

Business English Study Programs in EU Countries

Michaela Šmerdová

Bachelor's Thesis
2022



Tomas Bata University in Zlín
Faculty of Humanities

Univerzita Tomáše Bati ve Zlíně
Fakulta humanitních studií
Ústav moderních jazyků a literatur

Akademický rok: 2021/2022

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(projektu, uměleckého díla, uměleckého výkonu)

Jméno a příjmení: **Michaela Šmerdová**
Osobní číslo: **H190365**
Studijní program: **B7310 Filologie**
Studijní obor: **Anglický jazyk pro manažerskou praxi**
Forma studia: **Prezenční**
Téma práce: **Studijní programy obchodní angličtiny v zemích EU**

Zásady pro vypracování

Shromáždění materiálů k tématu
Studium odborné literatury
Formulace cílů práce
Analýza vybraných studijních programů
Vyvození a formulace závěrů práce

Forma zpracování bakalářské práce: **tištěná/elektronická**
Jazyk zpracování: **Angličtina**

Seznam doporučené literatury:

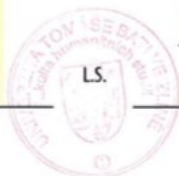
Byram, Michael. 2021. *Teaching and Assessing Intercultural Communicative Competence*. Bristol: Multilingual Matters.
CEFR. 2001. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press.
Crystal, David. 2003. *English as a Global Language*. New York: Cambridge University Press.
Dörnyei, Zoltán. 2007. *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
Ellis, Mark, and Christine Johnson. 1994. *Teaching Business English*. Oxford: Oxford University Press.

Vedoucí bakalářské práce: **prof. PaedDr. Zdena Králová, PhD.**
Ústav moderních jazyků a literatur

Datum zadání bakalářské práce: **8. listopadu 2021**
Termín odevzdání bakalářské práce: **9. května 2022**



Mgr. Libor Marek, Ph.D.
děkan



doc. Mgr. Roman Trušník, Ph.D.
ředitel ústavu

Ve Zlíně dne 30. března 2022

PROHLÁŠENÍ AUTORA BAKALÁŘSKÉ PRÁCE

Beru na vědomí, že

- odevzdáním bakalářské práce souhlasím se zveřejněním své práce podle zákona č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, bez ohledu na výsledek obhajoby¹⁾;
- беру на ве́домі, же бакала́рская пра́це буде уложена в электроніке подобе в университетнм інформацінм системе доступна к нагляднуді;
- na moji bakalářskou práci se plně vztahuje zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, zejm. § 35 odst. 3²⁾;
- podle § 60³⁾ odst. 1 autorského zákona má UTB ve Zlíně právo na uzavření licenční smlouvy o užití školního díla v rozsahu § 12 odst. 4 autorského zákona;
- podle § 60³⁾ odst. 2 a 3 mohu užít své dílo – bakalářskou práci - nebo poskytnout licenci k jejímu využití jen s předchozím písemným souhlasem Univerzity Tomáše Bati ve Zlíně, která je oprávněna v takovém případě ode mne požadovat přiměřený příspěvek na úhradu nákladů, které byly Univerzitou Tomáše Bati ve Zlíně na vytvoření díla vynaloženy (až do jejich skutečné výše);
- pokud bylo k vypracování bakalářské práce využito softwaru poskytnutého Univerzitou Tomáše Bati ve Zlíně nebo jinými subjekty pouze ke studijním a výzkumným účelům (tj. k nekomerčnímu využití), nelze výsledky bakalářské práce využít ke komerčním účelům.

Prohlašuji, že

- elektronická a tištěná verze bakalářské práce jsou totožné;
- na bakalářské práci jsem pracoval samostatně a použitou literaturu jsem citoval. V případě publikace výsledků budu uveden jako spoluautor.

Ve Zlíně

.....

1) zákon č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, § 47b Zveřejňování závěrečných prací:

(1) Vysoká škola nevydělčně zveřejňuje disertační, diplomové, bakalářské a rigorózní práce, u kterých proběhla obhajoba, včetně posudků oponentů a výsledku obhajoby prostřednictvím databáze kvalifikačních prací, kterou spravuje. Způsob zveřejnění stanoví vnitřní předpis vysoké školy.

(2) Disertační, diplomové, bakalářské a rigorózní práce odevzdané uchazečem k obhajobě musí být též nejméně pět pracovních dnů před konáním obhajoby zveřejněny k nahlížení veřejnosti v místě určeném vnitřním předpisem vysoké školy nebo není-li tak určeno, v místě pracoviště vysoké školy, kde se má konat obhajoba práce. Každý si může ze zveřejněné práce počítovat na své náklady výpisy, opisy nebo rozmnoženiny.

(3) Platí, že odevzdáním práce autor souhlasí se zveřejněním své práce podle tohoto zákona, bez ohledu na výsledek obhajoby.

2) zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 35 odst. 3:

(3) Do práva autorského také nezasahuje škola nebo školské či vzdělávací zařízení, užívá-li nikoli za účelem přímého nebo nepřímého hospodářského nebo obchodního prospěchu k výuce nebo k vlastní potřebě dílo vytvořené žákem nebo studentem ke splnění školních nebo studijních povinností vyplývajících z jeho právního vztahu ke škole nebo školskému či vzdělávacímu zařízení (školní dílo).

3) zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 60 Školní dílo:

(1) Škola nebo školské či vzdělávací zařízení mají za obvyklých podmínek právo na uzavření licenční smlouvy o užití školního díla (§ 35 odst.

3). Odpírá-li autor takového díla udělit svolení bez: vážného důvodu, mohou se tyto osoby domáhat nahrazení chybějícího projevu jeho vůle u soudu. Ustanovení § 35 odst. 3 zůstává nedotčeno.

(2) Není-li sjednáno jinak, může autor školního díla své dílo učít či poskytnout jinému licenci, není-li to v rozporu s oprávněnými zájmy školy nebo školského či vzdělávacího zařízení.

(3) Škola nebo školské či vzdělávací zařízení jsou oprávněny požadovat, aby jim autor školního díla z výdělků jim dosažených v souvislosti s užitím díla či poskytnutím licence podle odstavce 2 přiměřeně přispěl na úhradu nákladů, které na vytvoření díla vynaložily, a to podle okolností až do jejich skutečné výše; přitom se přihlídí k vřstí výdělků dosažených školou nebo školským či vzdělávacím zařízením z užití školního díla podle odstavce 1.

ABSTRAKT

Bakalářská práce se zaměřuje na studijní programy obchodní angličtiny v Evropské Unii. Teoretická část práce se zabývá typickými znaky obchodní angličtiny, její společenskou potřebou v zemích EU a jejími charakteristikami v prostředí univerzity. Praktická část se zaměřuje na analýzu nabídky programů v evropských zemích a porovnává jednotlivé programy. Cílem této bakalářské práce je určit, které země nabízejí tento typ studijního programu a zjistit, v čem se jednotlivé programy obchodní angličtiny podobají a liší.

Klíčová slova: obchodní angličtina, bakalářský studijní program, univerzita, Evropská Unie

ABSTRACT

The focus of this bachelor's thesis is on Business English study programs in the European Union. The theoretical part deals with the specifics of Business English, its social need in the EU, and the characteristics of Business English in university settings. The practical part focuses on the analysis of the variety of programs offered by the European countries and the comparison of the separate programs. The aim of this bachelor's thesis is to figure out which countries offer this type of study program and to find differences and similarities between the Business English study programs.

Keywords: Business English, bachelor's study program, universities, European Union

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my supervisor, prof. PaedDr. Zdena Král'ová, Ph.D., for her support and guidance throughout the process of writing my bachelor's thesis.

I am grateful to my close relatives for their time and support. Lastly, I would like to thank my significant other, an exceptional father to our little son, without whom I would not have been able to finish my studies.

CONTENTS

INTRODUCTION	9
I THEORY	10
1 BUSINESS ENGLISH.....	11
1.1 BUSINESS ENGLISH VS. GENERAL ENGLISH	13
1.1.1 Business English Grammar and Lexis	13
1.1.2 Business English Speaking	14
1.1.3 Business English Writing.....	15
1.1.4 Cross-Cultural Awareness.....	16
2 ENGLISH IN EUROPE	18
2.1 THE SOCIAL NEED FOR BUSINESS ENGLISH TEACHING IN EUROPEAN COUNTRIES.....	19
3 TEACHING BUSINESS ENGLISH AT UNIVERSITIES.....	21
3.1 BACHELOR'S PROGRAMS.....	22
3.1.1 The Language Level.....	22
3.1.2 Business English Teacher	23
3.1.3 Applicability of the Business English Graduates.....	24
II ANALYSIS	26
4 METHODOLOGY	27
4.1 OBJECTIVES	27
4.2 SAMPLE	27
4.3 METHODS	27
4.4 PROCEDURE	28
5 RESULTS	30
5.1 SELECTED PROGRAMS	30
5.2 BUSINESS ENGLISH STUDY PROGRAMS	31
5.2.1 The Structure of Compulsory Courses.....	32
5.2.2 Internship in Business English Study Programs	39
5.3 BUSINESS STUDY PROGRAMS	40
5.4 COMPARISON OF THE PROGRAM TYPES	41
CONCLUSION	43
BIBLIOGRAPHY	44
LIST OF ABBREVIATIONS	46
LIST OF FIGURES	47
LIST OF TABLES	48

INTRODUCTION

English represents a medium of communication across many industries. Additionally, it is currently an essential part of international business communication. These factors led to the development of Business English which has specific characteristics to accommodate the needs of this particular sphere of communication. This type of English is used in business worldwide. As a result, some universities introduced programs focused directly on Business English. The aim of this thesis is to analyze the Business English university study within the European Union. In addition, it aims to find out the differences between the study programs of the individual member states.

This thesis is divided into two separate parts. The first part is the theoretical part and it is further divided into three sections. Initially, it discusses the importance of Business English and its specifications in comparison to General English. Then, it talks about the role of English in EU countries. Lastly, the Business English teaching at the bachelor's degree university level is discussed.

The practical part focuses on comparing the individual study programs. This part describes the methodology of the research and summarizes the research results. In the result section, the programs offered in the EU countries are analyzed, and the individual study programs are compared in terms of the separate subject categories.

I. THEORY

1 BUSINESS ENGLISH

Alongside accounting and computer skills, Business English appears to be a necessity for succeeding in today's business world. In the sphere of business, other languages, such as Mandarin Chinese, Hindi, or Spanish, are also used though only in specific regions. In comparison to the languages mentioned, English is unique as it is used all over the world. Business English represents a medium of communication in business for many natives, as well as second or foreign language speakers. In the business of many states, English is used together with the mother tongue. As a result, business people from these states tend to switch between those two languages while conducting business (Nickerson and Planken 2016, 4).

Zolota (2019, 68) mentions that Business English is utilized in communication between international businesses and for communication of businesses with their stakeholders. It serves a purpose in communication between non-native speakers as well as the interaction of natives with non-natives.

As Dewey (2014, 14) says, English took the place of lingua franca around the globe. ELF can be defined as a language used in different situations as a contact language between people who come from different cultures and speak different languages, most of which are non-native speakers. In the past, other languages were lingua franca, yet it had never been on such a scale as English. The globalization of English resulted from the globalization of the whole world and media. Consequently, the English language dominates in business as well as education. Any other language did not have such a role in the world as English.

According to Crystal (2003), English became the standard language of a large amount of knowledge all over the world. It came to be the primary language of instruction and materials for education in many countries. Considering, access to knowledge is an essential part of education, those who learn English are more likely to get access to the latest research than those who learn any other language. Studies from as early as 1980 show that 85 percent of biology and physics papers were written in English and the same applied to medical papers, where it was 73 percent. The number of English papers has been increasing for a long time. English tends to be used more as the number of foreign students at universities begins to grow and classes are becoming language mixed.

Du-Babcock (2003) says that business communication initially became the subject of teaching in the USA. Its original intention was to teach communication, specifically, the form and structure of business communication, to American students. Furthermore, the main objective was to teach them to use the correct form of English in writing letters and memos,

and to communicate effectively. The students learnt to survive in the American business environment and to engage in the real world. Yet, these programs were focused only on business communication in the American environment. Consequently, the study was narrowed only to speakers with the same cultural background. Additionally, he acknowledges that as economics started to expand and business became international, the American environment was insufficient. Communication with professionals from different cultures became a barrier. As a result, the aim of the Business English study today is to teach students how to communicate in a global multicultural environment (Du-Babcock 2003).

As English became the global language of media and business, and General English did not meet the needs of learners anymore, the need for English for Specific Purposes, which would be more suitable for the needs of this particular area, arose. Besides other types of specialized English, such as medical English or scientific English, Business English can be also recognized as ESP. As already mentioned with Business English, also other ESPs are learnt as a second or foreign language specifically in countries, where English does not represent the mother tongue of the natives. As opposed to the General English course, ESP is suited specifically for a selected professional field and fulfills the requirements of a profession (Fitria 2019).

According to Fitria (2019, 146), ESP has numerous benefits, which provide its users with a competitive advantage within their area of specialization. First, the specific content of the courses allows for faster learning since students learn only what they need for their field. As a result, they tend to be able to familiarize themselves with the special terms quicker. Second, the learning is more efficient as the use of adequate material and other resources allow for the acquisition of the special items. Also, the needs of the students are met more precisely. Third, it makes the learning more effective as well. After completing the course, students are able to use the language in specific situations in their profession. No time is wasted on the language that they will not be using. In the general language, topics are discussed on a superficial level, whereas the ESP enables the teacher to go in depth on the specific topics.

1.1 Business English vs. General English

Initially, the Business English courses differed from General English mainly in the specialized vocabulary. Classes were distinct in focus on specialized terms covered in written texts and vocabulary drills. Nonetheless, these courses did not consider the needs of the specific professions. Later, the programs changed in order to meet the needs of the evolving opportunities of the job market. As a result, the programs started to incorporate communication practice as well as vocabulary in the context of business. The teaching began to focus on specific real life situations, including conversations at meetings, the ability to give presentations or negotiate. Its focal point converted from the vocabulary drills to the language in context (Fitria 2019, 147).

The focus of both, Business English and General English is on developing communication skills. In contrast, Business English puts emphases also on professional knowledge. In addition, it is also distinct in the requirement of certain knowledge of the subject matter, which is a fundamental part of Business English learning (Kic-Drgas 2014, 83).

According to Fitria (2019, 144), Business English can be identified as a combination of general and specific content. Also, the learning methodology may differ from that of General English. The reason behind the learner's purpose must be taken into consideration when deciding about the content and methodology. As far as the goals are concerned, Ellis and Johnson (1994, 25) propose that Business English, compared to General English, requires, among other things, tight control of the study plan together with the selection of proper materials.

1.1.1 Business English Grammar and Lexis

Ellis and Johnson (1994, 9) argue that knowledge of complex grammar and idioms is not a necessity for effective communication in the sphere of business. On the other hand, grammar such as conditionals and modality is usually paid more attention to as it might be useful in negotiating or for the purpose of showing attitude.

As far as the vocabulary is concerned, Alibec (2014) suggests that Business English, as opposed to General English, is highly specialized and includes special vocabulary and phrases. Ellis and Johnson (1994) also state that specific terminology is an essential part of Business English study. Besides terms, this type of English also contains a lot of acronyms and different concepts. Learning the concepts that describe changes and trends as well as different business strategies or product characteristics, is a component of English with a

focus on business. Within these concepts, students should be able to show agreement, recommend, or discuss similarities and differences.

Jiang (2015) draws out several examples distinct to the lexis of Business English. The user is required to be familiar with numerous abbreviations Business English contains in order to be able to navigate in the language. Abbreviations such as COD for “cash on delivery”, or CWO, which stands for “cash with order”, can be found in the business language. Also, knowledge of vocabulary referring to macroeconomic development, for instance, GNP, GDP, or NI, appears in the Business English lexis and is an integral part. In addition, business language contains a lot of compound neologisms, for instance, cyber-marketing, online publishing, or value-added-service.

As Jiang (2015) says, the goal of the business language is to be formal, serious, and without ambiguity while friendly at the same time. He also mentions that in Business English, some informal expressions are replaced by more formal ones - illustrated by the examples of “purchase” instead of “buy”, “require” instead of “want”, or “continue” instead of “go on” – which are more likely to be used in the business settings. Overall, the communication should not be too formal in order to keep the interaction simple and friendly.

1.1.2 Business English Speaking

As Ellis and Johnson (1994, 9) mention, English is usually the language of business meetings, even in cases where most of the participants are non-native speakers. The language of such speakers is not as complex, and they use simpler structures and vocabulary than the natives. Alibec (2014, 59) states that Business English serves its purpose in several events such as business meetings, phone calls, while giving presentations, or in communication at meetings. Consequently, expressing an opinion, giving advice, or negotiating is an essential part of Business English speaking skills.

Ellis and Johnson (1994) say that communication in Business English has a specific goal and reaches towards a successful result. For the most part, in business communication, personal feelings and opinions are not expressed, instead, facts are evaluated. Discussions in business have distinct characteristics. In these discussions, the speakers usually know each other very slight or oftentimes not at all. The aim of the conversation is to build rapport while keeping it formal and professional and avoiding being too familiar. The language is direct and formulaic language appears throughout the communication. In the communication, information should be delivered clearly with the aim of avoiding misunderstandings.

Emphasis is put on the performance. The goal of business English is for the learners to be able to understand and get the intended message across.

There are several skills the learner of Business English should acquire. One of which is to be confident and fluent while speaking. They also need to be able to organize the information they are delivering in a sensible way. Therefore, clear pronunciation, stress, intonation patterns, and turn-taking in interactive sequences are essential parts of the study.

Moreover, Esmerova (2018) states that the main goal of business communication is not to be perfect but to reach the goal as quickly and effectively as possible. The main objective of the Business English classes is to manage to develop language skills for use in a business context. Therefore, in the classes should be enough student talking time to ensure adequate speaking practice.

1.1.3 Business English Writing

As Ellis and Johnson (1994, 9) say, the syllabus for Business English differs from the one for General English. Besides spoken discourse, also written discourse makes up a part of the syllabus. In Business English writing, the focus is mainly on reports, letters, memos, or emails. Emphasis is on cohesive devices and also organizational features such as signaling a new topic.

Jiang (2015) suggests that the language needs to be brief, diplomatic, and compassionate. He also mentions that it contains a lot of formulaic language. In international business, we need to understand documents such as invoices, insurance policies, or bills of lading.

As already mentioned, the aim of Business English communication is to conduct business. Therefore, it can find its use, for example, in business meetings, advertisements, or memos. All of these are practiced in the Business English classes. Business English writing can be characterized by a high level of intertextuality. In other words, communication in business is interconnected, for instance, an email may refer to a previous email that had been sent in the past. As a result, a certain amount of knowledge of the topic is expected (Nickerson and Planken 2016).

1.1.4 Cross-Cultural Awareness

Jiang (2015) mentions that speakers taking part in international business communication usually use different languages and come from distinct cultures. In that case, understanding the language and culture is necessary for the exchange of information and knowledge. Additionally, studying Business English enables students to learn from the experiences of other countries.

Esmerova (2018) states that the goal of Business English is to be used on the international level. Consequently, it is of practical use to familiarize with how different cultures conduct business as other non-native English users are also going to be a part of the international business.

The aim of the Business English programs is to enable students to communicate on the international level. Consequently, cross-cultural awareness is also of the essence in the world of business. In today's world, it is important to be aware of one's own culture and recognize the differences from the others. Moreover, recognizing cultural differences and having the ability to respond to them accordingly is an important part of communication in business. In addition, it is necessary to be aware of the management style of other cultures as well as their attitudes or expectations. Therefore, knowing other cultures is an element of success in business (Ellis and Johnson 1994, 19).

While studying Business English, cultural differences need to be taken into consideration. In business meetings, different nations have different behavior. For instance, in the Nordic countries, people put a lot of stress on turn-taking and they do not interrupt, while in southern Europe, interruptions are quite common. In Britain, they allow for a joke during a presentation, whereas in Germany, it is not highly appreciated. In Norway, members of a group are supportive. In Japan, people try to stay away from confrontation. Not only nationalities but also some companies, such as IBM, developed their own culture. In the future, these cultural differences may become less and less significant in the business world, and one international business behavior may develop. As a result, differences between business people from different parts of the world may become less noticeable (Ellis and Johnson 1994, 18).

Byram (2021) also stresses the importance of the intercultural aspect of a language. Not only the language and its phonetics or syntax, but also the paralinguistic and kinesics should be acquired. Accommodating preparation for the inter-lingual and inter-cultural reality of the current world appears to be an essential part of the educational system. Attention is given to the interaction with other congregations. Language learners should become more aware

of the link between language and culture. Cross-cultural training seems to be an important part of the language teaching process as it provides the learner with the foundations for interaction with people of different nations without having to know their native language.

2 ENGLISH IN EUROPE

Several discussions about the existence of distinct English in Europe, oftentimes referred to as Euro-English, had been carried out. According to Modiano (2001), English is viewed as the lingua franca in the European Union as well as in many other countries, such as India or Singapore. Most places around the world, where English is used as a lingua franca, developed their distinct variety. The strong position English holds in the EU could also lead to the codification of this variety. European English differs from the other varieties in several aspects. Besides the specific accents and register, also new coinages and proper nouns, such as Schengen, member state, or euro currency, initially occurred in Europe. Grammatical constructions that are not common in Standard English also appear in the English of Europeans.

Seidlhofer (2001) suggests that the distinct variety of English appears especially in face-to-face communication. To the specifics of the European variety belongs the omission of the suffix -s with the 3rd person, missing definite and indefinite articles, exchanging relative pronoun “which” and “who”, using gerund in construction where it should not be used, or using “isn’t it” as a universal question tag.

According to Forche (2012), usage of English all around the world led to the development of several new varieties of English, such as Indian English. In the EU, English has been intensively used as an international language in many aspects of life. It represents the language of European organizations and also of business in Europe. EU citizens are encouraged to learn English in order to improve their international communication skills. English of these citizens shows features of British English; however, it has some specifics. It contains vocabulary which is specific for the EU, such as Schengen, handy, to be blue eyed, or using actual for current, or eventual for possible. It can also differ on the phonology level, for example, in a slower rate of speech or slightly different pronunciation. As far as the syntactical level is concerned, European English speakers tend to use irregular verbs as regular ones or use less prepositional and phrasal verbs. Additionally, they often choose incorrect tense. It is speculated that Euro-English exists as a large number of European speak it even though the characteristics could be considered only mistakes of the speakers.

2.1 The Social Need for Business English Teaching in European Countries

As Crystal (2003) mentions, many contacts are made daily all over the world; thus, the international language has particular importance in business communication as well as international education. English serves an important role in the economic and social well-being of many nations. Moreover, it is seen as an auxiliary language of business meetings. Most of the world's electronic data is in English, including those from businesses. Consequently, English language teaching is an expanding industry.

Zelter (2010) says that many international organizations are opening, which raises the need for employees with knowledge of Business English. Students of economics or business should learn the business language, while students of science should learn General English that is adapted to their area. According to Alibec (2014), it is necessary to introduce students to some business terminology, texts, and grammar exercises, as many of them will be working for multinational companies.

Over time, English became the language of commerce, and in business, it has entered a spot above all languages. Considering, European Union is open to international projects, membership in the EU also calls for knowledge of the language. Nowadays, the level of language teaching is one of the major indicators of high-quality education at universities. As knowledge of Business English is becoming a necessity, competent knowledge of the business language makes graduates more competitive in the job market. Many companies promote Business English from their employees in order to improve their working competencies. The knowledge of Business English is especially appreciated in companies with a foreign capital share. It has a use in companies that have foreign investors in Europe. All in all, learning Business English is a good step towards succeeding in the field of business (Kic-Drgas 2014, 82).

Although the United Kingdom left the EU, English remains the official working language. According to Regulation No 1, all documents sent between institutions and countries must be in English. In the EU, English is used as an intermediary language, and all information from other languages is translated into English (European Union, n.d.). Maican (2017) suggests that European countries have strong business relationships as the workforce of the free market is mobile. Language competence is, therefore, a necessity in higher education, and it also helps to develop a more competitive position on the job market.

Du-Babcock (2003) says that the multicultural working factors were developed by the migration of the workforce and relocation of the machinery. As a result, the need for effective and efficient communication in the English language has risen. Companies look for experts outside of their country's borders. Furthermore, some companies prefer to take advantage of workers from a country where the salary is lower in order to reduce their expenses. Another factor is that customers tend to select world-class products. Therefore, businesses need to adjust to cultural differences in order to succeed.

3 TEACHING BUSINESS ENGLISH AT UNIVERSITIES

Crystal (2003, 5) says that in order to meet the needs of the globalized world and the evolving job market, many universities introduced Business English study programs. Consequently, it can be found at universities in relatively every country around the world, although the standard of the overall language teaching tends to differ as it largely depends on the financial support denoted for this purpose. Moreover, poor language knowledge in a country could be attributed to the lack of financial support. Maican (2017) also proposes that including Business English in programs focused on economic studies seems to be a growing trend in many bachelor's and master's programs at universities in Europe. Moreover, in study programs focused on international business or economics, a significant part of the program is dedicated to the business language.

As Jiang (2015, 29) mentions, Business English is an important part of many universities' curriculums. He adds that knowledge of Business English includes also knowledge of the trade, finance, management of a business, marketing, and others. The fundamental aim of the Business English programs is to teach students to be able to communicate effectively in any kind of business situation they may run into during their careers.

Business English, alongside other ESPs, is tailored to the needs of the students and also to the social and cultural context in which it is intended to be used. Its fundamental aim is to meet the needs of the students by focusing on a particular occupation and materials are chosen accordingly. As a result, the programs tend to be precise. Business English consists of two levels of skills. The first is the language level such as reading, writing, listening, and communication skills, and the second is the work competencies, including managerial, personal, and technical skills. In the Business English programs, students need to develop communication skills for the context they are in. Business English teachers visit classes, talk to the faculty, and study different strategies in the business field. Providing students with authentic context is a part of the Business English curriculum; however, some may argue that these texts without the original settings lose their authenticity (Johns and Price-Machado, 2001).

3.1 Bachelor's Programs

The bachelor's Business English study programs offer intensive teaching of the business language. Besides Business English, programs involve other subjects such as Brand Management, Corporate Finance, or Marketing. For the most part, these subjects focus on the sphere of finances, accounting, economics, management, marketing, and also computer skills. In addition, students get an insight into the world of international business (Aalto University, n.d.).

Teaching programs consist of lectures and seminars, where students are required to cooperate while working on different group projects, during which they practice the language. Students are also enforced to conduct individual theoretical work. An important part of Business English study programs in Europe can also be a period of study abroad. Usually, students can spend a semester at a partner university in another state (Aalto University, n.d.).

The goal of the Business English courses is to improve the language skills of students and to familiarize them with the relevant terminology. Furthermore, students should also develop key communication skills, including writing, reading, presenting, and debating (Swiss School of Management, n.d.).

3.1.1 The Language Level

When entering the Business English study programs, students are usually expected to have an excellent knowledge of English as it is the language of instructions from the beginning. Understanding and fluent usage of English is, therefore, a necessity. Moreover, students need to be able to express themselves clearly and with ease in spoken as well as written English (Aalto University, n.d.).

Maican (2017) proposes that the main objective of the Business English programs is to enable students to compete in the national as well as the international job market by acquiring all the essential language skills. To accomplish these objectives and achieve the intended level and competencies, students need to have a desired level of English when enrolling in university. Courses for beginners are an exception, but they are usually only elective. Insufficient language skills could be an obstacle in the teaching and learning process. For the most part, students need to have language abilities at least at the B1 level to enter a Business English program. The expected level must be proven by secondary education, high school certificates, or language certificate. According to the CEFR (2001, 24), the users at the B1 level are able to communicate on familiar matters concerning work, school, or leisure.

Furthermore, they can solve problems while travelling in foreign countries or in practical life. As far as writing is concerned, they can create a text on the topic of interest. They can also express their feeling, dreams and hopes, and give reasons for their opinions.

Maican (2017) says that according to European regulations, the foreign language level at the end of the bachelor's degree program is B2. As stated in the CEFR (2001, 24), language users at the B2 level understand the main ideas of not only familiar topics, but they can also follow complex texts and technical texts concerning their field of specialization. They are able to communicate fluently and spontaneously on everyday issues and interact with natives. They can also create a clear, complex text and explain in detail their opinion, including advantages and disadvantages.

3.1.2 Business English Teacher

As Fitria (2019) says, English as an international language is needed in all spheres of economics. Consequently, the demand for English Teachers is high. Economic globalization calls especially for teachers of business language. The purpose of the Business English teacher is to help students to improve their ability to communicate in their particular field. "ESP teachers are not specialists in the field, but in teaching English, their subject is English for the profession but not the profession in English" (Fitria 2019, 149). However, the teacher of Business English is expected to possess both, the language teaching skills as well as some knowledge of the subject matter. In addition, the purpose of the language and its function need to be assessed. The goal of the students is not only to be able to communicate on daily matters but also in situations in their professional world.

Ellis and Johnson (1994) suggest that even though it is an advantage to have some knowledge of business, it is not a necessity for the teacher to be an expert in the field. First of all, they need to be language teachers to be able to present and explain the concepts. The Business English teacher is not there to teach different business strategies and business theories. Their goal is to develop students' ability to communicate effectively in situations they may encounter in the future; however, reading relevant material is not meaningless. While the students learn about the language, the teacher, on the other hand, can get a better insight into the business. As the Business English programs may have different minor focuses, teacher adapts to the needs of students of the particular program. They should be able to prepare students for any kind of business effectively. To be able to adapt to the needs of learners with a particular focus, Business English teaching needs to be flexible. At

universities, teachers usually familiarize themselves with textbooks the students use for their other classes to understand the basic concepts of business.

Ellis and Johnson (1994) say that experience of living abroad for some period of time is considered a valuable quality of a Business English teacher. Having learned a foreign language themselves and using it helps the teacher to empathize with the students. On the other hand, some of these teachers may have been in business in their past as they had business as their career. They might have decided to change their career path, looking for more personal contact than the business could offer them. These teachers can be preferred over those who have only the necessary education and not the practical knowledge of the field. Moreover, the real-life experience of companies and business might be preferred over language education. A business background is usually not required by universities, yet it can be a benefit.

As far as teaching is concerned, Alibec (2014) mentions that self-directed learning and teaching oriented at the students is preferred over the traditional approach. The use of authentic materials also appears to be effective as it provides a realistic context for students. Materials and teaching methods should be up to date in order to meet the demand of the business world.

Ellis and Johnson (1994) imply that in some parts of the world, for instance, in South Asia, the power imbalance in teaching is present with the teacher as the person in power and students just listening. While in some other parts of the world, the cooperation between students and teachers is teamwork, and the composition is determined accordingly. In that case, to a certain degree, students have a say in the content of the classes.

3.1.3 Applicability of the Business English Graduates

Countless successful companies around the world nowadays are oriented towards the international market. In the international environment, employees need to be able to work on the global level and have adequate skills and knowledge. Not only do the graduates of the Business English programs understand the business world, they also have the ability to communicate and work in mix-cultured teams (Aalto University, n.d.).

Having completed the Business English study program, graduates should be able to deliver a presentation as well as explain concepts and describe them effectively. They should also be able to interact with other companies and visitors. Additionally, they possess the abilities to entertain, contribute to discussions and meetings, negotiate or make phone calls. As far as the listening aspect is concerned, the graduates should be able to follow talks, such

as presentations, lectures, or instructions. Besides, they should be compelled to read all kinds of documents, whether just for the gist or for detail. They should also have the means to write documents necessary for correspondence in business, such as e-mails, letters, reports, or memos (Ellis and Johnson 1994, 36).

The graduates can carry on with master's programs focused on different fields such as accounting, finance, economics, global management, or marketing. However, bachelor's degree graduates can succeed in a variety of careers. They can immediately find a place in a range of positions such as managers, experts, or consultants in trade, marketing, or finance. They can either opt for the private or public sectors. Also, the graduates of the bachelor's programs are able to lead and develop companies on both national and international levels. Moreover, they can find a position in many different industries all over the world (Aalto University, n.d.).

An important part of the programs is also developing personal skills for the challenges students will face. Graduates acquire the skills necessary for business managers, including monitoring the performance of the company, developing strategies to increase sales, creating financial plans, or reporting to the board of directors. In addition, knowledge of accounting makes the graduates suitable for the position of an accountant, either in a bank or the financial department of a company. They possess the skills suitable for this position, including bookkeeping, making financial plans and reports, administration, and securing fluent operations of the company. Graduates could also succeed as business developers, whose tasks are overseeing the company's development and growth, developing growth strategies, and optimizing the business (International University of Applied Science, n.d.).

II. ANALYSIS

4 METHODOLOGY

The aim of this part of the thesis is to describe the methodology used for this research. First, the objectives are introduced. Then, the sample, methods, and procedures are characterized.

4.1 Objectives

The aim of this research was to analyze the Business English study programs in the European Union. It investigated programs offered by individual member states. Then, it looked at the selected study programs and compared them in terms of the subject structure. Accordingly, one research hypothesis and one research question were formulated:

Hypothesis 1: *Business English study programs are offered by universities in all of the EU member states.*

Question 1: *How do the Business English study programs differ in the individual states?*

4.2 Sample

The research consisted of 27 bachelor's degree study programs, one from each member state of the European Union. The preferably selected programs were those directly focused on Business English. From the states that did not offer programs directly on Business English, programs oriented on business taught in English had to be selected instead. Furthermore, those that contained the most classes focused on language and communication were preferred. Consequently, only a couple of Business English programs could be found and those were analyzed and compared to the business programs of the other member states.

4.3 Methods

The content analysis was applied as a primary research method within the quantitative research design based on collecting data, which are afterward analyzed by statistical methods (Dörnyei, 2007). The written documents (study programs) sampled from the internet and the occurrence of the specified categories (courses) were examined. The descriptive analysis of the data occurrence (credit allocation) was combined with the interpretative and comparative analysis.

4.4 Procedure

Initially, the member states of the European Union were identified and programs within each member state were compared to find the most suitable one. The aim of the research was to compare 27 study programs, one from each member state, in order to get an overview of the programs in the whole EU. Consequently, one program was selected from each state.

The first part of the research looked at the variety of programs offered by the European countries. For the purpose of this research, the programs focused directly on Business English that contained classes on a language system as well as language skills were preferred. If the particular country did not offer such a program, then another business program that was closest to Business English in terms of the study plan and subjects structure was selected. In other words, programs in which the language of instruction was English and which offered the most subjects focused on English within the compulsory courses were chosen. Lastly, several countries did not offer any program that would contain classes in language skills. In this case, the business program that did not include any language classes, but still taught in English, had to be selected.

During the research, it was found out that only several member states offer Business English as an exclusive study program. As a result, Business English study programs could be selected from only several member states. These programs were analyzed from the point of the structure of the subjects and credits for individual subjects. The research analyzed only the compulsory courses as the selection of elective subjects reflects the preferences of each individual student. Additionally, the internship, its length, and the number of credits were also taken into consideration. Afterward, the compulsory courses were divided in accordance with their purpose, characteristics, and descriptions into the following categories:

1. Language systems (phonetics and phonology, morphology, lexicology, syntax, and stylistics);
2. Language skills (reading, listening, writing, and speaking);
3. Literature of English-speaking countries;
4. Studies of English-speaking countries (culture, history, politics, etc.);
5. Translatology (discourse analysis, translation, and interpretation);
6. Business (non-philological courses focused on economics and management);
7. Other (foreign languages, presentation skills, PE).

The subjects from the language system category include phonetics and phonology, morphology, lexicology, syntax, and linguistics of the English language. The Language skills category contains subjects that focus on improving the language for practical use. Besides reading, listening, writing, and speaking, it also contains grammar or professional language. The literature of English-speaking countries category involves subjects focused on American and British literature. The translatology category includes subjects with a focus directly on translation, discourse analysis, consecutive and simultaneous interpretation, and also computer aided translation. To the business category belong subjects on economics, marketing, management, business administration, accounting, finance, HR management, sustainable development, and business law. In the other category, the remaining compulsory subjects that could not be combined with any other category are included. It consists of a variety of subjects such as foreign languages, information technologies, law, psychology, Bachelor's Thesis seminar, or courses on the mother tongue of the country. The first five categories are all focused on the English language, while category 6 covers all subjects on business. The remaining subjects that are not related to the language or business belong to the other category.

In the second part of the research, the Business English programs that contained both, language system and language skills, while still focusing on business, were compared. It looked at the structure of the compulsory subjects in the program. Subjects were divided into distinct categories, mentioned previously, based on their focus and characteristics and the percentage was calculated from the total number of credits for the compulsory courses. Therefore, the number of credits is slightly lower than the total number of credits needed for completing the program.

The last part of the research addressed programs in the other member states that are closely connected to the Business English study programs focusing on their differences and similarities. For this part of the research, programs that involved the most English classes were selected. The majority of these programs are called Business Administration or International Business. Business English is also an essential part of these programs, even though it may not be directly mentioned in their curriculum. English represents the language of instruction for most of the subjects in the program, most of which are focused on business. Business English terminology is naturally a fundamental part of the study programs.

5 RESULTS

As already mentioned, the research studied 27 programs from the EU member states. The primary objective was to analyze the structure of Business English study programs in different member states of the European Union; however, not all of the member states offer this kind of program. Consequently, the first part of the work investigates the variety of programs offered. The Business English study programs will be analyzed separately in the second part. The last part focuses on the EU countries that do not offer Business English as a separate study program.

5.1 Selected Programs

Figure 1 shows the variety of Bachelor's programs offered by the member states of the European Union. It displays the proportion of states offering Business English as a study program and those from which business programs had to be selected. As the figure shows, only 22% of the EU member states offer Business English as an exclusive study program which will be analyzed in more detail. In the European Union, business programs with English as the language of instructions and also subjects focused on English skills are more common, representing 63% of the programs. The remaining 15% are member states, in which only business programs with no subjects on language skills but with English as the language of instruction could be found.

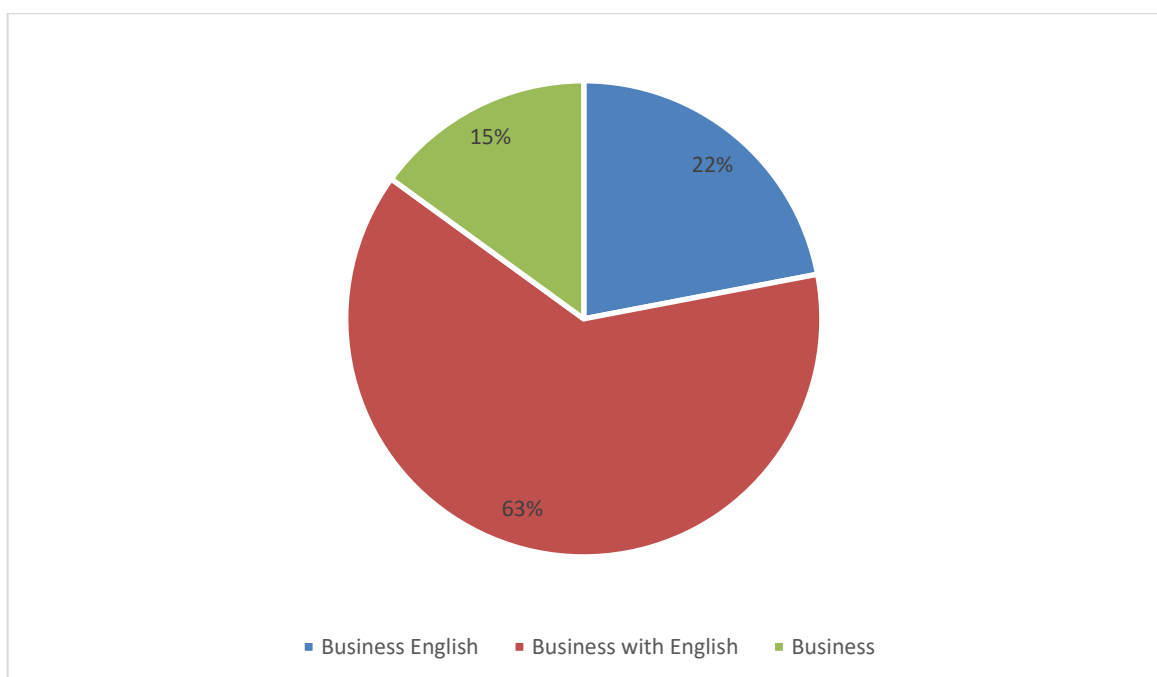


Figure 1 The structure of the analyzed programs

5.2 Business English Study Programs

Bachelor's degree programs located in the European Union focused directly on the study of Business English, including the language system and skills, can be found only in six of the member states. These programs can be found in Bulgaria, the Czech Republic, Poland, Latvia, Lithuania, and Slovakia. The occurrence of this type of program only in these countries might be attributed to the fact that all of these countries mentioned belonged to the Eastern bloc in the past. English did not have such influence in these countries, which prevented these post-communist nations from mastering the language. From each of the member states mentioned, one program was selected for the purpose of this research:

- A. Bulgaria – New Bulgarian University: Applied Foreign Languages for Administration and Management (in English and a second language)
- B. Czech Republic – Tomas Bata University: English for Business Administration
- C. Latvia – University of Latvia: English, European Languages and Business Studies
- D. Lithuania – Kaunas University of Applied Science: Business English
- E. Poland – Opole University: English Philology – Practical profile
- F. Slovakia – University of Ss. Cyril and Methodius in Trnava: English Language and Culture in Professional Communication

Even though all of the programs above can be considered Business English study programs, differences in the specialization still appear within these programs. Program A focuses not only on mastering English, but students also select one other language. They can choose from French, German, Spanish, or Russian. Furthermore, in this program subjects focused on language and translation are taught in English parallel with the other selected language. Program B provides a balance between the English philology and managerial classes. Program C includes a compulsory part, which contains subjects focused mostly on the English language system and skills, and then a compulsory choice part in which students select between the English Language, where literature, history, and culture are discussed. They can also choose English-Scandinavian Languages, which besides English also contains the study of Scandinavian literature, culture, and history. The last option for the compulsory choice part, which was selected for the purpose of this research, is European Languages and Business Studies. This compulsory choice part enriches the main part with Business English and macroeconomics and macroeconomics. In program D, the language of instruction is English and Lithuanian, and it focuses mainly on the translation of business documents. Program E is English Philology, part of which is a selected module focused on Business

English, which represents 84 of all credits. The last program F focuses on the practical use of English in different professional settings.

5.2.1 The Structure of Compulsory Courses

The credit allocation of compulsory subjects significantly differs in the analyzed programs as displayed in Table 1. The program with the largest part that can be selected according to the preferences of individual students is program C. The number of compulsory subjects in the remaining programs is comparable.

Figure 2 demonstrates the average percentage of the subject categories in the six selected Business English programs. As can be seen in the figure, most subjects (33.9%) from the analyzed programs belong to the “other” category. Besides, almost one quarter of the subjects (21.1%) is dedicated to the language system. The average proportion of language system subjects (12.6%) and subjects focused on business (12.0%) are at a similar level. While language system subjects can be found in all of the selected programs, in one program no subjects are dedicated to the theory of business, even though the core language classes focus on business. To the least represented categories belong literature (8.0%), translatology (7.2%), and studies of the English-speaking countries (5.2%).

Table 1 The credit allocation of compulsory courses

Program	A	B	C	D	E	F
Credits	180	171	111	171	164	174

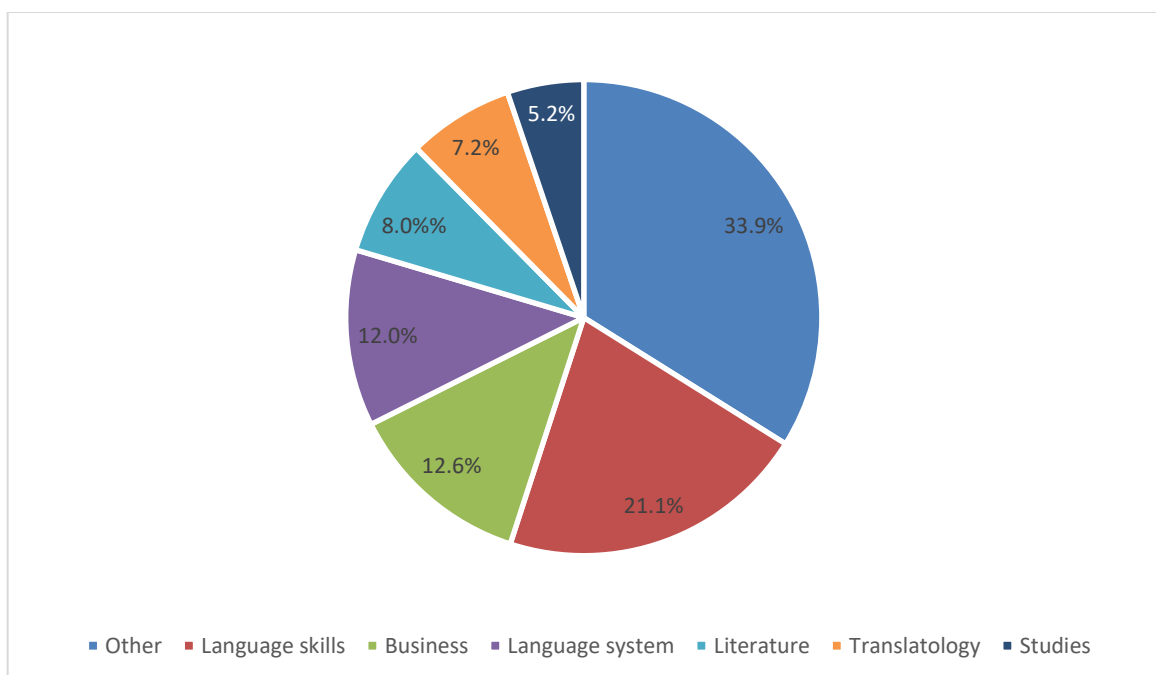


Figure 2 The structure of compulsory courses in Business English programs

a) Language system

Figure 3 shows the percentage representation of subjects from the language system category in each of the programs. Differences in this category between the programs seem to be significant. This category dominates in program F, where it represents one third of the whole program. In program A, only 1.7% is dedicated to the language system.

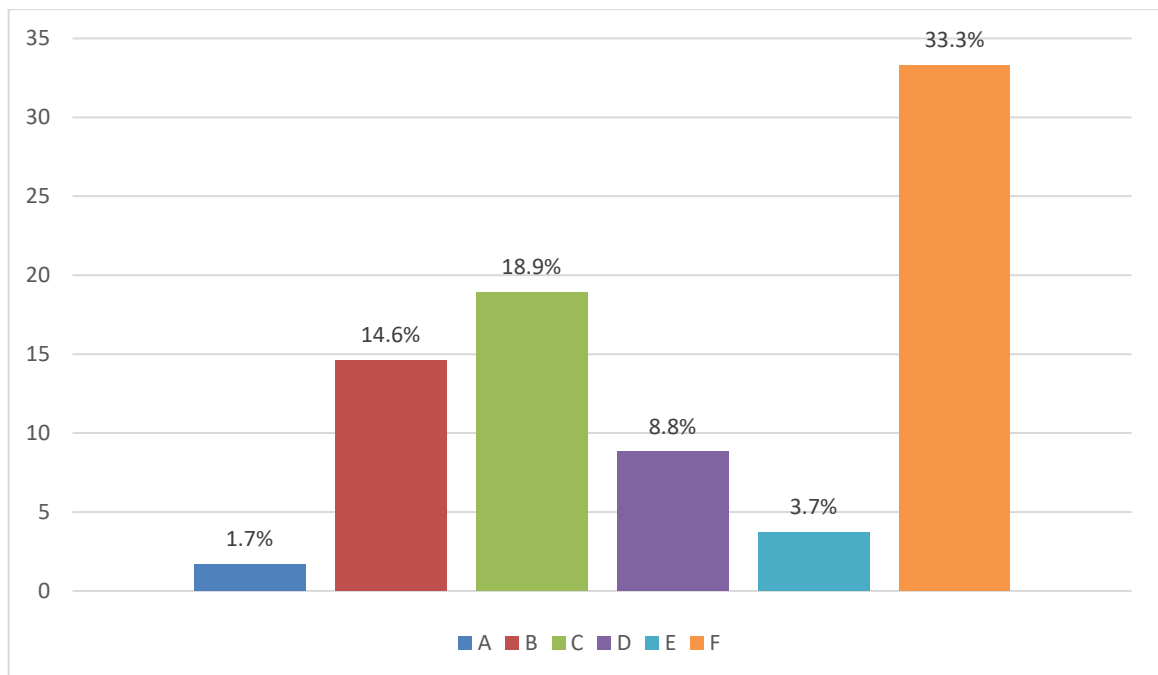


Figure 3 Language system courses

Among the individual programs, classes from this particular category appear to be similar. The subjects that tend to occur in the majority of these programs are Introduction to Linguistics and Phonetics, which appear in five of the programs. Lexicology is also common and is taught in four of these programs. Morphology, Stylistics, and Syntax are less frequent and appear only in two programs.

b) Language skills

As Figure 4 shows, the percentage of language skills subjects is relatively high in all of the programs. In five of them, it is the second most represented category. As opposed to the previous category, the differences do not appear to be significant. Most subjects focused on language skills (33%) can be found in program E and the least (19.3%) in program B.

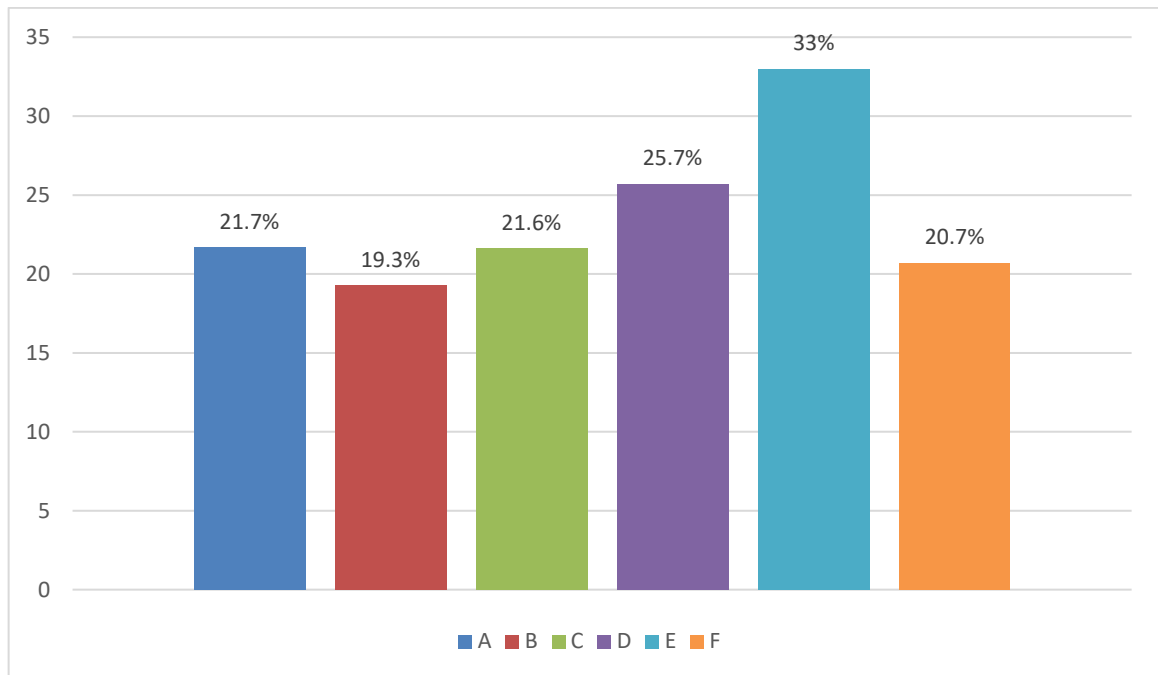


Figure 4 Language skills courses

Even though the percentage is similar in all programs, the differences between the courses from the category of the specific programs are more noticeable. In program A, language skills classes are divided into individual skill categories. In separate classes, grammar, written and oral communication, listening, and speaking are taught. In addition, several classes dedicated directly to the business language are also included. Program B combines all the language skills into a subject called Language Skills. Besides, the program also contains subjects focused directly on writing and also Business English classes. In the case of program C, only classes on English grammar, Business English and Business Communication can be found. Compared to the other programs, program C contains, among the compulsory subjects, a subject called Business English for International Examination, in which students are preparing for international examinations, such as LCCI. Program D contains subjects focused on grammar and also several classes focused on Business English, each of them for a different purpose, such as English for Business Administration, Management, Marketing, or Economics. In program E, similarly to program A, the individual language skill such as writing, reading and listening, speaking, and vocabulary are practiced individually in a specific subject. Distinct subjects are also dedicated to each of these skills modified for specific purposes. Last, the program F offers professional communication with a focus on areas such as business, law, and healthcare.

c) Literature of English-speaking countries

As Figure 5 suggests, subjects focused on literature occur only in two of the selected programs. One of them is program B, where literature represents 7.6% of the program. In the other program that contains literature classes, program F, it creates 10.3% of the program.

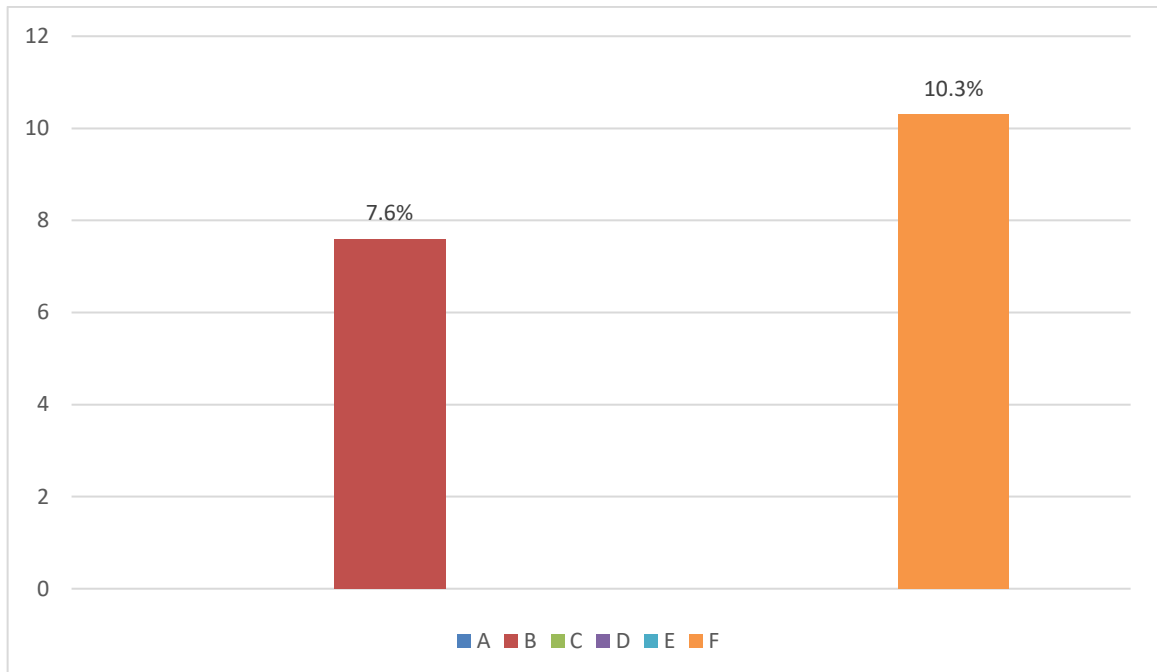


Figure 5 Literature courses

In both of these cases, the subjects are focused on American and British literature. It appears that in the remaining programs, other subjects are preferred over the literature.

d) Studies of English-speaking countries

As Figure 6 presents, similarly to the literature, studies of the English-speaking countries are part of the compulsory courses only in two of the programs. Even in these programs, the percentage is lower than in the case of literature. In program B, subjects from this category represent 4.7% of the compulsory courses and 6.9% in program F.

Program B contains British and American Studies. In program F, History and Culture of GB and Ireland, and History and Culture of USA are taught. It may suggest that cultural studies in the remaining programs, same as literature, are not considered to be an essential part of the business language study.

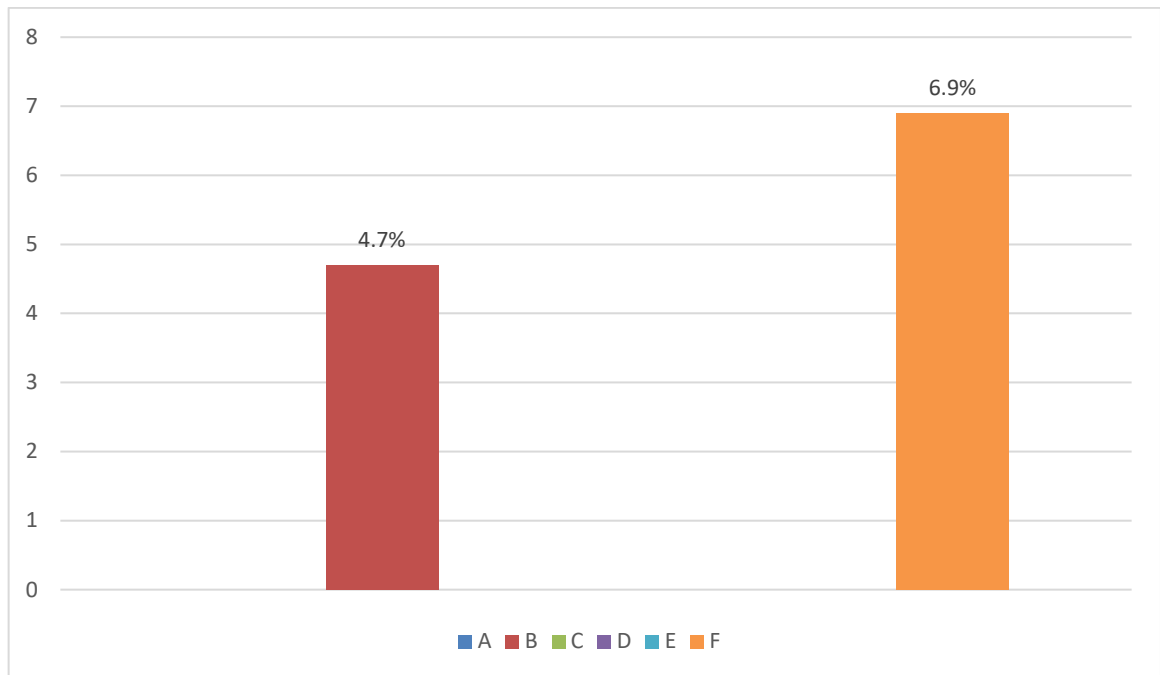


Figure 6 Studies courses

e) Translatology

Figure 7 shows a wide variation in the representation of translatology subjects in the individual Business English programs. First of all, this category is, to a certain degree, part of each of the six Business English programs. The least credits for the courses in this category are in program E, where it represents only 1.8% of all compulsory courses. The most translatology subjects can be found in program D, where it creates 14% of the compulsory part of the program. As stated in the description of this program, it focuses mainly on the translation of business documents.

Text analysis is taught in four of the selected Business English programs. Computer Assisted Translation, as a modern approach to translation, can be found in half of the programs. Furthermore, in program A and program D, also Consecutive Interpretation is taught. Besides Consecutive Interpretation, students of program A also undertake Simultaneous Interpretation.

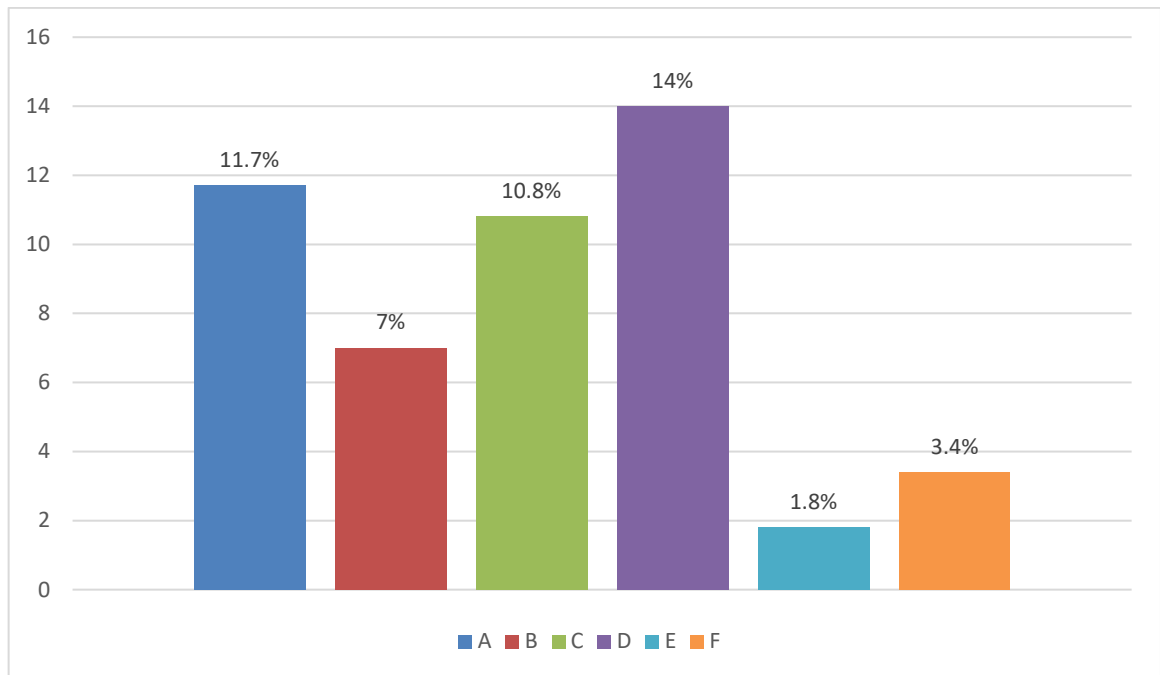


Figure 7 Translatology courses

f) Business

In Figure 8, the representation of business subjects in the Business English programs can be observed. Program F is the only one that does not contain any subjects from this category. In the remaining programs, the volume of business subjects spreads from 9.8%, in program E, to 20% in program A. In most cases, this category follows after the language skills subjects, in terms of its percentage proportion.

Among this category, the subjects of the individual programs differ significantly. Out of the business classes, the most common appears to be Economics which appears in some form in each of the five programs that contain business classes. In the case of program C, Macroeconomics and Microeconomics represent the only classes in business taught in the program. Management is also widely represented in the programs, as it can be found in all programs, with the exception of programs C and F. Also, Commercial Law appears to be an integral part of the business program as it can be found in half of the programs. Other business subjects such as Accounting, Business Administration, HR Management, Finance, or Sustainable Development appear rather sporadically in some of these programs. Even though program F does not contain any subject belonging to the business category, the program is focused on business, and business terminology represents an integral part of the language skills classes.

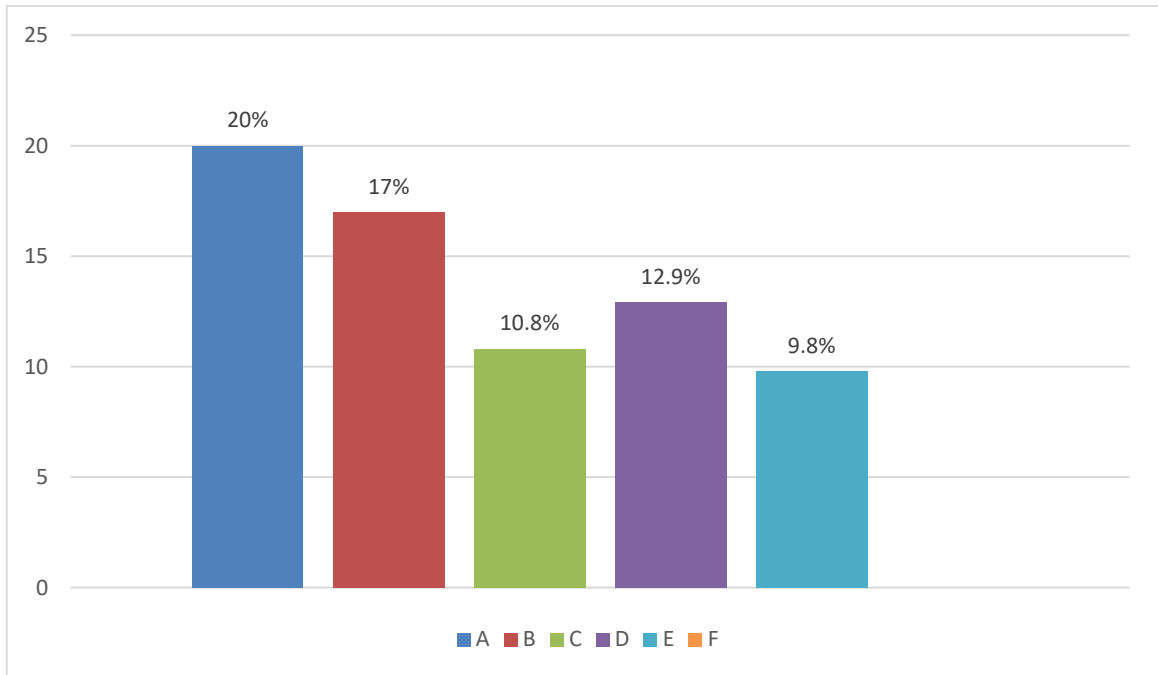


Figure 8 Business courses

g) Other

As can be seen in Figure 9, this category creates the largest part of most of these programs. In program E, this category represents 51.8% of the program, which is the most of all of the programs. The least subjects from the category, exactly 25.3%, can be found in program F.

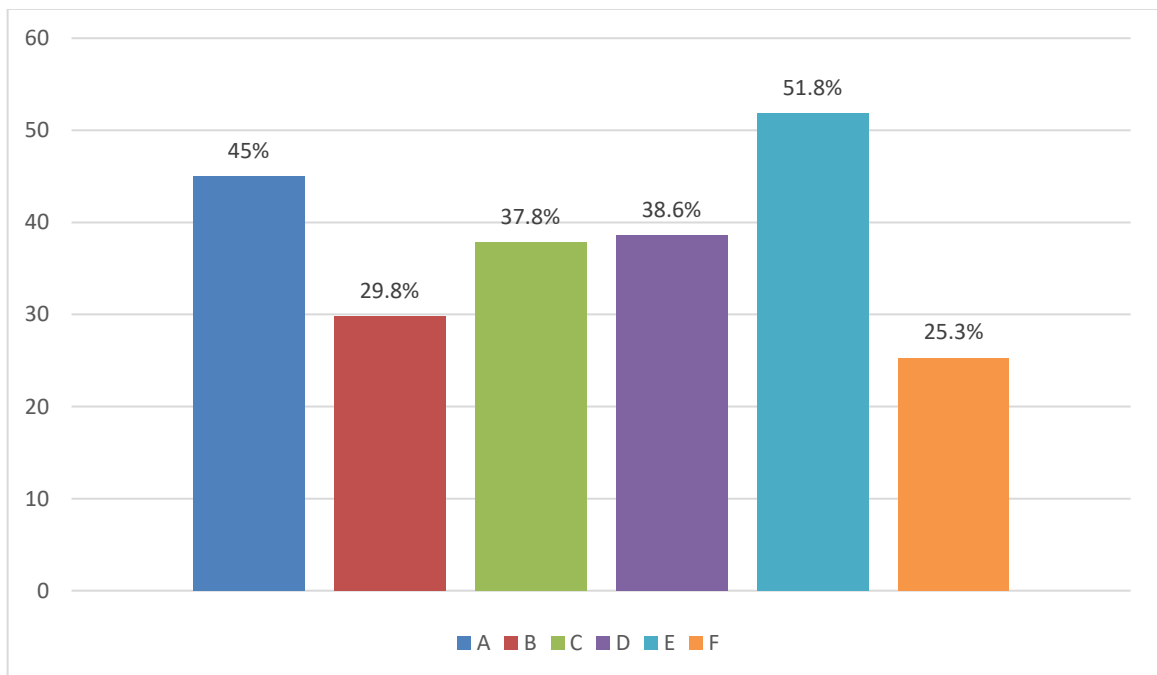


Figure 9 Other courses

Courses in this category are those that did not match the subjects from any other category. As a result, this category contains a wide scale of subjects that are different in each of the programs. Some subjects, however, seem to occur more frequently, including Foreign Language, Project, Bachelor's Thesis Seminar, Law, Psychology, IT, or a course on the native language of that particular country.

5.2.2 Internship in Business English Study Programs

As far as the internship is concerned, Table 2 shows that four out of the six programs contain an internship as a compulsory part of the program. The average amount of credits awarded for the internship is 20, and the length of the internship is 12 weeks and 386.7 hours on average. In programs A and F, the internship is not a compulsory course. Programs B and C both contain one internship fulfilled during a specific semester. On the contrary, in program D, the internship is divided into four individual internships, each with a different focus – Information Management, two Information Management and Translation Internships, and Final Professional Internship. The program with the most hours dedicated to the internship is program E. In this program, the internship is divided into two semesters, and in each semester 15 weeks, 4 days a week, 8 hours a day is taken by the internship.

Table 2 Internship in Business English programs

Program	Credits	Weeks	Hours
A	-	-	-
B	7	4	120
C	3	2	80
D	30	-	-
E	40	30	960
F	-	-	-
Mean	20	12	386.7

5.3 Business Study Programs

European member states that do not offer Business English study programs are mostly located in the western part of the European Union. Countries from the western bloc, as opposed to the eastern bloc, were more influenced by the English language in the past. It appears that people living in these countries were more exposed to the English language. As a result, the overall English language competencies in these countries might be higher. Despite the fact that English is not the mother tongue of that particular state, English proficiency is expected. Consequently, Business English study programs are not available in these areas. Business programs with only several classes on the English language are available instead. In these programs, English is the language of instruction for the majority of subjects.

Table 2 shows the subjects structure of programs focused mainly on business. As shown in the table, majority of subjects are dedicated directly to business in these programs. Business subjects represent, on average, 67% of the programs. As far as the language skills are concerned, the average proportion dedicated to these subjects in the individual programs is 6%. The average of cultural studies is only 0.3%, as it could be found only in one of the selected programs, in which it represented 6% of the whole program. However, in the business programs taught in English, no credits are dedicated to the language system, literature, or translatology.

Table 3 The structure of compulsory course in Business programs

Language System	Language Skills	Literature	Studies	Translatology	Business	Other
0%	6%	0%	0.3%	0%	67%	27%

Figure 10 shows the proportion of the language skills classes in business programs of the individual member states. In some of these programs, language skills classes represent over 10% of all classes. While in four of the programs, Ireland, Italy, the Netherlands, and Portugal, no credits are dedicated to language skills. These classes represent the largest portion in the case of the program selected from Belgium.

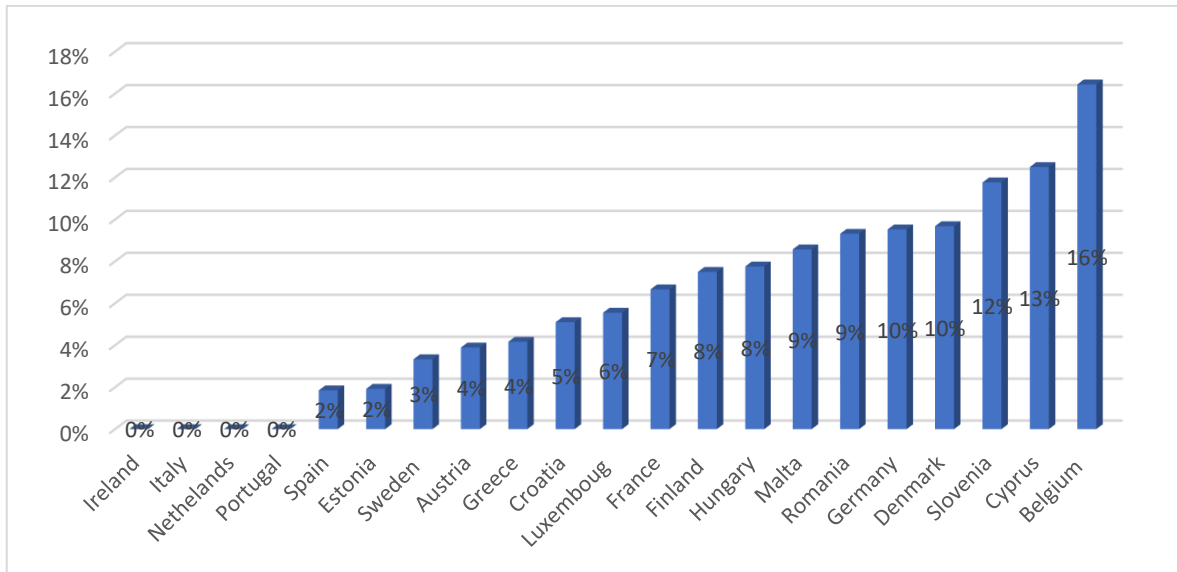


Figure 10 Language skills courses in Business programs

5.4 Comparison of the Program Types

Figure 4 compares the structure of the Business English programs and Business programs taught in English. The differences appear throughout all categories. The most significant differences can be found in the proportion of the business category in the individual programs. In the business programs, courses from the category of business naturally represent the majority of the study program. On the other hand, none of these programs include any classes focused on the language system, literature, or translatology. In the case of the studies of English-speaking countries, the percentage is negligible as subjects from this category appear only in one of the programs. In the Business English programs, the courses are spread in all the categories, and the proportion of business classes is consequently much lower. As far as the language skills category is concerned, four times more credits are dedicated to the language skills in Business English programs than in the Business programs.

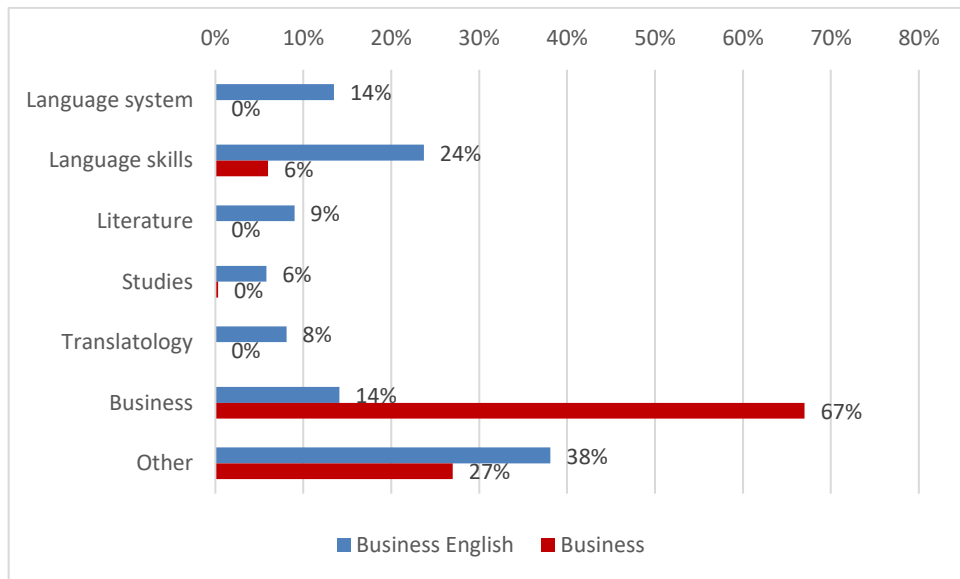


Figure 11 The structure of compulsory courses in Business English and Business programs

CONCLUSION

The aim of this thesis was to provide an overview of the Business English bachelor's degree study programs offered by universities in the European Union states. The research looked at the types of programs offered by the member states. It mainly studied which countries offer this type of program and compared these individual programs.

Research hypothesis 1: *Business English study programs are offered by universities in all of the EU member states* was not proven. Programs focused directly on Business English could be found only in six countries within the borders of the European Union. The remaining countries are mostly located in the western part of the European Union and were under the influence of the English language. On the other hand, most of these countries offer a business program that is taught completely in English and usually includes several classes focused on English language skills.

To answer Research question 1: *How do the Business English study programs differ in the individual states?*, the categories of compulsory courses were analyzed. The most significant difference can be observed in the categories of literature and studies of English-speaking countries. These subjects are taught only in two of the programs. Furthermore, there is also a great variation in the number of credits dedicated to the language system and translatology. In addition, the courses focused specifically on business are completely missing in one of the Business English programs.

The differences between Business English study programs and study programs in English focused mainly on business were also analyzed. The course categories of both of these program types were compared. According to the research results, the only categories that contain both of these program types are language skills, business, and category of other. The business programs contain 6% of the language skills classes, while the Business English programs contain 24%.

The analysis illustrated that the Business English study programs can be found only in the eastern part of Europe. In these countries, students focus more on the language during their studies. In western countries, on the other hand, different types of programs are preferred instead. It seems that the existence of the Business English study program in a particular country could be attributed to the overall knowledge of the English language in the country. This language knowledge in the post-communist countries could be, compared to the western countries, insufficient.

BIBLIOGRAPHY

- Aalto University. n.d. "Study options." Accessed January 21, 2022.
<https://www.aalto.fi/en/study-options/bachelors-programme-in-international-business-mikkeli-campus>
- Alibec, Camelia. 2014. "Teaching ESP & Business English." *Naval Academy Scientific Bulletin* 17, no. 1: 59-61.
- Byram Michael. 2021. *Teaching and Assessing Intercultural Communicative Competence*. Bristol: Multilingual Matters. Kindle.
- CEFR. 2001. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press.
- Crystal, David. 2003. *English as a Global Language*. New York: Cambridge University Press.
- Dewey, Martin. 2014. "Pedagogic Criticality and English as a Lingua Franca." *Journal of the Spanish Association of Anglo-American Studies* 36, no. 2 (December): 11-30.
- Dörnyei, Zoltán. 2007. *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
- Du-Babcock, Bertha. 2006. "Teaching Business Communication: Past, Present, and Future." *Journal of Business Communication* 43, no. 3 (July): 253-264.
<https://doi.org/10.1177/0021943606288775>.
- Ellis, Mark, and Christine Johnson. 1994. *Teaching Business English*. Oxford: Oxford University Press.
- Esmerova, Emanuela and Arburim Iseni. 2018. "Teaching Business English." *Anglisticum Journal (IJLLIS)* 7, no. 3 (March): 63-71. <https://doi.org/10.5281>.
- European Union. n. d. "Languages: EU language rules" Accessed January 19, 2022.
https://european-union.europa.eu/principles-countries-history/languages_en.
- Fitria, Tira N. 2019. "Business English as a Part of Teaching English for Specific Purposes (ESP) to Economic Students." *Jurnal Education and Economics* 2, no. 2: 143-152. ResearchGate.
- Forche, Christian R. 2012. "On the emergence of Euro-English as a potential European variety of English – attitudes and interpretations." *Jezikoslovlje* 13, no. 2 (2012): 447–478.
- International University of Applied Science n.d. "Business Administration." Accessed January 21, 2022. <https://www.iu-university.org/bachelor/business-administration/>.

- Jiang, Yanxin. 2015. "Study of Language Features of Business English." *Higher Education of Social Science* 8, no. 5: 29-35. <https://doi.org/10.3968/6939>.
- Johns, Ann M., Donna Price-Machado. 2001. "English for Specific Purposes (ESP): Tailoring Courses to Student Needs - and to the Outside World." In *Teaching English as a Second or Foreign Language* edited by Marianne Celce-Murcia, 43-54. United States of America: Thomson Learning.
- Kic-Drgas, Joanna. 2014. "Effective Business English Teaching and Learning." *Global Management Journal* 6, no. 1 (February): 82-87. Academia.edu.
- Maican, Maria-Anca. 2017. "Challenges of teaching Business English in higher education." *Bulletin of the Transilvania University of Brasov* 10, no. 2: 273-280.
- Modiano, Marko. 2001. "A new variety of English." *English Today* 17, no. 4 (October): 13-14. ResearchGate.
- Nickerson, Catherine and Brigitte Planken. 2016. *Introducing Business English*. London: Routledge.
- Seidlhofer, Barbara. 2001. "Towards making Euro-English a linguistic reality." *English Today* 17, no. 4 (October): 14-16. ResearchGate.
- Swiss School of Management. n.d. "Bachelor of Business Administration" Accessed January 21, 2022. <https://ssm.swiss/bachelor-of-business-administration/>
- Zagan-Zelter, Diana and Sergiu Zagan-Zelter. 2010. „Teaching business English – a challenge both for students and academics.” *Procedia Social and Behavioral Science* 3: 245–250. <http://doi.org/10.1016/j.sbspro.2010.07.039>. ResearchGate.
- Zolota, Sead. 2019. "Business English – An Overview of Studies." *Journal of Education and Humanities* 2, no. 1 (Summer): 64-72.

LIST OF ABBREVIATIONS

BE	Business English
ESP	English for Specific Purposes
EU	European Union

LIST OF FIGURES

Figure 1 The structure of the analyzed programs	30
Figure 2 The structure of compulsory courses in Business English programs	32
Figure 3 Language system courses	33
Figure 4 Language skills courses	34
Figure 5 Literature courses	35
Figure 6 Studies courses	36
Figure 7 Translatology courses	37
Figure 8 Business courses	38
Figure 9 Other courses	38
Figure 10 Language skills courses in Business programs	41
Figure 11 The structure of compulsory courses in Business English and Business programs	42

LIST OF TABLES

Table 1 The credit allocation of compulsory courses32
Table 2 Internship in Business English programs39
Table 3 The structure of compulsory course in Business programs40