

Marina Oštarić, prof.¹

Nataša Perinčić Tičić, prof.²

CHALLENGES IN DESIGNING A BUSINESS ENGLISH COURSE: USING CONTENT AREA TOPICS TO CUSTOMIZE COURSE MATERIALS

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The paper presents the Business English course at the University of Zadar, focusing on teachers' observations regarding the suitability of the course materials and possible improvements. Recent literature considers the customization and alignment of such materials with content area topics to be highly beneficial. Consequently, the aim of this paper is to explore and propose an alternative approach to course material development for a Business English course that aligns more closely with specific business content areas and provides current, relevant topics reflecting recent developments in the field. The methodology incorporates teachers' classroom experiences, highlighting the need for up-to-date materials in Business English as a prominent teaching issue. The coursebook is reassessed, and relevant literature on authentic material development is examined. Finally, an exemplary Business English lesson is designed for first-year Management students, utilizing authentic materials and supplemented with interactive tasks in an e-course. During this process, advice is sought from the content area teacher to ensure coordination between lesson content and topic relevance. This type of customized course material is expected to positively impact students' motivation and enhance their classroom participation by bringing real-world business situations into the classroom.

Keywords: *course material development; Business English; authentic materials; e-course; content area teacher.*

1. Introduction: Theoretical background of ESP and ESBP

The notion of language purpose and functionality has been present and regarded as important since the early considerations of developments in foreign language teaching. In other words, it is universally accepted that language, as our primary form of communication,

¹ Senior lecturer; University of Zadar, Centre for Foreign Languages, Jurja Bijankinija 2, 23 000 Zadar, The Republic of Croatia; e-mail: mostaric@unizd.hr

² Lecturer; University of Zadar, Centre for Foreign Languages, Jurja Bijankinija 2, 23 000 Zadar, The Republic of Croatia; e-mail: nperincic@unizd.hr

serves a certain purpose and has a function to convey meaning and messages. The expansion of the concept of language for specific purposes (LSP), culminating in the 1970s, was thus a logical consequence of the rapidly changing communication needs in Europe. Around that time, as an influx of immigrants and guest workers greatly influenced language use, determining the specific communicative needs of a language became a key tool in creating efficient programs for language instruction (Savignon, 2018). A similar orientation towards function has been present in teaching English, commonly known as English for specific purposes (ESP). This specialized language, which diverges from English for general purposes (EGP) or general English (GE), can be traced back to changes in language function within academic and occupational contexts (Bhatia & Bremner, 2012). This implies that the English language used for a purpose specified by, and limited to, the world of work and vocation is distinguished from the English language used in everyday communication. It constitutes a separate register because of its lexico-grammatical features, which vary depending on the situation in which the language is used (Bhatia & Bremner, 2012, p. 3).

Although its main characteristics are well described in extensive literature (Hutchinson & Waters, 1987; Dudley-Evans & St. John, 1998), defining ESP seems to be a challenging endeavour, as scholars and experts in the respective field offer at least slightly differing perspectives. For example, ESP is frequently seen as a learner-centred approach to language learning, as it aims to design an adequate language learning course that will meet the needs of specific learners (Hutchinson & Waters, 1987). Furthermore, it is also perceived as a practitioner movement that relies on research into the needs of target student groups and the specific requirements that such a course calls for (Johns, 2013). It is common knowledge that ESP learners do not learn English for general educational purposes. Rather, such learners need to gain a set of language skills and discourse knowledge derived from a particular discipline, so the context and content are crucial in determining the application of the acquired language skills (Starfield, 2016). Indeed, as Dudley-Evans and St. John (1998) suggest, the methodology of a certain vocation can significantly determine the design of an ESP course appropriate for that discipline. Essentially, it is the discipline or future profession that provides the fine-tuning in shaping an ESP course that will work in a certain context.

Accordingly, if we consider the dynamic world of business and its communication requirements in an international setting, using English seems to be the only logical option in today's world. English for Specific Business Purposes (ESBP) has been considered one of the most developed and distinct varieties of ESP, as it combines both specific and general language content (Ellis & Johnson, 1994, p. 3; Zagan-Zelter & Zagan-Zelter, 2010). Similarly, Frendo (2005) maintains that Business English (BE) encompasses elements of general everyday English, general business English, and ESP. Other scholars take a more general view, stating that Business English applies to all written or spoken interactions conducted in English while doing business (Nickerson & Planken, 2016). For some ESP specialists, the term "business English" depends on the teaching context, as it can be taught not only in various educational institutions, ranging from language schools to universities, but it may also involve learners with a wide scope of knowledge, from those with little or no previous knowledge in business contexts. For all the reasons stated, designing and teaching a Business English course at the tertiary level may present numerous challenges for the teacher or practitioner (Frendo, 2019)."

The aim of this paper is to propose the development of teaching materials for a Business English course that takes into consideration content area topics taught at the study of Management at the University of Zadar. In the following chapters, the important aspects of this process are discussed. Firstly, the Business English course at the University of Zadar is described, with particular attention to teachers' observations regarding the suitability and possible improvements of the course materials. Next, some aspects and challenges in the adaptation of authentic texts for Business English lessons are discussed. In addition, a sample lesson accompanied by interactive online activities is presented, which might be more suitable for the Management study. Finally, conclusions are drawn that address the advantages of course customization in Business English and English for Specific Purposes.

2. English for specific business purposes at the University of Zadar: the present course and changes towards course customization

The Business English (BE) course at the study of Management at the University of Zadar is offered through collaboration between the Department of Economics and the Centre for Foreign Languages. This course is designed according to the Common European Framework of Reference for Languages (CEFR; Council of Europe, 2001), enabling students to acquire and apply knowledge and communicate independently in all situations typical of standard business procedures. It starts at the B1 level and finishes at the C2 level of proficiency, is organized in semesters, and is obligatory in the first and second years of study (BE B1.1 – B1.4). The lectures are held bi-weekly, and the credits for each semester are 3 ECTS. Upon completion of the four semesters, students are also issued a Business English B1-level certificate of proficiency.

It is generally accepted that the choice of learning materials is among the key factors in teaching an ESP course (Srinivas, 2021, p. 63; Baleghizadeh & Rahimi, 2011; Pašalić & Plančić, 2018). According to Riazi (2003), it is unquestioned that coursebooks represent important and beneficial teaching tools, but choosing a coursebook, specifically a Business English (BE) coursebook, is not easy. Two years ago, the authors of this paper began teaching this course as novice instructors in Business English. They conducted thorough research on available coursebooks for Business English in Croatia. From the start, a coursebook entitled *Market Leader Intermediate* (3rd edition, 2010) has been used as the primary source for meeting the course's language learning objectives. The course syllabus was designed to provide students with language skills and vocabulary input, supplied with language practice relevant to business environments. The coursebook incorporates lessons based on authentic texts adapted for classroom use, which cover a variety of business topics along with case study lessons, offering additional exercises in real-life business situations. Additionally, much attention is given to negotiation skills, writing, successful meetings, telephoning, writing proposals and reports, presentations, and informal and formal communication. Even though the selected coursebook has managed to cater to the needs of the learners and their respective field of study, it soon became obvious that in the constantly changing and rapidly growing world of business, the coursebook, as the only teaching source, cannot provide an up-to-date pool of relevant materials for a Business English course (Rainer, 2017 in Frendo, 2019).

While teaching the course, the authors noticed several issues and concerns regarding the students' motivation in class and the suitability of the teaching materials at hand. It seemed that students' interest and readiness to participate in coursebook lessons were often poor or inadequate, although this was not the case with all lessons and activities.

One of the most prominent discrepancies noticed regarding the coursebook was the weak connection between the topics and concepts taught in the content-area subjects and those represented in the English coursebook. This problem manifested itself when students failed to recognize certain professional expressions in English, making it difficult for them to use them correctly in lesson activities. Ideally, students should feel comfortable discussing concepts in English that they were first familiarized with in Croatian. Concepts and topics found in the coursebook units include: brands and brand management, travel and business travel, change and describing change, organization and company structure, etc. These topics, in themselves, do not seem out of place in terms of the desired communication needs for a Business English course, and the book is widely accepted and considered relevant for the field, being written by renowned and very experienced ESP specialists. However, these introductory lessons contain certain specific terms and expressions, such as brand stretching, product endorsement, profit margin, subsidiary, etc., which, when used in English, presume a certain level of concept recognition and familiarity in the mother tongue, namely in subject-area lectures.

Another emerging issue was students' lack of motivation to follow through with activities and participate in class. This might be attributed to the coursebook's lesson organization, which lacks dynamics and variety, appears standardized and predictable, with the same type of activities repeated in the same order in each consecutive unit. Moreover, the units cover some outdated topics in the reading sections of the coursebook, such as the text on Blackberry mobile phones, dated information on certain luxury brands that have long since merged with other brands, and outdated graphics of printed advertisements that are no longer appealing in a rapidly changing business world. Unfortunately, the situation was observed to have a negative effect on students' attention and, ultimately, their eagerness to learn something new.

To begin addressing this issue, the authors of this paper turned to the content area course syllabi and carefully examined the topics that are meant to constitute the core knowledge for future business professionals in Croatia. The idea was that the students might find it more purposeful if the English class topics reflected the subject areas taught in the study (Ellis & Johnson, 1994, p. 115). Also, as part of this process and to obtain a better insight into the issue, informal communication with the Department of Economics via e-mail was established. A formal needs analysis has not been conducted due to the "costly and time-consuming resources" (Sava S., 2012, p. 59) that were not available but need to be included in such a demanding process. However, the authors attempted an informal needs analysis by contacting the content area teacher for any useful information, e.g., lesson topic/content topic coordination, that could lead to course customization and improvement.

In the Department of Economics, for the first and second semesters of undergraduate Management studies, there are courses and subjects such as Economics, Microeconomics, Macroeconomics, Information Science, Marketing, Business Communication, Quantitative Methods, and Manager Skills (Izvedbeni plan nastave Prijediplomskog sveučilišnog studija Menadžmenta, 2024). Upon close examination of individual courses' syllabi, it is evident that

in these courses during the first academic year, students are instructed in important basic concepts that constitute the profession of economics. More particularly, terms such as principles (počelo), review (pregled), introduction (uvod), and understanding (razumijevanje) are frequently mentioned in the course syllabi. This observation was also confirmed in the communication with the content area specialist, who stressed that in the first semester of the undergraduate Economics course, "the students are just becoming familiar with the elements of economics" ("...u 1. semestru pa se studenti tek upoznavaju s osnovama ekonomije..."). This introductory nature of the content area subjects is also due to the fact that students enrolling in the Department of Economics and the Management study in Zadar come from various secondary schools, both vocational and grammar schools, with a vast majority having no previous contact with economics as a concept, which is clearly a factor that cannot be disregarded.

In an attempt to step away from the traditional practice of using a coursebook solely in Business English classes and hoping to restore students' interest and motivation for participation in lessons, the authors decided to devise a customized BE lesson using authentic materials and align the lesson with the content area of this particular management study. Again, valuable advice from the content area specialist was crucial in conceptually connecting a selection of suitable newspaper articles with the content area topics in the 1st year of the study. A suggestion was made that one of the articles, the story about job sharing, be introduced under the concept of managerial skills, a content area subject given in the 2nd semester, as the concept of job sharing pertains to the domain of management skills. Another text about managerial skills was then added and used as the introduction to the lesson for discussion, reading practice, and terminology acquisition, with one practical aspect of this concept – a story about job sharing – developed into a complete English language lesson representing the classroom practice of Business English. Finally, an e-course is also presented with some online activities, which can be highly advantageous, especially for part-time students. All these steps are intended to contribute to aligning the customized course material in question with the content area topics taught in the Study of Management at the University of Zadar."

2.1 Introducing English lessons based on authentic texts from the world of business

Most novice English teachers start their careers with little or no prior knowledge of the peculiarities of ESP and the subject areas these courses address. This seems to be the main reason why reliance on an ESP coursebook is understandable, as it serves as a valuable and helpful support when embarking on teaching an ESP class at the tertiary level. However, as reported by Lekaj Lubina et al. (2015), choosing a coursebook can be quite an arduous task that most BE teachers can identify with, primarily due to the very distinctive language aims imposed on a business English course and its syllabi. This is understandable, as students' motivation, teaching methods used, as well as the language itself used in lessons, are influenced by the choice of materials used in a classroom, whether they come in the form of commercially published materials (i.e., textbooks) or are specifically designed by the teacher (Pranckevićūtėa & Zajankauskaitė, 2012). Furthermore, as the language of BE is constantly evolving, one can witness rapid advancements in the economy and technology on a global

scale (Chibi, 2018), thus making business English the lingua franca of the modern business world ever more diversified and important (Fitria, 2019). Essentially, a discrepancy is often noticed between what is known about the language of today's business world and what the ESP coursebooks comprise (Frendo, 2019), often making these resources unsuitable (Birtić Vučić & Štulina, 2020) and requiring supplementation of some kind."

Among the most suitable and available resources to use in ESP classrooms are newspaper articles, especially online materials, which are easily adapted and used for lesson development. ESP lessons of this kind are frequently found to be very useful, informative, exciting, and motivating for students, while for teachers, they provide both numerous possibilities for creative classroom activities (Buzarna-Tihenea & Nadrag, 2018) and a strong connection to the professional world of business (Costeleanu, 2017). However, in this process, it is desirable to align English lessons with content course topics. This is necessary because different studies of economics or management differ in their professional orientation and teach more or less different subjects, so that for each language learning situation, there might be an ideal selection of topics and language skills to include in ESP lesson development (Lekaj Lubina et al., 2015).

Consequently, an emerging issue for novice ESP teachers is the need for advice from subject specialists in developing effective classroom materials. The need for collaboration between the ESP teacher and the content area teacher in providing language instruction that suits a specific course has been highlighted throughout recent decades. Dudley-Evans and St. John (1998) confirm the benefits of cooperation, where the ESP teacher collects necessary information about the course content from the subject department. It appears that teaching an ESP course cannot be conceived without close cooperation with subject specialists. In a study by Pawan and Ortloff (2011), many important aspects of this issue are described and illustrated. In fact, it seems that learning the language and learning the content are so interlinked that they determine each other's shape, meaning, and development (Pawan & Ortloff, 2011, p. 464), and some ESP settings can be extremely complex, so that teaching English in such circumstances cannot be done without strong cooperation between the two parties (Ghafournia & Sabet, 2014). It is, thus, considered that advice from a content area specialist might be an indispensable tool in creating custom-made business English course materials.

2.1.1 Example of a custom-made lesson for the Business English course at the University of Zadar

In this section of the paper, a lesson is suggested that introduces the topic of managerial skills and the concept of job sharing. The learning outcomes in this lesson have been aligned with the course syllabus, and the integration of the students' content knowledge and English language is encouraged. The textual materials for the lesson were taken from a webpage (Management Skills, 2024) and from the business-economy section of *Time Magazine* (Semuels, 2023). They discuss the concept of managerial skills and address the issue of job sharing, which is seen as 'the new form of labor organization in the age of the digital economy' (Mahmudova & Solovova, 2019, p. 323).

The first part of the lesson is intended for discussion, reading, and consolidating terminology, where students can use their previous knowledge of the concept to participate in the activities easily and confidently. The lesson starts with a warm-up activity and the questions, 'What do you already know about the topic of management skills?' and 'What does it

mean to have good management skills?’, where students are expected to join in and share their knowledge and ideas with the class. The next task is to skim through the text on management skills provided and compare the information in the text with what the students already know about the topic from other subject area lessons. The text was selected from many available on this topic on the internet. The text was shortened, and some minor changes were made to its structure to fit the purpose of the task. Next, the students are asked to read the text again more carefully and complete a matching task, where they need to connect the management skills listed to the parts of the sentences that describe these skills in the text (e.g., problem-solving: the ability to sort things out even when the prevailing conditions are not right). It is hoped that in this way, the students are given ways to construct simple definitions in English of the main concepts in the target area. The last task in this lesson aims to provide a concrete example of a business situation that might involve the use of management skills. The students are offered an excerpt of another text on the topic of job sharing to read and possibly connect with the issue of management skills. For this purpose, questions such as ‘What managerial skills might be involved in job sharing situations mentioned in the text? Explain your reasoning.’ are used in the lesson.

The second part of the lesson introduces the practice of job sharing, a strategy very common in the world of business, which is embedded in the concept of managerial skills. The lesson opens with a brief warm-up activity that encourages students to think about and discuss the given quote referring to the “burnout” syndrome, which reads: “Almost everything will work again if you unplug it for a few minutes, including you” by Anne Lamott (The Counselling Teacher, 2018). The quote is intended to make students reflect upon the feeling of mental exhaustion, anxiety, and irritability – notions frequently associated with the ‘burnout’ syndrome, which is very much present in the business world. This task is then followed by an activity of matching sentence halves, in which students find out further information and statistics on this issue, as found on the World Health Organisation’s webpage. In the next step, students are presented with a text to skim and detect paragraphs that discuss the benefits of job sharing, examples of how companies have embraced job sharing, new trends that the Covid-19 pandemic has brought to both employers and employees, initial reasons for job sharing, and main drawbacks of job sharing. This part of the lesson intends to not just raise awareness of the importance of the managerial skills-related topic but also to encourage students to self-reflect and connect their content knowledge with the presented topic in English. Having read through the text and after detecting the main ideas of each paragraph, the students then progress towards a language task: they need to find specific content-related vocabulary (words and expressions) that mean the same as concepts given in the task. This part of the lesson is rounded up with four post-reading questions for students to discuss in pairs about the job-sharing concept: ‘How exactly does job sharing work?’ ‘Which positive aspects of job sharing do you like/support?’ ‘Why could the idea of job sharing be appealing to an employer?’ and ‘How do you think obstacles to job-sharing implementation could be overcome?’ The final part of the lesson brings a short listening comprehension task presenting the implementation of a new law in Portugal, which is checked through several questions. It is considered that a lesson sample of this type might provide a useful teaching resource when customizing a BE course, as it connects the business English language to some typical and practical content-area situations.

2.1.2 *Introducing interactive online activities for a custom-made business English lesson*

The concept of e-learning and its roots go back as far as the late 1950s, recognized within the idea of Computer-Assisted Instruction. Since then, this concept has been evolving and developing over the years, offering its learners numerous benefits and assisting both learners and teachers throughout the complexities of the educational process (Zinn, 2003). In the twenty-first century, information and communication technologies have changed the way knowledge is acquired; they have responded to language learners' challenges and have ultimately generated new, innovative forms of teaching and learning. In a study conducted by Concannon et al. (2005), most students found the e-learning module, which was implemented within their course, a beneficial support to the learning process and expressed their satisfaction with the improvements they obtained from it. An abundance of e-learning advantages can be seen in its application in the higher education system, ranging from the fact that e-learning systems are affordable and time-saving, offering constant access to different activities, materials, and interactive resources of students' interest, to the fact that they incite interaction between students and their teachers and can indeed improve the learning process (Garrison, 2011).

At the University of Zadar, implementing an e-learning system has long been recognized as an integral part of contemporary teaching. Due to the changing demands of today's students, the Centre for Foreign Languages at the University of Zadar has been actively using Merlin, an e-learning platform, to foster and improve educational processes and interact with students. Since this e-course is available to teachers and students anytime and anywhere alongside contact lessons, it enables sharing course content, uploading various teaching materials, creating interactive lessons, tasks, revisions, and providing many other benefits for students. Another important factor the authors have considered when creating additional e-learning course content is the fact that there is a substantial number of part-time students enrolling in the Study of Management in Zadar. These are mainly working young people whose workplaces and/or working hours do not allow them to attend lectures and participate in classroom activities regularly. Having access to the e-learning platform makes it possible for these students to be active participants in the Business English course. This allows students to follow lectures with ease, do exercises, submit assignments, download course materials, revise, and interact with their colleagues and teachers via the Merlin messaging system at their own pace and in their own time.

The lessons that the authors have created were adapted for interactive use and uploaded onto the Merlin e-learning platform as online activities. There are two parts to the online lesson entitled "Managerial Skills." The first part encompasses eight different sections/online tasks, guiding students from the warm-up section of the lesson and slowly progressing towards its end, i.e., the second part. The lesson opens with an introductory task containing three questions (see Appendix). The students need to type their answers into the provided space and submit them so that the second section can be made available to them. In the second section, students are presented with a text on managerial skills, divided into three parts. After they have read all three parts of the text, they can continue to the fifth and sixth sections: these include two interactive pairing tasks offering practice of topic-related vocabulary and concepts from the text. Once they have correctly paired all the concepts (i.e., managerial skills with their respective definitions), students are asked to read a short paragraph on the topic of job sharing

and submit their answers to the three post-reading questions. This is where they reach the end of the first part of the lesson and can progress to the second part – the lesson on job sharing, where they complete similar types of interactive activities (see Appendix).

This type of interactive online course material can be considered very beneficial and a pragmatic solution for the particular Business English course. It not only effectively caters to the unique circumstances involving online class attendance but also offers ideas on how to enable learning in the digital age. Indeed, as Chappelle and Hegelheimer (2004) state, the art of teaching with technology is an indispensable requirement for teachers to teach language effectively in the new millennium.

3. Conclusion

Designing customized course materials serves to maximize the benefits for students and address the specific needs of any ESP course (Srinivas, 2021), keeping in mind that the choice of materials and task design need to relate closely to the specific learning environment and/or learner profile. It is, thus, desirable to connect or coordinate these language learning materials with the content areas taught in business studies, as this is expected to positively influence students' motivation to learn. From the authors' classroom experience, using current, relevant, and authentic texts – such as articles and excerpts from business magazines and journals, online news articles, commercial documents, business reports, or case studies – can raise students' interest and invite them to participate actively in the classroom. Additionally, such materials enable students to gain insight into a realistic, business-oriented context and real-life situations that suit their needs.

The strategy of course material customization presented in this paper is not an ideal solution to the endless challenges in ESP teaching practice, but it may be a step towards better integration of language and discipline, allowing a specific language purpose to be identified in a given language learning situation. In this specific case, the Business English course and the Manager Skills course could be better aligned in terms of the content knowledge offered to students. The suggested lesson is seen as more suitable than the standard coursebook lesson, as it reflects the specific content area topic discussed in the Manager Skills course. Since the lesson was not tested in class, this is planned for the next step in the authors' further research. Finally, when considering business education internationally, teachers should focus on developing teaching materials that are authentic, relevant, motivating, and in line with the learning aims of particular students (Aggarwal & Zhan, 2018).

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Appendix: Screenshots of online activities on the Merlin e-course web page.

Sveučilište u Zadru / Centar za strane jezike / Engleski jezik / Poslovni engleski jezik B1.2 / Management skills

Izbornik

Management skills

This is the first part of the lesson.

Izveš u pdf datoteku

Reading - skim through the text below and compare with what you already know about the topic.

Management Skills

Management skills can be defined as certain attributes or abilities that an executive should possess in order to fulfil specific tasks in an organization. They include the capacity to perform executive duties in an organization while avoiding crisis situations and promptly solving problems when they occur. Management skills, such as relating with fellow co-workers and dealing with subordinates, can be developed through learning and practical experience as a manager. All this allows for the easy flow of activities in the organization. A manager (and a good leader) who fosters good management skills is able to propel the company's mission and vision or business goals forward with fewer hurdles and objections from internal and external sources. In addition to leading, a critical role of a manager is to also ensure that all parts of the organization are functioning cohesively. Without such integration, several issues can arise and failure is bound to happen. Management skills are crucial for various positions and at different levels of a company, from top leadership to intermediate supervisors to first-level managers.

Continue reading about the types of management skills.

Preuzmi mobilnu aplikaciju

Izbornik lekcije

- Reading - skim through the text below and compare with what you already know about the topic.
- Types of Management Skills
- Examples of Management Skills
- Now read the short section of the text on job sharing below and answer the questions.

Popis e-kolegija

Pretraži e-kolegije

Svi e-kolegiji ...

Sveučilište u Zadru / Centar za strane jezike / Engleski jezik / Poslovni engleski jezik B1.2 / Management skills

Izbornik

Management skills

This is the first part of the lesson.

Izveš u pdf datoteku

a) human / interpersonal	1. skills needed to boost sales, design different types of products and services...
b) technical	2. ability for abstract thinking and formulating ideas
c) conceptual	3. ability to interact, work or relate effectively with people

a)

b)

c)

Preduži

Izbornik lekcije

- Reading - skim through the text below and compare with what you already know about the topic.
- Types of Management Skills
- Examples of Management Skills
- Now read the short section of the text on job sharing below and answer the questions.

Popis e-kolegija

Pretraži e-kolegije

Svi e-kolegiji ...

Školski jezik / Center za strane jezike / Engleski jezik / Poslovni engleski jezik B1-2 / Job sharing - Burned out at work

Job sharing - Burned out at work

This is the second part of the lesson.

Isključite u PDF dokumentu

Priglasite na slobodno govorničko: 0/0

Source: <https://www.teacherspayteachers.com/Store/2015011601/Products/10484848>

Task 1: Look at the picture and read the quote below. Try to answer the following:

- What does the saying mean to you?
- Do you think it can be used to help a person who is burnt out? Can you explain how?

Uključite u odgovor

Problemi

Dokument otvoren u PDF

Školski jezik / Center za strane jezike / Engleski jezik / Poslovni engleski jezik B1-2 / Job sharing - Burned out at work

Job sharing - Burned out at work

This is the second part of the lesson.

Isključite u PDF dokumentu

Priglasite na slobodno govorničko: 0/0

Try to match these sentence halves to find out more about the burn-out syndrome:

1. Even though it is not classified as a medical condition	b. 1.2 million workers were lost from 2018 to 2017 as a result.
2. It can be described as	b. including reduced professional efficacy.
3. Even though burnout seems like a recent phenomenon	c. burnout syndrome has been included in the WHO Disease Classification as an occupational phenomenon.
4. It can be characterized by several dimensions	d. as coming from chronic workplace stress.
5. A recent study conducted in the UK found that	e. psychologists have been studying the feeling for the last four decades.

1.

2.

3.

4.

5.

Problemi

