



## Exploring Algerian business English learners' needs in the private sector

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### Abstract

This paper explores the needs of Algerian Business English learners in the private sector. Data were collected through a questionnaire administered to twenty Business English learners enrolled at an Algerian private school and semi-structured interviews with language teachers. Results revealed that learners need to enhance their communication skills in their target setting and acquire terminology specific to their specialties to facilitate interaction. Additionally, informants expressed a desire for more practical and industry-specific content in their Business English courses, emphasizing the need for opportunities to practice speaking and negotiation skills, which are crucial for effective communication in the private sector. Overall, the findings suggest that tailoring Business English courses to meet the specific needs of Algerian learners in the private sector would positively impact their professional development.

**Keywords:** Business English; ESP; expectations; learners; needs analysis; private sector.

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## 1. INTRODUCTION

It is frequently assumed that having the necessary knowledge will enable learners to function adequately in their target environments. Nevertheless, this is not the case for Algerian workers. Individuals who have graduated from Algerian universities where the primary medium of instruction is either Arabic or French are unfortunately not prepared to work in a wide range of industries, including manufacturing, construction, finance, services, and also in multinational corporations where they must communicate in English. This could be the initial obstacle to full participation in their work. To overcome this barrier, the majority of Algerian workers enroll in private institutions where special courses are offered to help them improve their English language proficiency.

English, the lingua franca of global trade and international communication, is gaining ground today (Zeng et al., 2023; Karim et al., 2023). In Algeria, many multinational corporations operate and need employees who can effectively communicate in English to interact with colleagues, clients, and partners worldwide. In this vein, English proficiency gives Algerian workers different privileges, including access to global markets, collaborating with international teams, and staying updated with industry trends and advancements. Furthermore, communicating effectively in English enhances their professional opportunities and opens doors to career growth in local and international contexts.

In this line of consideration, this paper aims to explore the needs of Algerian Business English learners in the private sector. By conducting a needs analysis and gathering data through questionnaires and interviews, this study seeks to identify the specific language and communication skills that Algerian learners in the private sector require to effectively communicate in their professional settings. Understanding these needs and expectations can help in the design of effective Business English courses that address the specific challenges and areas for improvement identified by the learners (Tarhani-Aliabadi et al., 2022). To meet this end, the following questions should be carefully considered: why do our Algerian Business English learners need English? What do they hope to achieve by enrolling in Business English courses at private schools?

### 1.1. Conceptual background

English for specific purposes (ESP) is often perceived as a teaching approach where all decisions as to content and methods are based on learners' needs and expectations (Hutchinson and Waters, 1987). ESP has been also seen as the teaching of English for a utilitarian purpose, which can be academic or professional (Mackay and Mountford, 1978). In this regard, ESP goes beyond equipping learners with a general knowledge of the language to focus on the need to prepare them with the needed knowledge and language skills that are required in their specific context. An example of these particular contexts where English is needed is the Business setting. In this vein, one of the most prominent sub-fields of ESP is Business English (BE).

In light of globalization, Business English has established itself as the dominant tool of global business communication. In this case, Business English can be found either at tertiary-level institutions or in different situations where business is mainly practiced. Business English is not only related to the kind of terminology used for business purposes in trade, finance, and commerce, but it goes beyond to reach other dimensions, including notably communication skills used in negotiations, advertising, meetings, branding, and other contexts. According to Pickett (1989) "BE is a technical language defined by the activity, occupation subject and situation". This evolution of ESP into Business English reflects the heavy impact of globalization on language teaching and learning, and the vital role played by English in international commerce.

In ESP, needs analysis is regarded as the cornerstone (Dudley-Evans & St John 1998). It is defined as the process of identifying the language needs of a specific group of learners in a specific context (Hutchinson & Waters, 1987). Based on its results, a practical course is often designed. Conducting appropriate needs analysis may help gather the needed information to draw an adequate profile of the informants. This latter includes notably their main needs, wants, lacks, and expectations. It also

helps outline the needed skills to be focused on besides the tasks to be performed during the course. According to scholars, needs analysis is also believed to be a tool to determine the informants' level of language proficiency and their prior knowledge (Kennedy & Bolitho, 1984; Hutchison & Waters, 1987; Robinson, 1991; Dudley-Evans & St Johns, 1998). It also helps identify the learners' attitudes towards learning ESP, their main reasons for attending the course, and the different styles and strategies they adopt to fulfill this task. As a final connotation, needs analysis is deemed to respond positively to the main expectations of the ESP learners.

## 1.2. Purpose of study

This paper aims to explore the needs of Algerian Business English learners in the private sector. Outlining the different needs of Algerian Business English learners may help in responding positively to their main expectations and designing specific courses that aim to identify common challenges and specific areas that require improvement. This latter may lead later on to offer specialized language courses that focus on industry-specific terminology and communication skills. In this case, private institutions can better equip professionals with the needed skills to enhance their ability to effectively communicate and succeed in the changing world of business.

## 2. METHODS

To conduct this study, a mixed methods approach was selected. This latter combines both qualitative and quantitative methods (Shakhmurov, & Sakhmurova, 2023). This approach was deemed appropriate as it allows for a comprehensive understanding of the main needs and expectations of Algerian Business English learners in the private sector. By collecting both qualitative and quantitative data, the researchers gain a deeper insight into the main challenges they face while attending those courses and obtain statistical evidence to support our findings.

### 2.1. Data collection instruments

The study administered questionnaires to gather quantitative data from a larger sample of learners, allowing for statistical analysis and generalizability of findings. On the other hand, the semi-structured interview with the language teacher provided a deeper insight into the teacher's perspective, allowing for a more in-depth understanding of the challenges faced and possible strategies to meet learners' needs and expectations. By using both methods, this study aims to triangulate the data and provide a more comprehensive and accurate picture of the learners' needs and expectations.

As mentioned earlier, the questionnaire was selected to gather the needed data. It was administered to twenty learners. It consisted of mixed-type questions, i.e., open-ended, close-ended, demographic, and ranking questions (See Appendix A). The following are examples taken from the questionnaire:

- Demographic questions: how old are you? What is your actual job?
- Close-ended questions: Have you faced any cultural or cross-cultural challenges in your business context?
- Open-ended questions: Would you recommend the Business English course to your colleagues? Why or why not?
- Ranking-scale questions: How would you rate your proficiency in Business English? Tick the right one

1. Beginner	2. elementary	3. Intermediate	4. Upper-Intermediate	5. Advanced
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The questionnaire consisted of 13 questions divided into four rubrics: the first rubric is entitled Learners' Profile, and questions related to age, areas of specialism, and qualifications were asked. The

second rubric was mainly reserved for their main needs, wants, and lacks. This was mainly done to highlight the reasons behind attending these private classes. The third rubric is mainly reserved for the kind of challenges they face before attending these classes or during this course. The last rubrics were devoted to their feedback and whether learners' expectations were met after the end of the course, besides the set of recommendations they suggested to better cope with their needs and expectations. At this level, it should be revealed that the questionnaire was piloted with eight of the informants enrolled. After the piloting phase, several questions were simplified, and others were modified.

Regarding the semi-structured interview conducted with the language teacher, different types of questions were also used, including open-ended, close-ended, and demographic questions. (See Appendix B) The following items are examples taken from the teachers' interview:

- Demographic questions: Can you briefly introduce yourself, including your qualifications, areas of expertise, and teaching experience in Business English?
- Open-ended questions: How would you adapt your teaching methods to meet your learners' expectations?
- Close-ended questions: Do you think that in a Business English context needs analysis is important?

The 15 items used in the interview were divided into five different rubrics. The first rubric was devoted to the teacher's background, area of expertise, and qualifications. The second rubric was reserved for needs analysis, whether it was conducted before starting the course or not. The third rubric aimed to highlight the main needs of the learners and whether they were fully aware of their needs or not. The fourth rubric addressed the learners' level of language proficiency and whether this latter has an impact on the course design and the materials selected or not. Other challenges and difficulties faced by both the learners and the teacher were discussed, too. The last rubric opened the door for the language teacher to discuss possible techniques and strategies to meet learners' needs and expectations.

## **2.2. Participants**

In this regard, the questionnaire was administered to twenty Business English informants enrolled at a private school in Mascara city, Algeria. This school offers language courses ranging from General English to ESP courses. The semi-structured interview conducted with the language teacher in charge of the course provides the researcher with a certain level of flexibility to modify, update, or change possible questions.

In this study, a non-probability sampling method was used. Convenience sampling as a type of non-probability sampling technique is believed to be the most adequate one for the following reasons: the research topic required a specific group with a specific profile, and convenience sampling allowed for targeting individuals who were available and willing to be involved in the study and met the necessary criteria, including mainly the idea of sharing the same background and attending the same class. While this sampling method may limit the generalizability of the findings, it provided valuable insights and an in-depth understanding of the chosen population. Additionally, according to Fink (2003) convenience sampling allowed for easy access to participants, saving time and effort in the data collection process. Despite its limitations, convenience sampling proved to be the most feasible and practical technique for conducting the study.

## **2.3. Procedure**

As a final connotation, it can be stated that the interview was conducted face to face while the questionnaire was administered via Google Forms. The face-to-face interview allowed for a more in-depth understanding of the teacher's perspective and allowed the researcher to ask follow-up questions for clarification (Roller & Lavrakas, 2015). On the other hand, administering the questionnaire via Google Forms offered the advantage of easy data collection and analysis. Technology

also allowed for a wider reach, as participants could complete the questionnaire at their convenience. (Sue & Ritter, 2012). Overall, combining both methods provided a comprehensive and efficient approach to gathering the needed data for the study.

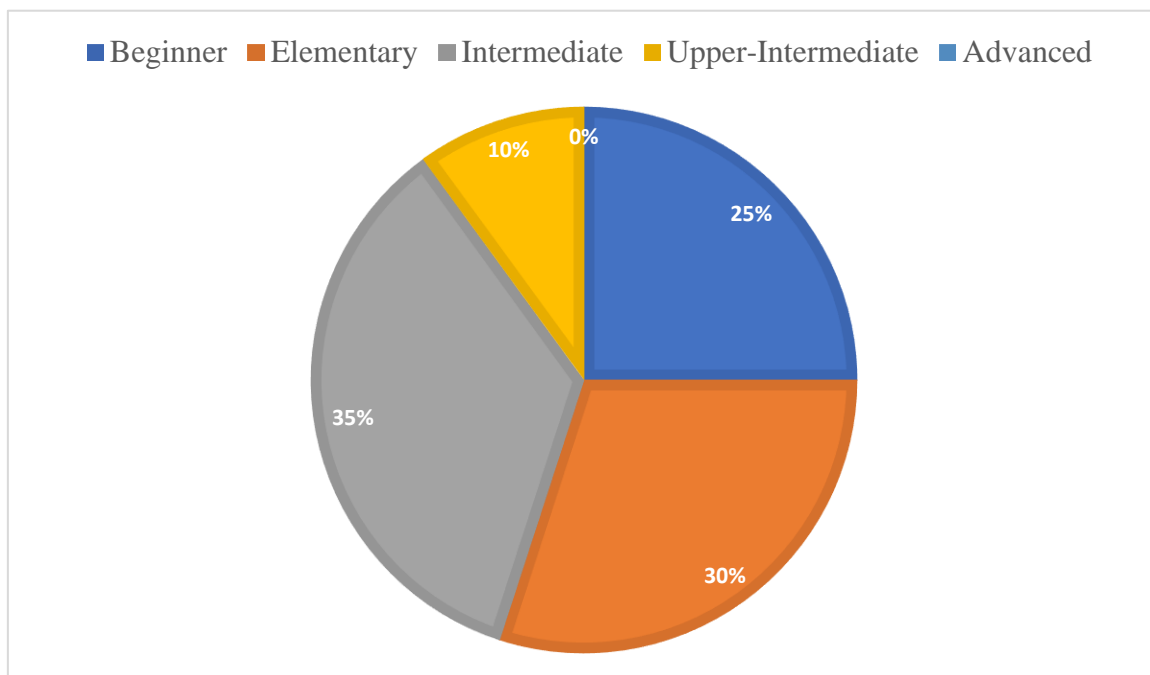
#### 2.4. Data analysis

For research validity, it is essential to acknowledge the limitations and potential biases associated with this methodology (Dawadi et al., 2021).

### 3. RESULTS

The findings of the study revealed several important insights. All the participants were adults aged between 23 and 40 years. This latter may mean that they are more or less aware of their needs. In addition, all the participants graduated from the faculty of Economics and Business which means that they generally had similar academic backgrounds. The informants involved in the study performed different jobs, including accountants, marketing managers, human resources managers, entrepreneurs, public relations specialists, sales representatives, project managers, and hotel managers. Their professional experience ranges from five to 15 years. This latter may highlight the informants' diversity of experience which may positively contribute to their awareness of their needs. None of the informants have undertaken a Business English course, in the past. This could be related to the new emerging need to study English as Algeria is moving towards adapting English in almost all its institutions.

**Figure 1**  
*Business English learners' proficiency*



The data collected as shown in Figure 1 above demonstrated that the majority of informants had a beginner to intermediate level of English language proficiency, with most of them having difficulties in understanding specific terminology related mainly to the field of Business. Furthermore, the study found that the participants had diverse career goals and motivations for sitting for the Business English course. This could be explained by the fact that several informants expressed a desire to improve their communication skills for business meetings and negotiations, while others wanted to enhance their writing abilities; to answer emails and draft contracts. For example, informants revealed that they wanted to improve their oral communication skills to effectively present their business proposals

during important meetings with potential investors. Other participants mentioned their desire to enhance their writing abilities to draft professional emails and contracts for successful negotiations with clients.

Results gathered from learners' questionnaire revealed that learners often face different challenges while attending a Business English course, including the idea of adapting themselves to the specific language and terminology used in the professional field, understanding the cultural nuances of communication, and effectively conveying their ideas and opinions confidently and persuasively. Additionally, informants stressed that they struggle with the formal writing style required in business settings, as well as mastering the art of delivering successful presentations and participating actively in meetings. Besides terminology, participants also mentioned grammar-related challenges that can hinder effective communication.

A Business English course can help learners improve their language skills and develop a strong foundation in grammar and terminology. By focusing on practical exercises and real-world scenarios, students can gain confidence in their ability to communicate effectively in professional settings. Overall, a dedicated business English course that addresses these challenges and provides practical solutions can significantly benefit learners and equip them with the needed skills to excel in their professional careers.

In addition to identifying the goals and motivations of the informants, the data analysis also shed light on their expectations. The majority expressed a strong desire to acquire and consolidate different skills starting from the personal one or, as mentioned by one of the informants, "I would like to consolidate my self-confidence, to better cope with different situations", to the professional skill. As far as this latter is concerned, one informant revealed that "I would like to learn how to respond effectively to emails and call phones". Other informants mentioned the cultural one, for them "working in multinational corporations means to be in direct contact with foreigners from different cultures... to learn about different ways to handle communication is a pre-requisite for us to avoid misunderstanding".

An important parameter mentioned by the informants is that attending this course will allow them to search for better job opportunities abroad. In other words, informants view this course as a stepping stone towards exploring job prospects in foreign countries, as they believe that the skills and knowledge gained through the course will make them more competitive in the global job market. When asked about whether they may recommend the Business English course to their colleagues, they appreciated the idea and they would be very happy to share and recommend the experience with other professionals sharing the same background or job. The informants also suggested the idea of organizing regular Business English training sessions within their professional setting.

Other important findings were gathered from the teacher's semi-structured interview. Results showed that the teacher is highly experienced with more than twenty years of teaching experience in the public and private sectors. Nevertheless, one issue was mainly examined while asking him about his area of expertise; he mentioned General English. The informant holds a doctorate in British Civilization. This latter may negatively impact the teacher's performance while teaching Business English classes; the kind of classes he was not prepared for.

At this level, despite his extensive teaching experience, the teacher's area of expertise seems to be limited to General English. This becomes a serious concern for the researcher when considering his lack of preparation in teaching Business English classes. With a doctorate in British Civilization, the teacher may not possess the needed knowledge and skills to effectively instruct students in a business-oriented English curriculum. This gap between his qualifications and the subject matter may negatively affect his performance in these particular classes; a special concern is given to needs analysis as a process.



#### 4. DISCUSSION

Regarding the process of needs analysis, the teacher revealed that the school offers a placement test before the start of the course. This is mainly done to place students within homogeneous groups depending on their level of language proficiency. This latter may explain the already mentioned finding related to the informants' level of language proficiency, that is, beginner to intermediate. According to scholars, the placement test ensures that students are placed in the appropriate language course level, allowing them to build upon their existing skills and knowledge effectively (Brown 2005; Coombe et al., 2007; Harmer 2008; Dimova, et al., 2020). By being placed in a homogeneous group, students can learn alongside their peers who are at a similar level, which promotes a supportive and conducive learning environment. This step is crucial in helping Business English learners progress and develop their language proficiency, besides their professional skills.

According to the teacher before starting the course, students are invited to fill in a checklist where they mention their main needs and expectations. This latter is regarded as an important finding for a teacher who has not been prepared and trained to teach ESP classes. By considering each student's needs and expectations, the teacher can design the appropriate course content and select the most suitable teaching methods and materials to meet their specific needs. This latter ensures that they receive the needed guidance and support to improve their level of language proficiency. Moreover, the teacher can also use the checklist to track each informant's progress throughout the course and make adjustments as needed. Overall, this finding highlights the importance of a learner-centered approach in creating a successful and engaging language learning environment.

While asking the teacher about the different needs of his learners, he mentioned: "Our students often come to this class with the idea of enhancing all four skills, besides the professional and the cultural one. This latter seems impossible with the limited time allocated to this course. Nevertheless, I often endeavor to cover different skills simultaneously without losing much time on a specific skill."

At this level, it should be acknowledged that the teacher understands the importance of responding positively to the different needs of his learners. He recognizes that they do not only want to improve their language proficiency which is their primary concern but also seek to develop their professional and cultural knowledge. However, due to the time constraints of this course, it becomes challenging to fully address all these aspects. Nonetheless, the teacher makes an effort to incorporate different skills simultaneously, maximizing the time spent on each skill without sacrificing the overall learning experience.

As for the learners' level of language proficiency and whether this latter has an impact on the course design and the materials selected or not, the teacher revealed that despite their level of language proficiency, learners are motivated to learn using different materials. He claimed, "I sometimes select materials that go hand in hand with their level of language proficiency and sometimes I choose materials and tasks above their level of language proficiency to motivate them to conduct more research and devote more time to read outside the classroom." This step is considered an important step towards enhancing their level of language proficiency and devoting more time to study to overcome the issue of being restricted to a specific period, as in the case of these ESP courses.

In other words, by selecting materials that align with their level of language proficiency, learners can feel more confident while attending and participating in the course. However, sometimes it can be beneficial to challenge students by providing materials and tasks that are slightly above their current proficiency level. This latter not only motivates them to conduct further research and engage in independent reading but also helps them overcome the limitations of time-bound ESP courses. By encouraging them to spend more time studying outside the classroom, learners can have a more comprehensive understanding of the language and eventually improve their language proficiency.

In this semi-structured interview, the fourth and fifth rubrics opened the door for the language teacher to discuss possible techniques and strategies to meet learners' needs and expectations, besides his reflection on the Business English course. At this level, the teacher emphasized the importance of incorporating authentic materials into the curriculum to enhance language learning. Learners can develop their reading, listening, and comprehension skills by using real-world resources such as news articles, podcasts, and videos. For him "using podcasts and videos do not only expose students to real-life language use but also allows them to explore different topics and engage with the language in a more meaningful way". Additionally, the teacher suggested implementing project-based learning tasks where students can put their language skills acquired during the course in a practical and meaningful context. Another important parameter discussed by the teacher is the benefits of incorporating technology into language learning, such as using language learning applications and online resources, which can provide learners with additional practice opportunities and instant online and offline feedback (Wu & Wang, 2021; Wang, 2023; Lan, 2024). The teacher also emphasized the need for a learner-centered approach that promotes autonomous learning. Based on the teacher's answer, the Business English course was a successful experience for him and his learners. For him, this could be explained by the fact that learners were satisfied with the course content and formats. It met his learners' needs and expectations.

The interview results highlighted the teacher's commitment to fostering a dynamic and engaging learning environment for the Business English learners despite his lack of preparation and his background which is far from ESP. At this level, it can be mentioned that the teacher's dedication to utilizing technology and online resources, besides his flexibility to deal with the different needs of his learners demonstrates his adaptability and willingness to enhance his students' learning experience (Wang, 2023). Despite his background in a different field, his commitment to promoting independent learning and individualized instruction shows his determination to provide more or less the best quality of the ESP teaching/learning process and experience, too. While his lack of preparation may present initial challenges, his passion for creating a dynamic and engaging classroom environment will ultimately have a positive impact on his learners' achievements at both levels, personal and professional.

Overall, the presentation and analysis of the data highlighted the importance of designing adequate ESP courses to meet learners' specific needs and expectations, taking into account their academic backgrounds and career aspirations. Moreover, the findings emphasized the significance of continuous professional development for both teachers and learners, as it enables them to stay updated with the latest trends and demands in the business world.

## **5. CONCLUSION**

Results of the current study show that exploring Algerian Business English learners' situation in the private sector led to drawing a careful profile for them that can be divided into the following rubrics:

**Challenges:** Learners faced difficulties in the following areas: Specialized Terminology, Limited exposure to authentic situations, Pronunciation issues, Communication and negotiation skills, Lack of authentic resources, Cultural Differences, and Time Constraints.

**Needs:** Learners need to further consolidate the following areas: Specialized Terminology Acquisition, Communication and skills development, Cultural Awareness, Personal and Professional Growth, and Career Enhancement.

**Expectations:** Learners expected their Business English course to be: Updated, Authentic, Contextualized, Practical, and Flexible.

Based on the findings of the current research, Business English courses are gaining ground in the private sector in the Algerian context. Learners who already have background knowledge in their specific areas seek to further consolidate their communication skills to better cope with their actual situation. At this level, needs analysis plays an integral role in the ESP teaching and learning process, especially in the Business English courses. Those courses are of paramount importance to both learners



and the private sector. The learners benefit from the specialized knowledge and skills acquired through this course, which enhance their professional growth and competitiveness in the job market. Additionally, the private sector benefits from employees who are equipped with the needed skills to meet the specific demands of their industry. This mutually beneficial relationship between learners and the private sector highlights the significance of Business English courses in bridging the gap between academic knowledge and real-world applications. Thus, investing in these courses can lead to positive outcomes for individuals and businesses.

Being aware of the main needs of the learners besides their expectations is regarded as an essential parameter before starting the design of any ESP course. This latter includes conducting a thorough needs analysis to identify the specific language skills and specialized knowledge learners require or wish to achieve. By understanding the learners' needs and expectations, curriculum designers can effectively tailor the course content to address these areas. This latter ensures that learners are equipped with the required skills and knowledge to succeed in their actual and future careers.

To move further, identifying common needs and challenges faced by learners in the private sector could positively impact the development of a targeted curriculum and the selection of appropriate resources. As highlighted in the findings, this could include addressing specific language barriers and cultural differences that may arise in a professional setting. By adapting language courses to meet the unique needs of learners, teachers can help them address carefully the complexities of communication and succeed in their areas of specialism. Additionally, providing opportunities for practice and feedback in these specific genres can help learners build confidence and competence in their professional communication skills.

As mentioned earlier, ESP teachers can also incorporate authentic materials from the professional world, such as industry-specific contracts, emails, letters, etc., to expose Business English learners to real-life scenarios they may encounter in their actual or future careers. By analyzing and discussing these specific materials, learners can develop a deeper understanding of the target language and cultural norms in their desired field. Moreover, fostering a supportive and inclusive classroom environment can encourage learners to actively participate in discussions and seek clarification to enhance their communication abilities. Ultimately, by addressing the unique challenges learners face in professional communication, teachers can empower them to increase their self-confidence and professional growth in their chosen field and contribute to a diverse and global workforce.

In addition to needs analysis, another crucial step in designing an ESP course is setting clear and feasible learning objectives. These objectives serve as a roadmap for both the ESP learners and their teachers, guiding the teaching and learning process. By clearly defining what learners should be able to do by the end of the course, teachers can develop appropriate courses and assessment strategies. This latter not only helps learners track their progress but also ensures that the course remains focused and relevant to their needs. By incorporating different parameters, ESP teachers can create a dynamic and interactive learning environment that promotes active participation and meaningful learning experiences for adult learners.

The findings of this actual study open the door for future researchers to explore other parameters related to needs analysis and syllabus design in an ESP context. Future researchers can further examine the implications for teachers and decision-makers in the private sector, including how they can adapt their syllabi and teaching methods to better meet the identified learner needs. Additionally, future research can focus on exploring and developing possible strategies to address these needs, such as incorporating more interactive, contextualized, and communicative activities into the syllabus. These recommendations can guide future practice in designing ESP courses that are more effective, practical, and tailored to the specific needs of learners. In conclusion, this study provides a foundation for further research in the field of needs analysis and syllabus design in an ESP context.

One limitation is the potential for researcher bias in interpreting qualitative data. To reduce the risk of bias, a second research tool was used to crosscheck results and to gather quantitative data. Another

limitation is the possibility of sample bias, where the selected participants may not represent the larger population. To address this issue, a non-random sampling technique was used to ensure that all the learners enrolled in the Business English course participated in the study. Additionally, it is important to consider the influence of external factors that may directly impact the research findings, such as cultural or societal norms, including primarily the influence of the French language on Algerian society and Algerian learners. Despite these limitations, the combination of qualitative and quantitative data allows for a comprehensive understanding of our learners' main needs and strengthens the findings' validity.

**Conflict of Interest:** The authors declare no conflict of interest.

**Ethical Approval:** The researchers informed the participants of the aim and use of the data being collected. All participants voluntarily took part in the study.

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## APPENDICES

### Appendix A

#### Business English Learners' Questionnaire

##### Rubric 1: Learners Profile

1. How old are you?
2. What is your qualification?
3. What is your actual job?
4. How many years of professional experience do you have?
5. How would you rate your proficiency in Business English? Tick the right one.

1. Beginner	2. elementary	3. Intermediate	4. Upper-Intermediate	5. Advanced

6. Have you participated in any short-term business English courses before? If yes, please provide a brief description of them.

##### Rubric 2: Learners' Needs

1. What are your main purposes for improving your Business English skills?
2. Are there specific areas of Business English you feel you need to improve (e.g., speaking, writing, negotiation, etc.)

##### Rubric 03: Learners' Challenges before/ during the Business English Course

1. What difficulties have you faced when using English in your professional life?
2. Have you faced any cultural or cross-cultural challenges in your business context?
3. What do you expect from a Business English course?

##### Rubric 04: Learners' Feedback

1. Were there any specific aspects of the course that you found particularly beneficial or areas that could be improved?
2. Would you recommend the Business English course to your colleagues? Why or why not?

## **Appendix B**

### **Teachers' Interview**

#### **Rubric 1: Teachers' Profile**

1. Can you briefly introduce yourself, including your qualifications, areas of expertise, and teaching experience in Business English?

#### **Rubric 2: Learners Needs Analysis**

1. Do you think that in a Business English context needs analysis is important?
2. What do you believe are the primary needs of the learners in this Business English course?
3. Are the learners aware of their own needs and expectations for taking this course?

#### **Rubric 3: Learners' Language Proficiency and Course Design**

1. Do you conduct a needs analysis?
2. How would you describe the overall language proficiency of your learners at the beginning of the course?
3. Did the learners' proficiency levels have an impact on the selection of materials and the design of the course syllabus and content?
4. Would you provide more details regarding the types of issues experienced by learners and yourself due to the varying proficiency levels within the class?
5. Would you outline common difficulties that learners encounter when studying Business English?

#### **Rubric 4: Strategies to Meet Learners' Expectations**

1. What strategies do you often use to respond positively to your learners' needs?
2. How would you adapt your teaching methods to meet your learners' expectations?
3. Have you encountered any particular technique that has been particularly effective in addressing learners' needs and challenges?
4. In your experience, have you observed any changes or adaptations needed in the materials or course design based on learners' feedback or evolving needs?

#### **Rubric 5: Reflecting on the Course**

1. Looking back, do you believe the course successfully met the learners' needs and expectations? Please explain.
2. What suggestions or improvements would you consider for future business English courses to better cope with learners' needs and expectations?