

DESIGNING A BUSINESS ENGLISH ESP COURSE FOR MARKETING AND SALES STUDENTS: A NEEDS-BASED APPROACH

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In the global marketplace, English functions as the principal language of business, media, technology, research, and education. Its status as a lingua franca has led to increased demand for ESP, particularly in sectors where precise and context-based communication is essential. ESP diverges from general English in that it is tailored to the specific language functions and vocabulary required in a learner's field of study or profession [6].

This paper outlines the design of a Business English ESP course developed for Marketing and Sales students at Karakalpak State University. The course is aimed at improving learners' ability to function professionally in English within their academic and eventual occupational contexts. Drawing on existing ESP frameworks and teaching methodologies, the course design incorporates practical applications and language tasks that mirror real-world business scenarios [2].

Methodology: Needs Analysis and Learner Profile

As established by ESP scholars needs analysis is fundamental to course design [5]. Understanding learners' goals, current proficiency, and preferred learning styles ensure that the content is relevant and targeted. In this project, the needs analysis involved a combination of diagnostic testing, learner interviews, and stakeholder discussions [1].

The target learners are intermediate-level university students (CEFR B1, IELTS 4.0–5.0) preparing for careers in Marketing and Sales. They have varying strengths across language skills: some excel in grammar and reading, while others are developing their listening and speaking abilities. Visual, auditory, and kinesthetic learning preferences were observed, prompting the use of diverse instructional methods. Interviews and tests revealed a need to strengthen formal writing, negotiation, presentation, and listening comprehension skills, especially in business contexts [3]

Result and Analysis

The course draws inspiration from well-established ESP materials, including Joan Cutting's *Airport English* and Susan Bosher's *English for Cross-Cultural Nursing* and adapts them for the business domain [7].

Key components of the course:

- Formal business writing: Practice with reports, emails, proposals, and descriptions of products and markets.
- Oral communication: Development of presentation, public speaking, and negotiation skills using role plays and case studies.
- Vocabulary building: Focused lessons on business and marketing terminology, delivered through the Lexical Approach [4].
- Listening activities: Authentic audio tasks, including business conversations, advertisements, and meeting simulations.

The syllabus is organized around communicative and content-based tasks, with each unit targeting specific language functions such as describing data, pitching a product, or resolving customer complaints.

- Reading Task (Lexical Approach): Students match descriptions to holiday destinations, expanding vocabulary related to travel marketing. This promotes contextual vocabulary acquisition through collocations and real-life texts.
- Writing Task (TBLT): Learners describe a favorite character using detailed adjectives. This supports narrative writing and builds confidence in expressing personality traits—important in marketing roles.

- Listening Task (CLT): Students identify adjectives in a song and rewrite lyrics, enhancing listening for specific information and fostering creativity.
- Speaking Task (CBI): Role-plays on visiting a doctor serve as a springboard for health-related marketing campaigns, integrating real-world content and communicative practice.

Each task is tailored to build sub-skills (e.g., scanning, describing, summarizing) that are transferable across business communication scenarios.

Assessment strategy

Assessment in ESP not only evaluates progress but also guides instructional adjustments [7]. A variety of formative and summative tools are used in this course:

- Diagnostic tests: assess initial grammar, reading, listening, speaking, and writing ability.
- Formative assessments: group projects, peer feedback, and reflections to gauge ongoing progress.
- Summative assessments: final presentations, business report writing, and role-play evaluations that simulate real-life professional tasks.

Assessment criteria focus on fluency, accuracy, task completion, and appropriate use of business vocabulary. The inclusion of peer and self-assessment promotes learner autonomy and awareness.

Conclusion

ESP offers a targeted, relevant, and practical approach to language learning that aligns with learners' professional goals. This Business English course for Marketing and Sales students is rooted in learner needs and responsive to real-world demands. By integrating diagnostic tools, task-based activities, and communicative strategies, the course ensures students are not only proficient in English but also prepared for effective participation in global business environments. As global markets continue to evolve, ESP educators must remain adaptive, drawing on research, learner feedback, and context-specific needs to inform their practice. Ultimately, successful ESP courses equip learners with the language tools and confidence needed to thrive in their chosen fields.

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