



NEEDS ANALYSIS FOR BUSINESS COMMUNICATION IN ENGLISH IN A ROMANIAN UNIVERSITY

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ABSTRACT

SINCE STUDENTS ARE UNDOUBTEDLY MORE MOTIVATED TO STUDY ENGLISH FOR THIS DOMAIN IF THEIR REQUIREMENTS ARE MET, NEEDS ANALYSIS IN CORPORATE COMMUNICATION IS CRUCIAL. FOR THEIR BUSINESS COMMUNICATION IN ENGLISH COURSE, A GROUP OF 50 MASTER'S STUDENTS FROM THE FACULTY OF ECONOMICS AT "CONSTANTIN BRANCUSI" UNIVERSITY OF TÂRGU-JIU WILL BE THE SUBJECT OF OUR PAPER'S NEEDS ANALYSIS. WE USED A QUESTIONNAIRE TO COLLECT THE DATA FOR OUR STUDY, AND AFTER ANALYZING THE RESULTS AND DETERMINING THE LINGUISTIC REQUIREMENTS OF OUR STUDENTS, WE WERE ABLE TO CREATE A CUSTOMIZED ENGLISH COURSE THAT WOULD BE MORE EFFECTIVE IN HELPING THEM IMPROVE THEIR ENGLISH. THE INFORMATION WE GATHERED FROM THE DATA CONVINCED US THAT IT IS ESSENTIAL TO COMPREHEND LEARNERS, THEIR WORK SETTINGS, EXPECTATIONS, AND LEARNING PREFERENCES WHEN CREATING ANY COURSE OF THIS KIND. WE ALSO CAME TO THE CONCLUSION THAT IN ORDER FOR OUR STUDENTS TO ACQUIRE ALL NECESSARY LANGUAGE SKILLS, THE BUSINESS COMMUNICATION IN ENGLISH COURSE SHOULD BE STRUCTURED AROUND THE MANY SITUATIONS THEY ARE ALREADY OR WILL BE IN AT WORK. WE THINK THAT A COMPLETE REQUIREMENTS ANALYSIS SHOULD COME BEFORE EVERY BUSINESS COMMUNICATION COURSE IN ENGLISH BECAUSE DOING THESE ANALYSES MORE REGULARLY WILL BOOST STUDENTS' PROFICIENCY.

KEYWORDS: *LINGUISTIC APPROACH, COURSE DESIGN, NEEDS ANALYSIS, BUSINESS COMMUNICATION, ENGLISH*

INTRODUCTION

English for Specific Purposes (ESP) and a Needs Assessment for English-language Business Communication

The demand for communication in English as a lingua franca has increased as a result of globalization, particularly among business people, and General English was no longer able to accommodate this demand. Following the Second World War, there was a tremendous increase in technology, research, and commerce, and a new discipline called English for Specific Purposes—which included elements of Business English and gave rise to the phrase "English for Business Purposes"—emerged.

If we try to go back to the beginnings of these ideas, we find that English for Specific Purposes (ESP) is defined by Swales as "the area of inquiry and practice in the development of



language programs for people who need a language to meet a predictable range of communicative needs"¹. English for Specific Purposes expanded as a result of three factors: a rise in the demand for English courses tailored to particular student groups and the need to assess their needs for work and study; linguistic shifts in favor of a communicative approach; and an emphasis on the students' own needs and interests, which was able to boost learning motivation.

However, Dudley-Evans and John presented one of the most detailed definitions of English for Specific Purposes in their article *Developments in English for Specific Purposes: A Multidisciplinary Approach*, highlighting both absolute and flexible aspects. The definition of ESP as meeting particular learner needs, its use of the underlying methodology and activities of the discipline it serves, and its focus on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse, and genre were the absolute characteristics. The variable characteristics were: the likelihood of being designed for adult learners, either at a tertiary level institution, in a professional work situation, or, possibly, for students at secondary school level; the assumption that most ESP courses imply intermediate or advanced students; the possibility of using a different methodology in specific teaching situations than that of General English; the likelihood of being designed for adult learners, either at a tertiary level institution, in a professional setting.

The majority of ESP courses are designed for intermediate or advanced students because they presuppose some familiarity with the language systems. (1998, John and Dudley-Evans).

When an ESP practitioner conducts a requirements analysis process, he or she learns what components and resources should be included in the upcoming course, whether he or she creates it from scratch or just adds extra elements to the existing textbook.

His task is challenging, but he can rely on both students and experts to guide him through it: the former have a clear understanding of the subject matter, well-defined goals, and a clear understanding of what they want to accomplish; the latter, as subject-matter experts, can suggest helpful specialized books and materials to use. The teacher should also incorporate the most recent developments in the fields they teach into their curricula.

The responsibility of teachers is not lessened by this emphasis on learners' needs, interests, and autonomy in their learning; rather, it requires teachers to continuously alter and assess their methods in order to meet the demands of contemporary ESP teaching. Today, teaching ESP is much more challenging than teaching general English because you need to focus on language in context and the requirement for students to acquire both specific professional skills and specific job-related functions. on the European labor market.

Dudley-Evans and St. John² state that conducting a needs analysis comprises knowing as much as you can about the learners, their working environment, course expectations, and learning preferences. Finding out what the students' needs are is essential in ESP and, implicitly, in Business English. They continued by stating that there are three different kinds of needs: needs for target situations (tasks, activities, and language skills required by learners); needs for learning situations (learners' prior English learning experiences, motivations, and

¹ Swales, J.M., Language for Specific Purposes in W. Bright(Ed), International Encyclopedia of Linguistics, vol 2, 300-302, New York, Oxford, OUP, p 300

² Dudley-Evans, T., St. John, M.J., *Developments in English for Specific Purposes: A Multidisciplinary Approach*, Cambridge University Press, Cambridge, 1998, p112



course expectations); and needs for present situations (placement tests used to address the learners' language needs).

Their view is supported by the statement that "needs analysis and courses are not mounted in a vacuum and must be developed around available human and material resources"¹ and that the setting of the English lessons is also crucial.

Additionally, they list the principal data sources, which include students, professionals in the industry, alumni, publications pertinent to the topic, clients, employers, coworkers, and studies in the area.

Hutchinson and Waters make an excellent point regarding the requirements of learners when they say that "what distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need. "What will be acceptable as reasonable content in the language course, on the plus side, what potential can be exploited, will have an influence on why the learners need English if learners, sponsors, and teachers know why the learners need English"².

Brown (2001) emphasizes the importance of gathering data on the context, target audience, and students' learning motivations, asserting that such information is sufficient to ensure the course's effectiveness: "A needs assessment(needs analysis) is an important precursor to designing the goals of a course in that it can identify the overall purposes of the course, "gaps" that the course is intended to fill, and the opinions of both course designers and learners about their needs"³. Needs are described by Berwick as a "gap or measurable discrepancy between a current state of affairs and a desired future state"⁴, and his definition of the term may also be used to describe teaching English for business communication. He makes a distinction between needs that are "felt" (based on learners' expectations) and needs that are "perceived" (based on experts' and teachers' experiences). He goes on to criticize the preference for "perceived needs" over "felt needs," and he advocates for a method that takes into account students' felt needs, which both teachers and researchers seem to neglect.

The idea that "ESP is an approach to language teaching, in which all decisions as to content and method are based on the learner's reasons for learning" ⁵is obviously of the utmost importance when building the syllabuses and resources for our students.

ESP instruction, according to Basturkmen (2010), places a lot of pressure on educators to identify student needs and create courses that are only a few weeks long. ⁶. ESP courses are more likely to produce high levels of motivation since they are focused on the needs and interests of the students.

Holden asserts that the needs analysis process has three stages: establishing the target language needs first, gathering learners' viewpoints through questionnaires or interviews second, and finally determining learning styles using a questionnaire, as stated in Hutchinson and Waters.

¹ Idem,p126

² Hutchinson, T., Waters, A., *English for Specific Purposes: A Learning-Centered Approach*, Cambridge University Press, Cambridge, 1991, p53

³ Brown, H.D., *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Longman/Pearson Education, 2001,p82

⁴ Berwick, R.: *Needs Assessment in Language Programming: from Theory to Practice* in R. K. Johnson, *The Second Language curriculum*, Cambridge, Cambridge University Press, 1989,p54

⁵ Hutchinson, T., Waters, A., *English for Specific Purposes: A Learning-Centered Approach*, Cambridge University Press, Cambridge, 1991,p54

⁶ Basturkmen, Helen, *Developing Courses in English for Specific Purposes*, Basingstoke: Macmillan, 2010,p 9



Business English, which originated from English for Specific Purposes (ESP), can be "variably defined depending on the scope the researcher is examining," according to Maia Kutateladze in her article *Historical Review of Business English as a Part of English for Specific Purposes*. "The term is broad," she says, "and it represents every linguistic aspect used in business activities, in oral or in written form; these are vocabulary used in business, trade, finance and international relations"¹. Internal communication, which includes both formal and informal communication within an organization (from the top of management to subordinates), can be both upward (the flow of information from subordinates to superiors) and downward (the flow of information from superiors to subordinates). Another option is external communication with people outside the company. Business communication on the internet can take the form of verbal or written communication (emails, telephone meetings, video conferencing, in-person meetings, reports and formal papers, presentations, forum boards and FAQs, surveys, customer management activities, and so on). Written business communication may include (but is not limited to) writing a CV or resume, cover letters for emails, business emails, meeting minutes, agendas, reports, business letters, and so on.

Business communication can be divided into two categories, according to Dudley-Evans and St. John (1998, p. 54), namely communication with the general public (which calls for both General English and Business English) and communication within a company or between companies (which calls for both General English and Business English as well as the specialized language of the particular business).

Mihaela Georgiana Manasia emphasizes the idea that the teaching-learning process is more fruitful and meaningful when the teachers are aware of the various backgrounds, learning levels, and needs of their students, drawing on Rao's *Collaborative Learning in English Language Learning Environment*.² We are currently teaching a new generation of students known as digital natives who were born in an era of ubiquitous digital media and require different skills than the previous generations of students, according to Oana Pastae in her article *Teaching Foreign Languages in the Age of Globalization*.³ As a result, both their communication needs, interests, and learning preferences are different, and language teachers must carefully take into account these recent developments.

In today's world, communication skills and knowledge of foreign languages are more in demand. In order to reduce the gap between the supply and demand for language skills and to increase learners' motivation, the specialists of the World Trade Organization (WTO) group promote the development and dissemination of unique ways for teaching foreign languages. More learner-centered, practically oriented, and applied to professional situations are the current trends in ESP teaching methods.

Effective communication and cultural awareness are crucial components of language instruction today, according to the report from the thematic working group "Languages for Jobs" - European Strategic Framework for Education and Training (ET 2020), because there is

¹ Maia Kutateladze, *Historical Review of Business English as a Part of English for Specific Purposes*, Journal in Humanities, Volume 3, Issue 1, 2014, p67

² Manasia, Mihaela Georgiana, *An Overview of the Role of Collaborative Learning in Foreign Language Classroom*, Annals of "Constantin Brâncuși" University of Târgu-Jiu, Letters and Social Science Series, I/2020, "Academica Brâncuși" Publisher, p8

³ Păstae, Oana M., *Teaching Foreign Languages in the Age of Globalization*, Annals of "Constantin Brâncuși" University of Târgu-Jiu, Letters and Social Science Series, 2/2018, "Academica Brâncuși" Publisher, pp110



a strong demand for intercultural competence , the ability to work in multilingual and multicultural teams, flexibility, and good communication skills .

RESEARCH METHODOLOGY

In order to help create a course that would meet the needs of the students in learning English for business communication, this paper attempted to conduct a needs analysis for a group of 50 Master's students from the Faculty of Economics at the "Constantin Brâncuși" University of Târgu-Jiu, Romania. The data came from a questionnaire that included 15 open-ended questions and provided insightful data on the students. There were 50 students in all, ranging in age from 22 to 49, with 32 female and 18 male students.

After completing the questionnaire, analyzing the data, and determining their language needs, we were able to create for them a customized English course that is better suited to improve their English abilities in business communication.

Our study employed the widely utilized data collection method of the questionnaire in an effort to narrow the gap between the needs of the learners and their desired future careers.

The questionnaire was mainly based on Dudley-Evans and St. John's (1998) method to needs analysis in English for Specific Purposes, which emphasizes learners' histories, employment situations, course expectations, and learning preferences. As a result, it included data on the students' motivations for learning English, attitudes toward learning the language for business communication, prior educational experiences, preferred learning preferences, and, last but not least, information on the skills the students believe to be the most crucial and how they prefer to learn them.

Our study's findings were useful in that they helped to bridge the gap between teacher and student expectations, set goals for the course's second semester and directed the choice of content. They also helped to improve the syllabus overall because it was specifically created to cater to the needs and interests of the students.

FINDINGS

The questionnaire for our students was produced in accordance with the study's goal and the material contained in the theoretical framework, and included open-ended questions concerning the learners' demands for the Business Communication in English course. The questionnaire's 15 open-ended questions (together with the yes/no questions that guided students' answers and allowed us to analyze the data in figures and percentages) were divided into four categories:

- I. Learner's Background
- II.Learner's Working Environment
- III. Learning Preferences
- IV.Expectations

Table 1: Questions for learners' background:

Learner's Background	1.	How long have you been learning English? (Since kindergarten, primary school, middle school, highschool,college, Erasmus mobilities?)
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	2.	Are you doing anything to improve your English at the moment?(Do you watch movies, write letters to your friends from abroad, watch BBC, search the Internet, read papers and books in English?)
	3	How much time can you spend on learning English?(No time at all, one hour, two hours or more?)
	4.	What resources do you have at home/work? (For example: dictionary, Internet, TV, newspapers, books etc?)

Table 2 :Questions for learners' working environment

Learner's Working Environment	1.	If you have a job, can you describe your main responsibilities?
	2.	What are your needs for using English in the present? (Business communication Lectures and materials in English Travelling abroad Reading books in English Watching movies without subtitles?)
	3.	In your opinion, in a business communication context, which of the following do you need English for: • Meetings • Negotiations • Discussions • Telephoning • Socializing • Sales • Emails • Reports • Interviews Choose the most relevant five ones.
	4,	State if you find it difficult to speak informally in English with foreign people and explain why. Difficulties caused by: Pronunciation Vocabulary Grammar Lack of practice?



	5.	State if you find it difficult to write business documents in English and if so, explain why. Difficulties caused by: Specialized terminology Grammar?
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Table 3: Questions for learning preferences:

Learning preferences	1.	What did you like about your English classes in the past and what didn't you like about them?
	2.	Which language skill do you prefer to develop in Business English Communication? • Reading • Writing • Listening • Speaking
	3.	What learning English preferences do you have? (Learning online Developing listening skills Learning with a teacher Reading books Being taught by interesting interactive methods Using computer programs?)

Table 4 :Questions for expectations:

Expectations	1.	Why do you want to learn English? (Education:exams, lectures, access to information Travelling Career Personal development?)
	2.	What are your short term and long term goals for learning English? (Obtaining an English learning certificate Enriching vocabulary Learning grammar Getting confident when speaking in English Attending the English language course more often Getting a job in a multinational company Mastering grammar Practising conversation Developing language skills?)



	3.	Enriching vocabulary (Knowing the advantages and disadvantages in communication in English; Teaching the skills of active listening Developing the skills of good business writing Contributing to an increased communication ability Developing students' reading skills Making students confident when talking to foreign people Explaining various concepts of business communication Contributing to the students' professional career growth?)
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INTERPRETATION AND DISCUSSIONS

The answers given to the 15 open ended questions are extremely varied because of our students' different background, working environment, learning preferences and expectations, so in their interpretation we had to carefully consider this multitude of information:

1. Learner's Background:

The respondents' experience of learning English is very diverse: some of them have been studying this language since kindergarten/primary school/middle school/ highschool but others studied English only in college, individually or even improved their language skills in Erasmus mobilities.

Table 5: Experience of Learning English:

Period of learning English	Percentage
Since kindergarten	8%
Since primary school	22%
Since middle school	26%
Since highschool	18%
Since college	20%
Since Erasmus mobilities	6%

In order to improve their language acquisition, most of them seem to rely on the Internet, smart phones and TV as main sources of learning English: they watch movies without subtitles, use applications for improving pronunciation, they read books, do exercises online, take online English lessons, watch documentaries, watch news broadcasts(BBC,CNN), read various articles in English on the Internet, google new words, listen to music, watch videos on Youtube, play videogames. Only a small number of students read books in English from libraries, translate texts, have conversations in English and ask for friends' help with English exercises when they need it.

Table 6: Means of improving learners' language acquisition

Sources of learning English	Percentage
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Internet	98%
Smartphones	80%
TV	92%
Books	12%
Conversations	10%
Exercises	7%

The answers to the question "How much time do you spend on learning English?" ranged from no time at all (or depending on the available free time) to one to three hours per day only for studying(for those who don't have jobs). But many of them said that they enjoy learning a foreign language and ,due to the Internet, they learn new words and read a lot on a daily basis.

In order to learn English, our students use a variety of resources: at work- the Internet(dictionaries, books, newspapers/magazines, media, blogs, encyclopaedias, web pages ; at home: dictionaries, books, written courses, TVs, smartphones.

II. Learner's Working Environment

There is a wide variety of job responsibilities for the total number of our 31 students who are working. For example, they have to welcome customers, identify their needs, exercise public international audits, manage European projects in public administration, find suppliers in other countries, supervise the conclusion of purchase and sale contracts, represent the company in public institutions, monitor incomes from local taxes, make accounting or financial reports, deal with customers' requests, check the accuracy of the accounting documents, suggest travel packages, manage staff recruitment and selection, prepare accounting documents, provide documentation for cash receipts and deposits, work in human resources department, identify financing opportunities, gather information, write calls for projects, implement projects, coordinate teams, etc.

For those who are working, the needs for using English in the present focus on better communication with partners from abroad : better understanding of the price offers of external suppliers, writing e-mails correctly, having telephone conversations, communicating more easily with manufacturers, understanding lectures and materials in their field of activity, communicating with partners involved in the implementation of European projects, etc.

For the students who don't have jobs, the needs for using English focus on better communication with foreign people while travelling abroad, reading books, watching movies and learning new things in English for their personal and professional development.

Table 7: Needs for using English

Needs for using English:	Percentage:
Business Communication	68%
Lectures and materials in English	75%
Travelling abroad	23%
Reading books in English	17%
Watching movies without subtitles	90%

The respondents said that in a business communication context, professionals mainly need English for: meetings(48%), negotiations(34%), emails(34%), discussions(28%),



interviews(26%), sales(24%).Only 16% of the students said they need English for writing reports or socializing and 14% said they need it for telephoning.

Some of the respondents say that they find it difficult to speak in English informally with foreign people for various reasons: they lack practice, they don't have enough confidence , they make mistakes and are aware of them, they are afraid of mispronouncing words, they do not have occasions to talk in English, they lack grammar knowledge and advanced vocabulary, they forget some words in particular contexts and communication is thus hindered, foreign people have different accents and they do not understand them, the answers are spontaneous and they are not well prepared enough, they haven't studied English in school, etc.

Table 8 :Difficulties in speaking in English informally:

Difficulties	Percentage
Pronunciation	25%
Vocabulary	12%
Grammar	38%
Lack of practice	25%

The reasons why most of our students consider that they find it difficult to write business documents in English are: the specialized terminology(especially when there is no advanced knowledge in this area; everything you write must be tailored in a proficient, comprehensive and informative way; it is difficult to write formally because of poor knowledge of grammar; there is more pressure not to make mistakes which may affect the image of the institution or company one works for. Those who don't find it difficult said that it was much easier to write business documents in English than literary essays, for instance, because business vocabulary is more standardized and most of the documents and programs are in English.

Table 9: Difficulties in writing business documents in English:

Difficulties:	Percentage:
Specialized terminology	62%
Grammar	38%

III.Learning Preferences

According to the results from our questionnaire, the reasons why our students liked their English classes in the past were: the fact that they were easy to follow and understand, they learned new words and started to understand phrases when they watched movies(which motivated them at the time), learning was something new and fun, they liked the reading activities, the fact that English classes widened their vocabulary and developed their language skills. They also liked the interactive teaching styles, the easily accessible subjects, the relaxed atmosphere, the use of audio-tapes in English, the practice, the emphasis on communication, the positive and open attitude of the teachers, the creative lessons they were given, the clear and concise way of teaching. However, some admitted that most of their learning came from outside of school, from talking to friends, reading magazines, newspapers and books, listening to TV shows, music, etc.

There were many things they didn't like in some cases: the lessons were more theoretical and less practical; there were only a few classes , the amount of information was



not high , there was not enough practice for proper learning and consequently they couldn't learn as much and fast as expected.

Some complained that the texts and exercises were monotonous; the teacher didn't explain grammar in detail(while others didn't like grammar). Most of them agreed that they like learning new things(words, phrases, grammar rules)but there also students who didn't like the large volume of assignments, the individual study, the large number of students in a group and some disliked the conversations and compositions because they didn't know the language well enough.

According to our respondents the most important language skill in business communication is speaking,(60%), followed by listening(16%) and writing(24%) .Interesting enough , none of them mentioned reading as an essential skill at this point, although some had admitted previously that they enjoy reading books and developing vocabulary..

There were few students who don't have personal learning preferences. They mentioned the following: learning online, developing listening skills, learning with the help of a teacher, reading books and looking up new words, being taught by using effective, interesting and practical teaching methods, using computer programs, learning in an interactive way.

Table 10: Students'personal learning preferences

Personal learning preferences	Percentage
Learning online	77 %
Developing listening skills	55 %
Learning with a teacher	60%
Reading books	25%
Being taught by interesting interactive methods	72%
Using computer programs	88%

IV.Expectations

1. For example, for their reasons of learning, many responded that, since English is an international language and the most widely spoken language in the world, it is one of the most useful languages one can learn and an essential skill for many jobs. Others said that they need English when they travel abroad, to understand colleagues from abroad when attending meetings, to pass an exam for an English certificate such as TOEFL or Cambridge, to attend lectures given by teachers from abroad in their field of activity ,to have access to more information as specialized books are in English and it is the language of science, technology and the future. Some of them emphasized the fact that its knowledge increases one's chances of getting a good job in a multinational company or finding work abroad. Others stated that learning English can expand one's knowledge and thinking and improve one's career and everyday life, it can give you confidence, it helps to see things from a different perspective, to get a deeper understanding of another culture and it is also important for personal development, career and general enrichment of knowledge. Most of the respondents agreed that knowledge of English is a skill that will stand the test of time, opening up new possibilities for a successful career.

Table 11:Students'reasons for learning English



Reasons of learning English	Percentage
Education(Exams, lectures, access to information)	75%
Travelling	60%
Career	86%
Personal development	30%

13.As far as the short term goals for learning are concerned we can mention: obtaining an English language certificate, deepening the knowledge of English by devoting more time to it, enriching vocabulary and grammar, getting confident when speaking to foreigners, personal development etc. On the long run , our students aim at: attending the English language course more frequently, having a professional career in which knowledge of English is essential, mastering grammar and conversation, keeping practising English, being able to speak, write, read and comprehend English at an advanced level.

Table 12: Students’ short and long term goals for learning English

Goals for learning English		Percentage
Short- term goals	Obtaining an English learning certificate	25%
	Enriching vocabulary	67%
	Learning grammar	32%
	Getting confident when speaking in English	82%
Long –term skills	Attending the English language course more often	77%
	Getting a job in a multinational company	66%
	Mastering grammar	40%
	Practising conversation	34%
	Developing language skills	53%

The responses to the questionnaire indicated that the course of business communication in English is expected to help in students’ careers in different ways: it can help one professionally by enriching vocabulary and by knowing the advantages and disadvantages in communication in English; it can teach the skills of active listening and good writing; it can contribute to an increased communication ability , it can develop students’ reading skills, it can make them more confident when talking to foreign people, it can expand business vocabulary, it can explain various concepts of business communication, it can contribute to the professionals’ career growth, it can help to communicate with foreign partners more easily, efficiently and correctly.

Table 13: Students’ expectations about the course of business communication in English

No.	Expectations	Percentage
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1.	Enriching vocabulary	42%
2.	Knowing the advantages and disadvantages in communication in English;	65%
3.	Teaching the skills of active listening	24%
4.	Developing the skills of good business writing	35%
5.	Contributing to an increased communication ability	88%
6.	Developing students' reading skills	34%
7.	Making students confident when talking to foreign people	75%
8.	Explaining various concepts of business communication	30%
9.	Contributing to the students' professional career growth	90%

In conclusion, the main expectations for this course were that business communication in English can significantly contribute to the development of the students' present and future careers in the economic field.

LIMITATIONS

The study has a particular limitation that could lower the quality of the results because it relies heavily on subjective needs analysis, which includes information that is subjective and represents the priorities, goals, and views of the learners. The study's quite small sample size is another problem. If studies were carried out on bigger populations in order to pinpoint the linguistic requirements of students for Business Communication in English, they would be more pertinent to the subject at hand. To learn more about their perspectives and attitudes regarding teaching business communication in English and to hear about their experiences with the needs of their students as seen from their perspective, it would be fascinating to conduct further research with a larger group of Romanian students and teachers.

CONCLUSIONS AND IMPLICATIONS

The results of the questionnaire were broken down into numbers and percentages, after which they were interpreted and discussed. Based on the findings of the inquiry, we deduced and interpreted. This requirements analysis was done at the beginning of the course to make sure it was properly planned. Based on the responses to the questionnaire we created, we came to the conclusion that it was essential to comprehend and gather as much information as possible about learners, their working environment, expectations, and learning preferences while building the course.

The findings were primarily based on the idea that the Business Communication in English course should be created to take into account the various situations that our students are either already in or will be in at work soon, allowing them to acquire all necessary language skills. The data collected clearly showed that the students believed they needed to improve their skills with that objective in mind because they believed that in order to succeed in the business sector, they needed to be proficient in using English for face-to-face, online, and written communication.

The first step in developing our course in terms of a needs analysis was designing the syllabus in accordance with the time, resources, and expertise available. This was followed by developing the teaching materials, choosing the best language methodology, and finally



creating the assessment procedures. In general, the value of needs analysis in business communication is clear, as it is throughout ESP, because it is anticipated that students will be more motivated to learn when they are exposed to real-life scenarios in the classroom and to topics related to their study or employment fields. Assessing the requirements of the learners can occasionally be difficult because there are so many various ways to define needs.

Because the content of business communication in English has more particular aspects than those of General English and even Business English, there is a direct relationship between needs analysis and course design. However, we do believe that every course of business communication in English, whether short and intensive or one or two years of university study, should be founded on a thorough needs analysis.

Unfortunately, despite the importance of the topic, we regret to say that in most cases, there doesn't seem to be a high interest in analysing the language needs of the learners in our country and this may be a reason why the business students' level of proficiency in English still remains rather poor sometimes. We consider that by conducting such analyses more often, this problem could be overcome and, consequently, students' learning will be enhanced.



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