Perceptions of EAP for Business:
Fresh Findings from Academia and Workplace

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Abstract

In a scholarly convention, ESP has bilaterally focused on "academic" and "occupational" arenas leaving the symbiosis between the two almost untouched. The present study, thus, aims to weigh the concordance between what is taught in universities as EAP courses for B.A. students in Business and Economics and what English skills and abilities are, actually, required from them on the job. Altogether, 120 university teachers and 30 business managers were asked for their opinions about the existing curricula from one side and occupation-related English expectations from the graduates from the other. Triangulation of instruments using questionnaire, interview, teacher-assessment, and participant observation was applied. The results narrated not good news: considerable mismatch between the aforementioned arenas (education and occupation) and complete ignorance of oral skills (listening and speaking) in the academia, despite their vital importance at the workplace. The participants mainly emphasized equipping students with various skills required from them at work after their general English proficiency development and empowering EAP teachers with the needed content knowledge to potentially tailor university education and market. Implications of the study can include creating more practical opportunities such as simulated classes based on workshops and on-the-job training (OJT) with cooperation of the professionals in business. The findings can help

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educational policy-makers shift their focus to the graduates' professional-future literacy, modify the EAP curricula with regard to real needs of the workplace and contribute to decreasing the gap between academia and labor market.

Keywords: English for Academic Purposes (EAP), English for Occupational Purposes (EOP), Needs analysis, Iran, workplace

Grown out of the colorful discoursal analyses of the emerged trends in the early 1970s and 1980s, English for Specific Purposes (ESP) was mainly the heritage of the post-world war II globe. In its early stages, ESP paid much attention to performance and less to competence (Hutchinson & Waters, 1987). However, introduction of the concept of "communicative competence" by Hymes (1972) initiated three important stages of development in ESP: (1) register analysis (Swales, 1971), (2) Functional-Notional grammar mainly driven by Van Ek (1975) after official decisions by the Council of Europe, and (3) discourse and rhetorical analysis. Analysis of the subsequent needs of "specific" learners (i.e. Target Situation Analysis, TSA) marked a complementary age in the history of ESP, shaping different aspects of the movement.

One of the emerged trends out of the ESP movement was English for Academic Purposes (EAP) focused on specific uses of English in academic settings. EAP was an attempt to help learners study, conduct research, or teach in English (usually in universities or other post-secondary settings) and prepare them to be able to deal with listening, speaking, reading and writing demands in their academic courses (Richards & Schmidt, 2010). Paltridge and Starfield (2013) introduce the term as concerned with "researching and teaching the English needed by those who use the language to perform academic tasks" (p. 136). Apart from the sub-branches like English for Research Publication Purposes (ERPP), serious movements marked by terminologies such as "Academic Literacy" (Lea & Street, 2006) or Critical EAP (CEAP; Pennycook, 1997 & Benesch, 2001) are the main ones featuring also the two tendencies of "normative"

vs. "transformative" nature in EAP that correspondingly look at "induction" of academic practices and "problematizing" them.

The other major division of ESP was regarded by Dudley-Evans and St John (1998) as "English for Occupational Purposes; EOP". EOP refers to English that is not for academic purposes, including "professional purposes in administration, medicine, law and business, and occupational purposes for non-professionals in in-work or pre-work situations" (p. 7). As can be understood, the social dimension of EAP includes areas of research that are currently in process and are most likely to gain more significance in the future. This will make the roles and responsibilities of the EAP practitioner manifold. S/he is at the same time "the needs assessor, the specialized syllabus designer, the authentic materials developer, and of course the content knowledgeable instructor capable of coping with a revolving door of content areas relevant to learners' communities" (Belcher, 2006, p. 139).

Furthermore, in today's world, beams of globalization have made integration of previously mutually exclusive paradigms in sciences unavoidable to tackle new issues popped up; EAP facilitators are no exception. Researchers in the field have tried their hands at different aspects of "special" uses of English in the academia, now with its pragmatic flash forwarding hues and applications for the workplace. A primary responsibility of the university is to equip graduates with the required knowledge, skills, and abilities (KSAs) so that they can function well on the job (Flowerdew, 2005; Flowerdew, 2010; Kucherenko, 2013). This, especially during recent years, has led to a growing body of research all implying the marriage of academia and job sectors. Multitude of scholars have been asserting that EAP and EOP should not be necessarily thought of as separate pedagogic rivers but as a serious "dialogic" electuary (Bhatia & Candlin, 2001; Chan, 2018; Crosling & Ward, 2002; Dominguez & Edwards Rokowski, 2002; Flowerdew, 2010; Kucherenko, 2013; McLaughlin & Parkinson, 2018; Pattanapichet, 2009; & Taillefer,

2007 are only some of the instances). Belcher's (2006) overview article on possibilities of merging EAP and EOP across "imagined futures" and Flowerdew's (2005) viewpoint concerning integration of EAP and EOP heavily influenced by the findings of a needs analysis (Wong & Wu, 1998) endorse the same rationale to give EAP and EOP equal emphasis.

Due to the intricate and competitive nature of the business world, non-native university graduates in Iran are in serious need of English to meet their, by now, "internationalized" occupational demands successfully (Amerian & Marefat, 2019) and as the academia can noticeably supply them with the necessary knowledge and expertise, EAP courses' responsibilities and importance have been made more than doubled. The present study emphasizes such a necessity and attempts to evaluate what can be called "occupation-oriented" needs of EAP students in the domain generally known as Business and Economics (including Accounting, Economics, and Management). Mediating between EAP and EOP, it aims at identification and analysis of occupational language needs the would-be graduates need at the workplace, through a triangulated approach. This will, hopefully, give rise not only to more practical curricula and methodologies but to much more strategic and goal-oriented usages of really "authentic" materials stressed by the scholars (e.g., Banegas, 2018) to be incorporated into EAP syllabi to reflect the *realities* of the specific contexts long emphasized by ESP scholars.

EAP in Iran

The history of EAP research in Iran can be traced back to more than twenty years ago, in the 1990s, after publication of the first round of EAP books published by SAMT (abbreviated Persian equivalent for "the Organization for Researching and Composing University Textbooks in the Humanities"). During these decades, EAP studies conducted by hundreds of scholars, usually in form of scientific papers, tried to probe miscellaneous aspects of EAP courses in Iranian universities shaping a

vast body of research on the issue. They are numerous, have touched a wide variety of disciplines and can be broadly classified under three main goals: (1) analysis of the published materials (textbook evaluation), syllabi and the whole EAP curriculum, (2) exploring EAP needs for the specific disciplines and/or for particular skills, and (3) providing a coherent framework for the EAPs associated with different disciplines. They focused on EAP in a wide range of realms including *health information management* (Atai & Nazari, 2011), *physical education* (Hashemi, Rashid Lamir & Rezaee Namjoo, 2011), *nursing* (Alinezhad & Gholami, 2012; Mazdayasna & Tahririan, 2008), *agricultural extension and rural development* (Karimi et al., 2013), *educational administration* (Atefi Boroujeni & Moradian Fard, 2013), *aviation* (Karimi & Vahdani Sanavi, 2014), *medical disciplines* (Akbari, 2016; Dehnad, Bagherzadeh, Bigdeli, Hatami & Hosseini, 2013; Hashemi & Radmehr, 2015; Karimkhanlouei, 2012; Maleki & Kazemi, 2010), *railway engineering* (Atai & Asadi, 2013), *mechanical engineering* (Nemat Tabrizi & Mojoudi Renani, 2016; Yaghoubi Nezhad & Atarodi, 2013), *architecture* (Aliakbari & Boghayeri, 2014), *arts* (Fadavi & Ershadi, 2014), *chemistry* (Najafi, 2011; Rostami & Mahdavi Zafarghnadi, 2014), *dentistry* (Shamsabadi & Eslami Rasekh, 2014), *English* (Khoramshahi, 2015; Noori & Mazdayasna, 2014a & 2014b), *management* (Moghimi, 2009; Seyyedi, 2013; Mahdavi Zafarghandi, Khalili Sabet & Shahroudi Lomar, 2014), *computer engineering* (Atai and Shoja, 2011; Fard-Kashan, Zahedi Jahromi, Javadi & Fallahi, 2015), *hospitality & tourism management* (Moattarian & Tahririan, 2014; Zareian & Pourfarhad, 2015), *law* (Esfandiari, 2015; Esmaeili, 2016), and *various majors* (Atai & Mohammadzadeh, 2007; Khajavi & Gordani, 2010; Khodi, 2016; Moslemi, Moinzadeh & Dabbaghi, 2011; Nikui Nezhad, 2007) to mention only some.

As the fields of study above show, there exists a colorful range of studies on the Iranian EAP atmosphere with varied depths and breadths but to date, hardly any serious research has been conducted to

operationalize the target needs of the students or to identify the gap between the English skills learned by students during their university time and the ones expected from them to successfully accomplish their goals in the real occupational environments.

EAP courses have significant roles in the university curriculum not only in terms of educational targets but also human resource investment (Atai, 2002). This being said, as also touched by Atai & Shoja (2011), it looks rather contradictory as to why Iranian curriculum developers have passed over systematic target and occupational needs analysis prior to planning EAP courses in sharp contrast to the axiomatic principle of ESP curriculum design which dictates that all phases of planning, implementation, evaluation, and renewal in ESP programs have to be based on detailed operational profiles of the learners' needs developed through comprehensive needs analysis research. In fact, it seems that empowerment of university students for their future careers by an appreciation of their occupational needs has been, unfortunately, totally missing from the Iranian higher-order EAP decisions.

Although it is a true-for-all frame, due to complete involvement with English on the job, this would be far more critical for the university students studying English ultimately for carrying out business affairs (Amerian & Marefat, 2019). Bearing in mind the waiting international opportunities for the Iranian students in Business and Economics, the case would be even more noteworthy and should be taken seriously. The students graduating from Iranian universities in Business and Economics are often dissatisfied with the English they received during their university period owing to the fact that it has little, if any, relation with their occupational requirements on the job (e.g., the ability to comprehend and produce speech in business negotiations and meetings which are held in English or to read and write English business letters and reports). Hence, many of them are forced to enroll in short-term Business English courses outside the university which will not only considerably decrease their time

(that should, by then, be spent on occupational affairs) but are also weak and unproductive (personal communication, 2017[1]). The significance of this study is that, possibly for the first time, it aims to seriously tap on the "occupational" dimension of the EAP prism with major respect to the future profession of Iranian students in Business and Economics and their occupational needs. Following that, it also intends to examine the Iranian EAP courses for students in Business and Economics in light of the corresponding occupational demands of the students. Grounded on this concern, the following research questions have been raised:

1. What are the target occupational English language needs of Iranian undergraduate university students in Business and Economics majors, as reported by content teachers, EAP teachers, and business managers?

2. What are the present occupational English language abilities of Iranian undergraduate university students in Business and Economics majors, as reported by content teachers and EAP teachers?

3. Is there any significant difference among content teachers, EAP teachers and business managers regarding their perceptions of the required target occupation-oriented English level for Iranian undergraduate university students in Business and Economics majors to succeed on the job?

4. Is there any significant difference between content teachers and EAP teachers regarding their perceptions of the present occupation-oriented English language abilities of Iranian undergraduate university students in Business and Economics majors?

For questions 3 and 4, corresponding null hypotheses were formed.

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[1]The second researcher has had the experience of teaching some EAP courses in different universities and Business English classes, being in constant contact with the students and hearing their complaints.

Method

The study applied exploratory sequential mixed methods design using best of questionnaire and interviews. According to Creswell (2014, p. 16), in this design, "the researcher first begins with qualitative research phase and explores the views of participants". The data are then analyzed and used for the second quantitative phase. The main components of mixed methods research include both predetermined and emerging methods, both open- and closed-ended questions, multiple forms of data drawing on all possibilities and across database interpretation (Creswell, 2014, p. 17). Sequential mixed methods design has been also appreciated by Tashakkori, Teddlie, and Sines (2015) who regard it as matching the exploratory context of such studies as the present one.

Participants

Following sampling suggestions by Long (2005), the participants of this study were selected through "purposive sampling" (for conducting interviews) and "cluster sampling" (for questionnaire distribution) to fit the contexts. On the whole, Iranian content and EAP teachers in Business and Economics majors (i.e. Financial Management, Business Administration, Industrial Management, Public Administration, Tourism Management, Economics and Accounting), and managers from the business sectors (a. bank, b. stock exchange, c. insurance, d. industry, e. commerce, & f. tourism) formed the participants. The seven academic majors were carefully chosen with reference to the majors under the umbrella term of "Business and Economics" officially assigned by the Higher Education Development Council of Iran's Ministry of Science, Research and Technology (2016), the main deciding and executive organ for university majors administration in Iran. The sample data was gathered from the teachers in four out of ten "top universities" in Iran officially selected and announced by the country's Ministry of Science, Research and Technology (MSRT) in 2016 based on detailed academic parameters. The

reason for choosing those four was that they own separate faculty for Accounting, Economics and/or Management and are considered "scientific poles" in the fields. They, alphabetically, include Allameh Tabataba'i University (ATU), Khwarazmi University (KHU), Shahid Beheshti University (SBU), and University of Tehran (UT) which are comprehensive multi-discipline universities that offer majors in Business and Economics at undergraduate levels, too.

Content Teachers

In order to gain insights on the academic requirements and to use best of their knowledge and expertise concerning undergraduate students' future occupational needs at the workplace, 90 content teachers from all of the aforementioned fields of study were kindly invited to participate in this research. They were from different universities with at least 10 years of work experience and mean age of 36 (26-63) and were mainly involved in teaching "other" content courses than EAP while, due to their expertise, they were totally aware of the correspondence between students' academic instructions and their future needs. It is also noteworthy that a great majority of these teachers were simultaneously involved with managerial positions in business sectors. Content teachers were asked to give their opinions through questionnaire and interview. Table 1 gives more information about this group.

Table 1.

Demographic profile of content teachers

	Total Number	Gender		Degree	University				Major							
									Management					Eco.	Acc.
		Male	Female	Degre	ATU	KHU	SBU	UT	F	B	I	P	T		
Content Teachers	90	75	15	PhD	21	21	21	27	12	12	12	12	12	15	15

ATU: Allameh Tabataba'i University

KHU: Khwarazmi University

SBU: Shahid Beheshti University

UT: University of Tehran
F: Financial Management, B: Business Administration, I; Industrial Management, P: Public Administration, T: Tourism Management, Eco.: Economics, Acc.: Accounting
Note. Note. In each of the fields of Economics and Accounting, 3 more content teachers were asked to participate from the leading university, University of Tehran

EAP Teachers

EAP teachers formed another group of participants in this study. These 30 university instructors, with at least 10 years of work experience and mean age of 20 (27-55), were Ph.D. holders in the addressed university majors who, mainly due to their educational background in English-speaking countries, were teaching EAP courses, as well as other content courses of their department. Hence, they were among the ideal informants not only about the undergraduates' occupational needs but about their English abilities from different dimensions. Like the previous group, EAP teachers (demography of whom is shown in table 2) shared their perceptions via both questionnaire and interview.

Table 2.

Demographic profile of EAP teachers

	Total Number	**Gender**		**Degree**	**University**				**Major**						
									Management					Eco.	Acc.
		Male	Female	Degree	ATU	KHU	SBU	UT	F	B	I	P	T		
EAP Teachers	30	25	5	PhD	7	7	7	9	4	4	4	4	4	5	5

ATU: Allameh Tabataba'i University
KHU: Khwarazmi University
SBU: Shahid Beheshti University
UT: University of Tehran
F: Financial Management, B: Business Administration, I; Industrial Management, P: Public Administration, T: Tourism Management, Eco.: Economics, Acc.: Accounting

Note. In each of the fields Economics and Accounting, 1 more EAP teacher was asked to participate from the leading university, University of Tehran.

The previously-stated six "business sectors" were, also, chosen by referring to the International Labor Organization's (ILO) most recent update of International Standard Classification of Occupations in 2012 (ISCO-08). We set a criterion for selecting specific workplaces within the opted professional domains as those places are defined in form of "corporation" in business. The selection was based on the latest ranking of Iranian corporations (*IMI-100 list, 2017*) based on which five topmost banks, stock companies, insurance companies, industrial companies, commercial companies, & tourism agencies were chosen. In total, 30 managers from topmost five companies of the aforementioned six business sectors were selected. The participant managers had all at least 15 years of work experience and their mean age was 35 (27-57). The demographic information of the managers is presented in table 3.

Table 3.
Demographic profile of business managers

	Total Number	Gender		Degree			Major			Business Sector				
		M	F	BA	MA	PhD	M	E	B	Ins.	SE	Ind.	Com.	T
Business Managers	30	75	15	1	11	18	24	6	5	5	5	5	5	5

M: Management, E: Economics
B: Bank, Ins.: Insurance, SE: Stock Exchange, Ind.: Industry, Com.: Commerce, T: Tourism

Instrumentation

This study enjoyed instrument triangulation as the convenient preference in needs analysis research applied in similar works (e.g., Atai & Nazari; 2011; Basturkmen, 1998; Chew, 2005; Cowling, 2007; Deutch, 2003, & Lepetit & Cichocki, 2002). As a result, both quantitative tools (questionnaire, teacher-assessment, and proficiency test) and qualitative measures (i.e., interview and participant observation) were used.

Questionnaire

In order to delve into the perceptions of the three groups of participants (content and EAP teachers, and business managers) about occupational English needs of the students in Business and Economics, based on the theoretical and empirical literature on needs analysis and preliminary exploratory talks with ESP and subject-matter experts, a questionnaire was developed. The needs were asked for in detail, transcribed, coded and arranged according to different English skills and in the form of occupational tasks at workplaces. Moreover, the required and the actual present English proficiency level of the students based on Common European Framework of Reference (CEFR) were checked by another group of items. A separate section also asked the participants about the suitability of current EAP classes for future profession of students and their suggestions for incorporating profession-oriented considerations into EAP classes. All the items were prepared based on a five-point Likert scale, except for the two open-ended items at the end that questioned the areas of problem regarding incorporating profession-oriented English tasks into EAP classes and how to avoid them. Moreover, the questionnaire underwent necessary modifications and was prepared in two versions according to the status of the participants (i.e. teachers' version and managers' version). The one for teachers included eleven more items ("section 1") which needed academic expert opinion. The questionnaires included independent sections as shown in table 4. Except for the EAP teachers, the copies were delivered in Persian to avoid any sort of misunderstanding or ambiguity of items. To make sure not to have any lost idea during translating the questionnaire from Persian to English (see Appendix A), back-translation was conducted with the help of an EAP expert. Then, the inter-translator reliability coefficient among 10 English translators was calculated ($r = 0.83$). As for the psychometric properties of the questionnaire, its content validity was estimated by a panel discussion of EAP experts, including 10 ELT teachers with a focus on EAP programs

in universities, who checked and commented on the clarity, appropriateness, and inclusion of the items. The questionnaire was piloted with 70 participants similar to the target groups (teachers and managers) and the results were applied to estimate the reliability of its different sections through Cronbach's alpha reliability measure.

Table 4.

Sections of the questionnaires for teachers and managers

Section	Item Description	Number of Items	Reliability (Cronbach's Alpha)
1	Aspects of the addressed EAP classes	11	0.85
2	Abilities of students in English on the job	4	0.77
3	Problems of students in English on the job	4	0.79
4	Importance of English skills at work	4	0.81
5	Importance of a variety of pre-defined English-based occupational tasks	20	0.93
6	Present level of students in a variety of pre-defined English-based occupational tasks	20	0.95
7	The required/actual English proficiency level by students at work (according to CEFR LEVELS in form of four binary options)	8	0.87
8	Suitability of current EAP classes for future profession of students, and suggestions for incorporating occupation-oriented considerations into EAP classes	8	0.72
9	Open-ended questions on "problems" and "solutions" regarding occupation-oriented EAP classes	2	

To evaluate the construct validity of the questionnaire, exploratory factor analysis (EFA) was used with the results fed for confirmatory factor analysis (CFA). At this part, 17 factors were extracted as follow (table 5):

Table 5.

Results of EFA/CFA for the questionnaire

Part	Factor	Item no. (Loading)
1 (11 items)	Present sufficiency of EAP classes for students	Items 2 (0.85), 3 (0.86) and 4 (0.76)
	General importance of English at work	Items 5 (0.89), 6 (0.94), 7 (0.77), 8 (0.88) and 9 (0.65)
	Importance of English skills at work	Items 1 (0.59), 10 (0.65) and 11 (0.82)
2 (12 items)	Abilities/Problems in English	Items 12 (0.82), 13 (0.73), 14 (0.85), 15 (0.81), 16 (0.78), 17 (0.75), 18 (0.80) and 19 (0.78)
	Importance of English at workplace	Items 20 (0.90), 21 (0.63), 22 (0.90) and 23 (0.87)
3 (20 items)	Importance of speaking on the job (according to CEFR)	Items 24 (0.77), 25 (0.78), 26 (0.83), 27 (0.88) and 28 (0.88)
	Importance of listening on the job (according to CEFR)	Items 29 (0.84), 30 (0.85), 31 (0.88), 32 (0.74) and 33 (0.79)
	Importance of reading on the job (according to CEFR)	Items 34 (0.82), 35 (0.81), 36 (0.90), 37 (0.82) and 38 (0.78)
	Importance of writing on the job (according to CEFR)	Items 39 (0.83), 40 (0.87), 41 (0.44), 42 (0.81) and 43 (0.89)
	Present abilities in job-related speaking activities (according to CEFR)	Items 44 (0.86), 45 (0.93), 46 (0.90), 47 (0.94) and 48 (0.90)
	Present abilities in job-related listening activities (according to CEFR)	Items 49 (0.87), 50 (0.88), 51 (0.86), 52 (0.74) and 53 (0.79)
	Present abilities in job-related reading activities (according to CEFR)	Items 54 (0.87), 55 (0.91), 56 (0.91), 57 (0.92) and 58 (0.79)
	Present abilities in job-related writing activities (according to CEFR)	Items 59 (0.87), 60 (0.89), 61 (0.87), 62 (0.87) and 63 (0.83)

Part	Factor	Item no. (Loading)
4	Needed level in four English skills for future job according to CEFR	Items 64 (0.72), 66 (0.87), 68 (0.91) and 70 (0.90)
	Present level in four English skills for future job according to CEFR	Items 65 (0.89), 67 (0.91), 69 (0.89) and 71 (0.90)
5	Suitability of current EAP classes for future profession of students	Item 72 (0.87)
	Suggestions for incorporating profession-oriented considerations into EAP classes	Items 73 (0.73), 74 (0.81), 75 (0.78), 76 (0.74) and 77 (0.53)

The study also enjoyed teacher assessment and self-assessment. Teachers were asked to rate their students' present English skills and the level later required from them to fulfill their English-based job requirements. To achieve that, as mentioned, the six-point CEFR scale including six different levels of A1, A2, B1, B2, C1 and C2 corresponding to 'beginner/elementary user', 'elementary/basic user', 'lower intermediate/dependent user', 'intermediate/independent user', 'advanced/proficient user' and 'mastery/proficient user' was used. Items with factor loadings less than 0.3 were excluded as not indicative of any factor (Brown, 2015).

The General English Proficiency (GEP) test

In order to assess the students' present level in English abilities, an already-used and standardized TOEFL test was administered in pre-arranged meetings in their EAP classes. Because of practicality reasons, the listening section was not included. To make sure about the appropriateness of the test for the target population, it was piloted with 70 similar respondents and the reliability index of 0.73 was observed.

Interview

To triangulate the data gathered by quantitative methods and to enrich it by using the best of professional knowledge of the teachers and managers, semi-structured interviews were also used in this study. Three distinct interview protocols were developed for content teachers, EAP teachers and managers along the same lines explained for the questionnaire (See Appendices B, C & D). To have the protocol, the researchers enjoyed ideas from McDonough and Shaw (2003), Dornyei (2007), Lehtonen and Karjlainen (2007), Mazdayasna and Tahririan (2008), Ching Dawning (2010), Atai and Shoja (2011), Hejazi (2013) and Spence and Liu (2013).

The semi-structured interviews were arranged and conducted by the second researcher at teachers' and managers' offices by appointment. According to the stakeholders' position and knowledge, there were six interview questions for content teachers, twelve items for EAP teachers and five ones for managers. The questions broadly focused on (a) current EAP classes' activities and the participant's priorities in English skills and sub-skills, (b) problems of students in EAP classes, (c) different English skills to fulfill students' various target occupational requirements and evaluation of EAP courses in fulfilling those requirements, and (d) suggestion for tailoring EAP classes to occupational needs. The overall 90 interviews (30 with content teachers, 30 with EAP teachers & 30 with managers) were held in Persian to avoid any type of misunderstanding and each interview, on average, lasted for 20 minutes.

Observation

Finally, following suggestions by Long (2005), to perform a more direct and in-depth analysis of different dimensions of EAP classes and especially to check their congruence with the required occupational expectations of the market, participant observation of the classes (from different departments) was completed. The observation sessions were prearranged with teachers for 14 target EAP classes during which the

second researcher audio-recorded the visits and collected detailed notes on miscellaneous activities. A protocol was prepared for the observation based on the existing literature (Atai & Shoja, 2011; Basturkmen, 1998; Ching Dawning, 2010; Mazdayasna & Tahririan, 2008; & Spence & Liu, 2013). The protocol mainly included sections on EAP class's activities, sources, and content with respect to future occupational English requirement of the students (see Appendix E).

Procedure and Data Analysis

Data collection for this study was completed during the 2018-2019 academic year. Based on the existing theoretical and empirical literature (Hyland, 2006) and preliminary exploratory interviews with EAP and subject-matter experts, a framework was formed for data gathering. The questionnaire was developed and administered to the addressed respondents. To make sure of the return rates, the questionnaires were completed during office meetings. The participants were assured about the anonymity of questionnaires and confidentiality of the responses based on NHMRC act (2018 update). The whole data collection took ten months.

No treatment or manipulation of the variables was involved in this study. In order to describe and interpret the current status of the phenomena, a descriptive design was adopted. All the data were run via the Statistical Package for Social Sciences (SPSS) version 20. The results gathered from the questionnaires were coded and analyzed descriptively (i.e., tabulation, frequencies, and percentages). Cronbach's Alpha and Exploratory Factor Analysis (EFA) were run to estimate the reliability and validity of the questionnaire. Confirmatory Factor Analysis (CFA) was also checked using Lisrel 8.53. Then, following the results of Kolmogorov-Smirnov test ($p < .05$), non-parametric inferential tests of Mann Whitney U and Kruskal Wallis were implemented to analyze the data.

The data gathered from the interviews were coded descriptively and the outcomes were used to analyze the results from the GEP test through data integration. Moreover, the data obtained by participant observation were qualitatively analyzed to identify frequent activities. The results were, then, used to complement the data obtained by other instruments and inform the overall outcomes via data triangulation. Also, by content analysis of the answers of the two open-ended questions at the end of the questionnaire, major problematic areas of EAP classes in relation to future profession of the students were investigated and checked.

Results
Analysis of Target Occupational English Needs
Teachers (Content & EAP)

The viewpoints of overall 120 content and EAP teachers on aspects of EAP classes in relation to the future job of the students had been elicited by the first section of the questionnaire. Based on the outcomes, there was no doubt among the teachers about the importance of English in future profession of the students, the key concern of the study, as 95% of the teachers agreed on that. Regarding the next three questions dealing with different dimensions of sufficiency of current EAP classes in Business and Economics, more than 78% of the respondents believed in the insufficiency of credits allocated to these classes, more than 81% regarded that the current syllabi for such classes do not meet students' future occupational English needs at work and nearly 70% (67.5%) questioned even the relevance of the syllabi, resources, activities, and topics in EAP classes to occupational needs.

With respect to skill-based emphases of EAP classes in relation to future occupation of the graduates, 72.5% of the teachers indicated that emphasizing reading is a necessity while the other skills were not ignored and attracted majorities of 60.83%, 57.5% and 56.66% for writing, listening and speaking, respectively (the weighed choices of both EAP and

content teachers also verified the skills' order as mentioned). In sub-skills, vocabulary, being favored by approximately 70% of the teachers leads the list, grammar succeeded to win half of their attention (49.16%) and pronunciation was only welcomed by about 42%.

The second part of the teachers' questionnaire (pre-defined skill-based English occupational tasks) yielded the following results. Among the items for speaking, "talking with foreigners" and "negotiations", the most demanding speaking tasks in the list, indisputably pioneered the items by attracting 82.5% and 81.6% of the attention of teachers, accordingly. In listening, "understanding general conversation" (82.5%) and "understanding technical speech" (78.33%) ranked top. Reading "technical books" (89.16%) and "technical materials on the net" (88.44%) also excelled all the other items in reading. Plus, the average percentage of welcoming of reading tasks by the teachers in this section was the highest, again (81.18%). Finally, out of the occupational tasks considered for writing, "business correspondence" and "writing resume and applications" were placed first by the respondents accordingly with 75% and 72.5%.

Teachers were, then, asked to assess their students' required English level at work according to CEFR levels. Based on the results suggested by them, "B2" and "C1" are the focal levels of importance for all four English skills in students' future job. In a more limited sense, except for writing tied to B2, C1 was the preference of majority of EAP teachers for all three other skills. These teachers indicated that students mostly need to be "proficient" users of English with "advanced" proficiency. This tendency was mildly weakened in content teachers' replies as they divided the required level between C1 and B2 (upper-intermediate level). However, totally, more than half of all teachers (53.33%) believed that students need to have advanced levels of English proficiency (C1/C2) to function well at workplace while the rate was not less than 48% for speaking, 44% for listening and 40% for writing.

Business Managers

The priority of 30 managers among skills, as indicated by their questionnaires, partly differed from the teachers. Although here again the ability to "read" was indicated as the most important skill to be satisfied as chosen by 28 of 30 managers (93.3%), unlike teachers, 27 managers (90%) suggested that oral skills (listening and speaking) are "very important" in the job their staff are doing and writing comes last with 80%. Moreover, all English skills were judged by at least 80% of the managers as highly important at work.

However, the answers of managers to the same questions (importance of 20 occupational tasks) reflected the same ideas as teachers. In speaking, "talking with foreigners" and "negotiations" ranked as the most important professional English-oriented tasks being rated "much/very much" by 90% and 86.7% of the participants, accordingly. In listening, understanding "technical speech" (93.3%) and "general conversation" (90%) lead the list and comprehending "media" (86.6%) and "telephone on the job" (80%) followed them. Reading immediately comes after listening by the total mean of 85.32% but now with the pioneering position of "reading technical materials on the net" (90%) followed by the ability to read "academic articles in the job area" (86.7%) and "technical books" (86.6%). In writing, the ability to prepare "resume and applications" shows the highest frequency (76.7%) and "business correspondence" (70%) was placed next.

Managers showed that the needed level in all four English skills for their staff to successfully meet their professional requirements is at least B1 which is the threshold of being an "independent" user. Moreover, the focal frequency accumulation of choices at C1 (with the significance of 53.3% for reading & 50% for speaking) even suggests that they showed a strong tendency for "effective operational proficiency" as advanced usage of "proficient user of English" by the staff.

Differences among Content Teachers, EAP Teachers, and Managers (Target Needs)

To see whether there are statistically significant differences among the perceptions of all three groups (content teachers, EAP teachers, and managers) concerning target profession-oriented English needs of the students (question three), Kruskal Wallis test was applied. The results of the test ($p < .05$) revealed that there are significant differences among the three groups regarding all the very needs sorted by four English skills. Table 5 summarizes the results of the comparison.

Table 6.

Results of the Kruskal Wallis test for differences between content teachers', EAP teachers' and managers' perceptions of target profession-oriented English needs

	Skill	Position	Mean Rank	Chi-Square	df	Asymp. *Syg.*
TSA	Reading	C T	65.89	11.515	2	.000
		EAP T	85.05			
		M	92.60			
	Listening	C T	62.48			.000
		EAP T	94.41	20.378	2	
		M	93.78			
	Writing	C T	69.62			.000
		EAP T	84.14	3.769	2	
		M	82.30			
	Speaking	C T	63.22		2	.000
		EAP T	87.59	19.089		
		M	98.17			

C T: content teachers, EAP T: EAP teachers, M: managers
Grouping variable: position

Analysis of Present English Abilities
Teachers (Content & EAP).

When asked to assess their undergraduate students' English abilities, at least three-fourths of both content and EAP teachers believed that the students' abilities are "low" or "very low". The oral skills dominate the list

wherein listening received near 80% (79.6%) of the votes and speaking follows it with 87.5%. Students' writing ability was also rated by 76.6% of the teachers as "weak" but only about 40% (39.1%) of the respondents believed so as for reading. Another interesting piece of information out of responses to this section was that according to all EAP teachers, none of the students was fully proficient in any of the four English skills.

In the CEFR section of their questionnaire, the teachers were asked to assess their students' present English ability levels in the same manner. Here, almost 70% of all 120 teachers suggested that students' present abilities in all English skills merely stand at "basic" levels (A1/A2) and the same judgment promoted only one step (to B1) concerning reading which attracted 61.66% of the teachers (with answers divided between A2 and B1). Also, EAP teachers, here again, expressed that none of their students are at "C" levels. About half of these teachers (46.7%) evaluated students' speaking and writing proficiency levels not more than the minimum possible amount; A1. By and large, EAP teachers referred to (a) students' serious deficiency in all four language skills and (b) their even more tangible weakness in the ability to speak and write. From the other side, 70% of content teachers rated students' present oral proficiency (listening and speaking) at "A" levels and next comes writing with 67.8% at that level while more than half of the content teachers (55.6%) judged students' reading ability as not more than A2.

Differences between Content Teachers and EAP Teachers (Present Abilities)

In response to question four, Mann Whitney U test did not prove any statistically significant difference between content teachers' and EAP teachers' perceptions of their students' present level in English ($p < .05$). The details are shown in table 7.

Table 7.

*Results of the Mann Whitney test for differences between content teachers'
and EAP teachers' perceptions of students' present English abilities*

	Skill	Position	Mean Rank	Sum of Ranks	Mann-Whitney *U*	*df*	Asymp. *Syg.*
PSA	Reading	CT	58.08	5227.50	1132.500	2	000
		EAP T	67.75	2032.50			
	Listening	CT	58.59	5273.50	1178.500	2	000
		EAP T	66.22	1986.50			
	Writing	CT	60.21	5419.00	1324.000	2	000
		EAP T	61.37	1841.00			
	Speaking	CT	60.18	5416.00	1321.000	2	.000
		EAP T	61.47	1844.00			

C T: content teachers, EAP T: EAP teachers
Grouping variable: position

The results of teachers' assessment of the present English abilities of their students were also compared with the results of the GEP test administered to the students (see Table 8). The outcomes of the test with a mean of 44.61 (and a total score of 90) and standard deviation of 15.43 confirmed the results of assessment and indicated the overall intermediate GEP level of most of the students. In total, 56% of the content teachers and 70% of EAP teachers had ticked either B2 or C1 when it came to importance. Comparing the results from this test with CEFR scale demonstrated that about 90% of the students stand at "B" levels. More specifically, near half of the students (48.16%, 289 individuals) stand at B1 – intermediate level and another 41.66% (250 ones) at B2 – upper intermediate level. Although students performed one level better (B1/B2) than what most of their teachers had supposed (A2/B1), their results were not at all in line with their content and EAP teachers' comments on the expected English level from them on the job.

Table 8.

Students' English Abilities and Assessment Results

Assessment Results				GEP Test Results	
Required Level (%) (C T)	Required Level (%) (EAP T)	Present Level (%) (C T)	Present Level (%) (EAP T)	Percentage of students at each level	Competence levels from weakest to strongest (according to CEFR)
6	0	5.6	23.3	0	**A1 (basic user – beginner)**
5	3.3	30.0	50.0	3.33	**A2 (basic user – elementary)**
13	6.7	40.0	23.3	48.16	**B1 (independent user – intermediate)**
31	30.0	15.6	3.3	41.66	**B2 (independent user – upper intermediate)**
25	40.0	5.6	0	6.83	**C1 (proficient user – advanced)**
10	20.0	3.3	0	0	**C2 (proficient user – mastery)**

C T: Content Teachers, EAP T: EAP Teachers

Skill-Based Analysis of Students' English Problems in EAP Classes

As understood from the teachers' questionnaires, oral skills, with primacy of speaking, were reported as the most problematic skills for students in EAP classes by teachers. Almost 90% of all teachers indicated that students' problems in speaking are either "much" or "very much". Following that were placed "listening" (rated by 72.2% of content and 76.7% of EAP teachers) and "writing" (selected by 70% of teachers from each group).

Analysis of teachers' answers to the next section of the questionnaire, also, showed that 65.6% of the content and 73.4% of EAP teachers regarded current EAP courses as irrelevant to occupational requirements of the students, all EAP teachers and almost all (96.7%) of the content

teachers showed strong inclination towards emphasis of EAP courses on students' job-related English needs, almost 80% of content teachers thought that English is helpful in learning other content courses and should play role in them, and near 90% of all content teachers and more than 90% of EAP teachers approved practicing occupational English tasks in EAP classes. Additionally, almost 80% of all teachers preferred inclusion of "oral" skills in their EAP classes and over 80% opted "more than 4 credits" for such classes.

As stated, to grasp further comments regarding the study's focus, the last part of questionnaires for all participants asked them about "problematic areas in EAP courses" having tailoring of the courses to occupational needs in mind. By taking advantage of qualitative data reduction methods (thematic analysis), the expressed responses of the total 150 respondents (90 content teachers, 30 EAP teachers and 30 business managers) to these two open-ended questions, together with the transcription of the already-mentioned 90 interviews with them, were carefully content analyzed and summarized in form of 20 most frequent (n > 30) *themes* extracted. The final results are listed in table 9.

Table 9.

Emerged themes out of open-ended questions and interviews (content teachers, EAP teachers and managers)

	Problems (Challenges) of Tying EAP Courses to Occupational Needs
1	Lack of knowledgeable, proficient and motivated teachers
2	Low general English proficiency of students when entering university
3	Heterogeneity of students' English proficiency
4	Few EAP class hours (credits)
5	Not taking EAP courses seriously (all the stakeholders)
6	Ignoring English in other courses
7	Lack of motivated students
8	Lack of attention to occupational English needs (the delivered content is mostly "general")

	Problems (Challenges) of Tying EAP Courses to Occupational Needs
9	Lack of good teaching method/approach and clear syllabi
10	Impracticality of EAP classes in relation to future jobs of the students
11	Old teaching methods
12	Limited business connection of Iran with the world
13	Mere focus on reading and ignorance of oral skills (speaking and listening) and writing
14	Old, irrelevant, limited, excessively varied and/or insufficient resources
15	Lack of connection between workplace (needs) and university courses
16	Absence of goal-orientation
17	Irrelevance of university degree and future working position
18	The fact that not all university graduates enter the job market (due to personal choice/job market capacity) - Diversity of students' future professions and hence; their needs
19	Lack of simulation of students' needed future occupational tasks to increase their familiarity and inauthentic materials and environments for language learning
20	Low feeling of the need for profession-oriented EAP at B.A. level

Also, the documented results and field notes of participant observation of the 14 addressed EAP classes from different departments, as an indication of present situation analysis of the courses, referred to the information below:

a) Resource(s): EAP teachers mostly (95%) preferred books merely focused on reading and vocabulary (the only exception of focusing on other skills (i.e., writing) was observed in case of Tourism Management.

b) Focus: Focus of the courses was totally subjective (lack of higher-order plan) and of course, highly reading-directed (95%).

c) Language used: Teachers majorly (80%) tried to use English in class but when it became incomprehensible, they switched to Persian without any specific constructive pattern.

d) <u>Class activities</u>: As a function of the resources and approach, the classes mostly involved only reading passages, focus on lexical and grammatical items, and rote translation.

e) <u>Group activities</u>: No group activities observed except Tourism Management department's EAP classes which mainly included role plays and participatory practices on travel issues.

f) <u>Q/A</u>: Questions and answers were teacher-initiated and teacher-centered.

g) <u>Assignment</u>: In 90% of the cases, students should only have been ready to translate the texts in the books in word and/or sentence level.

h) <u>Difficulties</u>: Even teachers' English proficiency was not satisfactory, students had serious general English proficiency problems to be addressed before EAP courses (students hardly understood oral English with normal speed).

i) <u>Course evaluation</u>: Acting merely as "macro-version" of the homework, final exams only touched translation and meaning-giving.

As can be inferred, some of the results obtained from the questionnaires, which were also reflected in the interviews, were verified by the outcomes of the observation, too. Briefly, they tapped on the low efficiency of EAP courses' syllabus and activities, weakness of EAP teachers in actualizing more practical classes, and ineffectiveness of evaluations and assignments, all to be in favor of tailoring EAP courses to the real needs of the market.

Discussion

Putting all the findings together, the respondents emphasized the vitality of profession-based English skills for students in Business, primed the absence of clear and coherent oral proficiency education in EAP courses for them and pointed to the lack of having integrated plan for developing their practical English skills in such courses which can noticeably increase their employment chance. The findings are also in line

with Atai and Nejadghanbar (2017) who stressed that Iranian EAP courses are "majorly taught by either ELT or content instructors with little or no cooperation and even agreement among them over various aspects of the course" (p. 44) interaction of whom can optimally improve such courses.

Respecting the importance of general English skills in the future profession of students, at least half of all teachers rated for all four skills and vocabulary while among all choices presented, "pronunciation" was not evaluated as a vital sub-skill disfluency over which can damage the interpersonal comprehensibility. As implied, this can be due to the fact that lexical and structural knowledge are considered as the cornerstones of successful communication while it is assumed that accentual correctness only lubricates that. Both content and EAP teachers were well-aware of the exigency of mid-level more "practical" skills as they highlighted workplace-relevant activities such as "talking with foreigners" or "negotiations" implying that they were totally aware of the sensitivity of oral fluency in business and commercial interactions and the serious damages lack of which would bring. Plus, several emphases on having high-level "technical" reading fluency implies teachers' advice for necessity of possessing more than average knowledge, being updated of the cutting-edge occupational issues and overall expert identifications while they did not also forget to accentuate the significance of "business correspondence" mastery in job sectors.

The managers from business sectors did not show drastically different considerations of the addressed needs as they indicated reading as the mostly-needed English skill on the job, too, but also displayed higher stress on oral skills. In view of some incongruence among content teachers', EAP teachers' and managers' perceptions of the target needs, following Long (2005), findings of this triangulated study should be converged to come up with valid generalizations concerning the students' target occupational needs. The common patterns and mutual perceptions should be paralleled with current undergraduate EAP practices as they are reliable feedbacks

since, as pointed to by Taillefer (2007), they directly influence questions of language policy, curricula, and pedagogy, too.

With regard to major problem areas in EAP pedagogy considering the study's profession-oriented focus, similar concerns have been uttered by all three groups of participants. Although the weight of oral skills outplayed the other two, most of the managers expressed that their staff has problems in all four skills. This is in line with Atai (2002), Atai and Nazari (2011) and Atai and Shoja (2011) that questions the internalization of necessary English skills by students being exposed to authentic and more serious materials. Also, results gained from the TOEFL test and teachers' assessment of their students showed that most undergraduates suffer from low level of general English proficiency varying from 'extremely limited' to 'modest' users. Dovey (2006) discussed the issue of transferability from academic to occupational contexts from the perspective of his "new vocationalism" and argued for a curriculum based on strategic needs which focuses on the ability to participate in/or manage the social and technical processes involved in leveraging knowledge. Having that, it can also be argued that low English proficiency level of students seriously affects the efficiency of EAP courses with occupational targets.

This real concern has not only been expressed by all groups of the respondents in this study (being the second frequent stated "problem" out of the twenty ones extracted) but voiced in different shapes in many of the similar research in the Iranian context prior to it (e.g., Atai & Tahririan, 2003). The results from the interviews and observations also confirm this owing to the fact that the majority of EAP courses were being held in Persian (the native language of the students) in which translation was being applied as a dominant instructional technique to make sure of students' comprehension of the issues and contents being expressed.

Moreover, this is in sharp contrast with the required English level from the graduates at workplace indicated and emphasized by their

teachers some of whom were business owners and administrators, too. Only as an instance, though a noticeable portion of the teachers highlighted the CEFR's most advanced English proficiency level (C2) as the needed level at work, all EAP teachers and almost all of the content teachers believed that none of their students are actually in that level. This challenging huge gap can be really questioned and the worry would be duplicated since the students are junior and will soon prepare themselves to enter the job market (in fact, some of the students *are* already on the job).

With regard to the students' present abilities to perform certain occupational tasks, our findings suggested that teachers assessed students much distant from satisfactory professional levels, based on classroom realities and estimates. In addition, lack of emphasis on not only "EAP" but "profession-tailored" practices in the courses, as confirmed by the results from classroom observations and explanatory recommendations to open-ended questions, would encourage any observer to check whether the absence of the aforementioned activities is just due to students' low level or, as addressed by similar studies (e.g., Banegas, 2018), lack of skilled teachers can be a contributing factor.

Finally, with reference to the challenges against tailoring EAP courses for future profession of the students and making the courses much more practical, the three groups of respondents shared common beliefs and viewpoints. Borrowing from table 9, all of the expressed "challenges" can be recapped under four categories of "student-based" (no. 2, 3 & 7; e.g., *lack of motivated students*), "teacher-based" (no. 1; i.e., *lack of knowledgeable, proficient and motivated teachers*), "course (EAP) based" (no. 4, 5, 6, 9, 11, 13, 14 & 16; e.g., *lack of goal-orientation*) and "profession-based" (no. 8, 10, 12, 15, 17, 18, 19 & 20; e.g., *no connection between workplace needs and university courses*) which should be carefully studied and addressed in designing more occupationally-efficient EAP courses.

Conclusion and Implications

Integrating university education with post-academic occupational requirements, though entails possession of high-level subject matter knowledge on part of teachers (Banegas, 2018), is not an overreached consideration, nor an external decision. It is an optimizing reality that, sooner or later, should be endorsed by academia or education would be far from one of its most important missions. It was possibly due to the same concerns that Flowerdew (2010) has highlighted mismatches between current EAP courses and EOP demands as English is one of the leading factors at workplace. Due to similar reasons, Flowerdew and Peacock (2001, p. 12) also suggest that EAP should be subdivided into "EAP designed to help students with their studies and EAP directed towards professional preparation".

Along with the same rationale, this study investigated the target occupational English needs of Iranian undergraduate students in business-related fields of Accounting, Management, and Economics. In one of the first attempts in the Iranian ELT context to seriously tap on the forgotten world of occupation in academia, it aimed at defining and characterizing EOP within the pre-established EAP paradigm. With a triangulated approach, the researchers tried to present a holistic profile of EAP students' "profession-oriented" needs by applying a wide range of data collection instruments to not only engage the stakeholders involved but also touch the realities of the context.

Based on the findings, it can be argued that current EAP courses for undergraduate students in Business and Economics are by no means related to/beneficial for their occupational needs. This is partly and unfortunately due to educational policies' failure to identify the vitality of serious consideration of job sectors within academic education and of course, because of the inability and inefficiency of the courses' responsible teachers to keep up with the aforesaid demands.

Students' low English command rooted in the inefficient pre-university education has also made the existing situation more complicated and its beams of hopes, weaker. As stated by Flowerdew (2005), although EOP courses are usually considered as in-service training (providing trainees with the skills required to operate more effectively in English), they can also be delivered "pre-experience" in an EAP setting which have implications for a kind of EOP-oriented EAP courses to offer, specially if they involve exposition to authentic workplace scenarios (Chan, 2018).

The study tells us that while they indeed should, EAP courses designed for Iranian undergraduate university students in Business and Economics majors do not satisfy the students' occupational needs on the job. However, the good news is that according to the results of this study, strong majorities (more than 95%) of both content and EAP teachers totally welcomed concentration of EAP courses' resources and topics on the actual occupational needs of the graduates. This can be thought as a promising vow which helps to pave the way for changing the looks at EAP courses, especially by the higher-order educational policy-makers to reshuffle several aspects of academic ELT pedagogy in light of the necessities of the workplace.

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Appendices
Appendix A
Teachers' and Students' Questionnaire

Degree: **Major:**   **Minor:**
University: **Age:**   **Gender:**

I. General questions on EAP courses for Business and Economics (how much do you agree/disagree) with the items below?

****************************	Totally Disagree	Disagree	No Idea	Agree	Totally Agree
1. Knowing English has important role in future professional success of undergraduate students in Business and Economics.					
2. Credits allocated to EAP courses in Business and Economics are sufficient concerning professional needs of the students.					
3. EAP courses in Business and Economics satisfy professional needs of the graduates.					
4. Syllabi, resources and activities for EAP classes for Business and Economics are relevant to professional needs of the graduates.					
5. In EAP courses for Business and Economics, concerning future job of the students, emphasizing speaking is important.					
6. In EAP courses for Business and Economics, concerning future job of the students, emphasizing Listening is important.					
7. In EAP courses for Business and Economics, concerning future job of the students, emphasizing Reading is important.					
8. In EAP courses for Business and Economics, concerning future job of the students, emphasizing Writing is important.					

***************************	Totally Disagree	Disagree	No Idea	Agree	Totally Agree
9. In EAP courses for Business and Economics, concerning future job of the students, emphasizing <u>Vocabulary</u> is important.					
10. In EAP courses for Business and Economics, concerning future job of the students, emphasizing <u>Grammar</u> is important.					
11. In EAP courses for Business and Economics, concerning future job of the students, emphasizing <u>Pronunciation</u> is important.					

II.

1. How much are your students <u>proficient</u> in the English skills below? (How do you evaluate them?)

	****************	Very Low	Low	Average	Much	Very Much
Receptive Skills	Listening					
	Reading					
Productive Skills	Speaking					
	Writing					

2. How much do your students have <u>problems</u> in the English skills below?

	****************	Very Low	Low	Average	Much	Very Much
Receptive Skills	Listening					
	Reading					
Productive Skills	Speaking					
	Writing					

3. How <u>important</u> do you think the English skills below are <u>in your students' future job</u>?

	***************	Very Low	Low	Average	Much	Very Much
Receptive Skills	Listening					
	Reading					
Productive Skills	Speaking					
	Writing					

III. How much do your students need English proficiency in the English-based professional tasks below? Then, how do you evaluate your students in performing them?

- Options in each section on the right side are divided into five degrees ranging from 1 (very low) to 5 (very much). Please select one number expressing your opinion in each section.

****************************	Importance					My Students' Ability				
	1	2	3	4	5	1	2	3	4	5
S1. Having job interview in English										
S2. Having English telephone conversation at work										
S3. Lecturing in English meetings, workshops, seminars and conferences										
S4. Speaking with international guests, specialists and experts										
S5. Having international professional negotiations (oral)										
L1. Understanding general English conversations										
L2. Understanding English telephone conversations at work										
L3. Understanding technical English speech in meetings and seminars										
L4. Understanding news and programs in international TV/radio channels										
L5. Understanding professional training audio-visual programs										

******************************	Importance					My Students' Ability				
	1	2	3	4	5	1	2	3	4	5
R1. Reading public English newspapers and magazines										
R2. Reading specialized English materials (educational, …) on the internet										
R3. Studying technical English books about the job										
R4. Studying technical papers in international scientific journals.										
R5. Reading legal English texts and correspondence and international contracts										
W1. Writing resume and application in English										
W2. Writing job reports in English										
W3. Preparing professional English brochures										
W4. Writing business letters in English										
W5. Writing English contracts										

VI. CEFR Levels: Which skill levels below do you think your students need in their job (Required level) and what is their present levels? (My Students' Level). The choices are arranged from elementary (1) to advanced (6).

**		
Reading levels	**Required level**	**My Students' level**
1. Understanding familiar names, words and very simple sentences, for example on notices and posters or in catalogues.		
2. Reading very short, simple texts. Finding specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and understanding short simple personal letters.	No.: ------	No.: ------

3. Understanding texts that consist mainly of high frequency everyday or job-related language. Understanding the description of events, feelings and wishes in personal letters.		
4. Reading articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. Reading contemporary literary prose.		
5. Understanding long and complex factual and literary texts, appreciating distinctions of style. Understanding specialised articles and longer technical instructions, even when they do not relate to one's field.		
6. Reading with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.		
1. Having no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided some time is made to get familiar with the accent.		
2. Understanding extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Understanding television programmes and films without too much effort.	No.: ------	No.: ------
3. Understanding extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. Understanding most TV news and current affairs programmes. Understanding the majority of films in standard dialect.		
4. Understanding extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Understanding television programmes and films without too much effort.		
5. Having no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided some time is made to get familiar with the accent.		

6. Having no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided some time is made to get familiar with the accent.		
1. Writing simple isolatedphrases and sentences.	No.: ------	No.: ------
2. Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".		
3. Writing straightforward connected text on topics, which are familiar, or of personal interest.		
4. Writing clear, detailed text on a wide range of subjects related to one's interests. Writing an essay or report, passing on information or giving reasons in support of or against a particular point of view.		
5. Expressing one's self in clear, well-structured text, expressing points of view at some length. Writing detailed expositions of complex subjects in an essay or a report, underlining what is considered to be the salient issues. Writing different kinds of texts in a style appropriate to the reader in mind.		
6. Writing clear, smoothly flowing text in an appropriate style. Writing complex letters, reports or articles, which present a case with an effective logical structure, which helps the recipient to notice and remember significant points. Writing summaries and reviews of professional or literary works.		
1. Using simple phrases and sentences to describe where one lives and the people s/he knows.	No.: ------	No.: ------
2. Usinga series of phrases and sentences to describe in simple terms one's family and other people, living conditions, educational background and present or most recent job.		
3. Being able toconnect phrases in a simple way in order to describe one's experiences and events, dreams, hopes & ambitions. Being able tobriefly give reasons and explanations for opinions and plans. Being able tonarrate a story or relate the plot of a book or film and describe one's reactions.		
4. Presenting clear, detailed descriptions on a wide range of subjects related to one's field of interest.		

Explaining a viewpoint on a topical issue giving the advantages and disadvantages of various options.		
5. Presenting clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.		
6. Presenting a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.		

V. According to your answers to previous questions, what do you think about professional EAP teaching and learning at university?

************************	Totally Agree	Agree	No Idea	Disagree	Totally Disagree
1. University EAP classes are relevant to/useful for students' professional needs.					
2. EAP classes for Business and Economics students should focus on their professional demands.					
3. Subjects in EAP materials for Business and Economics students should be based on their professional demands.					
4. Professional English-based activities and duties of Business and Economics students should be practiced in their EAP classes					
5. English should play a role in other courses, as well (e.g., analyzing international documents in English)					
6. Due to the aforementioned conditions, Business and Economics graduates often participate in in-service English courses to meet their professional needs.					

7. On <u>which skills</u> do you think the focus of EAP classes should be (please choose four options)?

Reading ☐ Listening ☐Writing ☐Speaking ☐ Vocabulary ☐ Grammar ☐ Pronunciation ☐

8. Should learning English with focus on professional needs of students in Business and Economics be a priority for universities in future?

Yes ☐   No ☐

9. If your answer to "8" was positive, <u>how many credits</u> would you suggest for such courses?

1 ☐   2 ☐   3 ☐   4 ☐   more than 4 ☐

10. Which <u>problems</u> do you think exist in making EAP courses tailored to future profession of students (please mention three)?

a.   b.   c.

11. What <u>suggestions</u> do you make to avoid those problems (please mention three)?

a.   b.   c.

MANY THNAKS FOR YOUR KIND PARTICIPATION

Appendix B
Semi-structured interview questions (Content Teachers)

1. What role does knowing English have in professional success of students in Business and Economics in future? Please elaborate.

2. What are the most important English-based professional needs of graduate students in Business and Economics in their future job? Explain please.

3. Do the current EAP classes in your major satisfy professional needs of the corresponding graduate students in future? Please elaborate.

4. Are the current EAP classes in your major's syllabi, resources, activities, and topics relevant to professional needs of the corresponding graduate students in future? Please explain.

5. What suggestions do you have for paying more attention to future professional needs of students in Business and Economics in their EAP classes' syllabi, resources, activities, and topics?

6. How do you, overall, judge current EAP classes for undergraduate students in Business and Economics concerning their relevance to future profession of the students?

Appendix C
Semi-structured interview questions (EAP Teachers)

1. What are your EAP class's activities? Please explain.

2. What are the most important English skills in your EAP classes (listening, speaking, reading, and writing)? How much do you deal with each one of them (what are your priorities among them) and why?

3. What are the most important English sub-skills in your EAP classes (vocabulary, grammar, and pronunciation)? How much do you deal with each one of them (what are your priorities among them) and why?

4. What problems do you think your students have in your EAP classes?

5. Do you think there is a relationship between general English proficiency (GEP) and EAP? Are those with higher GEP more successful in EAP courses?

6. Having future profession of the students in EAP classes in mind, do you think the credits attributed to EAP courses you are teaching are enough?

7. What role does knowing English have in professional success of students in Business and Economics in future? Please elaborate.

8. What are the most important English-based professional needs of graduate students in Business and Economics in their future job? Explain please.

9. Do the current EAP classes in your major satisfy professional needs of the corresponding graduate students in future? Please elaborate.

10. Are the current EAP classes in your major's syllabi, resources, activities, and topics relevant to professional needs of the corresponding graduate students in future? Please explain.

11. What suggestions do you have for paying more attention to future professional needs of students in Business and Economics in their EAP classes' syllabi, resources, activities, and topics?

12. How do you, overall, judge current EAP classes for undergraduate students in Business and Economics concerning their relevance to future profession of the students?

Appendix D
Semi-structured interview questions (EAP Teachers)

1. Which skills and/or sub-skills would be your priorities regarding profession-tailored EAP classes?

2. Do you think there is a relationship between GE and EAP proficiency?

3. How do you elaborate on the importance of different English skills and/or sub-skills in fulfilling professional requirements of graduates in Business and Economics as employees?

4. How do you evaluate EAP courses in Business and Economics in satisfying demands of the job market?

5. What suggestions do you have for tailoring EAP courses in Business and Economics to occupational demands of the graduates?

Appendix E
Class Observation Protocol

Official name of the course: Credit number(s):   Class date(s) and time:

Department: Instructor (name, education level, field):

(ALL ITEMS ARE REGARDED IN RELATION TO THEIR CONGRUENCE WITH FUTURE PROFESSIONAL ENGLISH NEEDS OF THE STUDENTS)

1. Resource (book, pamphlet, etc.):

2. Focus of the course (skills/sub-skills):

3. Run language of the class (Native, Foreign, Mixed):

4. Class activities (in detail and with elaborations including ANY noticeable act):

5. Working on the content of the book:

6. Pair/group activities:

7. Tasks, exercises and practices (types, functions):

8. Question and answer:

9. Role of translation (in percent, if possible):

10. Active participation of students:

11. Rate of teacher/student dominance (activity) (in percent, if possible):

12. Assignments' types and description (class lectures, term projects, translations, reading comprehension (word meanings, etc.):

13. "Difficulties" experienced? (in relation to which language skills, etc.)

14. Course evaluation/assessment (class quizzes or questions, mid-term exam, final exam):