the types of work they will later be engaged in” (Ellis and Johnson 6)

Business English in house training and Business English in academic institutions also differ in the learners’ experience. Unlike learners in academic institutions, learners in house are full of experience in the work context. They have already been employed and we call them job-experienced learners. Just as Ellis and Johnson said, “job experienced learners will also be influenced by their educational backgrounds, but they will, in most cases, have gained some practical experience of having to communicate on the job” (5). In contrast to in house learners, learners in academic institutions are less experienced or even do not have any experienced or even do not have any experience at all. They will get the knowledge of business from their school. “Business English for such students is oriented towards learning subject ct as well as language” (Ellis and Johnson 15). “They will be less aware of their language needs and their expectations of language learning will be molded by their experiences from school, and thus by the educational policies of the country in which they grew up” (Ellis and Johnson 5)

Even though both systems provide Business English, one learning is more practical than the other. Whereas in house training will focus on the practical use of the language, academic institutions will discuss theoretical use of the language more. For in house training “the practical use of the language will be more important than theoretical knowledge about the language” (Ellis and Johnson 6). In relation to that Ellis and Johnson also add:



The Business English syllabus is likely to be defined primarily in relation to business performance skills such as meetings, presentations, socializing, or report-writing. Within these skills areas, certain concepts are typically discussed and expressed: for example, describing changes and trends, quality, product, process and procedures, strategy. (9)

Unlike Business English for in house training, Business English in academic institutions will make the learners gain their knowledge of business mostly from textbooks whose aim is “to provide students with the practical language skills needed to communicate effectively in a wide range of business situations” (qtd. in Robinson, ESP Today 98). Just as Ellis and Johnson said:

Their present situation may require them to read textbooks in English or follow lecturers in English in order to gain the qualifications they are seeking. A major component of their English training may therefore be the development of reading and listening skills, with a strong emphasis on the vocabulary of the subject. (5)

Another major difference is the learning objective. For in house training, the learning objective is to support the company business whereas in academic institutions the learning objective is to prepare for working life. Therefore, for in house training, “the objective for the course and its content will be the product of a negotiating process between the learner (or sponsoring organization) and the trainer (or training organization)” (Ellis and Johnson 6). “We must consider the sponsor’s requirements: in some cases these may include specific teaching of (aspect of) the specialism” (Robinson, ESP Today 84). “In industrial/business settings, programs are often initiated to upgrade the communication skills of employees in ways which will improve on-the-job performance” (Buckingham 6). Unlike in house training, the learning objective in academic institutions is to prepare for their future working life in Business and they will learn lots of skills depending on the kinds of job they are preparing for (Ellis and Johnson 6)

Finally, the last difference is the learning success. For in house training, the learning success can be seen from work performance, while in academic institutions the learning success can be seen only from an examination. Therefore, in house, “performance objectives take priority over educational objectives or language learning for its own sake” (Ellis and Johnson 7). “Language is used to achieve an end, and its successful use is seen in terms of a successful outcome to the business transaction or event” (Ellis and Johnson 7). In another way, Ellis and Johnson said:

In colleges and universities there may be set (written and oral) examinations. In company language training there is usually no examination, but the training organization may use an off-the-shelf Business English test. In informal assessment, the emphasis is usually on evaluating the success of communication – i.e. did the speaker/writer express the idea precisely enough and appropriately enough for the target situation. (13)



## THE ROLE OF NEEDS ANALYSIS IN LEARNING BUSINESS ENGLISH FOR IN HOUSE TRAINING

According to Robinson, “ESP is normally goal directed. That is, students study English not because they are interested in the English language (or English language culture) as such but because they need English for study or work purposes (ESP today 2). Learners’ works are varied depending on where they work and of course they need English that is relevant for their work. Therefore, ESP course, in this case Business English, is based on a needs analysis, “which aim to specify as closely as possible what exactly it is that students have to do through the medium of English” (Robinson, ESP today 3). In connection with that, Robinson adds “needs analysis is generally regarded as a criteria for ESP, although ESP is by no means the only educational enterprise which makes use for it” (ESP Today 7).

### What is Needs Analysis?

There are various meaning of needs analysis. According to Brindley, needs “do not have of themselves an objective reality” (qtd. in Robinson, ESP Today 7) and as Louis Porcher states, need is not thing that exist and might be encountered ready-made on the street. It is a thing that is constructed, the center of conceptual networks and the product of a number of epistemological choices (which are not innocent themselves, of course) (qtd. in Richterich and Chancerel 6).

In line with that, Michael Rousson proposes, need could be regarded as the expression of a project (whether or not realistic, whether explicit or implicit) of a social agent (individual or collective) *vis-à-vis* a necessity stemming from the agents relationship with the social environment. (qtd. in Richterich and chancerel 6).

Therefore, it is clear that needs are not ready-made things. It would be very difficult to analyze them, describe them, define them, and so on. Finally, in simple way we can interpret ‘needs’ as lacks’. It means what the students do not know or cannot do in English. (Robinson, ESP Today 8).

After knowing the meaning of needs, now find out further about the meanings of needs analysis. According to Richterich, “needs analysis was a single process, becomes a manifold One and thereby transformed into educational practices, activities and means which learners and teachers use throughout their learning/teaching’ (7). In line what that Evans and John said, “needs analysis is the process of establishing the *what* and *how* of a course; evaluation is the process of establishing the effectiveness. Neither of these are one-off activities –they both need to be on going” (121). In short, we can say that needs analysis is “a first step carried out before a course so that a course outline, materials and other resources can be in place before teaching begins” (Evans and John 126).

### Concept of Needs Analysis

Actually, there are lots of concepts of needs analysis but only two that need to be concerned. They are objective needs and subjective needs. According to Brindley.

Objective needs refer to needs which are derivable from different kinds of factual information about learners, their use of language in real life communication situations as well as their current language proficiency and language difficulties. The second



term refers to the cognitive and affective needs of learner in the learning situation, derivable from information about affective and cognitive factors such as personality, confidence, attitudes, learners' wants and expectations with regard to the learning of English and their individual cognitive style and learning strategy. (qtd. in Robinson, ESP Today 8)

In other words, Evans and John add, objective needs is "professional information about the learners: the tasks and activities learners are/will be using for" and subjective needs is "personal information about the learners: factors which may affect the way they learn such as previous learning experiences, cultural information, reason for attending the course and expectations of it, attitude to English" (125). In short we can say, "to be able to follow instructions accurately is an objective/perceived need. To feel confident is a subjective/felt need." (Evans and John 123). Now, see further the examples from the concept of objective needs and subjective needs.

## 1. Objective Needs

Objective needs are the professional information about the learners that support the process of teaching learning. It is about the learners' task or activities in using Business English. One of the examples is about the type of textbooks based on the skills or sub-skills. Just as Robinson said, "if reading is identified as an important skill, the investigator need to identify the types of text which must be read and the modes of reading employed for them: speed reading, reading for gist, scanning and so on" (ESP Today 11). Another example is about the type of textbooks based on the type of students. Just as a Robinson said, "more narrowly targeted Business English textbooks may be designed for a specific type of student" (ESP Today 99), "for example, is a carefully design low level course in listening comprehension and conversation skills for Japanese business people" (qtd. in Robinson, ESP Today 99). The other example is about the vocabulary. Robinson said that "vocabulary is obviously a key issue in ESP and some courses are based exclusively on it" (ESP 71). In line with that, Hoffman also suggests that "in the teaching of LSP (Language for Specific Purpose) is sharply focused on the acquisition of special vocabularies" (qtd. in Robinson, ESP Today 28). For example is "for business and economics, in particular, it would seem that understanding of the lexis (and style) of journalism might be important" (Robinson, ESP 28). In addition, Hullen examines a number of verbs, known to ordinary users of the language but which when used by international airlines pilots have different indexical features and forms a complete system" (qtd. in Robinson, ESP 29). Therefore, Gorm Hansen suggests that

The system-oriented method' works better than the 'text-based method'. When applying the 'system-oriented method' the teacher would first give the students an outline of the systematic and the basic concepts of given subjects, thus setting the target terms in their 'functional reality', each term deriving part of its meaning from its place in the system.(qtd. in Robinson, ESP 29).



According to Sager, vocabulary or terminology for ESP is not so fixed as might be supposed. "Several factors contribute to this: the speed of scientific development, its wider geographical and social spread, the duplication of research in different places so that there are 'group specific variations and synonyms' " (qtd. in Robinson, ESP Today 27).

## 2. Subjective needs

Subjective needs are personal information about the learners. It more concerns the process besides language teaching. In this case, learners' learning styles and personalities will be observed more. We should believe that learner' contribution in achieving the goal is really important. We take learning style as the example. According to Gregoire "learning style consists of distinct behaviors which serve as indicators of how a person learns from and interacts with his {or her} environment" (qtd. in Tudor 113). The main goal of research into learning style according to Tudor is "to help teachers to get to grips with their students' learning behaviors around a finite number of poles of difference, and thereby to be better able to respond to learners' subjective needs in an informed manner" (114). Another example is a learner's present ability. The teacher should find out the learner's present ability. Just as Robinson said, "ideally, students should be tested before the start of the ESP course so that the course designer can have some idea of their present level ability" (ESP Today 14).

## THE ROLE OF NEEDS ANALYSIS IN LEARNING BUSINESS ENGLISH FOR IN HOUSE TRAINING

"Needs analysis may be even more fundamental in Business English than in, say, English for Science and Technology as learners' needs can be much more varied and the spectrum of language and skills less predictable" (Evan and John 57). "Before embarking on a needs analysis we need to consider very carefully how much time there is available, both to do the actual collecting of the information and then to process and analyze it" (Robinson, ESP Today 15). Therefore, just as Reeves and Wright said, "cost effectiveness is an important reason for carrying out a thorough needs analysis in the development of a company-wide training program which may cover hundreds of employees over a number of years" (qtd. in Evans and John 58). As long as needs analysis is compiling information, it means compile information that may help to learn about some or all of the factors involved in teaching-learning (Richterich 1). So, finally the conclusion is "needs analysis will make us to make teaching/ learning easier, quicker, more effective, more useful, more practical, more complete, cheaper, more pleasant more stimulating, and so on" (Richterich 1-2), even though in the practical way some problem that come out after needs analysis will be found out. Just as Richterich said, "it is not even a practical possibility, partly because needs vary to much from one person to another, partly because, as they are constantly changing, the systems would have to be continually adapted, so that it would never function as such" (4). Therefore, Holliday and Cooke suggest:

Needs analysis needs to be repeated during the life of each course. This is most obviously because the PSA (Present Situation Analysis) may change. As students



become more involved with the course, their attitudes and approach may change.

They – or their sponsor – may also become more ambitious and extend the targets towards which they have aiming. (qtd. in Robinson, ESP Today 15).

In the next chapter the practical problems that might occur during the teaching learning process after needs analysis will be discussed.

## **PRACTICAL PROBLEMS THAT MIGHT OCCUR DURING THE TEACHING LEARNING PROCESS AFTER NEEDS ANALYSIS**

After having discussed the important role of needs analysis in learning Business English for in house training, now we are going to find out the practical problems that might occur during the teaching learning process after need analysis. First of all, divide the problems into two perspectives. One is in the perspective of the teachers and the other one is in the perspective of the learners. After that, divide each perspective into two factors. They are outside and inside factors. Now let's take a look closely at those problems.

### **Form the perspective of the teachers**

To begin with, from the perspective of the teachers, four problems will come out. Two are from outside factors and the others two are inside factors.

#### **1. Outside factors**

The first is about the amount of time. For in house training, the amount of time provided to learn Business English sometimes is not enough. According to Robinson "in some cases, the course designers may have a choice in the matter and an early decision must be made as to whether the course should be full-or part-time, intensive or extensive" (ESP Today 42). In line with that, Evans and Johns add, "time is a valuable commodity and they expect to maximize its use; so many course are short – a few days – and intensive. Participants may expect up to eight hours a day contact time plus some language preparation or practice in the evenings." (65). We should realize that time is considered as one of the important factors influencing the success in learning a language. Just as Mackey points out, "the amount of time in learning a second language is one of the most important factors in mastering and maintaining it" (115). In the same way, we have to be realistic too. It is not easy to mention exactly about the time that the learners need. It depends not only on efficiency aim, but also on the great number of personal and social variables. Just as Stern said:

The project as a whole is eloquent confirmation of the statement that time is the most important factor in learning (a second language). This is not to say that there are no other factors, of course, but when one look at the group averages, it appears that the amount time devoted to language instruction is the major factor in creating a useful result. (qtd. In Izzo 51).

The other problem is about the learners' needs. For in house training, the learners' needs are too varied. "There may be differences in level or in job requirements, or it may be a question of strongly opposed personalities or different learning styles" (Ellis and Johnson 82). Robinson also said "a particular problem for ESP





organizers may be exceedingly mixed in terms of linguistic level, or whether, at least at first, to group by language level“ (ESP Today 82). Therefore, the detailed analysis of the needs will be very important.

## 2. Inside Factors

First is about the learners’ motivation. Some learners think that it is not necessary for them to join in the course. Just as Evans and John said, “most working people cannot afford to take much time or language learning and look for practical ways to build language development into their working pattern.” (66) Especially “is the course is held on-site in the company, the learner is often distracted by his own work problems which may seem more important to him than the course” (qtd. In Robinson, ESP Today 83), Therefore, the problem is how to make the learners motivated to join in the course.

The other problem is about the learners’ attitude. Sometimes learners have a negative attitude to the target language. Of course, this attitude can be a problem in the teaching learning process. In line with that, Izzo states:

This is particularly true of the students’ attitudes, where feeling toward the target language, native speakers of the language, the class, the teacher, and oneself are all interrelated and influenced by real or perceived success in learning the language. (8)

## From the Perspective of the Learners

After considering the problem from the perspective of the teachers, now considering the problems in the perspective of the learners. Three problems will come out during the teaching learning process. One problem is from an outside factor and the others two are from inside factors.

### 1. Outside factor

The first is problem that comes out from an outside factor. It is about the content of materials. Some learners will find the difficulties in learning the content of materials because it is possible that sometimes the materials provided are not suitable for their level of study and background of work. For example is just as Ewer and Boys said about the EST (English for Science and Technology) textbooks that “most EST textbooks are designed for, or are the outcome of, “remedial” or “supplementary” courses and assume that student already possess a knowledge of English...” (qtd in Robinson, ESP Today 57). In this case, teachers’ role to manage the content of material is really important.

### 2. Inside factors

First is about the learners’ capabilities. Some learners are too tired to join in the course after work. According to Robinson:

Short intensive course are increasingly the norm, being seen as cost effective for the company and more manageable for the busy employees than longer extensive course. The content may be very specific indeed, requiring a high degree of knowledge and skill from the teachers. The intensive of the course, possibly a sense of pressure and a desire to cram in as much as possible, may affect the



teachers as well as the students. (83) In addition, “the learner may already be exhausted before beginning the course because of pressure of work or too much traveling”. (ESP Today 83).

Therefore they don't have motivation to learn. They will often dismiss the class and of course it's not good for the teaching learning process. That's the reason why the arrangement of time will be essential.

The other problem is about the learners' confidence. The learners do not have the confidence to practice the language. In this case, motivation takes an important role again in success of teaching learning but how the motivation is built is the teachers' task too. Teachers should be able to encourage the learners speak out.

Well, the next chapter will discuss the solution of those problems further and also the factors or influences that take a part in the problem solutions.

## **THE PROBLEM SOLVING**

In the previous chapter, a lot of practical problems that might occur during the teaching learning process after needs analysis has been discussed. Therefore, this chapter will discuss how to solve the problems or at least how to minimize the problems.

### **From the Perspective of the Teachers**

To begin with, consider the perspective of the teachers, from outside factors, there are two problems that need to be solved. They are about the amount of time and about the learners' needs.

#### **1. Outside Factors**

First, let's find out the solution about the amount of time. So far, it has been mentioned in the previous chapter that the amount of time provided for in house training to learn Business English sometimes is not enough even though we know that the amount of time is really important in success of learning a foreign language. In addition, we can say the more hours a learner learns a language, the better his or her language will be. Therefore, the company where the learners work and the institution that organizes the training should negotiate about the amount of time that will take place in the training or maybe the other way is “try to negotiate with the person or people who are most influential in setting up the training” (Ellis and Johnson 81). According to Robinson, “the auditor must determine how much language training is needed (in terms of time and facilities required) to bridge any gap between the employees' present ability profile and the company's target profile” (ESP Today 10)

The next problem is the learners' needs. Because the learners' needs are too varied, it is difficult to analyze and define the learners' needs. For this problem, according to Ellis and Johnson, there are several solutions. They are:



- a. In the majority of cases, the trainer has to try to manage somehow by finding the middle road.
- b. If the problem is one level, aim at the learners in the middle for most of the time. It may be possible to devote some extra time to helping the lower-level learners while the others are preparing something more difficult. Some task and activities allow for participation at different levels.
- c. If the problem is one of different job requirements, focus on the common core of needs – do not try to address all the specific needs of individuals to talk about their own interests.
- d. In the case of different personalities, discuss the problem openly with the group and try to agree on some common ground. It is useful to point out that different people have different learning styles and that sometimes, in a group, there is a need for the faster or more active learners to be patient while the others catch up. This kind of discussion will not solve the problem, but it may help to make the group members more tolerant of each other.
- e. In extreme cases, it may be possible to change the group or divide it into two.
- f. Another possibility is to have learners work on different task in smaller sub groups. (82-3)

## 2. Inside factors

First of all is the students' motivation. Some learners think it is not necessary for them to join the course. This problem is that the students do not have motivation to learn. Just as Broughton, et al. point out:

An adult is no longer constrained by the educational system or parental pressure to learn English, so the problems of dealing with conscripts do not exist. Since people choose to be present in an English class, the opposite is more the case – the tertiary teacher's task is to utilize and channel his student's motivation so that his specific needs and aims are optimally fulfilled. (187)

Piotrowski also adds "importantly for ESP, especially where mature and professionally well-qualified students are concerned, case studies, draw upon students' professional know how, utilizing the 'cognitive and behavioral styles' of their work rather than of the traditional language classroom. (qtd. in Robinson, ESP Today 50). Therefore, the teachers' task is to build the learners' motivation or even the company where they work can build the learners' motivation too. For example, just as Broughton, et al. said, "better jobs and increased salaries are strong motivating forces" (194). Learners with high motivation seem to be more successful than those with no motivation at all. We can easily predict whether one who learns a language will end successfully or not. Just as Brown said:

It is easy to figure that success in a task is due simply to the fact that someone is "motivated." It is easy in second language learning to claim that a learner will be successful with the proper motivation. Such claims are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is a key to learning. (115)

In addition, to make learners motivated, "perhaps the main task for the trainer will be to find out what special interest the members of a group have, and what kinds



of activities they will respond to” (Ellis and Johnson 80) because “when students are very familiar with a topic, they will tend to draw on their existing knowledge rather than on the information or point of view presented in the ESP materials” (qtd. in Robinson, *ESP Today* 87). Familiar content causes students boredom.

The other problem from inside factor is about the learners’ attitude. Sometimes, learners have negative attitude to the target language. On the other hand, a learner who has positive attitude towards the target language is likely to be more successful in learning a language than the one who has the negative one. According to Gardner and Lambert:

Success in mastering a foreign language would depend not only on intellectual capacity and language aptitude but also on the learner’s perceptions of the other ethno linguistic group involved, his attitude towards representatives of that group, and his willingness to identify enough to adopt distinctive aspects of behavior, linguistic and non linguistic, that characterize that other group. The learner’s motivation for language study, it follows, would be determined by his attitudes and readiness to identify and by his orientation to the whole process of learning a foreign language. (132)

In this case, teachers can influence the learners’ attitude. For instance, when the teacher is warm, ready to help and open, learners will be happy and enjoy coming to the class. They will like to learn the target language and even the culture of the target language itself. Just as Richterich and Chancerel said, “we might also study the surrounding society and culture: the attitude held towards English and towards the learning and use of a foreign language” (qtd. in Robinson, *ESP Today* 87). On the contrary, when the teacher is hot-tempered and too strict, learners will be lazy coming to the class.

### **From the perspective of the learners**

So far the four problem solutions have been described. Now, consider the perspective of the learners, there are three problems that need solutions. One problem is an outside factor and the others two are inside factors.

#### **1. Outside Factors**

One problem from the outside factor is the content of materials. Sometimes materials provided for the learners are too difficult or do not match with their knowledge and their expectation. Maybe it is not suitable with their level of study or their background of work. Of course, the teacher is the only one who should be in charge of the problem. According to Robinson the teacher “must find out what task or activities people perform in their jobs (for example, chairing formal meetings, making presentations, writing telexes and memos) and must then decide what level of language performance, is required for these tasks” (*ESP Today* 10). Chambeline and Baumgardner add that “materials to be more interesting and based on real life activities and topics not necessarily to be too discipline” (qtd. in Robinson, *ESP Today* 52). Besides that “the trainer must be constantly responsive to new information that emerges during a course and must be ready to adapt course content and approach to deal with it” (Ellis and Johnson 79), because just as Ellis and Johnson said “thus the outline for the course will be laid down, but it



will still be very difficult to plan all details of the content materials to be covered in the course” (79). Johns and Davies also suggest that “students can be helped to identify the topic types with which they need to work and can move from shorter and easier examples of these types to longer more complex examples” (qtd. in Robinson, *ESP Today* 56). Another way to solve the problem according to Alderson is giving a test in revision evaluation because it will examine the materials, not the students because “errors on any item or group of items which have been made by sixty per cent or more of the students indicate that either the materials are too difficult, or the procedure or instructions for the exercises causing problems” (qtd. in Robinson, *ESP Today* 60)

## 2. Inside Factors

The first problem is about the learners’ capabilities. Sometimes learners are too tired to join the course after work. They do not have enough time to take a rest. Therefore, if they join the course but they seem not to concentrate, they would rather not join the course than disturb the others. In this case, the time problem will take place again. The schedule for study should be negotiated with the company and with the course without bothering their schedule of work. For instance, try to have morning class before they do their work activities, because the students will feel fresh to study before facing a lot of pressure from work.

The last problem is about the learners’ confidence. The learners do not have the confidence to practice the language. In this case the teachers should be able to motivate and encourage the learners to speak out. Ellis and Johnson provide information how to stimulate the learners’ interest and how to increase the learners’ motivation so the learners are encouraged to speak out. They are:

- a. Introduce open sessions in which group members can talk about what interests them most. Topics that arise can be followed up in later sessions, with appropriate materials and activities. Even if the topics that come up may not seem very business-related, they can still be used to develop valuable skills.
- b. Bring in speakers from outside who are working in relevant fields and who can give the learners an insight into the practical applications of what they are studying. If any members of the groups have some work experience, they could be encouraged to tell the others about it.
- c. Encourage the group to talk about their attitudes to language learning and about any difficulties they have. Discuss the problems openly and suggest strategies that may help.
- d. Be ready to try out different kinds of tasks and activities, especially those that actively involve the learners and develop useful skills. Those that were successful can be repeated, using different topics. (80-1)

At the end, even though needs analysis already takes place in learning Business English, there are still several problems that come out during the teaching learning process. Of course, the solutions are by the needs analysis too because just as Richerich and Chancerel said, “needs analysis as an ongoing process, acknowledging that students’ needs may change as a course progresses” (qtd. in Robinson, *ESP*



Today 66). It means that even though the needs analysis has been done before the course starts, the needs analysis should continue during the teaching learning process. Therefore, teachers will reevaluate, reanalyze and reorganize the learners' needs. Besides that, teachers also take important parts to deal with those problems. In this case, an ESP teacher should fulfill several requirements. Just as Strevens suggests "becoming an effective teacher of ESP requires more experience, additional training, extra efforts, a fresh commitment, compared with being a teacher of General English" (qtd. in Robinson, ESP Today 96)

## CONCLUSION

It is really important to realize that learning Business English for in house training and in academic institutions are quite different in where the learning takes place or in the other particular differences as mentioned before. As has been discussed in this paper, detailed needs analysis will be essential in learning Business English for in house training, even though there are still many obstacles regarding the teachers and learners perspective that might come out after the needs analysis. It doesn't mean that needs analysis will not function, because needs analysis is an ongoing process and it is suggested that needs analysis should be repeated during the life of the course. Besides that, teachers have to be able to play important roles in order to reduce or overcome the problems. That's the reason why an effective Business English teacher should have more experience and just as Robinson said, "perhaps the key quality needed by the ESP teacher is flexibility: the flexibility to change from being a general language teacher to being a specific purpose teacher, and the flexibility to cope with different groups of students ..." (ESP Today 80)

## REFERENCES

- Tagliabue, John. "As business borders fall, English rules." *International Herald Tribune*, 20 may 2002:1.
- Broughton, Geoffrey. *Teaching English as a Foreign Language*. London: Routledge & Kegan Paul Ltd. 1978
- Brown, Douglas H. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall Regents, 1987
- Buckingham, Thomas. *Language in Education: Theory And Practice*. Washington DC: The Center for Applied Linguistics, 1981
- Ellis, Mark, and Christine Johnson. *Teaching Business English*. Oxford: Oxford University Press, 1994
- Evans, Tony D., and Maggie Jo St John. *Development in ESP: A Multi-Disciplinary Approach*. Cambridge: Cambridge University Press, 1998



- Gardner, R.C., and W.E. Lambert. ***Attitude and Motivation in Second Language-Learning***. Massachusetts: Newbury House, 1972
- Izzo, Suzanne. ***Second Language Learning: A Review of Related Studies***. Virginia: National Clearinghouse fo Bilingual Education, 1981
- Mackey, William F. ***Language Teaching Analysis***. London: Longman, 1965
- Muny, John. ***Communicative Syllabus Design***. Cambridge: Cambridge University Press, 1978
- Richterich, Rene. ***Case Studies in Identifying language Needs***. Oxford: Pergamon Press, 1983
- Richterich, Rene, and Jean-LouisChancerel. ***Identifying the Needs of Adults Learning a Foreign Language***. Oxford: Pergamon Press, 1977
- Robinson, Pauline. ***ESP Today: A Practitioner's Guide***. New York: Prentice Hall International (UK), 1991
- \_\_\_\_\_. ***ESP (English for Specific Purpose)***. Oxford: Pergamon Press, 1980
- Sweeney, Simon. ***English for Business Communication***. Cambridge: Cambridge university Press, 1997
- Tudor, Ian. ***Learner-centredness as language Education***. Cambridge: Cambridge University Press, 1996

