

The Key Elements of Success in Teaching English for Business Purpose: Business English, Finance Management, Business Administration, etc.

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ABSTRACT

This paper describes the key elements for a successful teaching, namely: the programme, teacher, learner, method, evaluation and discipline. As the teaching of English for Business purposes is concerned, curriculum is designed by specialists or curriculum planners appointed by the government. They analyse and identify carefully the needs of the society or people. But if the content is out of the learners' needs, the teacher will be teaching for nothing. The methods are the ways the teacher uses during his teachings. The teacher cannot use fixed methods, that is, the same methods all time he is teaching. He must be creative, competent facilitator. The learners are at the center of learning. Evaluation helps the teacher to make important decisions on teaching strategies considering the students' success and failures. Discipline helps both the teacher and the learner to concentrate. Concentration facilitates the learning. To maintain a good discipline, the teacher must be fair but strict in the lecture room.

Key words: English for Business purpose, teacher, learner, methods, teaching success.

RESUME

Cet article examine les éléments-clés pour un enseignement réussi, à savoir : le programme, l'enseignant, l'apprenant, les méthodes, l'évaluation et la discipline. S'agissant de l'enseignement d'anglais pour des fins spécifiques, nous devons d'abord avoir des programmes y afférant. Ces programmes sont élaborés par des spécialistes choisis par le gouvernement. Ces derniers doivent examiner soigneusement les besoins de la société ou de la population. Mais si le contenu ne répond pas aux besoins des apprenants, le professeur n'enseignera pour rien. Les méthodes sont les voies que l'enseignant utilise au cours de ses enseignements. L'enseignant n'utilise pas des méthodes fixes ; il doit être créatif et un facilitateur compétent. Les étudiants, eux, sont au centre de l'apprentissage. L'évaluation va aider le professeur à prendre d'importantes décisions sur les enseignements en considérant les réussites et les échecs. La discipline aide également l'enseignant et l'étudiant à se concentrer. La concentration est un descripteur facilitant l'apprentissage. Pour maintenir une bonne discipline, l'enseignant doit être juste mais strict dans l'auditoire.

Mots clés : Anglais des affaires, Enseignant, Apprenant, Méthode d'enseignement, Succès de l'enseignement.

1. INTRODUCTION

This paper consists of six different prerequisites considered as key elements for a teacher to succeed in his teachings, namely: the program, the methods, teacher, learner, evaluation and discipline. All these elements are described with reference to the teaching of English for Business Purposes. We have assumed that these most elements must be obligatory taken into account when a teacher gets into the lecture room. One question is: what should we teach? Whoshould we teach and how? Theanswer is the aim of our paper: to showhow these elements are made in term of theories, their impact on teaching and interdependence, and their changeability by this numeric time.

All the materials to be taught in a lecture room make the content or program. For example, we generally have an annual program in Business College of Kinshasa where English is taught for business purposes. Teachers take into account the learner's needs. Learners are at the center of learning. Teaching out of their needs would be a loss of time.

How to teach refers to methods, techniques and strategies the lecturers will be using during his teaching period. And teaching methodology in a broad sense includes varied activities, tasks and learning experiences selected by teacher in order to achieve the learning objectives.

Apart from program, methods, teacher and learner, we have two other elements not minor but complementary: evaluation and discipline.

Evaluating allows the teacher to know if the students have understood and then, go up in the next level. It is done through practical works, quizzes and exams. After a quiz, the teacher will know how many learners have succeeded. If more students failed, he would find the ways to remedy his teaching, by for instance reviewing his methods or teaching again some topics. This process is called evaluation. So, evaluation helps the teacher to make a critical decision of his / her teaching.

Last but not least, discipline is an important prerequisite of success in the lecture room. It allows the teacher to control the learners, to know their particular problems and allows students to concentrate. A noisy lecture room does not create good conditions of learning. Some hints are herein proposed in order to maintain discipline in the lecture room.

2. LITERARY REVIEW

2.1. The success concept

Larousse (2011: 887) defines "success" as "a good result, or an approbation of the public". This means that, a teaching has a success if the objectives assigned are attained. In other words, when the students have understood one's teachings, the objectives are then attained and the teachings have a success.

2.2. The term "key elements" refers to any elements which are essential to the carrying out of others. For example, a good psychological disposition, a nourishing food, a regular hygienic rules observation are key conditions for maintaining the health. In short any elements that contribute to the success of learning are called "key elements".

2.3. English for Business Purposes (EBP): is a kind of English that can be used in the Business context. It can be English for management or administration, English correspondence. It differs from the English we have at secondary school. English for Business Purpose is a professional and adapted English. The awaited objectives are specified according to the needs of the learners.

3. The Program

3.1. Definition and importance

According to Allright and Kathleen (1991: 162), *a program is the content of the courses especially designed to be relevant to learner's academic needs*. So far, le Petit Larousse (2012: 825) defines a "program", specially a teaching program, as a "program of study" or "syllabus" as *"themes of a discipline whose study is foreseen in a class level in which a teacher should examine"*.

And Dika (2006) precises that the program is written by curriculum planners who examine the needs of the society expressing the demands. For these reasons, the developed objectives should meet the needs of the learners. Then, a selection of the teaching and learning activities is needed to attain the objectives.

In fact, if the content is out of the needs the teacher is teaching for nothing. It would be a waste of time. Allright and Kathleen (1991: 158) clarify and say *"in teaching Business English,*

learners react negatively if they feel that grammar is the proper focus for the language course. It is better for a facilitator to teach the grammar as a simple term in the business english, otherwise it would be just losing time“. So, a negative reaction for students means the point disinterests.

As English for Business Purposes (EBP) is concerned, the steps of the curriculum are carried out in a way to reach the efficiency of the language program. Before teaching, one must know the objectives of the course of instruction he wants to teach. A selection for the course of instruction is done and makes the content. Such a selection is not done at random. It is drawn taking into account the needs of the learners. The course of instruction or rationale is not itself sufficient, says Wilga (1983:13), *“we must also show that we have the flexibility, the courage, and the imagination to adapt our content and approach, in order to bring what we can offer in line with what society is demanding us and what others are willing to contribute”*.

Teaching is an enterprise. As Such, Brown, quoted by Kotler (2009:818), states that marketing responsible make too much effort to markets studies and to customers' need satisfaction and put aside their imagination and their strategic efficiency. How can the planners and teachers develop their innovation capacity in teaching methods and in their program review? Kotler (2009:818) suggests the following solutions:

- In teaching, the lecturers to engage should be atypical and creative in order to bring innovation ;
- The personnel should be trained to the individual or collective creativity.
- Planners and teachers should find today's people's needs and attempt to find out the solutions to them.
- Set up some reward systems for new ideas: rewarding monthly or annually motivates.

3.2. Some English courses of Instructions Applied to English for Business, Financial Management and Business Administration

- *An English correspondence course*: designed by Jonas Mwalaba. According to him (1998: 5), after working through this textbook, the reader is expected to be able to write a personal letter, an application for employment, to inquire (by writing) about a product he / she needs and to order it. And the author adds that apart from the theories or other types of business letters (complaints, payments, collections, credits offers, etc.), the reader will learn something related to business organization and management. And most of the materials herein contained should better be taught to higher students majoring in financial management.
- *A Step into Business English*: designed by Professor Joshua Giasuma Kamuangu. It is a course in English for Business Management and / or commercial practice, designed for bachelor of commerce students at upper intermediate or advanced level. The course covers a number of business topics with useful terms and phrases, ranging from Business administration in general, entrepreneurship to aspects of business finances and world financial institutions in English, with practical examples. Professor Kamuangu (2018) states that the content has been developed mainly for enhancing discussion among learners experts and/or thus developing oral communication and business understanding.
- *World finance and world economy*; It is a practical textbook for teaching and learning English for Business purpose, designed by Robert Dikizeyiko. Its content includes: accounting, taxation, world finance, world economy and international trade. The author says (2019:7), *“this textbook is intended for teachers and advanced students of economics, accounting and fiscal issues”*. It deals with a wide range of topics covering various aspects of international economy and trade, and provides the user with

knowledgeable subjects dealt with quite extensively in order to improve the learning standards in these areas of studies.

To summarize, Teaching English for Business, Commercial and Financial Sciences needs a Business Program which is referred to as teaching English for Business Purposes Program (EBP). It should take into account the needs and the requirements of people for which it should be elaborated. As far as the output is concerned, Blair (1982: Vii) insists that academic program whose purpose is to train people in the fundamental skills of foreign languages should yield a good satisfactory product as the public has right to expect. Wilga (1983: 178) argues that *any course of language for Business purpose or for career preparation, students should first be prepared to the four skills of language: listening, speaking, reading and writing, with coverage of the major point of the grammar, the acquisition of vocabulary for general use, and some knowledge of culture. After such basic course, options may be offered to prepare students to use the language in Business work situations.*

As we can see it, a program is not written at random. It has some prerequisites: the needs, the demands of people and the objectives which should meet the needs. Also the content should be enjoyable and should cover the positive expected output. The program should be efficient if we want to attain the objectives. From this, we assert that without any program there is not any course of instruction. So, a program is a key element of success in teaching English for Business Purpose (EBP).

4. The teaching Methods, Techniques and strategies

4.1. Definitions and Theories about methods

According to Raymond and Macaire (1964:68), *“methods are the ways the teacher will be using all the periods of his teaching career. Le Petit Larousse Illustré (2011:642) defines “method” as a way of doing something, with the idea of a system and method is under associated with logic and coherence”*. So, a teaching method is understood as a logical and coherent way of presenting the teaching of the items in order to reach a predetermined objective. As Tshibengaboputs it (2004), *“methodology is an alternative term for method. But in a broader sense, methodology includes activities, tasks and learning experiences selected by the teacher in order to achieve learning”*. For Richards (1990: 11), *“these activities are justified according to the teaching objectives the teacher has set out to accomplish and the content he / she has set out to teach”*.

Teaching methods go with teaching techniques, said Dika (2005). For Dika, the *teaching techniques are the means and the strategies are the “tricks or “individual touch “of the teacher during his lecture*. Yaba (2004), adds that there are many techniques as there are teachers”. For example: questioning, repetition, drawing, writing, completing, etc. are the most used techniques, he said.

Speaking about methods, Edward and Rebecca (1972: 4) say that, *“a dynamic language teacher uses teaching materials and a variety of techniques in the lecture room. He should be responsive to the needs of the students and should have imagination in his teaching methods”*.

As methods are subjects of change, Dika (2005) argues that: *“if a method works, use it again and make it yours. If it does not work, drop it and forget it”*. To reinforce the thought, Robert (1988: Vii) sustains that *method or approach is the one variable where change is progressive and inevitable”*. And Craig (1988 : 13) adds that *methodological approaches to the study of the second language, namely English for Business purpose are extremely varied, reflecting both a great diversity of research questions and purposes, and a range of theoretical perspectives on the conduct of the research*.

Referring to methods in general, Blair (1982: Vii) states that *methods constitute a variable where change is progressive and inevitable”*. So, language teachers should introduce changes necessary to improve performance of students in basic-level courses. And for Raymond and

Macaire (1964:) a good teacher should know the appropriate method to reach the objectives when teaching. But Raymond and Macaire forgot that methods are variables of change. They are dynamic but not fixed.

4.2. What Methods for Teaching English for Business Purposes ?

According to Fonkwa (2019 : ii), “In this area of numeric, there should be a revolution in teaching. We must recognize that. It implies a critical review of teachers’ acquired competences, of teachers’ habits and competences. We need to offer a substantial cultural capacity, unique source of dynamism and mastered adaptability”.

Mwalaba (1998 : 5) focuses on communicative method as it combines the best features of traditional methodology with imaginative new techniques of language learning to develop the student’s communicative skills. An English correspondence teacher will always use authentic fostered interactions among the learners themselves and between the learners, and the teacher behaves as a facilitator. Some examples of communicative activities are: working in pairs, groupworks, role playing, debates, games, interviewing people, making predictions, etc. Furthermore, Mwalaba (1998 : 5) says that teachers should shift towards communicative tasks which make the learners fluent letter writers.

Kamuangu (2018), on his part, presents an adapted and participatory method. This method focusses on competence to develop the skills. “Adapted method” is the facilitator’s ability to adapt the teaching method that suits the activity. The lecturer or facilitator has room to supplement with other language materials. As far as participatory method is concerned, Kamuangu (2018) adds that the teacher should become friendlier and really motivating while brainstorming at the beginning of each session is essential in order to give the learners a sense of what today’s topic will speak about, and thus prepare them for the various tasks. Speaking, pair-works or individual works are highly recommended. These strategies help students learn from others, with less frustration.

In *world Finance and world Economy*, Dikizeyiko (2019: 7) talks about teaching strategies and pedagogical devices the teacher is endowed to be as efficient as exciting. He adds that the major hurdle in teaching this kind of register is the approach and full knowledge of respective concepts. The more attractive the teacher makes it, the less tedious assimilation turns out to be and students boosted interest shown through overwhelming attendance is the evidence of the interest raised.

In conclusion, method is not something fixed or static, as set of rigid principles and procedures that the lecturer must conform to. Rather it is dynamic, creative and exploratory process.

5. Teacher

Kant, quoted by Founka (2019: i), underlines that a man becomes fully “ a man” thanks to a process called “education”. When a man is educated, he gets in a new world that Dewey named a “Democratic Conversation”. This allows someone to accomplish his tasks as he can, his man’s task, his man’s duty. But the way to education is not easy. Only the teacher knows the terminal behavior he would like to insure in his students and he also knows the ways to reach that terminal behavior.

About his intellectual and professional qualities, Raymond and Macaire (1964 : 68) point out : *“to exercise a craft honestly, one should have learned it, it is a question of consciousness and justice. Whoever exercises a profession without mastering it is a “quack”.*

According to Tshibengabo (2004), the teacher helps learners take advantage of other sources of knowledge. He instills motivation, manages staging, monitors and evaluates the activities. The process by which the teacher operates to reach the objectives is called “teaching”. Edward and Rebecca (1972 :V) argue that the success of a foreign language depends not only on the flexibility with which the teacher uses the program, but also in the ways he/she elicits the

language, facilitates the language activities. He/She is a counselor and is consulted on learning activities. As a facilitator the teacher is advised to teach communicatively so that the learners communicate with others in the target language.

As for Raymond and Jean (1976: 56), *the facilitator can use various pedagogical techniques without destroying the global character of perception*. During the phase of explanation, he can use the following techniques: handout, underlining, drawing attention, recalling the previous acquisition, paralinguistic and rhetorical techniques, that is, gestures, mimics, drawings, tape-recording, free conversation, language lab, video in action, etc.

The teacher as person can capture the student's enthusiasm, or kill it off effectively. According to Allwright and Kathleen (1991 : 160), *"The situation is further complicated by the possibility that learners may disagree about their teacher, even within a given class, so that some learners feel unable to get on with a teacher who is clearly very well-liked by other learners in the same lecture room"*. Anyway, the learners should be able to get well with their teacher, to be open to the sort of person that he or she is.

Furthermore, teachers should teach as they were taught. But they might bring something or style of their own. Young teachers should innovate, experiment, initiate new programs that suit their student's needs and wants.

Teachers need to be able not only to select methods and techniques that suit the particular requirements of certain students in a given situation, they need to use techniques related to objectives and ways to apply in practice what they have learned so that they are freed from textbook domination.

As far as teachers' role are concerned, Breen and Candling, quoted by Numan (1989: 87), notice three main roles in the communicative lecture room. The first is to act as a facilitator of the communicative process, the second to act as participant, and the third to act as an observer and learner.

In sum, we have defined a "teacher" and given the importance of a teacher by sorting out the roles he plays, and we have tackled what and how the teacher should teach, taking into account the needs and wants of the learners of EBP. The attainment of the objectives depends critically on how he manipulates the materials at his disposal. He cannot stick to the programme or textbook only. Of course, he should follow the instruction, but he has no restriction to follow the program or the textbook plainly.

However, teaching, said Tshinema (2019: ii), is an exhausting and endless task. The teacher needs to be carefully looking for ways allowing him to attain the objectives in his teaching. For this reason, the teacher is a key figure in the language teaching lectures Edward and Rebecca (1972: 3).

6. The Learner

Tshibengabo (2004) defines "Learning" as *a process by which some one learns for specific Purpose*. "Students are the learners, and learning helps them to survive, to come in terms with the world they are living. By a discipline observance and the good will of learning in order to be prepared, the learner is willing to be prepared. The learner is at the center of learning. As Richards (1985: 22) puts it", *the learner is the sine quanon agent of learning*".

Among their roles in a language class, not only students are the central agents of learning, but they are also participants. In a broad sense, the student is a researcher. For Yaba (2005), *something must be discovered by himself once the teacher has managed the learning opportunities*. In fact, the success of the language lecture depends very much on how learners create good conditions of learning, for example, the discipline and interest and participation to the learning activities planned by the teacher.

Anyway, we cannot come up to the end of this point without giving some pieces of advice to students or learners of English for Business purpose.

First of all, lecturers spend money and time every year improving the method and the materials. The books or handouts contain the most accurate, up-to-date information available. However, there is no magic pill. Adam (2012: Vi) notices that just buying a book or a handout is not going to improve the learners' scores. He concludes that improvement takes commitment and effort from the learners. The more a learner takes advantage of the resource teachers include in the books and the online companion tools that go with them, the better he will do on tests, exams, practical work, etc.

Second, the learners should read textbooks carefully and learn the materials they have been taught. They should analyze their own performance and focus their efforts where they need improvement, perhaps even study communicatively with friends to stay motivated.

All in all, a learner is the one variable we might attend to where change could be introduced. There is no class without learners. In that, they are at the center of learning. Their maturity and motivation for learning, their entry skills, their efficiency on their language study, their attitude towards users of the language, their needs, etc. should be taken into account in order to enhance their performance. As a *sinequa non* agent of learning, the learner is a key figure in teaching English for Business Purposes.

7. Discipline

A learner should create good conditions of learning. Seth (2004:22) proposes some basics of maintaining order in a lecturer room. There are two kinds of lecturers able to maintain order in a lecture room: ones who are firm but fair and ones who are scary. A third kind, teachers who want to be their students' friend, we judge them to be poor at controlling their lecture rooms and are not well respected. Seth's basics of maintaining discipline are the following:

- 1) Be fair but strict.
- 2) Give instructions clearly and efficiently.
- 3) Plan how you are going to get everyone's attention while keeping your voice at normal volume.
- 4) Keep the students fruitfully occupied.
- 5) Be firm, especially at the beginning.
- 6) Answer questions clearly and carefully.
- 7) Be punctual yourself and expect punctuality from your students.
- 8) Keep your temper at all costs.
- 9) If you get into confrontation, provide students with face-saving solution.

8. Evaluation

According to Longman Dictionary of the Current English Language (1994: 8), « *Evaluation* » is the act and result of judging the worth or value of something or someone, to determine the amount value or significance, especially by careful appraisal and study. »

To evaluate, the teacher must give quizzes, practical works and exams. This is testing or evaluating. In abroad sense, evaluation is more than evaluating. Evaluation goes beyond students' achievement and looks at how educational decision can be taken in order to improve the teaching. And it is essential in determining whether students are to be recommended for promotion from one level to another.

In all, evaluation is very important in the teaching/learning processes. The teachers are the evaluators. The outputs allow the evaluators to make important decisions on the learners. So, evaluation is also a key element of success in teaching the English for Business Purposes.

Conclusion

In this paper we have tackled the different elements a good teacher should know and use to improve his teaching of English for Business Purposes. Beyond, there are the students' needs, the reason why they want to learn English. Knowing the needs allows the curriculum planners to write a program of study. Good methods should accompany the book so that the teachers find the materials easy to teach. Methods on their part, are the ways teachers should use to teach. Teachers have Specificities in the matter of techniques and strategies. There are many techniques as there are teachers. Good methods are those that lead to success. A successful method should be the most used; and a bad one should be dropped because of its weakness or negative output. Weakness of methods is also proved by the student's failures in quizzes, in practical works or exams. Thanks to evaluation, the Professor can make important decisions on his teachings. Teachers and learners on their part, should create good conditions of learning by a good discipline observance. In sum, the key elements of success in teaching English for Business Purposes (EBP) are: the program, the methods, the teacher and learner, discipline and evaluation.

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