NEEDS ANALYSIS FOR DIPLOMA LEVEL BUSINESS ENGLISH IN KENYA

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SEPTEMBER 2012
DECLARATION

I hereby submit that this thesis is my original work and has not been presented for a degree in any other university or for any other award.

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DEDICATION

To my father, Josiah Kebati, who incessantly urged me on and my uncle, Samson Matongo, who financially watered this study. Their support and patience were an inspiration.
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OPERATIONAL DEFINITION OF TERMS

For the purposes of this study, the following terms will be used as defined:

**Business English** – A set of English oral and written communicative skills taught mostly to adult learners to enable them to work in business and corporate fields.

**Communication channel** – A medium through which a message is transmitted to the intended audience such as a through letter, a telephone conversation, email or text message.

**English for Specific Purposes** - An approach to course design that aims at enabling learners perform specific tasks in particular job situations.

**Kenya National Examinations Council** - The Kenyan national body responsible for overseeing examinations in Kenya and protecting the standards of education.

**Learners** - Diploma secretarial students who take Business English as part of the requirement for their overall secretarial course.

**Learners Needs** - what the learners themselves would like to gain from the language course.

**Needs Analysis** - A set of procedures aimed at collecting information for identifying parameters of a course. Parameters include how and why to group learners, selection and sequencing of course content, methodology, course length, intensity and duration.

**Office Secretary** - an administrative assistant who performs several office tasks within one job in a business or corporate office administration.

**Stakeholder** - an individual, group or entity that influences or is affected by decisions made vis-à-vis the teaching and learning of Business English.

**Syllabus** - A document prepared for a particular group of learners specifying the language content, goals and objectives to be taught.

**Target Situation** - The particular job situations where learners will need to use the language.

**Target Situation Needs** – The linguistic skills that are required in the target situation.

**Training gap** - The difference between an individual and/or a group’s present skills and knowledge, and the knowledge and skills required in the target situation.
LIST OF ABBREVIATIONS AND ACRONYMS

BBC - British Broadcasting Corporation
EAP - English for Academic Purposes
EFL - English as a Foreign Language
ELT - English Language Teaching
EOP - English for Occupational Purposes
ESL - English as a Second Language
ESP - English for Specific Purposes
ICT - Information and Communication Technologies
KIE - Kenya Institute of Education
KNEC - Kenya National Examination Council
NIBS - Nairobi Institute of Business Studies
NAC - Nairobi Aviation College
ABSTRACT

This study investigated the learning and target needs of Business English learners at diploma level in Kenya under two syllabi: the KNEC Business Communications syllabus and the Pitman syllabus for Business Communications. The main objective was to examine the responsiveness of the syllabi to the needs of Business English learners. The study adopted the skill theory by Levlet (1978) and Johnson (1996) which characterizes language as a skill and language learning as skill learning; and the theory of communicative competence (Hymes, 1972) whose main tenet is that language should be assessed in terms of the level of communicative competence acquired rather than the amount of linguistic knowledge gained. Hutchinson and Waters (1987)'s theoretical framework for conducting a needs analysis and Munby (1978)'s communication needs processor framework guided the needs analysis and data collection as well as research instrument construction. The study used both qualitative and quantitative approaches in its research design. Interviews were conducted with ten Business English tutors, representing educators; and ten managers, representing the employers; while self-designed questionnaires were administered to 121 students, representing the learners; and 24 secretaries who are former students of the two syllabi and now in the target situation. The 121 students came from four colleges which were purposively sampled because they offered both the Pitman and the KNEC syllabi. The data reveals that course developers do not adequately involve all stakeholders in the needs analysis process. As a result, the courses are not fully responsive to the needs of Business English learners. The courses, also, do not satisfy the learners' occupational needs although the findings indicate that stakeholders consider occupational needs to be very important. Instead, teaching focuses more on learning needs at the expense of occupational needs. The stakeholders, thus, express dissatisfaction with the courses. Speaking, writing, grammar and business correspondence are the most often used linguistic skills in the learning and the target situation indicating that these skills are the most needed and, consequently, should be emphasized in teaching. Practically, the study sought to influence the future design of Business English courses based on the information gathered from the needs analysis. The thesis is divided into five chapters; chapter one gives the preliminary information of the study. Chapter two focuses on a brief overview of the historical development of ESP and Business English as well as the theoretical orientation of the study. Chapter three outlines the research methodology while chapter four presents and analyses data. Chapter five outlines the summary of findings, recommendations and gives a general conclusion of the study.
CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter presents the background to the problem studied, the statement of the problem, the research questions, objectives and hypotheses. It also focuses on the significance, the justification and the scope and limitations of this study.

1.2 Background of the Study

During the past 30 years, the technological developments in business and communication have revolutionized the field of English language teaching and radically shifted the attention of course designers from teaching English for Academic Purposes (hereafter EAP) to teaching English for more specialized purposes. Globalization trends and the advent of e-business and e-commerce have led to the reinforced status of English as the language of international business.

In order to stay competitive in the global market and attract foreign investment, countries have adopted the use of English as the language of communication in the domain of international business (Albar, 2000; Kim, 2003; and Samuel and Bakar, 2006). Apart from e-business and e-commerce, the inception of e-classroom, e-learning and virtual classes has influenced the English teaching methodology. These technological developments affect Business English more than General English and require that the programmes of teaching Business English adjust to
accommodate them. The teaching of Business English, therefore, needs to be made different and more relevant to changes than that of General English. The teaching of Business English should be made to correspond with the most current situations and business practices. Business English is different from General English since it is in the wider field of English for Specific Purposes (henceforth ESP); it shares important and similar elements with other ESP fields. These elements include needs analysis, syllabus design and material selection and development (Ellis and Johnson, 2002).

Furthermore, Johnson (1994) (quoted in Orwenjo, 2009) observes that Business English can be conceived as a branch of English for specific purposes because, like other fields of ESP, it requires specific linguistic skills and communicative competences that are peculiar to it. Business English is, however, different from other ESP sub-disciplines. Ellis and Johnson (1994) affirm that it is often a mix of specific content (relating to a particular job, area or industry) and general content (relating to general abilities to communicate more effectively in business situations). Business English depends on and is related to other ESP disciplines because it draws from the disciplines’ terminology given that all of them are related to business and they “give” their terms to Business English. Business English borrows content from insurance, pharmaceuticals, fashion, jewellery, construction etc. To some extent therefore, Business English is general since its content is from other sub-branches of English.
The following diagram from Orwenjo (2009, p. 5) shows the place of Business English in English teaching and learning.

**Fig. 1.1: The place of ESP in English language teaching and learning.**

(Orwenjo 2009, p. 5)

From the figure above, we can deduce that in English teaching and learning, Business English is taught under English for Professional Purposes or English for Academic Purposes. In this respect, Business English is not significantly different
from other sub-branches of ESP such as English for Psychology, English for Law, English for Social Sciences, English for Science and Technology etc. In addition, the table shows that English for Academic Purposes and English for Occupational Purposes are branches of ESP. Likewise, English for business and English for business and economics are sub-branches of ESP. Furthermore, the table shows that Business English can be taught as a foreign language or as a second language. In the Kenyan context, English is used alongside other local languages as a second language with an official role.

In addition, Business English is unique, given that it is mostly for adult learners, such as secretaries, learning language related to their occupations, their sponsors’ work or their professional language needs. It entails investigation, analyzing and fulfilling the needs of the learner. Consequently, the courses become tailored to suit the learners’ needs. This means that learners play a big role in designing the courses.

Business English has its origins in the 1960s when it was considered teaching of specialist vocabulary. The material for teaching at that time focused mainly on content like comprehension questions, vocabulary exercises and repetition drills. Business skills and application of language to real life situations were neglected. Teaching to improve the development of the learners’ skills begun in early 1970s with the introduction of materials such as the BBC course book and video for Business English. These materials laid emphasis on listening skills development. In mid 1970 and 1980s, it adopted a functional syllabus focusing on the functional aspect of language and formulaic language phrases e.g. for recommending,
dismissing, agreeing etc. From the late 1980s, focus was re-laid on the teaching of Business English as a communicative skill due to the development of company training programmes. This led to publication of materials on business communications skills. This practice has persisted up to date. Most materials follow the teaching of Business English for the communicative purpose approach.

In Kenya, secretarial students study Business English as part of the requirement for their overall secretarial course. The teaching of Business English is chiefly guided by two syllabi i.e. the Kenya National Examinations Council (hereafter KNEC) Business English syllabus and the Pitman Business English syllabus developed by City and Guilds. The Pitman Business English Syllabus is a global syllabus designed to meet the needs of a variety of learners globally. The KNEC syllabus is meant to prepare the learners for the Kenyan office situation. The KNEC syllabus offers a flexible approach to training. A trainee can opt to take an individual subject or a combination of subjects leading to an award of an artisan certificate. The subjects are designed to equip the trainees with skills, knowledge and attitudes that will enable them work efficiently in a secretarial office situation. Each subject is designed to equip the learner with employable skills as well as skills for self-employment. The subjects are both terminal and progressive. For the award of an artisan certificate, the trainee must show evidence of having covered a minimum of 330 hours of industrial attachment. Subjects covered under the KNEC syllabus include: Business Communication Skills, Life Skills, Information Technology, Entrepreneurship, Business Calculations, and Business Kiswahili. In Business Communication Skills where learners study Business English, areas looked into
include: Introduction to communication, Grammar, Essay writing, Business letters, Summary, Comprehension and vocabulary as well as the emerging trends.

As the reliance on technology continues to expand in offices, the role of the office secretary has greatly evolved. Office automation and organizational restructuring have led secretaries to assume responsibilities once reserved for managerial and professional staff. In spite of these changes, however, the core responsibilities for secretaries have remained much the same: performing and coordinating an office's administrative activities and storing, retrieving, and integrating information for dissemination to staff and clients.

Besides, secretaries perform a variety of administrative and clerical duties necessary to run an organization efficiently. They serve as information and communication managers for an office; plan and schedule meetings and appointments; organize and maintain paper and electronic files; manage projects; conduct research; and disseminate information by using the telephone, mail services, Websites, and e-mail. They also may handle travel and guest arrangements.

In the same way, secretaries use a variety of office equipment, such as fax machines, photocopiers, scanners, videoconferencing and telephone systems. In addition, secretaries often use computers to do tasks previously handled by managers and professionals, such as to generate spread sheets, compose correspondence, manage databases, and create presentations, reports, and documents using desktop publishing
software and digital graphics. At the same time, managers and professionals have assumed many tasks traditionally assigned to secretaries, such as keyboarding and answering the telephone. Many secretaries now provide training and orientation for new staff, conduct research on the Internet, and operate and troubleshoot new office technologies.

On top of arranging conference calls and supervising other clerical staff, secretaries may handle more complex responsibilities such as reviewing incoming memos, submissions, and reports in order to determine their significance and to plan for their distribution. They also prepare agendas and make arrangements for meetings of committees and executive boards. They also may conduct research and prepare statistical reports.

It is apparent that the secretarial duties and the office situation have evolved over time leading to a change of linguistic tasks that a secretary carries out in the office. It is important therefore to find out if the two syllabi have remained responsive to the evolving needs of Business English learners by finding out if the language needs specified in the syllabi correspond the real linguistic needs in the office situation.

The development of a curriculum’s goals is largely dependent on the definition of students’ language needs. As Richterich (1983) notes, the very concept of language needs has never been clearly defined and remains at best ambiguous. However, on the basis of the concept of communicative competence, needs analysis is meant to
discover and define language needs by using an analysis of linguistic practices which characterize learning within a discourse community with the intention of finding out the skills that are necessary for language learners to learn (Weddle and Van Duzer, 1997).

Language needs include the effective ways of learning the skills and language determined by lacks. It is clear, therefore, that language needs incorporate all factors necessary for the leaners to acquire the linguistic skills necessary for their learning. Richterich (1983) defines language needs as the requirements which arise from the use of language in the multitude of situations which may arise in the social lives of individuals and groups. It is important to note that the situations that Richterich refers to include the environment where the leaner learns the language and the target or work situation where the language learnt will be used. He therefore introduces the notion of the target situation. Language learning needs’ main focus is improving the learner’s capacity to communicate and to improve the ability to analyze and take into account the realities of the ESP learning situation. Target needs on the other hand will lay focus on the linguistic skills needed in the target situation. Target needs encompass necessities, lacks and wants (Hutchinson and Waters, 1987).

Hutchinson and Waters (1987) add that necessities encompass the needs determined by the demands of the target situation whereas lacks are those skills in the target situation that the learner lacks. On the other hand, wants are the learners’ views as to what their needs are.
A needs analysis guarantees that the target and learning needs are taken into account. Taking learning and target needs into account during syllabus development ensures that the needs of the students and the outside community are taken into consideration and that there is due focus on the immediate leaning needs. It is in this way that the syllabi developed will be responsive to the learners’ target and learning needs.

1.3 Statement of the Problem.

As noted above, secretarial Business English learners in Kenya study under two syllabi; the KNEC syllabus, which was revised in 2006, and the Pitman syllabus which is developed by City and Guilds and revised yearly. Although needs analysis is an indispensable part in ESP syllabus design, the KNEC syllabus is based on the presumed needs of course developers (Orwenjo, 2009). In both syllabi, there is lack of adequate involvement of all Business English stakeholders in the syllabi design to make the syllabi more responsive to them. The study was therefore motivated by two considerations: first, the Business English syllabi used in Kenya overlook the needs analysis stage and they may not be responsive to the needs of the Kenyan Business English stakeholders. Second, the rapidly evolving global business context requires that syllabi evolve equally rapidly.

Therefore, the study was a needs analysis of Business English learners in order to find out the Business English stakeholders' needs and find out if the two syllabi are responsive to their needs. The study also sought to identify if the two syllabi are responsive to the changes in the business environment.
1.4 Research Questions

The study sought to answer the following questions:

1. What are the language learning needs of Business English learners in Kenya?

2. What are the current target situation needs for Business English in Kenya?

3. How do the KNEC and the Pitman Syllabi accommodate needs of Business English stakeholders?

1.5 Objectives

The objectives of the study were:

1. To find out the particular language learning needs of Business English learners in Kenya.

2. To find out the current target situation needs for Business English in Kenya.

3. To find out if the KNEC and Pitman Business English syllabi accommodate the needs of Business English stakeholders.
1.6 Research Assumptions

To achieve the above objectives, the researcher proceeded from the following assumptions:

1. Business English learners have unique language learning needs.
2. There are specific current target situation needs for Business English in Kenya.
3. The Pitman and KNEC syllabi do not accurately reflect the needs of Business English stakeholders.

1.7 Rationale of the Study

A fundamental problem associated with any training design is that of correctly determining the training needs of their clientele and building a training programme to satisfy these needs. A needs analysis according to Tarone and Yule (1989, p. 31), when used in the context of language teaching means the collection and evaluation of information to answer the question: “what aspect of language does some particular group of learners need to know for the purpose of their situation?” Hutchison and Waters (1987) break this down to target needs i.e. what the learner needs to do in the target situation and learning needs i.e. what the learner needs to do in order to learn.

The stakeholders in the business industry are faced with a problem of rapid technological changes. They should therefore be provided with sound technical
background in the appropriate areas to cope favourably with their responsibilities and changes in the industry. This calls for changes in the Business English syllabi to ensure they stay relevant to the current situation and cope favourably with the ever changing demands for English language in the target situation.

Many scholars shy away from Business English and choose to write on the more general topic of ESP. Hutchinson and Waters (1987) have adopted this approach. They focus on ESP from a learner centred approach while Munby (1978) focuses on ESP Communicative Syllabus Design. Ellis and Johnson (1994) focus on the teaching of Business English by discussing why, how, where and to whom to teach Business English. Orwenjo (2009) evaluates the Business English programmes in Kenya on the basis of the students’ performance hence looking at syllabus design with special focus on evaluation. However, a gap exists in other sub parts of syllabus design like in materials design and needs analysis.

Needs analysis is an important, indispensable and central part in ESP syllabus design, (Hutchinson and Waters 1987). Even though needs analysis is central in syllabus design, the Business English programmes in Kenya, such as the KNEC Business English syllabus, are based on the target needs and learning needs of the learners which are presumed by the course developers (Orwenjo 2009). The Pitman syllabus is developed by City and Guilds, not to suit the Kenyan Business English situation, but to suit the global Business English situation which may not be the same as the Kenyan one. It is meant for non-native speakers of English who use English in the workplace and are looking for formal recognition of their ability. It
does not specify if it is meant for learners of English as a second language or for learners of English as a foreign language. Globally, there are a variety of English learners including learners of English as a foreign language and learners of English as a second language. Furthermore, it does not involve the Kenyan Business English stakeholders in its development. These learners may have different linguistic requirements; a syllabus which is meant for all these learners may not be wholly relevant to a specific group of learners. Limited work has been done on needs analysis in Kenya and there is thus a need to study the needs of Business English learners in Kenya in order to find out if these presumed needs are relevant or not.

One main purpose of conducting a needs analysis is to produce information which, when acted upon, makes a course better adapted to students’ needs. (Gardner and Winslow, 1983). Part of the objective of formal needs identification is to back up one’s proposals with quantitative evidence of their importance and add concrete evidence of the particular needs. Needs analysis in the Kenyan context can hence be used to determine the current relevant needs of Business English with the intention of making the syllabi more adapted to the needs of all the Business English stakeholders.

1.8 Scope and Limitations

This study falls under Business English, which is a branch of ESP in the wider field of Applied Linguistics. The focus of the study was to find out the learning and target needs of Business English in the Kenyan context. Various stakeholders are affected
and influence the making of decisions in the teaching and learning of Business English. This study focused on only the main four stakeholders; the Business English tutors, Business English learners, office secretaries who have studied the secretarial course in Kenya to level three, and managers in the corporate and business fields (representing employers). These four groups of stakeholders were considered the most apposite in giving information regarding the target and learning needs. Among the various types of secretaries: the administrative, executive, legal, office, litigation, medical, real estate, and unit secretaries, the study focused on only office secretaries. Office secretaries were ideal to this study because they were the most easily accessible. Furthermore, most of them studied their secretarial course under the KNEC or Pitman syllabi.

The study sought to find out if the real target and learning needs are reflected in both syllabi i.e. the Pitman and KNEC Business English syllabi. Sysoyev (2000) gives various stages of syllabus design. They include needs analysis, formulation of goals and objectives, conceptualizing the content, selecting and developing the ESP materials, course planning and evaluation. In all these stages of syllabus design, needs analysis was the most relevant for this study. Only needs analysis could answer the research questions of this study. It is through needs analysis that the researcher could find out the target and learning needs. This study was therefore confined to the needs analysis stage only.
CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter reviews the works on ESP; the historical developments and gives a brief overview of scholarly works on ESP as well as Business English. It also reviews works on the relationship between needs analysis and Business English. Finally, it discusses the theoretical approach adopted for the study.

2.2 Historical Development of ESP

ESP has developed into an indispensable activity within the teaching of English as a Foreign Language (henceforth EFL) (Howatt, 1984); it has emerged as part of the growth within EFL and established itself as a feasible and a vigorous movement. ESP is unique because it tries to cater for meticulous needs of the learner. ESP is also very necessary in the technical and business world, and for this reason, ESP is the busiest concern for ELT activity (Coffey, 1984)

Although the term and concept of ESP was developed in the twentieth century, the origins of ESP date back as early as 1498 in an article to learn English and French by Winkyn de Worde. The article taught learners to “merchandise in France and in other lands” (Picket, 1986, p. 89) Howatt (1984) classifies books from the sixteenth century for teaching Huguenots in England Business English and courses for
travellers/tourists going abroad as well as courses for science students (Strevens, 1977). The University of London, in 1906, offered a course in spoken English and grammar to foreign students (Pickett, 1989).

Further, large numbers of refugees from central Europe to England and the United states in 1930s augmented the need for practical spoken English leading to the development of courses and materials focusing on vocabulary. The available materials provided apparatus to non-native speakers to function in an English-speaking environment and they fulfilled a specific purpose (Pickett, 1989).

The Second World War played a big role in the development of ESP and courses in English, German and Japanese were given to armed forces (Strevens, 1977). Since English is the international medium of technology (Crystal 2003), the extraordinary expansion of science and technology since World War two has in turn created the need of a similar expansion in English language teaching (Munby, 1978).

Howatt (1984) declares that the term “ESP” was coined in 1969 in a conference report entitled “language for special purposes”. In 1970s, ESP courses developed and increased especially in the oil rich countries due to the oil crisis and flow of funds into these countries which increased the need for English (Hutchinson and Waters, 1987). In the 1980s, international companies and foreign governments required English language skills, hence, the council of Europe agreed upon six functions for threshold level competence. They are; imparting, and seeking factual information, expressing and finding out emotional attitudes, expressing and finding out moral attitudes, getting things done and socializing (Pickett, 1989). The
functional notional syllabus (Wilkins, 1976) was concerned with, and met the communicative needs of the students (Findley and Nathan, 1980) and satisfied these six basic functions as a successful and accountable model. This syllabus was therefore used as an English syllabus for most international companies and foreign governments.

In the 1990s and the 21st century, the need for Business English continues to increase given that English is currently the *lingua franca* of the business world. Nickerson (2005) affirms that the dominance of English as a *lingua franca* in international business settings is indisputable. The increase of ESP courses' demand can also be attributed to the growth in international business; the sudden increase of multinational companies and globalization. These factors have determined the orientation of ESP courses. The growing demand for Business English courses is documented by the proliferation of the amount of materials now published for Business English (Dudley – Evans and St. John, 1998). Hutchinson and waters (1980) emphasize that ESP is a means to an end and not an end in itself, in other words, students don't study English for the status or the sake of learning a new language but students learn ESP to satisfy specific English language needs.

The demand for Business English continues to increase, even in Kenya, with its demand being fuelled by the presence of international organizations and the need to keep up with globalization trends. Business English, therefore, still remains an indispensable and essential component in English language teaching in Kenya particularly to various professions related to business including the secretarial
profession. Every college teaching secretarial studies offers a Business English course although the common name for the course is “Business Communications”. Other branches of ESP taught in Kenya apart from Business English include English for tour guides, English for engineers, and English for science and technology taught mostly to diploma students of various technical courses examined by KNEC. These courses are part of the global historical development of ESP since they all intend to provide trainees with knowledge, skills and attitudes that will enable them to effectively work in modern offices. In order to achieve these intentions, a needs analysis is necessary to know the relevant knowledge and skills. The process of needs analysis itself is a recent development in ESP.

2.3 A Review of Works on ESP

The term ESP has been defined differently by scholars. Mackay and Mountford (1978) define ESP as the teaching of English for “clearly utilitarian purposes”, the purpose that they have in mind is defined by the learner needs which may be technical/ scientific. Dudley-Evans and St. John (1998) believe ESP theory is based on learner specific needs, the texts they use as well as teaching methodology. Coffey (1984) asserts that the purpose of ESP is to be of clear and particular usefulness to the students, his actual needs having been the focus of careful analysis. According to Allen and Widdowson (1974), ESP teaching methodology should develop the communicative and lexical abilities of the learners. This definition includes the grammatical aspect which is overlooked in many other definitions.
Additionally, ESP is profession specific; the courses are led by purposes, the target needs or the particular language proficiency (Wilkins, 1976; Mackay and Mountford, 1978; Widdowson, 1983). ESP is also learner-task oriented since it shifts emphasis from the role of language to the role of the student. Materials for ESP are usually authentic; they reflect real world language use. Dudley-Evans and St John (1998, p. 28) claim that “authenticity of purpose is as important as genuineness of texts.”

On the other hand, the view of Hutchinson and Waters (1987) is that ESP is an approach and not a product. In this regard, ESP does not involve a particular category of language, or teaching methodology. They argue that the basis of ESP is the question, “Why does the learner need to learn a language?” The answer gives specific reasons why the learner is learning English. Widdowson (1983) feels that ESP is distinguished by the way purpose is defined and how it is implemented. He feels that ESP provides learners with specific competencies for clearly defined tasks. These tasks should meet the purpose for which the ESP course was designed. Robinson (1991) writes that ESP is not teaching English for specific purposes but teaching English to specific people while Coffey, (1984, p. 3) explains that “ESP is not a special language but only guided by a principle of selection from the language to meet the purposes defined.” This principle of selection may consist of “special” professional vocabulary which may be strictly limited like those of lawyers and business people (Mackay and Mountford, 1978).
Apparently, some of the definitions and characteristics of ESP are based on needs analysis. Most scholars who study aspects of ESP emphasize that needs analysis should be goal directed and that it should study the work situation as the basis for the ESP courses. Strevens (1977) asserts that ESP occurs when the content and aims of the teaching are determined by the learner requirements rather than external factors like general education and criteria. Strevens (1988) quoted in St John (1996) gives three absolute characteristics, two variable characteristics and three claims for ESP.

The absolute characteristics, in other words, those characteristics which clearly distinguish ESP from ELT, are that ESP consists of English language teaching that is:

a. designed to meet the specific needs of the learner,

b. related in content to specific professions, disciplines, or activities,

c. appropriate in syntax, lexis, discourse, semantics, vocabulary, discourse analysis and so on.

The above characteristics emphasise the explicit nature of ESP, i.e. ESP courses should be based on precise needs of the learners. The syllabi and the methodology of teaching ESP courses should, therefore, be designed with the needs of the learners as the main considerations. Teaching decisions on the content and methodology for teaching should be based on the learner’s reasons for learning, with the learners playing a vital role in making decisions on what to learn. By stressing learners’ target goals and the needs to prioritize competencies, specificity clearly distinguishes ESP from General English.
Furthermore, the characteristics also imply that the content should also be specific to a particular profession or activity based on the notion of ‘target situation’. In syllabus design, the target situation encompasses the purpose of the course; this makes ESP, student-task oriented because it shifts the focus from language to the role of the student (Chambers, 1980). Thus, it is important to know if the Kenyan Business English courses are designed to meet specific needs of learners. It is however true that the courses are specific to a definite profession (for instance the secretarial profession) and they have specific grammatical devices appropriate in syntax, lexis, semantics, vocabulary, discourse analysis and so on.

The absolute characteristics are strictly restrictive and because of this, they are the defining characteristics of ESP; they clearly distinguish ESP, unlike the variable characteristics which define ESP depending on the conditions of the learning setting. The variable characteristics are that:

a. ESP may be restricted to learning skills which are intended to be learned.

b. ESP does not have to be taught according to any exact methodology.

These characteristics focus on the type of content to be learned and the methodology to be utilised. Apparently, ESP may be restricted to learning specific skills that are relevant to the needs of the learners; however, some syllabi may introduce ESP courses by content that is more of General English than ESP. The Kenyan KNEC syllabus adopts this approach. Although various scholars (e.g. Strevens 1988) point
out that notional, functional, and communicative approaches are the most relevant methods to ESP, it is important to note that ESP does not rely completely on any particular method or technique of teaching. This gives freedom to the teacher to be innovative.

Claims for ESP include:

a. ESP focuses on the learners' needs and thus wastes no time.

b. ESP is successful in imparting knowledge/learning.

c. ESP is more cost effective.

The claims above give the general characteristic of ESP. As shown in claim 1 above, the focus of ESP is the learner and the needs of the learner, and the foundations of ESP are learner specific needs. The ESP teaching methodology, according to Allen and Widdowson (1974), are successful in imparting two abilities; the communicative and the lexical, or the ability to recognize how sentences are used in communication acts and to recognize and manipulate grammatical devices in order to create coherent prose. By teaching only what the learners need, ESP becomes cost effective as it uses only the necessary materials and time.

Strevens’ definition (Strevens 1988) of ESP has connotations of a contrast between ESP and General English courses, which suggests that ESP and General English courses do not share the same goal. However, the current study shows that General English is important in introducing learners to ESP. This is especially so to learners who have not been subjected to English learning for some time because they have
been working or who, after the secondary education, dropped out of schooling for some time and are now coming back to study language. General English can therefore became the foundation of ESP as ESP relies on, revises and reinforces reading skills and vocabulary learned in General English courses. Both General English and ESP courses focus on topics such as vocabulary, syntax, lexis and discourse Thus, as Dudley-Evans and St. John (1998) propose, the basis for ESP course methodology should combine General English principles with ESP course methodology and subject specific activities.

Dudley-Evans (1997) quoted in Orwenjo (2009, p. 21-22) has referred to a slightly different set of absolute and variable characteristics of ESP. these are:

a. ESP is designed to meet specific needs of learners.

b. ESP makes use of underlying methodology and activities of the discipline it serves.

c. ESP is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

The above characteristics highlight that the activities that learners need to carry out should be designed to suit them, should utilize learning activities that are relevant to the learners and the language should be appropriate to the activities that the learners want to do in their learning or working situation. Language appropriateness, in characteristic 3, implies the importance of registers, genres and language which the students need in order to do the activities in question appropriately.
The characteristics also show that ESP methodology is different from that of General English in that, in the ESP classroom, particularly in subject specific ESP classes (such as Business English), the teacher is a language consultant enjoying equal status with the learners who are also professionally skilled in this subject. The teacher is therefore not the sole carrier and dispenser of knowledge but a facilitator of learning, a factor which imposes on the methodology of learning. The methodology has to be learner centred, since both the teacher and the learner are adept with the subject, learners should be involved in choosing the methodology most appropriate to them. The variable characteristics on the other hand are:

a. ESP may be related to or designed for specific disciplines.
b. ESP may use, in specific teaching situations, a different methodology from that of General English.
c. ESP is generally designed for intermediate or advanced students.
d. Most ESP courses assume some basic knowledge of the language systems.

These variable characteristics may be taken as an attempt to delimit the meaning of ESP. The characteristics show that the basis of ESP is on a general focus of language skills shared by all academic disciplines and that the teaching methodology may be different from that of General English. An important point to note in the above definition is that the learners are usually adults who already have some knowledge
on English and are learning the language in order to communicate properly using a set of professional skills. The definitions above do not, however, indicate that in the process of designing ESP courses to meet the needs of the learner, the learner may not be aware of his/her needs. Most pre-experienced Business English learners are unaware of their future professional needs, and their current academic needs, especially in their first year of college. Therefore, the needs of the course should not be solely dependent on the pre-experienced learner. Rather, all stakeholders should be involved in course design with each stakeholder contributing their own expertise.

Basically, Business English in secretarial studies in Kenya can therefore be classified as ESP since its content and methodology is related to a specific discipline, in this case business, and a specific profession which is the secretarial profession. The language taught is appropriate and specific to business activities and the secretarial profession in terms of grammar, lexis, register, study skills, discourse and genre. In both cases, the needs of the learners take a central position thus reflecting on the importance of needs analysis in ESP. Besides, the Business English is also designed for advanced learners taking an appropriate language course at the diploma level. These learners can be classified as advanced learners since they have already learnt English for an average period of at least 12 years; eight years in primary school and four years in secondary school.

Strevens (1977) is of the opinion that ESP selects language items that are relevant to learners' needs and the course designer's intentions. Dudley-Evans is critical of Strevens, he feels Strevens's reference to content may lead to the believe that ESP is
entirely subject related. In summary, ESP should emphasize meeting the needs of
the students and include skills needed for a specific discipline or purpose for which
the language is needed. The course content should be determined by the present and
target goals and the particular skills which best reflect those goals.

2.4 A Review of Works on Business English

Various scholars have tried to define the term “Business English” but as Dudley-
Evans and St John (1998) point out, it is difficult to define and limit the expression
in linguistic terms. Most scholars suggest that Business English deals largely with
adult learners working or preparing to work in a business context, although they
agree that it may also be academic English required by students such as those
studying for an MBA course, financial accounting or banking. They therefore concur
that Business English can be part of a wider course the same way the Kenyan
Business English course is part of a wider course— the secretarial diploma or
certificate course. The Kenyan secretarial Business English course is entirely for
adult learners working or preparing to work in contexts that require Business
English.

On the other hand, Dudley-Evans and St. John (1998) are of the opinion that
Business English is an umbrella term used to embrace both general courses in the
appropriate lexis and grammar for business communication. They divide Business
English to English for General Business Purposes (EGBP) and English for Specific
Business Purposes (ESPB). Their definition also includes the type of learners i.e. non-native speakers who need English for business purposes by usually working in companies which need them to communicate with speakers of English who do not share a common language, and native speakers. They also draw a distinction between courses designed for learners working in a company, and academic Business English courses designed for international students following an English medium business course usually at MBA level.

However, these definitions are not completely applicable in Kenya. For example, it is hard to classify the Business English course in Kenya as either ESPB or EGBP. The Kenyan courses contain work on the traditional four language skills in addition to specific grammar and vocabulary development. Dudley-Evans & St John (1998) indicate that the construct of a course that is EGBP is often grammatical. Such courses are designed to cover the grammar of English systematically. Similarly, published course books are designed for use on the extensive courses which focus on presentation through listening and/or reading and followed by exercises to practice grammar and vocabulary. Teaching focuses on accuracy and correct answers; activities are more open-ended and develop fluency in one or more of the four skills while teaching a broad range of English through business settings rather than English for specific business purposes.

In the light of the KNEC syllabus, the Business English taught in Kenya can largely, though not completely, be classified as EGBP since it is based on the four traditional skills of language i.e. speaking, listening, reading and writing. It
emphasizes grammar and it's meant to teach the grammar of English systematically. Activities are more open ended and are designed to develop fluency in more than one of the four skills of listening speaking, writing and reading. The Pitman syllabus however deviates from this norm because it focuses on mainly two skills i.e. reading and writing. It is not grammar oriented like the KNEC syllabus.

In contrast, ESBP courses are designed for job-experienced learners who already have business knowledge and skills that are related to the language-learning situation from the target situation. These courses are carefully customized for these learners. They emphasize one or two language skills and specific business communicative events and their materials include published books, framework materials and specially written activities. ESBP courses are usually more intensive courses which lack the introductory General English activities but instead directly address the specific content that they want to address. These descriptions are also to some extent true for the KNEC syllabus. For example, some KNEC learners especially in level two and three may take higher levels to advance their knowledge after having worked or while still working.

The Pitman syllabus is largely an ESBP syllabus since it emphasizes mainly two skills (reading and writing), it is highly customized and specific to the requirements of a secretary. It is more intensive, focusing only on content specific to language used by secretaries and, unlike the KNEC syllabus, lacks the introductory descriptions for content that are more General English than ESP. The learners are,
however, non-native English speakers who need English mainly for official communication in their working environment.

Although Business English belongs to the bigger branch of language classification, ESP, how special it is has been a point of contention with various scholars arguing that there is nothing special about Business English. For instance, Pickett (1989) points out that Business English language is a mediating language between technicalities of a particular business including insurance, pharmaceuticals, fashion, firearms, fertilizer, etc and language of the general public. He concurs with Jones (1998) who says that Business English is not a special language but simply English used in business situations. He adds that if there is a special language in business, it tends to consist of specialized terms used by namely freighters, forwarders, arbitrage dealers etc. Every type of business tends to have its own terminology arising from the unique way of doing business.

A close look at the Business English taught in Kenya agrees with these assertions in that the syllabi used point out the language to be taught. The KNEC syllabi for instance points out parts of speech, word building, tenses, sentence structure reported speech etc, as topics to be taught for level one. The Pitman syllabus is more specific to Business English when compared to the KNEC syllabus. For instance, in writing, the syllabus outlines that the learners should be able to write simple, concise letters, providing and/or requesting routine information, write simple memos in response to explicit instructions, drafting faxes as well as complete standard letter
forms with information provided. These topics are more specific to Business English than those of the KNEC syllabus.

Similarly, Jones and Alexander (1989) point out that Business English is extremely flexible and it is designed to be used with all kinds of people who need to use English effectively in their work. They maintain that Business English is English used in business situations and thus it is not special language. Ellis and Johnson (1994) say that Business English has attracted increasing interest and awareness in the last two decades. This interest shows no signs of reducing (Donna 2002). In addition, Ellis and Johnson (1994) have outlined the characteristics of Business English. They include:

a) a sense of purpose
b) the social aspect
c) clear communication

The sense of purpose is the most important characteristic in the context of business meetings, telephone calls and discussions. In this regard, the use of English is geared towards a specific end. Also, Business English has an international way of socializing people from different cultures. Incidentally, it is highly ritualized, formulaic and avoids as much as possible the risk of misunderstanding. It is hence clear, logical and thought emphasized by the kind of words that indicate a logical process (p.9). Ellis and Johnson (1994) also give distinctions in Business English that may give the varieties of Business English. They focus on the type of learners
i.e. the pre-experienced (low experience learners) and the job experienced learners. Pre-experienced learners are usually students in colleges or universities who gain knowledge -mostly theoretical- from books. On the other hand, Job experienced learners have practical experience as well as an educational background. The needs of these two types of learners are different. The study adopted these distinctions and it studied only the pre-experienced learners.

Bhatia (1999) claims that Business English courses are English courses that emphasize business vocabulary, readings, simulations, role play and business activity. However, since business management interrelates with other studies such as finance, sociology and computers, Business English should take into account the inter and multi-disciplinary connection with these courses. Business English should incorporate goals, objectives, resources and means of evaluation. Classroom instruction and related programs designed to foster learning and written training should teach skills that students will be expected to acquire in class and professionally, skills that are relevant and can be effectively put into practice, (Orwenjo, 2009; Robertson, 1971; Stenhouse, 1975; Finocchiaro and Brumfit, 1983). These studies are in concord with this study as it looked into skills that students of secretarial studies expected to acquire both in class and in the professional setting.

Equally important, Boyd (1991) contends that the aim of Business English is not to teach students how to think like business managers but rather how to communicate like managers in English. She describes the case method in Business Education and
how it can be adapted to teach Business English. She however hastens to add that the case method should be broken down into smaller units and supplemented with audio and visual media. She stresses improving communicative ability as the most important aim of teaching Business English. This definition of Business English shifts focus from the Business English as a course to Business English as a skill. It is important that Business English is viewed as an umbrella skill with other skills encompassed within it. These skills include linguistic skills of writing, reading, listening and speaking and other Business English skills that are important in the learning and target situation.

Bauman (1998) argues that the nature of written business communications has changed from formal print letters to the simplified register of a new genre; email. Standards for email writing are lacking, the Business English email style hence needs to be to conventionalised and included in the Business English courses. On top of that, Bauman suggests that email can be used in Business English as a powerful teaching tool. Bauman s' proposal like that of this study is that Business English should embrace technological changes especially those associated with Information Communication Technology to remain relevant to needs emerging from the current technological changes.

Orwenjo (2009) evaluates ESP programmes in Kenya with special focus on Business English. He points out that the training, recruitment, and poor retention of teachers of Business English have contributed to fluctuating performance in Business English examinations. He also notes that teaching and learning methods
are poor and that Business English exams are not accurate reflections of the KNEC Business English syllabus. He calls for special attention to be paid to teacher training, material preparation and teaching methodology. He notes that the KNEC Business English syllabus is based on presumed needs and raises the need for a needs analysis that will expose the real needs that can be used to design a course that is responsive to all stakeholders.

2.5 Needs Analysis and Business English

It is hard to define the concept of “need” as it is diverse, vague and ambiguous. Chambers (1980) remarks that needs can encompass anything from necessities to desires while Brindley (1989) says that the source of ambiguity in the concept of need is the distinction between various concepts of need namely, the distinction between necessities or demands and learners’ wants, and the method of bridging these two. Berwick (1989) defines need as a measurable discrepancy or gap between the existing conditions and the desired future state. Both Brindley(1989) and Berwick (1989) also give definitions of different types of needs and examples of problems and limitations in making use of these concepts, including the ways in which we might usefully differentiate between needs identified by analysis and those expressed by learners. On the other hand, Benesch (1996) believes it is important to go beyond the descriptive approach to needs analysis and adopt a critical needs analysis approach which acknowledges existing demands but also considers the target situation demands as a site for possible reform. Hutchinson and Waters (1987)
define needs analysis against the background of a learning-centred approach in which they draw a basic distinction between the target needs and learning needs. However, needs analysis in Business English is unique since it is focussed on finding out what circumstances can make the learner learn Business English and the linguistic requirements of the learner in a specific context. It needs to consider how the other languages in that context affects the requirements on language, i.e. other languages impose challenges and affect the needs of the language, apart from other languages, social norm impositions on language also affects the needs. For instance, in Kenya, though English is the main language used in formal business, informal communication even in business contexts is sometimes done in Kiswahili. An influx of Chinese companies and their products as well as services has seen an increased need of proficiency in Chinese and subsequently an influx of students willing to study Chinese, it is important therefore for needs analysis to encompass these other languages.

Iwai et al (1999), assert that the term needs analysis generally refers to activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students. Needs analysis, therefore, initiates and guides ESP/EAP curriculum development (Jasso-Aguilar, 1999); and it is seen as the basis of ESP (Munby, 1978; Coffey, 1984; Hutchinson and Waters, 1987; Ellis and Johnson, 1994). Dudley-Evans (1998) and Nunan (1988) call it the cornerstone of ESP because it is the most important step in the process of designing an ESP curriculum and that it determines the success of any ESP course.
On the other hand, West (1994) asserts that needs analysis should be part of course planning and design in order to improve courses by adapting them to the type of learning and training the students need at the time of course implementation. Johns (1991) maintains that needs analysis is the first step in course design and it provides the validity and relevance for all subsequent course design activities. The needs analysis together with the starting level helps to establish the training gap (Ellis and Johnson, 1994). They add that “the training gap should be the focus of training. The training gap is different from the course objectives; it refers to what needs to be achieved in the long term rather than what is to be achieved in a particular course.

Further, Dudley-Evans and St John (1998) emphasize the role of needs analysis in Business English, and claim it is fundamental and consists of a language audit with two dimensions: analyses of the target situation, and the present situation. Although a professional business background is not needed, teachers are needed to be more interested in business and be more knowledgeable on management theories and practice, excellent interpersonal and inter-cultural skills and first class training skills. Dudley-Evans and St John also add that the responsibility of administering a needs analysis must be taken by teachers and course developers. He therefore calls for involvement of teachers in course design. This raises the question, is needs analysis for Business English carried out in Kenya? Although the importance of needs analysis is acknowledged by curriculum developers, it is not used as a tool for finding out the needs, wants and demands on Business English language; it is hence not subsequently used to determine the training gap for relevant course design. These failures can be attributed to logical challenges that face the course developer.
The stakeholders of Business English are many and the course developer may find it hard to get information from all the stakeholders. The solution to this problem may lie with every teacher carrying a needs analysis of his/her learners (Dudley Evans & St. John 1998). Knox (1986) maintains that a needs analysis enables teachers to determine potential educational needs and design a program that can maximize student participation and motivation. A needs analysis done accurately discovers, evaluates, and implements the stakeholders’ needs Richards (1990).

Furthermore, Rasanen (1991) argues that needs analysis should take into account the students’ reasons for taking the course, their attitudes to learning language and differences in perception between the students. This may however face challenges in the Kenyan situation since the learners are many and each learner has unique Business English learning needs. The learner’s needs, wants, weaknesses and strengths are different. It is thus difficult to draw a profile of personal ability for every student. However, a generalised profile of personal ability can be drawn which best fits to majority of the learners to enable the teacher to discern the gap between the learners’ profile of ability and the target profile of language skills. Pilbeam (1979) suggests that a need analysis should be concerned with establishing both “a target profile of language skills” which sets down the actual activities that participants have to carry out and “a profile of personal ability” in which participants’ proficiency in these activities is evaluated. Such language audit is important in Business English learning to enable the language auditor to bridge the gap between the two profiles.
In addition, Jones (1998) argues that the main reason for a needs analysis is to find a way of showing which needs should be given priority. Needs analysis plays a vital role in Business English course design. For this reason, Business English courses are designed to meet specific participants' needs just like in other ESP courses. Needs analysis may, indeed, be even be more fundamental to Business English than to English for science and technology, since learners are more varied and language skills less predictable. (Dudley-Evans and St John 1998)

Holden (1993) describes questionnaires used to ascertain the type of English language demands faced in participant jobs in Japan. Among the language areas he lists include:

1. Presentations
2. Negotiations
3. Telephoning
4. Writing reports
5. Writing business letters
6. Making social calls
7. Entertaining clients or colleagues.

He notes that the most important activities require speaking skills and hence most of the learning activities should involve speaking.

Similarly, Grose (2004) studied the Mexican business executives, he points out that Business English tasks include, phone calls, email, fax correspondence, telephone, video and face to face conferencing, writing business letters, negotiation, presentation of products, products exhibition, training programmes, meetings, business trips, professional reading, internet research etc. Chew (2005) adds to this list; daily commentary, opinion letters, internal newsletters, press releases,
invitations and road shows. His study was on Hong Kong bankers. The present study is different from Edward (2000) and Grose(2004)'s study as it looks at Business English non-working learners studying Business English to work in non-managerial positions. The above studies however informed this study on apparent tasks needed in the target situation.

2.6 THEORETICAL FRAMEWORK

The study adopted an eclectic theoretical approach since it touches on diverse issues like the nature of language and language learning, and needs analysis. These issues need to be addressed using separate theories.

2.6.1. Skill Theory

Skill theory characterizes language as a skill, its major proponents are Levlet (1978) and Johnson (1996). Learning a language is seen as learning a skill. Levlet (1978) equates language learning to skill learning and compares the characteristics of skills to those of language. His major tenet is that like skills, language has structures and their execution requires a variety of operations in accurate temporal integration. Language behaviour is seen as complex in this sense so that translating a sentence, for instance, requires more operations to be performed than just repeating the sentence, hence, its complexity.

In order to understand the learner, Levlet (1978) maintains we must know:

a. What factors determine the total capacity to the task,

b. What rules are used for allocating attention to different aspects of the task.
The theory maintains that performance is affected by the complexity of a task as well as the arousal level of the learner, factors which also determine performance in language. Skill is characterized in language by a relatively error-free and smooth speaking and understanding. He maintains that for a learner to understand the structure and acquisition of a skill, one has to understand the structure of the task (i.e. the structure of spoken language or written language etc).

Both Levlet (1978) and Johnson (1996) agree that language is a skill with specific characteristics and that it is a hierarchically organized, non stereotypic behaviour. They add that a learner receives from the environment diverse linguistic forms and responds drawing from a large repertoire of possible responses. The learner therefore exhibits combinatorial skills which are executed instantaneously in response. They also propose that automisation is as important in language learning as in any other skill since it releases conscious attention so that it becomes available for the next level skills which require it.

In addition, Johnson (1996) asserts that communicative methods of teaching (such as those found in Business English) stimulate the automisation of language forms by focusing on memory, meaning and real time processing. Furthermore, Levlet (1978) explains that the hierarchical nature of language requires existence of complex "plans or programs" for their execution. A learner needs to have these plans in his/her long term memory. Automated plans are those that have become part of the more permanent cognitive outfit of a person.
During linguistic activity, therefore, plans are not created but those in the memory are utilized. Levlet (1978) therefore insists that language training should focus more on teaching the plans and programs and not the terminal activities or structures. For instance, a teacher should teach a phrase structure plan and not the specific individual phrase. This theory consequently looks at language as a skill while language learning is seen as learning skills of processing language for the purpose of communication. The theory lays emphasis on performance. The learner is taught to be equipped with diverse forms of information from the environment and to be given a large repertoire of possible responses.

Learning Business English presupposes learning of skills for communication in business situations (Orwenjo, 2009, p. 49). This theory is applicable to this study because language in Business English is a collection of skills. The theory approaches language learning from a skills perspective. The theory informed the present study on the nature of language and language learning. With regard to language, this theory informed the study on the need to analyse language in terms of language skills. Focus should be on the skills of Business English rather than Business English as a subject. For learners to be said to be competent in Business English, they should be competent in the skills of Business English. These skills include business communication skills, writing skills (including correspondence and report writing), oral skills (such as telephoning, socializing, giving presentations, taking part in meetings, and negotiating), presentation skills, negotiation skills, expressions related to business (business vocabulary), listening and grammar. (Huh, 2006)
Business English learning focuses on learning of specific linguistic skills. One of the main characteristics of Business English is the emphasis on performance-training of learners to become operationally effective (Ellis and Johnson, 1994). The theory informed the study on the nature of skill learning with reference to the skills needed for efficient business communication. These skills were analysed in terms of plans and programmes as outlined in the skill theory. For example, instead of teaching each noun in the English lexicon and how it forms its plural, the following plan from the KNEC syllabus gives a generalized outline that can be applied to all nouns.

- Regular plurals e.g. by adding *s*
- Nouns ending in similarities e.g. *es*
- Nouns ending in *-y*
- Nouns ending in *-o*
- Nouns ending in *ef, fs*

Instead of analysing the linguistic features like individual words that are taught and/or used in the target or learning situation, the analysis focused on the plans and programmes reflected as needs from the needs analysis. It also studied the syllabi to find out if these were the same plans that were reflected in the syllabi. For example, the researcher tried to find out the skills deemed to be relevant in the target and learning situation from the needs analysis. If for instance, speaking was deemed to be relevant, the researcher investigated the syllabi to find out if the syllabi provided for plans for teaching speaking as a skill. In the light of this theory, therefore, the two syllabi were studied to see the extent to which both syllabi reflected the "plans and programs" of the linguistic structures needed in the target and learning situation as found out from the results of the needs analysis.
2.6.2. The Theory of Communicative Competence

A central aspect in Business English and all other branches of ESP that employ the communicative approach to language teaching is communicative competence whose major proponent is Hymes (1972). The central tenet is Hymes (1971)'s proposal that language be assessed in terms of the level of communication competence acquired rather than the linguistic knowledge gained. The term “communicative competence” has been defined as a language user’s ability to express, interpret and negotiate meaning in either written or oral mode, appropriate to the social context in which the learner is engaged (Sauvignon 2002).

Competence is defined in terms of interpretation, expression and negotiation of meaning while focusing on both psycholinguistic and socio-cultural perspectives in language. Interpretation, expression and negotiation of meaning entail using language for specific purposes which are also called language functions. The functions are used in and moderated by the dynamics of social cultural contexts in which language users operate. This theory has two fundamental concerns: the functions of language and contexts of language use. Hymes (1972)'s theory of language is meant to deal with a heterogeneous speech community. His theory focuses on performance (as opposed to competence) which he defines as the actual use of language in a concrete situation, like in an office, and not an ideal situation which lacks the challenges of a concrete situation. In his theoretical outlook, Hymes distinguishes two types of competencies, linguistic competence that focuses on the production and comprehension of grammatically correct sentences and
communicative competence that deals with producing and understanding sentences that are appropriate and acceptable to a particular situation. Communicative competence includes knowledge of the rules for understanding and producing both retention and social meaning of language.

The theory of communicative competence proposed by Hymes (1972) is improved on by Canale and Swain (1980) who propose three main competencies: grammatical, socio-linguistic and strategic competencies. Grammatical competence is the knowledge of lexical items and rules of morphology, syntax, sentence-grammar, semantics, and phonology. They point out that grammatical competence is concerned with the learners’ knowledge of vocabulary, phonology and rules of language. Because the goal for any communicative approach to language teaching is to provide learners with knowledge on how to determine and express accurately, the literal meaning of utterances, the grammatical competence should be an important concern for all ESP courses including the Business English courses in Kenya.

The socio-linguistic competence points out that the knowledge of the rules is vital in understanding utterances for social meaning, especially when there is a low level of transparency of the literal true meaning between the literal meaning of an utterance and the speaker’s intention. Strategic competence constitutes verbal and non verbal communication strategies that may be used to compensate for breakdown in communications due to performance variables or to insufficient grammatical competence.
This theory was suited to this study since ESP programmes emphasise communicative competence in performance of specific tasks in the target language (Orwenjo 2009). In ESP, communicative competence is more important than mere knowledge on the form and structure of language. In data analysis, the researcher’s analysis sought to find out which type of competence was required both in the target and learning situation. Data from the needs analysis focused both on the learning and target needs. The researcher, from the data collected, looked into which of the three competencies proposed by Canale and Swain, were needed in the target and learning situation.

For instance, if the data suggested that Business English stakeholders found grammar to be necessary in the success of the course, it would mean that they favoured the development of grammatical competence which is concerned with the development of lexical items, rules of morphology, syntax and sentence grammar over strategic competence which focuses on ways of compensating for communication breakdown due to lack of sufficient grammar or performance variables between speakers. The researcher tried to find out to what extent the syllabi are relevant as per the way language is moderated by the dynamics of sociocultural contexts in which the Business English learners are to operate (target situation) and how the syllabi reflected communicative competence as proposed by Hymes (1972).
2.6.3. Theory of Needs Analysis

Several conceptual frameworks for Needs Analysis have been advanced by various scholars. The earliest was made by the council of Europe modern language project group, (Van Ek, 1975) and (Richterich 1983). Richterich’s theory of needs analysis included the concept of objective and subjective needs. It pointed out that the learning process by being responsive to the learner’s expressed needs becomes a basis of its own change. He advocates for the inclusion of feedback and consultation in the learning cycle. These would enable teachers to perceive and provide for needs as they arise.

For Richterich (1983), therefore, needs analysis is a continuous process. He points out that needs analysis before a course program will establish the broad parameters for program design. This needs analysis will yield “objective needs”. Once the program has started, it is likely that these needs will change and other needs will surface which were not identified earlier, these needs Richterich (1983) calls “subjective needs”. Richterich and Chancerel (1987) hold on the idea that due to the fact that needs vary too much from one person to another, the system should continually be adapted. Richterich’s theory of needs analysis informed this study on the scope of needs that needed to be analyzed. They had to be objective as well as subjective. The study also followed the cyclic nature of needs analysis proposed by Richterich (1983).
Hutchinson and Waters (1981)'s learning centred approach makes a basic distinction between target needs and learner needs. The approach divides needs into, necessities, lacks and wants. Their target situation analysis framework is:

Why is the language needed?

- For study;
- For work;
- For training;
- For a combination of these;
- For some other purpose, e.g. status, examinations, promotion.

How will the language be used?

- Medium: speaking, writing, reading etc;
- Channel: e.g. telephone, face to face;
- Types of text or discourse: e.g. academic texts, lectures, informal conversation, technical manuals, catalogues.

What will the content areas be?

- Subjects: e.g. medicine, biology, architecture, shipping, commerce, engineering;
- Level: e.g. technician, craftsman, postgraduate, secondary school.

Who will the learner use the language with?

- Native speakers or non-native;
- Level of knowledge of receiver: e.g. expert, layman, students;
- Relationship: e.g. colleague, teacher, customer, superior, subordinate;

Where will the language be used?

- Physical setting: e.g. office, lecture theatre, hotel workshop library;
- Human context: e.g. alone, meetings, demonstrations, on telephone;
- Linguistic context: e.g. in own country, abroad.
When will the language be used?

» Concurrently with the ESP course or subsequently;
» Frequently, seldom, in small amounts, in large junks.

*(Framework for analyzing target situation needs. Hutchinson and waters 1987)*

The framework for analysing learning needs uses a similar checklist:

**Why are the learners taking the course?**

» Compulsory or optional;
» Apparent need or not;
» Are statuses, money, promotion involved?
» What do learners think they will achieve;
» What is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?

**How do the learners learn?**

» What is their learning background?
» What is their concept of teaching and learning?
» What methodology will appeal to them?
» What sorts of techniques are likely to bore/alienate them?
» What resources' are available?
» Number and professional competence of teachers;
» Attitude of teachers to ESP;
» Teachers' knowledge of and attitude to the subject content;
» Materials/Aids;

**Who are the learners?**

» Age/sex/nationality;
» What do they already know about English?
» What subject knowledge do they have?
» What are their interests?
» What is their socio-cultural background?
» What teaching styles are they used to?
» What is their attitude to English or to the cultures of the English speaking world?

**Where will the ESP course take place?**

» Are the surrounding pleasant, dull, noisy, cold etc?
When will the ESP course take place?

- Time of the day;
- Everyday/ once a week;
- Full-time/ part-time;
- Concurrent with need or pre-need

(Framework for analyzing learning needs. Hutchinson and Waters 1987)

This framework guided the study especially in instrument preparation. It guided the construction and selection of items in the questionnaire and the interview schedule. The framework for analyzing target needs informed the study on the information to be sought from the target situation while the framework for analyzing learning needs guided the study on why learners study Business English, the preferred learning styles, the learners' educational levels etc. This information was used to construct items in questionnaires and interview schedules. The data from the instruments of data collection and the syllabi was meant to answer the questions in the framework.

The major questions that the research sought to answer were:

1. Why is the language needed?
2. Why are the learners taking the course?
3. How will the language be used?
4. What will the content areas be?
5. Where will the ESP course take place?
6. Who will the learner use the language with?
7. Who are the learners?
8. Where will the language be used?
9. When will the ESP course take place?
10. When will the language be used?
11. How do the learners learn?

The framework gives options on how the questions can be answered; they were hence useful in designing items with options in the instruments. For example, to answer the first question in the above list, learners were asked why it was necessary
to study Business English; the options for the question were obtained from the
framework.

The overall needs analysis was guided by Munby (1978)'s communicative needs
processor framework. It has the concept of the language user's competence as its
central idea. Needs analysis is at the heart of this approach. The framework builds
up a participant or group of participants profile work at two levels: the priori and
posteriori. At the priori level, Munby includes parameters such as participants,
purposive domain, settings, interaction and instrumentality. The information about
the participants should concern the identity and language needs. Identity includes
data providing information about participants' age, sex, nationality, place of
residence etc., that of language needs identifies the participants' target language
need and extent, if any and his command of it among other things.

The purposive domain spells out the occupational or learning purpose for which the
target language is required. Setting parameter specifies both physical and
psychological setting in which target language is required. The interaction parameter
identifies who the learner will communicate with in the target language and predicts
the relationship expected between the learner and his interlocutors. Instrumentality
identifies constraints on input in terms of "mode" i.e. is the language to be used in
form of monologue, dialogue or any other, is the language spoken written or both,
and "channel" i.e. is it face to face, radio or any other channel.
At the posteriori level, the theory presents parameters such as dialect, target level, communicative event, and key. Dialect means the regional/ non-regional variety of language i.e. whether it is American or British English. Participant target level focuses on what guides further processing through the model, the communicative event is what the learner has to do either productively or receptively and the parameter of communicative key is how one does the activities comprising an event. The following model gives a summary of specifying communicative competence.

Fig. 2.1: Model for specifying communicative competence.

(Fatihi L, A. 2003)
Munby's overall model is made up of the following elements:

1. **Participants**: provides information about the language of the Learners and characteristics of the learner and in term of age, sex, nationality, present grasp of target Language, other languages known and extent of command.

2. **Communication Needs Processor**: looks at the precise Communication needs according to socio cultural and stylistic Variables which act together to establish a profile of such needs.

3. **Profile of Needs**: established through the processing of information in The Communicative Needs Processor.

4. **Meaning Processor**: this is where “parts of the socio culturally determined profile of communication needs are converted into Semantic subcategories of a predominantly pragmatic kind, and marked with attitudinal tone”.

5. **The Language Skills Selector**: categorises “the precise language Skills that are requisite to realize the events or activities that have been identified in the CNP” (Munby, 1978, p. 40).


Munby's communicative needs processor framework guided the researcher in developing a summary of the needs so that, from the data of needs, a profile of needs as shown in the model for specifying communicative competence was developed, the profile of needs being the summary of the needs of all the learners.
Conclusion

The chapter has focused on the literature that relates to this study. Specifically, studies related to needs analysis, ESP and Business English. The chapter has also presented a theoretical framework that guides the analysis and explanation of the phenomena observed. Tenets of the skill theory (Levlet, 1978; and Johnson 1996), the theory of language (Hymes 1972; and Canale and Swain 1980) and conceptual frameworks for needs analysis are explained as to why they are found to be appropriate for this research.
CHAPTER THREE

3.0. METHODOLOGY

3.1 Introduction

This chapter presents the methodology adopted for the study. It highlights on the research design, the area of study, data collection, processing and analysis. Instruments used for data collection and the sampling plan are also outlined.

3.2 Research design

This research adopted both quantitative and qualitative research designs. Such an integrated approach was deemed appropriate given that the study’s objectives could be assessed comprehensively using both research designs. Quantitative research designs include designs, techniques, and measures that produce numerical and quantifiable data (Mugenda and Mugenda, 1999). For example, quantitative data on occupational and language needs of the Business English learners elicited by structured items on the questionnaire were given in numerical forms based on the Likert scales. This data was organised using frequency tables, bar charts, percentages and measures of central tendency such as the means. On the other hand qualitative data elicited by open ended items on the questionnaires was categorised on the basis of the respondents’ opinions and attitudes regarding the needs of Business English. The researcher looked out for patterns and trends in opinions and attitudes of Business English stakeholders with regard to the responsiveness of the syllabi to needs of Business English learners.
3.3 Area of Study

The proposed study was carried out in Nairobi city located at 1° 17' S, 36° 49’ E. The city, now a county, was a province and had a population of about three million people according to the 2009 census. It is the regional hub for business and the capital city of Kenya. This made it suitable for the study because it had a high number of secretarial colleges (Orwenjo, 2009) and thus provided a representative sample of students from the whole country. Since it is the regional hub of business, the city was also a suitable place to collect linguistic data related to business.

3.4 The Target Population, Sample and Sampling Procedures.

This study targeted the secretarial students in diploma level colleges who take Business English as part of their course. Four, of the forty seven colleges registered colleges in the area of study, were purposively sampled for this study. Since the colleges have similar characteristics, the sample was considered representative enough. Purposively sampling allows the researcher to use cases that have the required information with respect to the objectives of his/her study (Mugenda and Mugenda, 1999).

Purposive sampling was suited for this study because it can be used with both quantitative and qualititative studies (Kombo and Tromp 2006). The researcher selected the colleges offering both the Business English KNEC and Pitman syllabi. Only five colleges offered both syllabi. The secretarial students were the best for this type of study because they are the most readily available of Business English
learners and Business English is compulsory for them (Orwenjo, 2009). From the four colleges, 121 students filled in the students’ questionnaire. The following table shows the constitution of the population sample regarding the colleges involved.

Table 3.1: Students’ Population per College.

<table>
<thead>
<tr>
<th>Secretarial College</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>N. I. B. S</td>
<td>45</td>
<td>37.2</td>
</tr>
<tr>
<td>N. A. C</td>
<td>38</td>
<td>31.4</td>
</tr>
<tr>
<td>DIMA</td>
<td>21</td>
<td>17.4</td>
</tr>
<tr>
<td>Blanes college</td>
<td>17</td>
<td>14.0</td>
</tr>
<tr>
<td>Total</td>
<td>121</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The students were asked the level of Business English they were studying to ensure that the study covered all the levels of Business English. The table below shows the total student sample and its distribution according to level of Business English.

Table 3.2: The Distribution of the Students’ Sample.

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level one</td>
<td>62</td>
<td>51.2</td>
</tr>
<tr>
<td>Level two</td>
<td>24</td>
<td>19.8</td>
</tr>
<tr>
<td>Level three</td>
<td>35</td>
<td>28.9</td>
</tr>
<tr>
<td>Total</td>
<td>121</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It can be seen from the table that slightly more than half of the students who responded to questionnaires were in level one (51.2 %), while level two constituted
19.8% with level three constituting 28.9% of the total population sample. The students were from two examining bodies, the KNEC and from City and Guilds. KNEC students were the majority while those aspiring to sit for City Guilds Business English examinations only constituted 10.7%. Since majority of the colleges offer only the KNEC syllabus with a few colleges offering both Pitman and the KNEC syllabus, the KNEC secretarial course is thus readily available as compared to the Pitman syllabus and as a result, majority of the students study under the KNEC syllabus.

All the students involved in this study were taking diploma courses in secretarial studies. Diploma students were considered more suitable for this study than certificate students because of the need to avoid the low academic aptitude. Diploma students score relatively higher grades than their counterparts at the certificate level at the Kenya Certificate of Secondary Education, Kenya’s final and national secondary education examination.

Twenty four secretaries filled in the questionnaires. They all had reached level three of secretarial studies at diploma level. They had served for an average of 14 years as secretaries; they were for this reason in a better position to give information regarding Business English needs given that they had the experiences of both the learning and the target situations.
Ten tutors were interviewed from a variety of colleges as shown in the following table (3.3)

**Table 3.3: Information on tutors interviewed.**

<table>
<thead>
<tr>
<th>College</th>
<th>Frequency</th>
<th>Syllabuses</th>
<th>Years taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.I.B.S</td>
<td>4</td>
<td>KNEC and pitman</td>
<td>5,5,25,12</td>
</tr>
<tr>
<td>Nairobi Aviation College</td>
<td>2</td>
<td>KNEC and pitman</td>
<td>5,2</td>
</tr>
<tr>
<td>DIMA College</td>
<td>2</td>
<td>KNEC and pitman</td>
<td>1,8</td>
</tr>
<tr>
<td>Blanes commercial college</td>
<td>2</td>
<td>KNEC and pitman</td>
<td>12, 5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

The study covered colleges offering both the Pitman and the KNEC syllabi because of the need to comprehensively examine the responsiveness of both syllabi to the needs of Business English learners. Both syllabi prepared students for the Business English target situation and since learners were to work in similar situations in the target situation, they share the target needs. It was important, therefore, to incorporate all learners to get a more complete picture of their needs, aspirations and what motivated their studies in Business English and its relationship with the whole secretarial course and the target situation. It was also important for the comparison on how both syllabi seek to fulfil the needs of learners. Richterich (1983) points out at two types of needs, i.e. objective needs; needs of the learners at the beginning of the course and subjective needs; needs of the students during the course. To study both objective and subjective needs, this study focused on students of secretarial studies from stage one to stage three.
Ten managers were also interviewed drawn from various sectors including the government, agencies, government corporations, and private companies to inform the study on the current target situation needs of Business English. Since the secretaries from both syllabi work in both governmental and non-governmental organisations, managers and secretaries were sampled on quota basis, five managers from the public sector and five from the private sector and twelve secretaries from the public sector and twelve from the private sector. Managers were interviewed only if they had a secretary. Their interview was to deduce information regarding the target needs of Business English for secretarial students.

3.5 Research Instruments.

The researcher used four instruments to collect data. They included a semi structured questionnaire for Business English learners (see appendix A). The questionnaire sought the opinions of the students with regard to the importance of Business English in the secretarial studies, how essential they considered various skills for the success of the Business English course and in preparing them as secretaries, and why it was necessary for them to study Business English. The semi structured questionnaire for the secretaries (see appendix B) elicited data to answer research question two which sought to find out the target needs of Business English learners. In order to answer this question, the opinions of the secretaries were sought on the importance of Business English in the target situation, if the Business English they had learnt in secretarial colleges was important in the target situation, whether the Business English they studied had equipped them adequately with the skills
necessary in the target situation, and the linguistic skills that were currently useful in the target situation. Questionnaires were considered to be advantageous for this study since, as a data collection instrument, questionnaires make it easier to collect data from a large number of people who are spread across a wide geographical area.

An interview schedule for tutors of Business English (see appendix C) and senior managers (see appendix D) sought information regarding how the KNEC and Pitman syllabi accommodated the needs of Business English learners. For instance, how relevant the tutor and managers found the syllabi, and the learners skills in the target situation, their expectation of the students from the syllabi and if these expectations were met, etc. The interview schedules contained unstructured questions meant to give in-depth data on the target situation needs which may not have been possible to get using the questionnaire.

3.6 Piloting

The questionnaire and the interview schedules were piloted by administering them to participants with the same characteristics as the sample under study. The questionnaire was administered to students at ‘Strive and Excel College’ and four secretaries from Kenyatta University. Tutors from Strive and Excel and Two senior managers from Kenyatta University were also interviewed. The detected weaknesses, inconsistencies, ambiguities and irrelevancies were corrected before the actual study.
3.7 Data Elicitation

The researcher used a questionnaire to collect relevant descriptive data from the Business English students and office secretaries who had studied the secretarial course to level three. This helped the researcher to collect information on the perceived occupational and language needs of the Business English learners. Quantitative data on the learners’ target needs and the language needs were generated by close ended items from the questionnaires. Some of these items had Likert scales which were scored using a 5-point Likert-type scale that ranged from “1”, representing very necessary to“5”, representing very unnecessary, and a 4-point Likert-type scale that ranged from “1” representing not necessary at all to“4” representing very necessary.

Developed originally in the 1930s (Dörnyei, 2003), a Likert scale is a relatively easy, reliable and widely used way of measuring respondents’ attitudes. The scales are particularly useful for obtaining respondents’ attitudes and perceptions (Cohen et al., 2003). The students’ and secretaries’ questionnaires used a mixture of open-ended and closed type questions to increase the range of responses. The student’s questionnaire was taken to the institution and administered through the Business English tutors. Filled in questionnaires were collected five days later. The secretaries’ questionnaires were self administered and collected a week later. Scheduled interviews were conducted for tutors of Business English in each institution and managers who had secretaries. The interviews provided the researcher with descriptive data on the teachers’ point of view on the relationship
between the needs portrayed by the syllabi and their own perceived needs, and managers' view of the target situation needs of Business English. Secondary data was obtained from the Ministry of Education concerning the colleges and Business English students' statistics.

3.8 Ethical Considerations

The main concern of ethical considerations in research is how appropriate the researcher's behaviour is in relation to the rights of those who become the subject of their work or are affected by it (Mugenda and Mugenda, 1999). The researcher gained verbal permission from the principals of the colleges concerning conducting research in their colleges. The tutors of Business English and the managers' consent was sought verbally. In addition, all tutors agreed to distribute the questionnaires to their students on behalf of the researcher. The researcher assured the student and secretaries of confidentiality and anonymity through the short letter at the beginning of the questionnaires. The researcher also clearly explained the purpose of the research in the introductory letter. Before the interviews, the managers and tutors were informed that they were being recorded. Above all, they were guaranteed that their responses were to be treated confidentially and used only for the purpose of the research.

3.9 Data Analysis and Presentation

Data obtained from individual colleges was analysed separately into means and percentages and then compared. The information from Likert scales was presented in frequency tables, bar graphs, pie charts and means for comparison. These were
supported by comprehensive explanations to give account of the findings from the data. Data elicited from open ended items in the questionnaire and interview schedules was categorised and an inductive approach to data analysis entailing a detailed discussion and description of established patterns and trends was done. The detailed discussions and descriptions as well as quantitative evidence generated from the means and frequencies to support the discussions helped the researcher to come up with a profile of needs that is representative of the majority of the Business English learners. Secondary data from the Business English KNEC and Pitman syllabi was compared with the profile of needs to see if the needs in the syllabi reflected the real needs of Business English learners. The comparison was presented in tables divided according to the levels of Business English learners and descriptively analysed and presented in prose.

Conclusion

This chapter has given a description of the research design that was adopted for this study, the area of the study, the target population and sampling procedures. It outlines the procedures for data elicitation and collection, the research instruments used for this study, the piloting of the instruments used in the study and procedures of data analysis and presentation. The next chapter presents and analyses the data collected from four of the parties that have a stake in Business English learning in Kenya.
CHAPTER FOUR

4.0. DATA ANALYSIS AND PRESENTATION

4.1. Introduction

This chapter presents and analyses the data collected from four of the parties that have a stake in Business English learning in Kenya. The four stakeholders are; the students of secretarial studies at diploma level, secretaries who had taken the diploma course for secretarial studies to level three, tutors of Business English at diploma level and the managers who had secretaries. Quantitative data was collected through questionnaires administered to secretaries and the students. This data was augmented by qualitative data collected by interviews administered to the managers and Business English tutors. The chapter is divided into three parts according to the three research questions (cf 1.4).

4.2. Language Needs of Business English learners

The first research question was designed to find out the language needs of Business English learners in Kenya. To examine the need for the various skills of Business English, students were asked to rate the necessity of language skills (grammar, reading comprehension, writing, listening speaking and vocabulary) in the Business English course. This question was aimed at finding out which skills were important for the success of the Business English course from the students’ perspective. These are skills whose inclusion or retention in the Business English syllabus would make the Business English course better adapted to the current needs of Business English
learners. The item also sought to find out the contribution of various language skills to the overall Business English course. Figure 4.1 shows the results.

**Figure 4.1: The necessity of language skills for the success of the Business English course.**

From the graph above, grammar skills are seen as the most necessary skills for the students' success in learning Business English with 72% of the total sample of students saying that grammar was very necessary. Second and third in necessity are speaking and writing skills with 70.2% and 69.4% respectively of the population saying the skills are very necessary.

Reading comprehension as well as business vocabulary are the skills with the least percentages in the "very necessary" category. It is the general opinion of the students, therefore, that grammar, writing and speaking skills are the most important skills as compared to business vocabulary in the success of the Business English course. These results relate to Pingyoad's (2005) study on Business English skills.
needed by business graduates as perceived by professionals. In this study, reading was revealed to be the most important skill followed by listening then speaking and lastly writing. The present study, however, does not agree completely to Pingyoad (2005)'s study, it shows grammar to be the most important followed by speaking, writing, listening, reading and lastly business vocabulary. Of the four main language skills, speaking was ranked highest. The dominance of grammar could have been due to fact that the overall performance of Business English examinations heavily depends on the learners' proficiency in grammar.

It was, however, not surprising that speaking and writing were viewed as very important skills considering that in the learning situation, students use these skills in a variety of learning activities. In the light of the theory of communicative competence, the learners' need is to develop grammatical competence which is concerned mainly with grammar and other components of language that are classified under grammatical competence according to Canale and Swain (1980). Learners want to develop grammatical competence so that they can develop productive linguistic skills (writing and speaking) that are important for communication. This shows that the learners' need to develop the ability to use the language since the two skills, writing and speaking, involve producing linguistic structures which makes more cognitive requirements on the learner than linguistic receptive skills such as listening and reading.
Grammar teaching promotes linguistic growth by promoting learner understanding, knowledge, and the learners’ ability to notice smaller details. Proficiency in grammar enables the learner to create acceptable linguistic structures in writing and in speech. It is, therefore, no wonder that writing and speaking skills are among the skills that are considered most important. Grammar skills may also provide the tool for learning other languages, a thinking skill and worthwhile self-knowledge. The importance of grammar in the learning situation is amplified given that it is examined in the end of course examinations.

Regarding the importance of Business English, particularly within secretarial studies, two types of stakeholders (managers and students) were asked how important Business English is in secretarial work. All the ten managers, representing 100%, considered it essential for students learning to become secretaries to study Business English. The main reason cited by managers for their view was that secretaries were the images of the organizations that they worked in. They are the ones who communicated most on behalf of the organizations. The communication channels that were identified through the managers’ interviews included speaking to visitors, drafting and writing business correspondence in email and in hard copies, writing menus, minutes and writing reports. All these need a strong backing in English language. Language is the basis of any secretarial work and communication, without which organizations will not perform their duties adequately. All managers concurred that proficiency in Business English is important.
Responses from the students were divergent, 72.7% of students strongly agreed while 23.1% agreed. Table 4.1 summarizes the results.

Table 4.1: Students' opinion on the need for Business English in secretarial studies.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>72.7%</td>
</tr>
<tr>
<td>Agree</td>
<td>23.1%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>2.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0.8%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

As shown in table 4.1 above, a majority of students (96%) responded in the affirmative when asked if Business English was necessary in secretarial studies. On the other hand, 2.5% of the students neither agreed nor disagreed while 1.6% generally disagreed. Generally, the stakeholders felt that Business English is important in secretarial studies. Managers pointed out that it was necessary since secretaries carried out major secretarial duties which require strong linguistic skills. The implication of these findings is that Business English is a very important subject in the overall curriculum of secretarial studies. It is important for the learning and employment of secretaries.
Since both students and secretaries attest to the importance of Business English in the secretarial career as well as to the learning of the secretarial course, we can conclude that Business English is very important in both the secretarial target situation and the learning situation. Robinson (2004)'s findings concur with these results. In her study, Robinson (2004) investigated Business English courses in Israeli institutions of higher education regarding the needs of the three stakeholders involved in these courses: the teachers (representing the institutions), the students and the business community. All the three stakeholders that Robinson (2004) interviewed agreed that learning Business English was necessary and they stressed the importance of English as the predominant language. In the present study, the stakeholders generally feel that Business English is important in the learning and target situation. These results contribute to the purposive domain of Munby (1978) which spells out the occupational or learning purpose for which the target language is required. In this case, Business English is required for both learning other subjects and communication in the target situation.

The learners were also asked why it was necessary that they study Business English. Of all the students, 24% claimed it was to improve their social status in society, while 5.8% said they did it because it was compulsory. The majority of students (44.6%) however said it was necessary to study Business English because they needed it in their future jobs. This shows that occupational needs play a major role in compelling students to study Business English. However, 20.6% of the students studied Business English because it helped them to understand the overall secretarial course.
The following figure 4.2 shows a summary of the results showing why students study Business English.

**Figure 4.2: Students’ opinions on the importance of learning Business English.**

From the graph above, the major reasons why Business English is important to students are for better understanding of the overall secretarial course (25.6 %) and because it will be needed in future jobs that are related to secretarial studies (44.6%). These findings indicate that majority of students see Business English as being important majorly because they need it in their future jobs as secretaries and because it is important for the better understanding of the course. This implies therefore that students study Business English to satisfy both learning and occupational needs.
This in the Hutchinson and Waters (1987) learning centred approach partly answers the question “why are the learners taking the course?”

In the light of Munby (1978) s’ purposive domain, this information indicates the educational as well as occupational purposes for which the target language is required. That is, the learners need the language largely to work well in their jobs as well as for the overall understanding of the course. These results also conform to Al-Buainain et al’s (2010) study on the needs of English by graduates of Qatar University in the work place. Al-Buainain et al (2010) discerns that English language is highly needed for work in both state and private institutions in Qatar and in learning other subjects in college. Another outstanding similarity between these two studies is Al-Buainain et al’s (2010) view that Business English is more important in the work situation than in the learning situation. This implies that the occupational needs are very important in syllabus design and should be considered in the process of course design. However, this does not mean that the learning needs should be ignored since they are equally important.

Another question that students were asked was if Business English should focus on passing exams. In this, they gave wide-ranging responses as the following graph shows.
Figure 4.3: Students' opinions on whether Business English should focus on passing examinations.

From figure 4.3 above, slightly over a quarter of the students disagree while 14% strongly disagree. On the other hand, almost 50% generally agree. Overall, this question has a mean response of 2.87. This is below three; an indication that the students generally agree that the study of Business English should focus on passing examinations. One of the needs of studying Business English is, therefore, to pass examinations. In Munby (1978)'s communicative needs processor, passing examinations contributes to the purposive domain which spells out the occupational
or learning purpose for which the target language is required. These results are nearly similar to those of tutors, 60% of them said that their main incentive in teaching was to enable their students to pass examinations. On the other hand, 30% said they taught because they believed that it was important in the overall academic development of the learner i.e. it was important because it enabled the learner to develop a positive attitude towards the learning process, 20% said they found the teaching of Business English important because it developed communication skills in the learners.) These sentiments from tutors show that they were more concerned with the learning needs than the occupational needs.

Similarly, Robinson (1991)'s study on the provision of Business English language courses for students in Israeli higher education institutions found out that teachers gave very little considerations to professional needs. Unlike the results of this study, the activities that teachers mentioned showed that Business English was more important for reading as an essential academic need. Tutors teaching both the KNEC and Pitman syllabi focus mainly on ensuring that their learners pass their examinations since the examinations are seen as a measure of how successful the tutor's teaching is, rather than being prepared to work effectively as a secretary. The Pitman syllabus, for example, gives samples of examination papers that the learners are expected to sit for at the end of the course. This emphasis on examinations undermines the real reason for learning the course; to be able to effectively work as a secretary. The emphasis on exams leads to learners being able to pass examinations but not being able to work effectively in their jobs as secretaries because the skills of passing exams are emphasised at the expense of the skills
required in the target situation. Exams as a means of evaluation should not be overlooked but any language course evaluation should establish whether the aims and objectives of the course are being accomplished and whether the course is responsive to the needs of all stakeholders. This type of evaluation can enhance language programmes and allow them to either have a longer life span and not be hastily discarded, or be modified as a result of being outdated (Richards, 1990). In addition, evaluation would necessitate adjustments and changes to existing programmes in order to adapt to the demands of all the stakeholders.

To understand the extent to which Business English is important in the learning situation, tutors were asked what learning activities their students needed Business English for. The intention of this question was to find out how important Business English was in the secretarial curriculum. All the tutors agreed that Business English is important in the learning of other subjects. For instance, one tutor said:

Business English is at the core of the whole secretarial course. It is very important in the learning of other subjects in the course. It is also important in various learning activities such as dictation of notes during the learning of other subjects.

This is a clear indication that Business English is important in the learning of other subjects in the secretarial course as well as in developing necessary learning skills such as dictation. Other subjects, pointed out in the interviews, that drew on Business English skills during their study included: Office practice, Shorthand, Typing, Economics, Accounting and Secretarial duties. Various learning activities that depend on Business English for their successful execution were mentioned. For
example, a tutor mentioned that dictation of notes in class needed proficiency in English and that in this regard, Business English is especially important if it was in a class of a subject dealing with business concepts. She pointed out that business terms which were taught under vocabulary were important for dictation of other subjects. Another learning activity mentioned was asking and answering questions during learning in class discussions.

Business English was also said to be important in listening to lectures. A student lacking the requisite Business English skills will not be able to listen properly or read properly during the learning of other subjects like shorthand. The need of Business English for good performance in other subjects was identified as one of the main academic needs. Table 4.2 summarizes the responses of tutors on the learning activities that needed proficiency in Business English. These activities are placed in four categories depending on the pertinent linguistic skill that they developed.

Table 4.2: Learning activities that need proficiency in Business English.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Listening to lectures, listening and comprehension, dictation, discussion among students and debates.</td>
</tr>
<tr>
<td>Speaking</td>
<td>Discussion among colleagues, asking and responding to questions, debates.</td>
</tr>
<tr>
<td>Writing</td>
<td>Dictation, writing examinations, typing, writing shorthand symbols, note making and note taking.</td>
</tr>
<tr>
<td>Reading</td>
<td>Reading notes, books and information from the internet, interpreting shorthand symbols.</td>
</tr>
</tbody>
</table>
Traditionally, language teaching especially English in general is viewed as skills, such as speaking, writing, listening, and reading, and different teaching skills are applied in teaching each. Business English is, however, unique and is not normally treated this way because its learners are supposed to gain a comprehensive mastery of English required by business communications. It is hard to draw a line between the linguistic skills like speaking, listening and writing in teaching Business English since it adopts the communicative approach which is a more holistic approach to language teaching. Instead of focusing on speaking, listening, reading and writing skills, the methodology seeks to teach learners to communicate. The four skills are simultaneously learnt in the process.

Consequently, traditional teaching skills may not be favorable in Business English teaching. These components are however used in this study as activities that are used in class in the process of teaching Business English or any other subject. For example, while using any teaching methodology suitable for teaching Business English, students and the teacher alike will listen, speak, write and read. These are learning activities that will support whichever teaching methodology that the teacher will choose to employ and should not necessarily be viewed as components of language learning. These learning activities were also important in trying to find out the language needs of the Business English learners, i.e. the activities they need in order to learn Business English. This study also shows that Business English is the core of the overall secretarial studies course. For the learners to succeed in secretarial studies they have to be good in Business English.
Other results from this study indicate that Business English was important in the learning of other subjects like Shorthand, Computerized Document Processing, Economics, Accounting, Entrepreneurship in Education in addition to Commercial and Administrative Law. All these subjects depend on Business English since tutors of these subjects use Business English terminology in teaching the subjects. Tutors of these subjects employ activities like dictation, reading, writing, listening, group discussions, and other similar activities during teaching. Learners need proficiency in Business English to be able to carry out these activities effectively.

These activities indicate that according to Kenyan tutors, Business English in the learning situation is important for listening and writing activities in other subjects. This implies therefore that for the overall secretarial course to be successful, learners have to be proficient in listening and writing skills. Consequently, these activities should be emphasized to ensure the learners acquire skills that would enable them study the whole secretarial course and Business English course appropriately.

Learning other subjects makes linguistic cognitive demands on learners. For example, when a shorthand teacher asks students to write down a passage in shorthand, the teacher assumes that they can employ certain linguistic skills such as, listening, decoding the information that s/he gets from listening then deciding on the right symbol for the information before writing the symbol down. This has to be done very quickly. These cognitive processes make language demands on the students. In other words, the students must be able to execute these cognitive processes in English.
Similarly, if the teacher requires that the students make their own notes on an Economics topic, the task will make different cognitive demands on the students. The assumption is, for example, that they understand key concepts and have the planning and composing ability to organize their ideas and write them in a logical order. These cognitive processes also make linguistic demands on the students: the learners need to have the Business English vocabulary to express the economic concepts. The learners also need to show the sequence of ideas required by a good written record (e.g. showing time sequence by using connectors such as first, then, next etc and drawing conclusions by phrases such as so, thus, therefore etc. These cognitive processes draw heavily on the linguistic resources of the learners for their success. The Business English learners, therefore, need to be proficient in Business English to have the necessary linguistic resources that they need in order to learn other subjects.
Taking the above discussions into account, the following table gives a summary of needs in the light of Hutchinson and Waters (1987)'s theoretical approach to needs analysis (c.f. 3.4).

**Table 4.3: A profile of learning needs**

<table>
<thead>
<tr>
<th>Why are learners taking the Business English course?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. There are apparent needs: Needed for employment, better understanding of the overall secretarial course especially subjects like shorthand and typing.</td>
<td></td>
</tr>
<tr>
<td>b. Passing examination.</td>
<td></td>
</tr>
<tr>
<td>c. Business English is compulsory</td>
<td></td>
</tr>
<tr>
<td>d. It is Important in career advancement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How do learners learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In favour of the communicative approach of teaching</td>
</tr>
<tr>
<td>b. Listening to the tutor</td>
</tr>
<tr>
<td>c. Making personal notes</td>
</tr>
<tr>
<td>-Resources especially for teaching spoken skill are limited.</td>
</tr>
<tr>
<td>-Attitude of teachers to Business English is positive.</td>
</tr>
<tr>
<td>-Limited out of class activities in learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who are the learners?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Adult learners</td>
</tr>
<tr>
<td>b. Already have above average proficiency in English. A minimum of C- plain in KCSE examinations.</td>
</tr>
<tr>
<td>c. Have knowledge in all the basic language skills (reading, writing, listening and speaking)</td>
</tr>
<tr>
<td>d. Learners have a positive attitude to English and the English culture</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where will the Business English course take place?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In class environment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When will the Business English course take place?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Everyday</td>
</tr>
<tr>
<td>b. Fulltime/part-time</td>
</tr>
<tr>
<td>c. Concurrent with need and pre-need.</td>
</tr>
</tbody>
</table>
4.3. Occupational Needs for Business English

The second research question sought to find out the current occupational needs of Business English learners taking into account the activities that secretaries engage in that require specific language skills. A number of items from all the instruments were used to assess the occupational needs of the Business English learners.

In order to find out how relevant Business English was perceived to be in the target situation, students were asked how necessary they found the linguistic skills (Grammar, Reading, Writing, Listening and Speaking) in preparing them for their work as secretaries. The responses were given in a Likert Scale ranging from 4- (very necessary) to 1-(not necessary at all). Means were calculated from the results. A mean near four, implies that the majority of the respondents selected option 3 and 4 meaning they generally felt that the skill is very necessary in the target situation while a response with a mean close to 1 means that majority of respondents selected options 1 and 2 from the likert scale, implying that the overall general feeling was that the skill is not necessary at all for ones’ work as a secretary in the target situation.
Table 4.4 below gives a summary of the students' responses on skills necessary for the adequate preparation for their future jobs.

Table 4.4: Skills necessary for students' adequate preparation for their future jobs.

<table>
<thead>
<tr>
<th></th>
<th>Not necessary at all.</th>
<th>Not necessary</th>
<th>Necessary</th>
<th>Very necessary</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>5.8%</td>
<td>6.6%</td>
<td>30.6%</td>
<td>57.0%</td>
<td>3.47</td>
</tr>
<tr>
<td>Reading</td>
<td>7.4%</td>
<td>5.6%</td>
<td>34.7%</td>
<td>52.9%</td>
<td>3.33</td>
</tr>
<tr>
<td>Writing</td>
<td>11.6%</td>
<td>0.8%</td>
<td>24.8%</td>
<td>62.8%</td>
<td>3.39</td>
</tr>
<tr>
<td>Listening</td>
<td>7.4%</td>
<td>5.0%</td>
<td>36.4%</td>
<td>51.2%</td>
<td>3.31</td>
</tr>
<tr>
<td>Speaking</td>
<td>8.3%</td>
<td>1.7%</td>
<td>23.1%</td>
<td>66.9%</td>
<td>3.49</td>
</tr>
<tr>
<td>Business Vocabulary</td>
<td>6.6%</td>
<td>9.1%</td>
<td>41.3%</td>
<td>43.0%</td>
<td>3.21</td>
</tr>
<tr>
<td>Business Correspondence</td>
<td>11.6%</td>
<td>3.3%</td>
<td>19.1%</td>
<td>65.3%</td>
<td>3.39</td>
</tr>
<tr>
<td>Presentations</td>
<td>7.4%</td>
<td>5.8%</td>
<td>35.5%</td>
<td>51.2%</td>
<td>3.31</td>
</tr>
</tbody>
</table>

As shown in the table 4.4 above, students consider speaking as the most necessary skill in the target situation with 66.9% of respondents saying it was very necessary. It also has the highest mean of 3.49 which is very close to 4; which implies that majority of the respondents felt that it is very necessary. Grammar had a mean of 3.47, writing 3.39 and business correspondence 3.38. Table 4.4 shows that there is a close link between the skills needed for the success of the Business English course and the skills needed for the success of the overall secretarial course. The three skills, writing, speaking and grammar seem to be the most necessary skills for both the Business English course and the whole secretarial course. These results imply that according to students, speaking, grammar, writing and business correspondence
are the most important and relevant skills for the target situation and they should hence be emphasized in teaching.

These results when viewed against the backdrop of the theory of language imply that all types of competencies (grammatical, socio-linguistic and strategic competencies as per Canale and Swain, 1980) are important in the target situation since the most important skills include speaking, grammar, writing and business correspondence. The importance of grammar skills in the target situation implies that grammatical competence is important in the target situation. Speaking skills require proficiency in the actual articulation of sounds during speaking and the development of verbal communication strategies that may compensate for breakdown in communications during speaking. The speaker also needs to understand the social contexts and rules that govern a speech situation. Therefore, the competencies that need to be developed include grammatical competence i.e. knowledge of lexical items and rules of morphology, syntax, sentence-grammar, semantics, and phonology. Speaking, writing and business correspondence are communicative skills that involve the passing of messages. These skills show the need for developing the socio-linguistic and strategic competencies i.e. developing verbal and non verbal communication strategies that may be used to compensate for breakdown in communication due to performance variables or to insufficient grammatical competence.

These finding supports those of Reich and Shelby (1997) which reveal that oral events are perceived to be the most requisite to function properly in a job. Written communication is extremely important in today’s business environment and more
business related schools are interested in teaching communication skills to produce graduates that meet the employers' needs. Considering that the major reason that the learners cited for learning Business English was to acquire employment, this could explain why they felt that writing skills are very important. The listening and reading skills were not considered to be very important as compared to other skills. The needs assessment study conducted by Arik (2002) revealed similar results, content course teachers perceived reading and writing as the most necessary English skills while listening was not seen as an important skill for the students.

This perception may result from two reasons. First, considering that the teaching of Business English in Kenya is examination oriented, the tutors may overlook teaching the listening skill in Business English since it is not tested in the main examination in the two syllabi. Second, English teaching at the collegiate level in Kenya generally still follows the Traditional Grammar-Translation Method, which mainly focuses on students' reading skill development while their listening and speaking skills are nearly unstressed. The respondents may also be unaware of the importance of the listening skills due to their lack of knowledge about listening as a linguistic skill. Nunan (2002) and Rost, (2002) point out that it is difficult, because of this lack of knowledge, to improve listening skills in foreign and second language settings.

In order to find out how important Business English was perceived to be in the target situation by secretaries, they were asked how important their studies of Business English were in their day to day work as secretaries. The responses were given in a four point likert scale ranging from 1 to 4, 1 to suggest (not important at all), 2-not
important), 3-(important), and 4-(very important). All the secretaries in the sample chose two options, important and very important. Four secretaries representing 16.7% said Business English was “important” in their secretarial duties while 20 secretaries representing 83.3% said it was “very important”. This shows that an overwhelming majority of the secretaries feel that Business English is very important in the secretarial studies target situation.

Evidently, the results from this research indicate that Business English is very important in the secretarial target situation. A study by Al-Khatib (2005) yielded results that are similar to the findings of this study regarding the importance of Business English in the work situation. This study therefore supports the results of these studies regarding the need for Business English in the work situation. The inference of these findings is that Business English should be retained in the overall secretarial course to make the overall course more responsive to the needs of the secretarial target situation. These results make an important contribution to the overall information regarding the needs. In the light of Munby’s (1978) communicative needs processor, the results fit in the purposive domain and to some extent the setting domain. It is clear that Business English is needed in the secretarial office situation; it thus fulfils an occupational purpose. The office, then, is the purposive domain where the language skills are needed.

To find out the most important skills in the secretarial work situation, the secretaries were asked which linguistic skills they found necessary in performing their duties. The responses were given in a likert scale ranging from 1 to 5 where 1 means, (Very
necessary), 2-(Necessary), 3-(Undecided), 4-(Not necessary) and 5-(Very unnecessary). Means were calculated to show the general perception of the respondents. A mean close to one means that majority of the respondents had selected option one or two which means the skill is necessary. A mean close to 5 means that majority of respondents had selected option four and five which means the skill is not necessary. Table 4.7 below gives a summary of these findings.

Table 4.5: The necessity of language skills in the secretarial work situation.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Very Necessary</th>
<th>Necessary</th>
<th>Undecided</th>
<th>Not Necessary</th>
<th>Very Unnecessary</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>75.0%</td>
<td>16.7%</td>
<td>0</td>
<td>0</td>
<td>8.3%</td>
<td>1.50</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>33.3%</td>
<td>50.0%</td>
<td>0</td>
<td>0</td>
<td>16.7%</td>
<td>2.00</td>
</tr>
<tr>
<td>Writing</td>
<td>75.0%</td>
<td>16.7%</td>
<td>0</td>
<td>0</td>
<td>8.3%</td>
<td>1.50</td>
</tr>
<tr>
<td>Listening</td>
<td>58.3%</td>
<td>33.3%</td>
<td>0</td>
<td>0</td>
<td>8.3%</td>
<td>1.67</td>
</tr>
<tr>
<td>Speaking</td>
<td>83.3%</td>
<td>8.3%</td>
<td>0</td>
<td>0</td>
<td>8.3%</td>
<td>1.42</td>
</tr>
<tr>
<td>Business</td>
<td>41.7%</td>
<td>33.3%</td>
<td>0</td>
<td>16.7%</td>
<td>8.3%</td>
<td>2.17</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As seen in the table above, Speaking is the most necessary skill with 83.3% of secretaries saying it is very necessary. Its mean is 1.41 which indicates it is very necessary since it is very close to one than to five. Writing and grammar carry equal weight with 75% of the respondents saying they are very necessary. They both have a mean of 1.5. Reading comprehension was seen as the least necessary skill with 16.7% of the respondents saying it was very unnecessary and only 33.3% of the secretaries saying it was necessary. These responses show that speaking skills are seen as the most important skills in the secretarial target situation. Similar results were obtained by Jasso-Aguilar’s (1999) needs assessment of Waikiki hotel maids. Similar to this study, Jasso-Aguilar (1999) found out that maids considered getting
training on basic speaking skills very important to enable them converse with clients. These results can be inferred to mean that speaking skills should be taught and given more time in the overall Business English course.

These three skills, speaking, writing and grammar, are the most important skills in the secretarial target situation and they can therefore be taken to constitute the most important occupational needs of Business English designed for the secretarial course. These results, again, support Celik (2003)'s investigation into students' academic and occupational English language needs at office management and secretarial studies department of Nidge University's Vocational College. In this study, speaking skills are the most important occupational language skills for all the stakeholders apart from the teachers who cite listening skills.

The importance of speaking could be due to the fact that many activities in the office situation require speaking. To a large extent, speaking in the light of the skill theory draws more on the learner and requires more operations in accurate temporal integration as compared to listening, taking into account that speaking is a productive skill while listening is a receptive skill. The present study reveals that according to secretaries, reading comprehension and business vocabulary are the least important skills. The implication of these results is that speaking, writing and grammar, being part of the overall Business English language skills, should be given ample time in the syllabus for comprehensive coverage of the Business English skills.
Secretaries were also asked how often they used various Business English skills in their places of work. The responses were given in a likert scale ranging from one to four. Option 1 means “not at all”, option 2 means “not often”, option 3 means “often” and option 4 “very often”. A mean response that is almost four indicates that majority of the respondents selected response 3 and 4 implying that the skill is used often while a mean response close to one indicates that majority of the respondents selected option 1 and 2 on the likert scale implying that the skill is seldom used. The following graph presents a summary of the results.

Figure 4.4: Frequency of language skills needed in the secretarial work situation.

![Graph showing the frequency of language skills needed in secretarial work](image)

Language skills needed in secretarial work

Figure 4.4 above shows that speaking skills are again the ones used most frequently in the office situation. It has a mean of 3.83 which is very close to 4. This means that the skill is very useful in secretarial work. Listening has a mean of 3.67; writing and
reading have a mean of 3.4 while grammar has a mean of 3.3, business correspondence, a mean of 3.25 and business vocabulary with 3.17.

Accordingly, the secretaries seem to acknowledge the importance of speaking, listening, writing and reading in performing their duties in general. Similar results from this study indicate that secretaries used speaking skills, business skills, business correspondence and grammar more in the target situation. These results imply that although secretaries feel that speaking skills, grammar skills, writing and listening are most important in the occupational situations; speaking, writing, listening and business correspondence are the most practiced skills in the target situation. These results therefore support earlier results that looked into the secretaries’ perception on the important occupational skills. The results concur with Du Plessis (2008) who observes that too much attention has been given to the written word to the detriment of the spoken word.

In most target situations in the real world where EOP is relevant, including in the secretarial target situation, speech predominates; speaking skills are critical in Business English. Many stakeholders equate being able to speak a language to knowing the language and therefore view learning the language as learning how to speak the language, success is measured in terms of the ability to carry out a conversation in the (target) language (Nunan, 1991).

Conversational skills, which include turn-taking, diction and inflection, are used in all types of office situations every day. Presentation skills, too, are important. For example, secretaries may be required to give presentations in many contexts such as
in meetings, at conferences, and to other employees. Conversational skills important in Business English communication include public speaking, job interviews, in meetings, conferences and in dialogues with other people to maintain public social relations. When considered against Munby's (1978) communicative needs processor, the results indicate a gap in the communicative needs processor's purposive domain. The implication regarding syllabus design in Business English in the Kenyan context is that detailed needs analyses should be carried out with special foci on the target situation. The implication of these results is that there is no adequate needs analysis in the target situation; hence the needs in the target situation are not reflected in the syllabi. This results relate positively with the study's earlier results from the students which denote productive and practical linguistic skills as being more necessary than the receptive and theoretical skills.

In order to find out the activities in the target situation which require Business English, the managers were asked to state the activities secretaries did in their places of work that needed Business English skills. From their responses, the researcher identified the major functions of language. The tasks that were identified by the respondents as target situation tasks were then classified into relevant target task types as shown in table 4.6:
Table 4.6: Tasks in the secretarial work situation that need Business English.

<table>
<thead>
<tr>
<th>Target task situation</th>
<th>Tasks involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correspondence</td>
<td>Drafting letters from a summary of points, Faxing, Emailing clients, Sending short messages through the phone, Calling clients using the mobile phone as well as the landline phone network.</td>
</tr>
<tr>
<td>Writing</td>
<td>Writing documents Including memoranda, reports, business/official letters, annual reports, writing public relation materials, and contracts.</td>
</tr>
<tr>
<td>Interaction with clients</td>
<td>Dealing with claims, placing orders on behalf of clients, receiving orders from clients, giving directions to visitors and clients, informing clients on the company 's/organization's procedures socializing with clients.</td>
</tr>
<tr>
<td>Business meetings</td>
<td>Staff meetings, conferences, seminars, social staff meetings, briefing, presentation, question and answer sessions, negotiations, teleconferencing and video conferencing.</td>
</tr>
<tr>
<td>Market research</td>
<td>Browsing the internet for information, reading articles and magazines related to the company jobs, asking questions on phone etc</td>
</tr>
<tr>
<td>Others</td>
<td>Talking with colleagues and senior employees in the work situation, socializing, attending company social meetings such as dinners, proofreading materials, making presentation materials.</td>
</tr>
</tbody>
</table>

The interviewees identified speaking tasks and correspondence as the tasks that were most performed by secretaries. Among correspondences, letter writing was the most frequent followed by correspondence by phone (both the mobile phone and the landline phone).

These results show that most tasks required productive linguistic skills of writing and speaking as opposed to receptive linguistic skills of listening and reading. These results support a regular tendency. Other studies that have generated similar results include Barbara et al; (1996), Chew, 2005; Grose, 2004; Louhila Salminem, (1996); and St John (1996). These studies identify some common tasks including
correspondence, that is, letters, faxes and email, telephone calls, minute writing, attending to foreign guests, socializing, presentations among others. The studies identified indicate that most of the tasks done in the target situations for Business English require the skills of writing and speaking with the skills of listening and reading taking a smaller proportion of tasks.

These activities give important insights into which skills may need to be given precedence over others. This, however, does not mean that skills that are not related to those tasks should be completely avoided or removed from the syllabi. Correspondence tasks for instance draw more on the writing skills than the other skills. They, however, need grammatical and other linguistic skills to be done appropriately. To be able to write grammatically correct documents, secretaries need grammar and other skills such as writing. Official documents like minutes need both listening and writing grammar skills. Other activities (like participating in business meetings, market research, socializing) need both listening and speaking skills.

The tasks that were projected by the managers above emphasize the practical aspect of Business English rather than the theoretical aspect of the Business English course. This therefore calls for the adaptation of the teaching methodology to make the course more practical oriented in favour of the present and future needs.

When the managers were asked if the skills that their secretaries learnt in college were sufficient to enable them to handle English in the corporate world, 7 managers representing 70% said that the skills were sufficient. They, however, raised concerns that the secretaries were not well prepared in matters of public relations. They also
pointed out that the aspects of language for socializing in business settings, was a skill that most secretaries lacked. It is indeed true that language has an important function in maintaining social relationships. This can occur in two levels; first, at the level of the organisation, where English plays an important role in the communicative practices of the organisation as well as in contributing to the organisation’s goals. Secondly, language is useful in maintaining social relations between the company and the outside world. This requires teaching in ways that will develop the communicative competence of the learner rather than developing language accuracy or grammatical competence. This type of teaching will develop in the learners, knowledge of the appropriate language used within corporate circles i.e. language that is important in functions that require certain specific language and a certain organisation or order of linguistic events.

Language is also important in maintaining social relations between individual people in a speech situation in a business setting. Language is intimately connected to our social relationships and is the medium through which we participate in a variety of social activities. During a speech event between two people, various social factors come into play; these include aspects such as identity, gender relations, class, kinship, status, and hierarchies. It is important for learners to understand how to use language in such varied linguistic contexts. This requires that the syllabi provide adequate situations for practising such language contexts.
The following table shows a summary of the target needs identified from this study in the light of Hutchinson and Waters’ (1987) learning centred approach.

**Table 4.7: A profile of target needs.**

<table>
<thead>
<tr>
<th>Why is the language needed?</th>
<th>a. For study</th>
<th>b. For work</th>
<th>c. For examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will the language be used?</td>
<td>a. Medium: speaking, writing, reading and listening (in order of importance)</td>
<td>b. Channel: mobile phone, landline telephone, fax, email, face to face,</td>
<td>c. Types of discourse: conversations, business/official meetings, presentations, web content, business correspondence, business texts.</td>
</tr>
<tr>
<td>What will the content areas be?</td>
<td>a. Subjects: grammar, writing, speaking, listening, business correspondence, business vocabulary and presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who will the leaner use the language with?</td>
<td>a. Native and non-native speakers</td>
<td>b. Level of knowledge: Experts students, laymen</td>
<td>c. relationship: bosses, business people, government officers, clients, colleagues,</td>
</tr>
<tr>
<td>Where will the language be used?</td>
<td>a. Physical setting: office</td>
<td>b. Human context: alone, in meetings, on telephone/mobile phone, while presenting, on computer,</td>
<td>c. Linguistic context: in Kenya where English is one of the official language and the language for business, public/business/international relations.</td>
</tr>
<tr>
<td>When will the language be used?</td>
<td>a. Concurrently with the Business English course and subsequently.</td>
<td>b. Frequently and in large chunks.</td>
<td></td>
</tr>
</tbody>
</table>
4.4: The Syllabi's Responsiveness to the Business English Needs

The third research question was intended to find out how the KNEC and the Pitman Syllabi accommodate needs of Business English stakeholders. The most important purpose of a learning program is to facilitate the process of learning through acquiring knowledge or proficiency or both, in that way closing the gap between what is known and what needs to be known, or at least reducing it efficiently. The development of recent inventions, however, cast doubts about the relevance of knowledge, and when and how this knowledge input has to happen in order to provide maximum learning. This raises the question of which learning programme will help the learners attain their goal of undertaking the programme.

Studying or analysing the syllabi can be done through four processes as spelled out by Finocchiaro and Bonomo (1973). These processes are more suitable in the analysis of a language curriculum related to English for specific purposes because the specific purposes and targets restrict the scope of analysis, unlike in English as a foreign language or English as a second language which have a wider scope. The content, strategies of learning, tactics of instruction and devices of assessment are also different. The four processes include first, assessing the students' progress towards the linguistic objectives of the syllabus. Second, determining the learner's attitude towards English as a language and to English speakers. Third is judging the quality of instruction and materials in use and lastly, is approaching the effectiveness of the total language programme in incorporating the needs of the learners for what it is intended. This study is particularly focused on the fourth.
Business English teaching at diploma level in Kenya is done mainly under two syllabi: the KNEC Business English syllabus and the Pitman syllabus. Both syllabi can be considered to be formal programmes. Du Plessis (2008) argues that a formal programme (within conventional requirements) would include academic programmes at a university or other tertiary educational institutions run in a set way for the purpose of a formal qualification (a degree or diploma). It is produced for the masses with a clearly defined scope and it therefore is predictable, homogeneous and has very little consideration for individual needs of learners. Its content is determined by academic requirements fixed and controlled by the institution (KNEC and City and Guilds in this case). It is theory orientated, resulting in a formal qualification and is presented by academic teachers.

The researcher sought to find out how relevant the syllabi were to the needs of the Business English learners. First, the students were asked whether more time should be allocated for the study of Business English. The responses were placed in a likert scale where 1, implied (Strongly agree), 2-(Agree), 3-(Undecided), 4-(Disagree), 5-(Strongly disagree). The following graph gives a summary of the results.
As shown in figure 4.5, 35% of the students strongly agree that Business English should be given more time for its study, 47.5% agree while 8.3% disagree and another 8.3% remain undecided. Only one student strongly disagrees. The general assumption from above results is that Business English needs more time for its learners to completely acquire its linguistic skills. Considering the importance of Business English, for example in the learning of other subjects, it is important to add another year for the KNEC Business English syllabus since it only covers level one and level two. Level three of the secretarial curriculum does not have provisions for Business English and this could be the reason the students felt that the time for studying Business English is not enough.

When the students were asked if Business English content was too much for the time available for its study, they gave contradictory results. The following, figure 4.6, summarises the results.
As shown, 50% of the learners’ responses ranged from “strongly agree to agree”, while 44% ranged from disagree to strongly disagree. This shows divergence of views between the learners since the number of learners saying that the content for Business English is not too much for the time available is similarly large. However, a majority of 50% generally agree that the time for teaching Business English is not enough as compared to 46% who disagree. These results also indicate that the time available to study Business English is short and should be increased. The implication is that period of time available is not sufficient for the learners to master the linguistic skills specific to Business English.

In order to resolve this problem, the content in the syllabi should be made more specific to Business English. Any ESP syllabus design should be limited and defined in relation to the learners’ needs. The skills selected to be taught should be relevant
to the learners’ needs. This would ensure that the courses are highly specialised, flexible and relevant to the learners’ needs. Making the content specific to Business English and doing away with content that is not relevant to Business English will ensure that only content that is relevant to learners is outlined in the syllabus. It will also ensure that learners are only taught what is appropriate hence making the syllabi more relevant to the learners. Making the syllabi more specific will make them fit within the short time frame, overcoming the problem of teaching so much content within a very short time.

The course designers also need to consider embracing various aspects of a learner-centred curriculum. This type of curriculum is meant to enable learners to acquire more language skills in a short time. Tsai (1999) comments that the emergence of the learner-centred curriculum is a response to the constraints existing in most learning contexts. That is, there is too little time for too many things to learn. How to effectively distribute the time to those aspects of the language that learners urgently need would therefore become one of the major tasks of the course design.

Other results from the students indicate that their general feeling is that the syllabi appropriately equip them with the skills necessary for them to work appropriately in the target situation. However, 38% of the students maintain that the syllabi did not equip them adequately with the language they needed as secretaries. These results contrast sharply with the results from tutors where a total of 60% felt that the syllabi are irrelevant or partly relevant to the target and learning needs. Various reasons could explain these divergent views. One reason supported by West (1994) is that
students are not cognizant of their wants especially at the beginning of a course. Both West (1994) and Robinson (2004) maintain that tutors are in the best position to evaluate a syllabus. Learners, unlike tutors, do not command the target language to the level of the tutors. In the context of this study, the Business English language tutor's minimum educational qualification is a diploma in a language related pedagogical course. The majority of tutors are holders of Bachelor of Education degrees, and unlike the learners, they have a teacher training background, a higher level of education, exposure to ideas concerning the nature of language and language learning, teaching experiences, the learners' attitude towards the syllabi and knowledge on changes in the syllabi. Taking into account that the average duration of teaching for tutors interviewed in this study was twelve years, the tutors would have seen a variety of syllabi over this period and they may hence be in a better position to evaluate the syllabi against each other. It is however important to note that the learners should not be ignored. West (1994) states that understanding the objective of the students will lead to a more goal oriented course.

Whereas 38% of the total population of students felt that their studies of Business English did not equip them adequately with the linguistic skills that they needed as secretaries in future, only 25% of the secretaries had a similar opinion. On the other hand, 75% of the secretaries felt that the secretarial studies equipped them with the necessary skills. Most of the secretaries, who agreed, did so because they believed secretarial studies were mostly about correspondence, speaking, and writing. They felt the current syllabi or the syllabi that had served them had adequately handled these areas. Those who said 'no' cited that the syllabi had deficiencies in areas like
business correspondence. It did not adequately accommodate recent changes in communication.

The results between the students and secretaries regarding how well the course equipped the students with skills needed in target situation illustrates that more students than secretaries felt that the course did not adequately equip them with the linguistic skills needed in the secretarial situation. This suggests a higher level of dissatisfaction of the student with the syllabi than the secretaries. This could be attributed to a number of things; firstly, the students may be having unrealistically high expectations of the secretarial course. This could then mean that the course fails to meet their high expectations. The difference may also be seen as a result of the time gap between secretaries and the students and the rapid change in the business environment without matching rapid changes in the syllabi. Considering that the average duration of working that the secretarial sample has is 14 years, we can conclude that they may not be in a position to comment on the current syllabi. However, if the syllabi that were in place when they were students are their point of evaluation, then it is apparent that the syllabi of the time were better adapted to the needs of the time than the current syllabus.

The researcher sought to find out how relevant the syllabi were to the needs of the Business English learners. Forty per cent of the tutors considered the current syllabi relevant to the needs of the secretarial studies students while another 40% considered the syllabi partially relevant. Only 20% felt that the syllabi are not relevant at all. The 40% of the tutors who believed that the syllabi are relevant said
that the syllabi are still relevant since they cover most areas of what is needed in secretarial target situations. They pointed out for instance that despite the changing trends, letters and phones are still the most common ways of communication and the syllabi have descriptions for teaching them. They also pointed out that the students can study computer and other ICT skills outside the secretarial syllabi.

The 40% who felt that the syllabi that they used to teach were largely but not completely relevant to their students’ needs pointed out that they needed to be modified to suit the needs that they did not address. They pointed out that the syllabi emphasized correspondence, proper sentence structure, layout of letters and grammar. Most tutors however felt that the syllabi should be modified to accommodate practical speaking skills such as responding to questions, presenting oral arguments and to inculcate the use of the speaking skill to develop and maintain social relationships. Those who said that the Business English courses are not relevant pointed out that they did not adequately handle all areas of language though they handled areas like grammar and correspondence adequately. To them, the syllabi can only be adequate if they completely cover all these areas. These findings indicate that the syllabi are partly relevant. The syllabi’s lack of complete relevance can be attributed to a number of factors. Results from the present study indicate that the changing trends in Business English arise from changes in the secretarial target situation. Since changes in the secretarial target situations affect Business English, these changes need to be integrated in the syllabi to make them more relevant to the occupational and learners’ learning needs.
When the tutors were asked if there were any changes that had occurred in the work of a secretary that were not reflected in the Business English courses, 50% of the tutors felt there were no changes that were not reflected in the KNEC syllabus while 40% of the tutors pointed out various changes that they felt were not adequately dealt with in the syllabus. Three tutors, representing 30%, felt that the Pitman syllabus did not adequately accommodate the changes while 70% of those who used it felt that it accommodated to changes well. In general, the tutors felt that the syllabi adapted well to changes. However, 70% of the tutors felt that the computer had not been well incorporated in both the syllabi yet it had changed the secretarial work and its demands on language. They, for instance, pointed that it was easier to type with a computer since it ran automatic spelling checks and any errors could easily be rectified unlike the typewriter. Further, 40% of tutors pointed out that the computer was phasing out the typewriter.

Three managers representing 30% argued that E-mail was the most rapidly developing form of correspondence in Kenya and it was replacing the fax. Further, 30% of the managers suggested that there was an emerging trend of increasingly using the E-mail and mobile telephony for business transactions because of their immediacy of results.

Another change that was pointed out was the mobile phone. It was said that the skills of using the mobile phone were dealt with in English teaching at the secondary school level. This included short messaging, the language used for calling as well as telephone etiquette. They pointed out that a mobile phone demanded different usage
of language than the normal landline phone. For instance, clients had a tendency to be brief because of economic reasons. Telephone answering machines were also mentioned as having reduced the work of a secretary.

Moreover, 30% of the tutors identified that the need for shorthand, formerly an essential subject in secretarial studies, was waning. The advent of dictating machines and computers have affected the need for shorthand. Shorthand is a system of quick handwriting which can be used to transliterate the spoken word; it is an abbreviated symbolic writing method that increases speed or brevity of writing as compared to a normal method of writing a language. In shorthand, what is spoken is written down in symbols which are transcribed later. Dictating machines can be used to record the proceedings of a meeting for later transcription. In this way, the relevance of the shorthand skill becomes less useful as a way of quickly storing spoken word for later transcription.

Three tutors (30%) mentioned that the whole secretarial course had adopted managerial and administrative roles. These, they said put new requirements to language that a secretary needed. They pointed out that even the title secretary was slowly evolving to administrative assistant reflecting a change of roles.

Generally, majority of the tutors felt that there were changes that were not adequately included in the syllabuses. Results from this study indicate various changes that have occurred to the secretarial work situation which have influenced change in the tasks which secretaries engage in, in return affecting language requirements of a secretary. Some of these aspects of change include the
incorporation of the computer in the office environment, the mobile phone, telephone answering machines, the email communication, the internet, the practice of working online among others. These changes imply that syllabi should incorporate learning activities that would offer students the opportunities to learn language skills necessary for students to carry out these tasks the right way. Calkins (1986) says that English is a skill to be developed and not content to be taught. He adds that it should be learned through its active and purposeful use. Accordingly, it is essential that language teachers maximize learning opportunities and interactive environments in the Business English classroom for students to conduct effective and pragmatic communication in Business English. However, for teachers to get the opportunity to offer these learning opportunities and environment, they should be outlined accordingly in the syllabus. The syllabus therefore should be the first point where the changes should be reflected.

By indicating that there are various changes in the secretarial target situation that are not reflected in the syllabi, these results support the view that the syllabi are not completely relevant. It is indeed true that the roles of the secretaries are changing in the context of changing social-economic scenario and globalization. Information and communication Technology has changed the way business is carried out consequently affecting Business English. This has affected the roles of the secretary and subsequently changed the language requirements of the typical secretary. For instance, reliance on email and mobile phone for communication has placed lesser and different roles on the secretary. Digitalization of office administration; workflows, portals, digital authorization managers are some of the changes that have
taken place in the secretarial target situation. Notably, what has changed in the secretarial target situation are the tasks the secretaries have to perform. New machines require new methods of carrying out tasks. These new methods have different requirements on language and the language syllabi need to change to adapt to these changes in the target situation. Orwenjo (2009) recommends that there is a need to review the Business English syllabus with a view of coming up with a more integrated syllabus. His point of concern is the integration of the task-based aspect with the linguistic components to make it easier to relate skills learnt to the appropriate linguistic environment in the target situation. Accordingly, the Pitman and KNEC syllabi need to focus on tasks done in the target situation to enable the learners to learn those linguistic aspects that are relevant to the tasks in the target situation.

Tutors were also asked if there was need to modify the current syllabi, all the tutors agreed and pointed out at some areas that needed to be changed in the syllabi. Majority of the tutors expressed concern that even though speaking skills were a must in secretarial work, little time was spent on teaching it. They called for the assessment of the speaking skill in the final exams just like in the foreign languages such as French and German. They also called for modification of the syllabi to accommodate general knowledge to focus on communication, especially communication skills associated to speaking. The following graph shows summary of their responses.
Various views were given about grammar with one tutor feeling that it was given a lot of time in teaching yet it was allocated only ten marks in the final examination. Another felt that reading comprehension was so general that it was more of General English than Business English. She advocated for the reduction of the time for reading comprehension and increasing the time for grammar. Another tutor said that since grammar was taught in both primary and secondary schools in Kenya, it was not supposed to be given a lot of time.

Other tutors (30%) cited the inclusion of the email format of writing correspondence in the syllabus since they considered email one of the modern modes of communication while 40% of all them suggested the inclusion of communication
skills in the Business English course. They also called for the teaching of self-expression skills. They suggested that for speaking skills to be taught adequately, the skills needed to be examined in the final examinations set and marked by Pitman and KNEC. These results when viewed against the theory of language suggest that the tutors are in favour of teaching skills of language that emphasize communication as opposed to the teaching of grammar and reading. This shows that tutors are against the traditional grammar-translation method which focuses chiefly on reading skill development, while writing skills are a minor emphasis and the students' listening and speaking skills are almost totally neglected (Richards & Rodgers, 1986).

When tutors were interviewed on skills which are reflected in the syllabi, but which were ignored as being irrelevant by tutors in the teaching of Business English, 40% said they taught everything, 20% said they found grammar irrelevant at diploma level since it was taught in primary school level as well as in secondary school. Moreover, 30% of the tutors said they ignored speaking skills, not because they found it irrelevant to the job market, but because they lacked the facilities to teach it including recorders, language labs and because it was not examined in the final course examinations. They also mentioned large classes as an inhibitory factor in teaching speaking since it needs individualized activities.

Further, 30% did not teach vocabulary citing lack of adequate content in the course books and that the skill was not adequately examined in past papers hence there was no need to teach it. On the other hand, 10% did not adequately teach essay writing while 20% ignored reading and comprehension. Also, 90% of the tutors mentioned
writing as the skill which they laid most emphasis on. In particular, they pointed out at the aspect of business correspondence as the most emphasized aspect in writing.

Results on skills reflected in syllabus but which were rarely taught show that speaking skills were the least taught not only because they lacked syllabus specifications, but because of a number of other factors. First, lack of the appropriate teaching methodologies, second, inadequate facilities for teaching speaking and large classes in some of the colleges, as well as lack of adequate content in the teaching textbook. Al-Buainain et al (2010) confirm these findings when they points out that perhaps the one skill that is not easy to teach or to test in an ESL context is speaking. The data elicited from his study’s respondents indicate a high need for the speaking skill. Certainly, the ability to speak clearly and concisely and to convey information or articulate an opinion is essential for most jobs with internal or external customer contact. A good communicator is comfortable while speaking to an individual or a group. Similar to this study, Al-Buainain et al (2010) point out that graduates of Qatar University considered speaking the most important skill at work situations.

The lack of adequate time and guidelines on teaching speaking is one of the gaps that exist between the needs of Business English portrayed by Business English stakeholders and the needs of learners as assigned in the Pitman syllabus. Speaking is assigned as a primary need through the needs analysis of the stakeholders. However, its teaching is not specified in the Pitman syllabus. On the other hand, oral skills, comprising of speaking and listening skills, are given a period of ten hours in
the KNEC syllabus. The two skills are therefore to be taught for an average of five
hours each. On the other hand, grammar is to be learnt for a period of ten hours.
Writing (summary writing, essay writing and business letters) also is assigned a
period of ten hours. Of the four traditional language skills, speaking and writing are
the ones with the least period of time for teaching despite speaking being the most
important in the target situation. It is important to note that a balanced and
successful syllabus is one that pays more attention to oral and aural skills because
spoken language far outweighs written language in the world of work (Du Plessis,
2008).

There has always been a void between the goals of the academic and the
professional world as far as language programmes for non-native speakers are
concerned and the difference becomes more evident if adult learners have to be
prepared in an EOP programme to be competent in the occupational field. Despite
the fact that traditional language classrooms do not particularly lend themselves to it,
facilitators have to strive to simulate situations that are similar to the real world
taking linguistic elements directly from the real world context of the adult learners
(for example, in the secretarial working situation, meeting and greeting new arrivals
in the reception). It is, after all, here where fluent and flexible communication
happens. Despite the KNEC syllabus giving limited time for teaching speaking
(averagely five hours), it gives adequate specifications for teaching speaking. It is
the obligation of the teachers therefore to simulate the secretarial target situations
and take linguistic elements directly from the target situation for teaching. In
teaching speaking, this would mean the learners using language used in the target situation during learning.

Managers, tutors and secretaries were asked which technological changes have taken place in the business industry that affected secretarial duties. Tutors mentioned the mobile telephone, E-mail communication, internet, word processors, computers, telephone answering machines and online communication. Managers mentioned the mobile telephone, online services, computer instead of typewriter and changes in professional practices like in the banking industry while the secretaries cited the computer instead of typewriter, internet and internet research, and the mobile telephone.

These results indicate that the computer, the mobile phone and the internet were the most frequent responses from the three groups. Secretaries require new professional and linguistic skills in connection with the ever-increasing use of technologies in their work. The secretaries using these apparatus need special linguistic skills to operate them. The linguistic skills will enable the secretaries to cope with new tasks coming up from the changing trends in writing official letters, the using of the mobile phones for official communication, using the e-mail and online communication and use of computers among other things.

Results from the tutors and managers indicate that there is a gradual decline in the use of the typewriter and the facsimile in favour of the computer and the E-mail. The results also indicate that the mobile telephone is phasing out the landline phone. These findings support earlier findings of Louhiala-Saliminem (1996) who conducted a survey study on written business communications with Finish business
professionals and found that E-mail and the mobile telephone were the most common means of communication. Grose s’ (2004) study on Mexican business executives reported E-mails and phone calls as the most current and widely used communication channels. The mobile phone, the computers and the E-mail are therefore globally accepted as items of change that have affected the use of language. These results indicate a change in the Munby’s (1978) setting parameter as well as the instrumentality parameter which is concerned with identifying the constraints on input by focusing on the mode of language usage and the channel. Since the results show a change in both the setting parameter and the instrumentality domain, the purposive domain also changes in response to the changes in other domains. The inference is that the syllabi should change in response to the demands of the purposive domain. The inventions of ICT should be reflected in the syllabi.

In order to find out if needs analysis is important in syllabus design, managers were asked if it should be done in the work situation to see what is significant for course design. The intention was to determine if the syllabi are relevant since results indicating that needs analysis is important would indicate that it is important to undertake comprehensive needs analyses for the syllabi to be relevant. The question sought to identify the opinion of managers on the need for needs analysis. A thorough needs analysis is important because it is only through a well carried out needs analysis that a course that is relevant can be designed. For one to know if a syllabus accommodates the needs of various stakeholders they have to identify the needs of the stakeholders and this can only be done through a needs analysis. All the managers agreed that it is important to conduct a needs analysis but gave varied
reasons for their responses. For instance, 30% of the managers said it was important to conduct a needs analysis as it will enable the course designers to understand the deficiencies of their graduates, their strengths, and the existing opportunities. This would enable them to train graduates who would have skills that would be relevant to the available opportunities. Another 30% said needs analysis was important because it could shed light on the demands of secretarial work and its demands on language while 20% said it was important although some colleges followed what was in the syllabi and some skills in the syllabi were not practical in the working situations. They therefore proposed a work based study to point out what was essential in the work situation. Further, 40% pointed out that a needs survey would point out problems that the graduates were encountering in the target situation because of the type of education they received for those problems to be solved. In general, they all agreed that a needs analysis was important in helping the syllabus designers to know what was needed in the target situation so that they would include it in the syllabi during syllabus design. This is captured in this manager’s response:

“...yes in most colleges the instructors have to teach the basics according to what is in the syllabus. But some things in the syllabus are not being used in the working situations and some in the working situations are not in the syllabi. A work based study is necessary to find out what is useful in the working situations and use the information to structure the syllabus...”

The manager, a principal in a commercial college in the education sector emphasises a needs analysis in the target situation to find what is useful in the target situation.
The above results point out that it is important that the two syllabi adopt all-inclusive needs analyses in order for the syllabi to be relevant to needs of all the stakeholders. These analyses will enable the course designers to understand the deficiencies of the secretaries in the target situation regarding the tasks that they engage in. Needs analysis will yield information on the demands of secretarial work leading to training of students who will fit in the available opportunities. Robinson (2004) and West (1991) advocate for questioning of all the stakeholders involved in developing the Business English course. They point out that the information supplied from the needs analysis could supply necessary information for all those involved to take into consideration all parameters necessary for a relevant motivating course and supply construct supervision and inspection of a course. Walker (1990) asserts that it is important to plan a language course with the following factors: platform design and deliberation. The platform design takes into consideration skills needed by both the business/corporate community and academic community by involving all parties knowledgeable of present academic and future business skills. These may include carrying out a needs analysis in the corporate world. Deliberation will comprise consulting the stakeholders of Business English in the Kenyan context about the content regularly.

It is important, also, to ensure that there is adequate involvement of stakeholders in syllabi design because every stakeholder has an area where they have expertise. The results of this study show that students of secretarial studies can give valuable information on the appropriate teaching methodology as well as what motivates their learning. Current secretaries can aid in telling what subjects are relevant in the
working situation. The corporate world can give information on the present and future employment skills, and even if they lack the expertise to make pedagogical and methodological decision, they can give possible subject matter of teaching and areas of work where secretaries are insufficient hence giving important information on syllabus inadequacies.

The managers may lack the expertise in syllabus design and other pedagogical concepts. Consequently, consultation of the corporate world should entail first informing them of the Business English syllabi’s aims and the language skills that students have. In this way, the managers can make more significant contributions to the Business English course.

Teachers should also be adequately involved in course design because they are aware of the demands of business and the academic needs of the students from their continued interaction with the learning and target situation. They should however be made aware of changes in business and academic contexts which may lead to changes in the learners’ needs. The changes in the business and academic contexts can be reflected in the syllabus to ensure the teaching of Business English includes aspects that have changed over time in the business context. However, in the Kenyan context the results of this study show that teachers are not adequately involved in syllabus design. The study collected information from the main secretarial private colleges of Nairobi since they are the only ones which offer both the pitman and the KNEC syllabi (Government colleges only offer the KNEC syllabus). Results
indicate that tutors especially from private colleges are not adequately involved in syllabus design.

The results of this research show that of all the teachers of Business English interviewed, none of them had been consulted although all of them felt that it was necessary for them to be consulted regarding course design. It was important to find out if the teachers were involved in the syllabi design process because the syllabi could only be relevant if the needs of all stakeholders were involved. Twenty percent of the teachers said they only conducted needs analysis to point out the learning preferences of the learners and to motivate learners to learn since learners seemed to take learning seriously when they understood the reason for learning. Another, 50% said that they were aware that KIE called stakeholders' meetings but they had never attended the meetings and neither had their departmental heads. All tutors were not aware of the processes involved in the preparation of pitman syllabus. The overall feeling of the tutors that were interviewed was that they were never involved in syllabus design despite the colleges they taught having large numbers of students taking Business English.

It is, consequently, apparent that although the KIE held stakeholders meetings, there was no adequate involvement of all stakeholders. Students are a case in point of stakeholders’ who were not involved in the process of syllabus design at all. The KNEC syllabus is developed after a needs analysis; however, it is apparent that needs analysis is not done conclusively because all stakeholders are not adequately involved in the needs analysis during the syllabus design.
Similarly, 70% of the managers advocated that they should be consulted before course design while 30% said there was no need to consult the corporate institutions. Those who said they should be consulted gave a number of reasons for their observation. They pointed out that consultation would show points of weakness in the syllabi for the course designers to rectify. Another 40% pointed out that the working situation was dynamic and it was important for course designers to know what had changed in the corporate world to incorporate it in the syllabi. The managers pointed out that analysing the target situation will enable the course designers to prepare market oriented students. Those who agreed felt that their contribution could help with course content in line with future employment needs. However, 30% of tutors said that it was not necessary to involve the corporate institutions in course design because they lacked the expertise of syllabus design and there was a probability of them giving false information due to lack of expertise.

These results indicate that the corporate institution should be consulted to give information for course design. This should be taken as a follow up activity to enable the course designers to get information to revise and enhance the current courses and make them more accountable (Richard, 1990; Rea-Dickins, 1994; Sysoyev, 2000). It is important to involve all the major stakeholders in syllabus design because as Robinson (2004) points out, every stakeholder has a different field of expertise. Contribution from different fields will enrich the syllabus. She holds that the business community should be consulted to give information for Business English design because they are able to offer topics for teaching and authentic samples of work.
In order to note areas of weakness in the secretaries’ linguistic competence which could point to areas of weakness in the syllabi, the managers were asked which areas of language usage that they would have liked to see improvements in their secretaries. Various aspects of language were identified. Majority of the managers said they would like their secretaries to improve on their communication skills in general. Five out of the ten managers comprising 50% of all the managers said that their secretaries lacked adequate communication skills. They cited non-verbal language, tone and body language as some areas of communication skills that their secretaries were weak in. An additional 30% of the managers felt that their secretaries did not have adequate skills needed to write documents. They said spelling mistakes were a major problem. They pointed out that the computer was responsible for some spelling mistakes and that some secretaries lacked the creativity and innovativeness to draft letters. A manager said:

"...I wish that I could give them a summary and they would come up with a very good letter, but I am the one who sits and types my own letters. When they do the letters I usually find many grammatical errors. They have problems with their writing, grammar, and punctuation skills. They also have problems with their pronunciation as they are affected by their mother tongue. They give problems especially to foreigners..."

This verbatim quotation shows some of the weaknesses of the secretaries. It especially points to problems of grammar and speaking. In addition to this, 40% of the tutors pointed out that their secretaries had problems with their pronunciation and this made communication with clients difficult. These results indicate that the syllabi may have weaknesses in the way they develop public relations skills,
languages, ICT, punctuation and spellings, letter writing and communication skills since in these skills, the secretaries are inadequate. Communication skills in a Business English setting include telephoning, socializing, giving presentations, taking part in meetings, negotiating, corresponding and report writing (St. John, 1996).

These results support Celik (2003)'s investigation into students' academic and occupational English language needs at office management and secretarial studies departments of Niğde University's Vocational Colleges. According to the study, there is also an agreement between the Turkish students, former students, and employers on the inadequacy of the students' and former students' listening, speaking, reading, and writing skills. The implication of these results is that the syllabi should focus more on communication skills, public relations skills, ICT, punctuation and spellings, listening skills and letter writing since these are skills that the secretaries are inadequate. In addition, more time may be given to teaching these skills to encourage the mastery of the skills or change the way these skills are presented to encourage learning in these skills.

When managers were asked if they felt the Business English which secretaries learnt in colleges was sufficient to enable their secretaries' work appropriately in the corporate world, seven out of ten, representing 70% agreed. Some managers, however, expressed concerns that graduates from the two syllabi had deficiencies in areas including personal relations and communication skills including body language, which was considered important for all language skills and for team building. In addition, 40% felt that the courses were a bit shallow and vague and that
they needed to be revised to meet the demands of the modern world where focus is on communication and the use of ICT devices. The following graph summarizes the results for this question.

**Figure 4.8: Areas that secretaries need to improve.**

As seen from figure 4.8, 80% of the managerial sample population interviewed cited communication skills and speaking skills as areas with problems. Poor pronunciation and the influence of the first language were cited as the major problems with the secretaries' speaking skills. Business correspondence was cited by 70% of the managers while writing skills had a similar percentage of responses. Business correspondence and writing skills are highly related since business correspondence in Kenya is largely undertaken through writing and most of the writing done by the secretaries in their work situation is for business
correspondence. They, for this reason, share similar deficiencies of spelling problems, punctuation, the inability of the secretaries to draft letters appropriately on behalf of their bosses well, poor report writing skills, memos, and minutes. Sixty percent of the managers cited listening as a skill i.e. listening to the phone and listening to foreign accents while 50% said that they would like to see improvements in grammar in general. The result from this study indicate that communication skills, speaking skills, writing and business correspondence as some of the main areas that managers would like to see improvements in their secretaries. These reflect points of weakness either in the syllabus or teaching methodology or both. All the above skills are practical skills best taught under the communicative language teaching approach; the KNEC syllabus that most teachers use points this out.

The KNEC syllabus also gives specifications for teaching speaking. This, therefore, may be an indication that teachers do not adequately employ the communicative language teaching approach (which is supported by the communicative competence theory and the KNEC syllabus) due to lack of adequate training on the approach, or lack of follow up procedures to ensure that the teachers teach under this methodology by the relevant authorities. Either way, it is apparent from the responses of the managers that the communicative language teaching approach is not adequately employed and subsequently the competencies spelled out in the theory of language are not adequately developed in the students.
Although communication as a skill is given some prominence in Business English, it is important to note that the Pitman syllabus does not have specifications for teaching the skill. In contrast, the KNEC syllabus has specifications that cover content on communication. For instance, the syllabus seeks to define and explain the process of communication, the theoretical perspectives and processes of communication, as well as various channels of communication. Further, barriers and channels of communication are specified. The syllabus also points out that the learners should be able to apply the process of communication in a given situation. In doing this, the syllabus endorses the teaching of the practical aspect of communication. We can, therefore draw conclusions that the KNEC syllabus handles the skill of communication adequately.

Apart from vocabulary, content for most skills in level one is majorly General English rather than Business English. The grammar (suffixes, prefixes, word division), plurals, parts of speech, tenses, punctuation, spelling errors, and reading comprehension which deal with deduction of and interpretation of information from passages, summary and note making, writing sentences, paragraphs and different types of compositions, all fall under General English. This is a strength in favour of the KNEC syllabus because the first level of an English course should be an introduction for the advanced stages. General English is widely accepted as an introduction to Business English courses (Morrow and Johnson, 1981; Yalden, 1983). Finocchiaro and Brumfit, (1983) suggest that General English is generally more attractive and easy for beginners.
To develop effective communication therefore, learners need to have a strong backing in the General English before they can have strong abilities in Business English. Even though Kenyan learners are second language learners and hence they have a relatively good proficiency of language, before they start studying Business English, it important to note that some students spend considerably long periods of time at home or at work before engaging in studying the secretarial course. At this time, they start the courses afresh just as beginners. On the other hand, as pointed earlier in this study, a lot of focus on General English may take up time that could be used to teach Business English as an English specific purposes subject. Taking this into consideration, General English should be taught as a basis for Business English after a needs analysis has confirmed that the learners lack the basic General English linguistic structure that are the foundation of Business English learning.

Results from this study indicate that email and mobile telephone as well as other information communication technologies, have changed the tasks carried out in the office situation. It is apparent that some of these changes are reflected in the syllabi. This is a clear indication that the syllabi are abreast with the technological changes in the secretarial office situation. For example, both the KNEC and the Pitman syllabi have provisions for teaching about the email.

The Pitman syllabus targets candidates who are preparing for or who work in an occupation requiring the ability to read and work using simple business communications in English. For level one, the main objective is for the candidate to demonstrate the ability to understand and respond to simple business communication
clearly and concisely. At this level, the syllabus is simple with emphasis on factors like internal and external business communication like memos, letters, telephone messages faxes, emails, orders, requisition, quotation invoices, and writing skills for the above correspondence.

For level two, the Pitman syllabus seeks to enable the candidate to demonstrate the ability to understand and respond to business communication clearly and concisely and to complete and/or extract information from a variety of textual, tabular and diagrammatic sources. The syllabi at this level requires the candidate to communicate messages of inquiry, information requests, complaints, rejects, acknowledgement, thanks, booking apology and appointment offers.

In the third level, the candidate should demonstrate the ability to understand a wide range of business communication and related documentation as well as to show a high level of application to register and to vary their written tone to suit the purpose of a wide variety of situations. Still under reading comprehension, the learner is expected to demonstrate understanding of internal and external business communication and to complete or extract information from business documents. In writing, students in level three should be able to draft notices, speeches, agenda, minutes of meetings, advertisement, mail shots, press releases and article shot analysis reports.

It is apparent that this syllabus is mainly meant to prepare learners for assessment and thereafter the target situation. Although the main objective of the syllabus through the three levels is to enable learners to demonstrate the ability and
understanding to make a wide range of business related documentation and to show a high level application to register, various skills notably important in the Kenyan situation as shown from this study are missing. This syllabus predominantly looks into two skills, that is, reading and writing. It ignores grammar, speaking and listening which are equally important in business communication. The syllabus therefore may not be able to enable secretarial students in Kenya to use English in speech, or to listen adequately to various English accents foreign to Kenya. It also ignores the business vocabulary and idioms.

The KNEC syllabus is an integrated syllabus combining the characteristic of many types of syllabi. For example, it can be classified as a task- based syllabus since its content is organized in particular tasks that learners are supposed to perform in the target situation. For instance, the trainees should be able to write essays on various business topical issues, write minutes for different types of meeting, and prepare different documents used in meetings etc. A task based syllabus is appropriate since the course is focused on business communication skills and it is also context based. The syllabus tries to promote eventual uses of target language by emphasizing the real world resemblance of task with the purpose of preparing the students for the real world task. This syllabus therefore enables the learners to learn the target language through contextualization and meaningful use of language rather than learning sentence-level usage of language. This is achieved through the students performing tasks. This is in line with the theory of communicative competence. The syllabus also presents tasks with gradual increase in complexity, providing elaborated and comprehensible input for language acquisition to occur (Doughty and Long 2003).
The KNEC Business English syllabus on the other hand aims to enable the learner to:

a) Learn and apply the principles of communication as required in a modern business office.

b) Use proper language in communication

c) Draft and write business documents e.g. business correspondence, speeches etc.

d) Use oral, non-verbal and visual communication effectively.

e) Use basic business vocabulary.

By virtue of ordering of the content, it is a structural syllabus since it proceeds from simple grammatical linguistic units to complex language structures. On the other hand, it can be classified as a situational syllabus since it outlines various situations; for example, under writing, we have situations like the chairman’s speech, topical speeches, guest of honour speeches, welcoming speeches and a vote of thanks.

The syllabus can also be said to be notional-functional. For instance, it stipulates how to write appropriate routine business letters and inter office memoranda and in doing so writing business letters and the inter office memoranda is the function while ensuring the right layout is followed is the notion.

The syllabi, however, have few areas of weaknesses, first, the KNEC syllabus has all its content in two levels instead of the three levels of secretarial studies. The syllabus covers only level one and two of the wider curriculum of secretarial studies. The third level of the secretarial curriculum does not have any syllabus specification for teaching Business English despite Business English being taught and examined at
this level. For learners under the KNEC syllabus, therefore, there is no prescribed content to be taught at this level since there is no specific focus on the content to be taught. There is no detailed logistics for the content and subsequently there are no course goals at this level. It is not clear therefore what goals the tutors of Business English want to achieve when they teach Business English in level three. It is not clear also how the evaluation system is established without a guideline at this level. This shows that there is gap in the KNEC syllabus by the sole reason that the Business English is taught at this level without a syllabus, we can deduce that there is a disconnect between the course developer and other Business English stakeholders.

Conclusion

This chapter has presented and analysed data from four parties that have a stake in Business English in Kenya. These parties include; the students of secretarial studies at diploma level, secretaries who had taken the diploma course for secretarial studies to level three, tutors of Business English at diplomas level and the managers who had secretaries. The chapter has explored the language needs of Business English learners in Kenya, the current occupational needs for Business English in Kenya and the level to which the syllabi accommodate the needs of Business English in Kenya. The next chapter gives a summary of these findings, a conclusion of the study and the recommendations as well as areas of further research.
5.0 SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This chapter sums up the findings of the present study by integrating all the different findings associated to the various research objectives. Recommendations are drawn from the findings of the study. They are then outlined with an intention of making useful contribution to research on Business English in Kenya and the world. Such recommendations are also aimed at improving the teaching and learning of Business English in Kenya. The chapter ends with a generalized conclusion on the whole study.

5.2 Summary of findings

This study investigated the academic and occupational Business English language needs of the diploma students enrolled in four secretarial colleges. Data were collected from currently enrolled students, former students, content course teachers, and managers to represent employers. Results from this study reveal that grammar, speaking, writing, listening, reading comprehension and business correspondence are considered the most useful skills in the learning context in that order of importance. In the target situation, grammar is again considered the most important skill followed by speaking, writing, business correspondence, reading, listening, presentations and business vocabulary. The most significant skills, therefore, in both the learning and target situation are grammar, speaking and writing.
In the secretarial target situation, speaking, writing, grammar and business correspondence are the most often used linguistic skills. Despite speaking being an important skill both in the learning and the target situation, its teaching is inadequate. The lack of adequate facilities and large classes pose a challenge to teaching of speaking. Also, the Pitman syllabus lacks clear and well developed guidelines for teaching speaking and communication despite these skills being assigned as primary needs through the needs analysis. Lack of explicit guidelines on teaching speaking and general communication imply that the syllabus is more focused on elements of English language up to the sentence level while those above the sentence level that promote speaking and overall communicating ability are disregarded. For instance, psychomotor experiences that would enhance speaking such as teaching students on the positions of speech organs and the processes of articulation need to be outlined in the syllabus to enhance speaking and the overall communicative ability.

The deficiencies of the oral skills (listening and speaking) in the syllabus inhibit the learners' capabilities to use the language, thus inhibiting the development of communicative ability in the students. The teaching of students is centred on business correspondence, grammar and writing-skills which are examined, rather than developing the students' speaking skills which are not examined. Adequate measures need to be taken to encourage the teaching of speaking. These measures may include examining the skill in the final examinations as well as providing adequate specifications for teaching speaking in the syllabi.
All the groups of participants involved in this study generally agree on the necessity and importance of Business English as a discipline in the overall secretarial course and in the secretarial career. Learners study Business English because of a variety of reasons: to improve their social status in society, to pass examinations, for better understanding of the overall course, and because they need Business English in their future jobs. Business English is important because of its value in, developing the linguistic and communicative ability of the learners, in learning other subjects in the secretarial course and the general understanding of the secretarial course, and its value in influencing career development. This implies therefore that students study Business English to satisfy both learning and occupational needs. It is important therefore to maintain Business English as a study in the overall secretarial curriculum and in all levels of study.

Although Business English is important both in the target and learning situations, findings indicate that tutors teaching both the KNEC and Pitman syllabi focus more on learning needs than occupational needs. Being able to effectively work as a secretary is the real reason for learning the course. However, the tutors’ focus on is passing examinations. As a result, examinations play a major role in influencing and determining what is taught. Although learners study Business English mainly to satisfy target needs, majority of tutors teach Business English with passing examinations being their main motivation. Whereas, therefore, learners learn Business English for both learning and occupational purposes, teachers are more interested with fulfilling the learning needs. This shows a divide between the aspirations of tutors and learners.
Examinations, as a means of evaluation, are important but in any language course, their main purpose should be to establish whether the aims and objectives of the course are being accomplished, and whether the course is responsive to the needs of all stakeholders. In this way, the courses can be able to be relevant both in the learning and the in target situation. Evaluation should also necessitate adjustments and changes to existing programmes in order to adapt to the demands of all the stakeholders and of the target situation.

It is, in addition, important to note that learning (academic) needs should be viewed as the instructional logistics that can be used by the students in order to reach or meet the target (occupational) needs (Hutchison and Waters 1987). Conversely, target needs ought to be considered as the language skills that empower the learners for their future careers as secretaries. Explicitly, the academic and occupational needs of the students in this study should not be considered separately. Therefore, the overall results of this study indicate that the syllabi need to take into consideration both the academic and occupational needs.

Needs analysis is important in constructing syllabi that are relevant to the needs of all the stakeholders and to train students who will fit in the available opportunities, and especially so, in the ESP domains like in Business English. However, results show that Kenyan syllabi designing process for Business English does not adequately involve all the stakeholders in its needs analysis process despite majority of participants being of the opinion that they need to be consulted during course design. There is a great degree of dissatisfaction among the tutors and the managers
regarding the level of their involvement in course design, indicating lack of adequate communication and involvement of the various stakeholders of the Business English courses. Although KIE calls for stakeholders meetings, it does not adequately involve all the stakeholders. For example, it does not sufficiently involve tutors from private colleges and students. This raises doubts on the relevance of the Business English courses to the current needs of the Kenyan diploma Business English stakeholders.

Business English at the secretarial diploma level is studied under two syllabi; KNEC and Pitman. The participants generally considered both syllabi not completely relevant to their needs. Majority of the participants felt that the syllabi should be modified to accommodate more practical skills to keep up with the changing trends. The target situation has adjusted itself to the recent developments in science and technology. The secretarial role, for instance, has adopted managerial and administrative roles. In the target situation, secretaries use E-mail more instead of the fax, mobile phones, telephone answering machines, dictating machines, the computer and its associated practices like working online as well the internet. These have led to a change in the tasks that the secretaries are required to undertake. It is important that in the learning of Business English, these changes are reflected in the syllabi.

Various other skills are not adequately handled in the syllabi. For instance, the Pitman syllabus focuses on mainly two skills (reading and writing), ignoring other skills of language. The KNEC syllabus on its part has provisions for two levels
despite the overall curriculum having three levels. This could be the reason why majority of students feel that the time allocated for the study of Business English is short and should be increased. Since it has been observed that the syllabus is insufficient in this regard, there is need for the KNEC syllabus designers to add syllabus specifications for level three of Business English. Further, the KNEC syllabus needs to be made more specific by removing specification for content that is irrelevant to Business English.

5.3 Recommendations based on the findings

In view of the findings of the present study, the researcher wishes to make the following recommendations:

a) Most time for teaching Business English is devoted to teaching business correspondence because of the weight it is given in examinations. Speaking, despite being a productive skill used most often in the target situation, is given the least time. Therefore, giving teaching of speaking enough time in the syllabi and the required materials and resources will make the course more responsive to the target situation.

b) It is important to involve all stakeholders in determining the content of the Kenyan Business English courses. For instance, learners can be a good source of information. For example, learners can give information on their preferred teaching methodologies, their adequate involvement in the syllabus design
program is therefore important especially on giving information that can help in
designing a course that is responsive to the learners’ needs.

c) Recent technological developments including the computer and the internet can
be good resources for teaching where they are available. Tutors need to use these
tools and materials from the internet to supplement the available teaching
resources. Syllabi specifications need to outline the use of these resources to
develop language skills in the learner.

d) Business English teaching materials should reflect the all language skills such as
grammar, speaking and writing. These skills are important for the present
academic needs and the future occupational needs. They should be
communicative to maintain the learners’ motivation to learn.

e) Needs analysis is very important in the teaching of Business English, however,
teachers are not aware of the process of needs analysis. Tutors for Business
English need to attend refresher courses regularly to familiarize themselves on
new developments on the ESP scene.

5.4 Suggestions for further research.

a) The present study focused on the Business English program with specific focus
on needs analysis. There is need to research on other elements of syllabus design
like the implementation of the syllabus, policy formulation, development of
curriculum support materials, teacher preparation and syllabus development.
b) This study was confined to Business English; there is need for needs analyses in other genres of ESP in Kenya. Such genres include English for tour guides, English for science and technology, legal English, English for medical professionals, English for waiters, and English for Art Purposes.

c) This study focused on the whole subject of Business English as its object of study, there is need to focus on individual areas of Business English like grammar, business vocabulary, speaking skills and listening skills. Speaking for instance has sub-skills/topics like socializing, meetings, presentations and interviews. Needs analysis can focus on only one skill like speaking with the intention of finding the most needed topics in the language skill.

Conclusion

From this study, it is suggested that to identify the learning needs and the occupational needs of a course, a comprehensive needs analysis should be done both in the learning situation and in the target situation. Neglecting any of the major stakeholders from the needs analysis during course design gives incomplete information which leads to a course which is not entirely responsive to the learners’ needs and the target situation itself. This study has revealed the needs of Business English in the Kenyan target and the learning situation as well as the inadequacies of the present courses. It is expected that with these research findings, such limitations will be dealt with and remedied.
BIBLIOGRAPHY


APPENDICES

APPENDIX A: Instrument One: Questionnaire for Students

Dear student,

This questionnaire aims at investigating the needs of Business English students. Your responses will be used in a research leading to an MA degree. The information will also be important for the development of a suitable Business English course for secretarial students. Your honest responses will therefore be highly important.

The researcher assures you that the information provided will be strictly confidential and will only be used for purpose of academic research.

Yours sincerely,

Kebati Geoffrey- English and Linguistics student (Kenyatta University)

Instruction: Please put a tick (✓) in the appropriate brackets or fill in the information as per your response following the question.

Personal information:

Male ( ) Female ( )

Level of Business English Level I ( ) Level II ( ) level III ( )

Name of your college/Institution............................................................

1. Business English is required in secretarial studies.

Strongly Agree ( )

Agree ( )

Neither Agree nor Disagree ( )

Disagree ( )

Strongly disagree ( )

2. Rating on a scale of 1-5, how essential are the following language skills for the success of your Business English course? 1-(Very necessary), 2-(Necessary) 3-(Undecided) 4-(Not necessary) 5-(Very unnecessary)
3. Which of the following reasons describe why it is necessary that you study Business English?

To improve on your status in society ( )
For better understanding of the course ( )
Because you need it in your future jobs ( )
Because it is compulsory ( )
It is not necessary for you ( )
Any other. Explain.

4. In your opinion, do the current studies on Business English equip you adequately with the language you need to work as a secretary? Yes ( )  no ( )
Why?.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

5. On a rating scale of 1-4, how necessary do you find the following skills in preparing you for your future work as a secretary? 1-(not necessary at all), 2-(not necessary), 3-(necessary), 4-(very necessary).
6. On a rating scale of 1-5, indicate how much you agree with the following ideas 1- (Strongly agree), 2-(Agree), 3-(Undecided), 4-(Disagree), 5-(Strongly disagree)

(i) More time should be given to Business English 1) 2) 3) 4) 5)
(ii) Business English should teach language skills needed by secretaries 1) 2) 3) 4) 5)
(iii) Business English should focus on passing examinations 1) 2) 3) 4) 5)
(iv) The workload of Business English is too large for the time available for its study 1) 2) 3) 4) 5)
(v) Business English taught is up to date with the current technological advancements 1) 2) 3) 4) 5)

7. In your opinion is the content taught in Business English relevant to the current demands of secretarial work. Yes ( ) No ( ) I don’t know ( )

If not, explain........................................................................................................................................................................
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APPENDIX B: Instrument two: Questionnaire for Secretaries

Dear Secretary,

This questionnaire aims at investigating the needs of Business English students. Your responses will be used in a research leading to an MA degree. The information will also be important for the development of a suitable Business English course for secretarial students. Your honest responses will therefore be highly important.

The researcher assures you that the information provided will be strictly confidential and will only be used for purpose of academic research.

Yours sincerely,

Kebati Geoffrey- English and Linguistics student (Kenyatta University)

Instruction: Please put a tick (✓) in the appropriate brackets or fill in the information as per your response in following the question.

Personal information:

Male ( )    Female ( )

Level of secretarial studies Level I ( )  Level II ( )  level III ( )

Name of your company/Institution..............................................

Duration as a secretary.........................................................

1. In your opinion, how important has been your studies of Business English in your day to day work as a secretary.
   1-(not important at all)
   2-(not important)
   3-(important)
   4-(very important)

2. In your opinion, did your studies on Business English equip you with adequate linguistic skills that you need in your work as a secretary?
   Yes ( )    No ( ) Why?.................................................................

.................................................................
3. Rating on a scale of 1-5, how necessary are the following language skills for the success of your work as a secretary? 1-(Very necessary)  2-(Necessary)  3-(Undecided)  4-(Not necessary)  5-(Very unnecessary)

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4. On a rating scale of 1-4, how often do you need the following skills in your work as a secretary? 1-(not at all), 2-(not often), 3-(often), 4-(very often).

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<td>Writing</td>
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<td>Listening</td>
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<td>Speaking</td>
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<td>Business vocabulary</td>
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<td>Business correspondence</td>
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<tr>
<td>Presentations</td>
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</tbody>
</table>

5. Are there any technological developments that have changed how the secretaries use Business English linguistic skills? Yes ( ) No ( )

If yes, which ones...

This interview is being recorded to enable the researcher to analyse the data later. Your responses will be treated confidentially and will only be used for the purposes of this research.

College.......................... Syllabus.................... Years taught..............................

1. Do you have access to the Business English syllabus?
2. Do you think there is need to modify the current Business English syllabus? If yes which areas?
3. How are the Business English skills taught relevant to the current demands of secretarial work?
4. How does the Business English course realize the expectations of the Business English Students?
5. Which are some of the changes in the work of a secretary that are not reflected in Business English syllabus?
6. What learning activities do your students need Business English For?
7. Which language skills do you expect your students to achieve from the Business English Course?
8. What are some of the technological changes in the business industry that have influenced change in the work of a secretary
9. Do you think the current syllabus is relevant to the technological changes in the business industry? If yes how? If no why?
10. Are there any skills reflected in the syllabus which are ignored as being irrelevant to the students’ needs? If yes which ones?
11. Are there any national policies or goals that encourage needs analysis before or during the Business English course. If yes which ones?

This interview is being recorded to enable the researcher to analyse the data later. Your responses will be treated confidentially and will only be used for the purposes of this research only.

Institution........................................ Type of organisation.................................

Type of managerial post....................

1. Is it essential to study Business English for students studying to become secretaries? Why?
2. Are there areas in English language usage where you would like to see improvements in your secretary? If yes which areas?
3. Do you think the Business English skills the secretaries learn in college are sufficient to enable the secretaries to handle English in the corporate world? Explain.
4. Which activities do secretaries do that need English in their places of work as secretaries?
5. Do you think a needs survey should be done in the work situation/target situation to see what is significant during course design? Explain your answer.
6. In your opinion, should the corporate institutions be consulted concerning Business English content? Why?
7. What are some of the changes in the corporate world that have influenced the way secretaries work?
APPENDIX E: KNEC syllabus

Module 1
Introduction
This course module is designed to equip the trainee with the knowledge, skills and attitudes that will enable him/her work in an office effectively.

General objectives
By the end of this course module, the trainee should be able to:

(a) appreciate the essence of proper use of appropriate communication.
(b) develop positive attitudes towards work.
(c) appreciate the need for self employment.
(d) demonstrate basic knowledge and skills of producing mailable work.
(e) appreciate the role played by information communication technology in the world of work.
(f) broaden his/her general business literacy.

Entry requirements
The entry requirements for this module are:

(a) Passed KCSE with a mean grade of C (C plain) or its equivalent OR
(b) Passed Craft in Secretarial studies OR
(c) Any other approved equivalent.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Computerized document processing 1</td>
<td>192</td>
</tr>
<tr>
<td>2. Shorthand 1</td>
<td>210</td>
</tr>
<tr>
<td>3. Communication 1</td>
<td>48</td>
</tr>
<tr>
<td>4. Secretarial duties</td>
<td>60</td>
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<tr>
<td>5. Economics</td>
<td>64</td>
</tr>
<tr>
<td>6. Entrepreneurship Education</td>
<td>70</td>
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<tr>
<td>7. Information Communication Technology</td>
<td>126</td>
</tr>
<tr>
<td><strong>TOTAL HOURS</strong></td>
<td><strong>770</strong></td>
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</table>

Communication 1
Introduction
This module unit is intended to enable the trainee to acquire the necessary knowledge, skills and attitudes to enable him/her to efficiently communicate as required in a modern office.
**General objectives**

By the end of this module, the trainee should be able to:

- a) Learn and apply the principles of communication as required in a modern business office.
- b) Use proper language in communication
- c) Draft and write business documents e.g. business correspondence, speeches e.t.c.
- d) Use oral, non-verbal and visual communication effectively.
- e) Use basic business vocabulary.

### SUMMARY OF TOPICS AND TIME ALLOCATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Topic</th>
<th>SUBTOPIC</th>
<th>THEORY HOURS</th>
<th>PRACTICE HOURS</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1.1</td>
<td>INTRODUCTION TO COMMUNICATION</td>
<td>• Meaning • Theory and process</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9.1.2</td>
<td>PRINCIPLES OF COMMUNICATION</td>
<td>• Channels of communication • Barriers to effective communication</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9.1.3</td>
<td>TYPES OF COMMUNICATION</td>
<td>• Verbal/oral communication • Non-verbal communication • Audio/visual</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9.1.4</td>
<td>GRAMMAR</td>
<td>• Parts of speech • Word building • Tenses • Common errors • Sentence structure • Punctuation • Spelling • Reported speech</td>
<td>2</td>
<td>8</td>
<td>10</td>
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<tr>
<td>9.1.5</td>
<td>ORAL SKILLS</td>
<td>• Speech work</td>
<td>2</td>
<td>8</td>
<td>10</td>
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<tr>
<td>9.1.6</td>
<td>DICTIONARY</td>
<td>• Uses of a dictionary</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>9.1.7</td>
<td>COMPREHENSION AND VOCABULARY</td>
<td>• Meaning and importance • Steps in approaching a comprehension passage • Deducing and interpretation • Contextual meaning of</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
| 9.1.8 | SUMMARY | • Importance of summarizing information  
• Essential steps in summary writing  
• Characteristics of a good summary | 1 | 2 | 3 |
| 9.1.9 | ESSAY WRITING | • Types of essays  
• Steps in writing an essay.  
• Paragraphs- functions and quality | 1 | 1 | 2 |
| 9.1.10 | BUSINESS LETTERS | • Quality of a good business letter  
• Layout  
• Language of a business letter  
• Types of correspondence  
• Other forms of communication | 2 | 4 | 6 |
| 9.1.11 | EMERGING ISSUES | • New developments in communication  
• Technology and language evolvement | 1 | 1 | 2 |

**9.1.1 INTRODUCTION TO COMMUNICATION THEORY**

9.1.1 T0  **specific objectives**

By the end of this topic, the trainee should be able to:

a) Define communication
b) Explain the process of communication
   9.1.1 T1  **definition of communication**
   9.1.2 T2  **Theory and process of communication**

Conceiving the message
Encoding the message
Selecting the communication media
Decoding the message
Interpreting the message
PRACTICE
9.1.1 P0 Specific objectives
By the end of this topic, the trainee should be able to:

a) Explain the process of communication
b) Apply the process of communication in a given situation
9.1.1 P1 process of communication
9.1.1 P2 encoding and Decoding messages

9.1.2 PRINCIPLES OF COMMUNICATION
THEORY
9.1.2 T0 Specific objectives
By the end of this topic, the trainee should be able to:

a) Identify the various channels of communication
b) Explain the barriers to communication.

9.1.2 T1 channels of communication
- Vertical communication
- Lateral communication
- Diagonal communication
- Grapevine communication

9.1.2 T2 barriers to effective communication
Technical barriers e.g. equipment and machines
Physical barriers e.g. location.

PRACTICE
9.1.2 P0 Specific objectives
By the end of this topic, the trainee should be able to:

a) Pinpoint when and where the various channels are applicable
b) Differentiate between physical and technical barriers

9.1.2 P1 visiting an organization and interviewing people to find out the channels applicable.
9.1.2 P2 discussing the barriers to effective communication

9.1.3 TYPES OF COMMUNICATION
THEORY
9.1.3 T0 Specific objective
By the end of this topic, the trainee should be able to identify different methods of communication

9.1.3 T1 verbal/oral communication e.g. face to face
- Oral statements
- Preparation
- Delivery
Planning and conducting interviews

9.1.3 T2 non-verbal communication

- Importance of non-verbal communication
- Types of non-verbal communication
- Facial expression
- Eye contact
- Tone of voice
- Gestures
- Posture
- Physical contact etc.

9.1.3 T3 audio/visual communication

Visual

- Charts
- Tables
- Graphs
- Control board
- Posters
- Slides

Audio

- Tapes
- Films
- VCR
- T.V.
- Emerging Technology

PRACTICE

9.1.3 P0 Specific objective

By the end of this topic, the trainee should be able to interpret information from audio/visual aids.

9.1.3 P1 preparing oral statements
9.1.3 P2 planning and conducting mock interviews
9.1.3 P3 using and interpreting non-verbal communication
9.1.3 P4 interpreting audio/visual communication

9.1.4 GRAMMAR

THEORY

9.1.4 T0 Specific objectives

By the end of this topic, the trainee should be able to:

a) Display competence in the use of structures in English
b) Spell and write words used in business communication correctly
c) Identify and use different punctuation marks.
d) Explain the importance and basic rules of reported speech.
9.1.4 T1 parts of speech
- Nouns
- Pronouns
- Adjectives
- Verbs
- Adverbs
- Prepositions
- Conjunctions
- Exclamation

9.1.4 T2 word building

Prefixes
General caution and rules pertaining to vowels, consonants

Suffixes
- The silent – e – rule
- The silent – y – rule
- Exceptions – words with ie and ei, and cal and cle words

9.1.4 T3 tenses

9.1.4 T4 common errors
e.g. verb tense agreement, ambiguity e.t.c.

9.1.4 T5 sentence structure
- Reported speech
- Importance
- Basic rules
- Use of introductory clause (speech tug)
- Arranging the tense appropriately
- Pronouns in the 3rd person
- Changing proximate into remote expressions
- omitting words of address
- Passive and active voice

9.1.4 T6 Punctuation
- Types and rules of punctuation
- Full stops
- Question marks
- Brackets etc.

9.1.4 T7 spelling
- Spelling of common words used in business
- Identification of spelling errors in words
- Differentiate between homonyms

> Too, to and two
> There, their, they’re
9.1.4 T8 Rules for spelling plurals
- Regular plurals e.g. by adding ‘s’
- Nouns ending in similarities e.g. es
- Nouns ending in – y
- Nouns ending – o
- Nouns ending in ef, fs

9.1.4 T9 importance and basic rules of reported speech

PRACTICE
9.1.4 P0 Specific objectives
By the end of this topic, the trainee should be able to:

a) Write grammatically correct sentences using passive and active voice
b) Compress sentences to single word phrases
c) Convert direct speech into indirect speech.

9.1.4 P1 using punctuation marks correctly in a given passages
9.1.4 P2 correcting spelling errors in a given passage
9.1.4 P3 compressing sentences to single word phrases
9.1.4 P4 converting direct speech into indirect speech using the basic rules on a given exercise

9.1.5

ORAL SKILLS
THEORY
9.1.5 T0 Specific objective
By the end of this topic, the trainee should be able to fluently communicate and express self in proper English.

9.1.5 T1 choice of words, clarity and diversity of expression in a given situation.
9.1.5 T2 tone of expression
9.1.5 T3 exactness and clarity of words
9.1.5 T4 resourcefulness and creativity in a given situation
9.1.5 T5 vocabulary building

PRACTICE
9.1.5 P0 Specific objective
By the end of this topic, the trainee should be able to choose the right words and express self with clarity displaying resourcefulness and creativity in a given situation.

9.1.5 P1 Displaying competences in the following activities

- Question tags
- Story- telling
- Dialogue
- Conversational drills
- Debates
- Mock interviews
- Mock speeches
- Intonations
- Mock telephone conversations
- Oral sentence constructions

9.1.5 P2 vocabulary building

- Homophones
- Homonyms
- Synonyms
- Homographs
- Antonyms

9.1.6 THE DICTIONARY

9.1.6 T0 Specific objective
By the end of this topic, the trainee should be able to use the dictionary correctly

9.1.6 T1 uses of a dictionary
- Checking meanings of words
- Identifying parts of speech
- Getting the origin of a word
- Getting the correct spelling of a word
- Proper word division
- Prefixes and suffixes
- Abbreviations
- Units of measure, numerals and fractions
- Pronunciation
- Others

9.1.6 PRACTICE

9.1.6 P0 Specific objective
By the end of this topic the learner should be able to display competence in the use of a dictionary.

9.1.6 P1 getting the correct meaning and spelling of words
9.1.6 P2 Classifying words into various parts of speech
9.1.6 P3 Correctly dividing words at line end
9.1.6 P4 using prefixes and suffixes
9.1.6 P5 writing abbreviations in full
9.1.6 P6 Using the dictionary as a source of diverse information including numerals, fractions and getting the origin of words.

9.1.7 COMPREHENSION AND VOCABULARY

9.1.7 T0 Specific objectives
By the end of this topic, the trainee should be able to:

(a) Explain the importance and meaning of comprehension
(b) Explain steps in approaching a comprehension passage
(c) Deduce and interpret information from passages
(d) Infer meaning of words used in passages
9.1.7 T1 meaning and importance of comprehension
9.1.7 T2 steps in handling a comprehension passage
9.1.7 T3 information from passages
9.1.7 T4 inferring meaning of words used in passages
9.1.7 T5 business vocabulary in passages

PRACTICE
9.1.7 P0 specific objectives
By the end of this topic, the trainee should be able to:
(a) Deduce and interpret information from a given passage
(b) Infer meaning of words as used in passages
(c) Use common vocabulary in business situations.
9.1.7 P1 deducing and interpreting information from a given passage
9.1.7 P2 inferring meaning of words as used in passage
9.1.7 P3 using common vocabulary in business situation
- Business abbreviations
- Idiomatic expressions
- Courtesy words and phrases
- Figurative expressions

9.1.8 SUMMARY
THEORY
9.1.8 T0 Specific objectives
By the end of this topic, the trainee should be able to:
(a) explain the importance of summarizing information
(b) explain essential steps in the writing of summary passage
(c) explain the characteristic of a good summary
9.1.8 T1 importance of summarizing information
9.1.8 T2 steps used in writing summary
- read a given passage efficiently
- note taking from passages, lectures
- conversation reports
- pick the main theme and write a report
9.1.8 T3 characteristic of a good summary

PRACTICE
9.1.8 P0 Specific objectives
By the end of this topic, the trainee should be able to:
a) take notes
b) Summarize conversation, letters, passages, reports e.t.c.
9.1.8 P1 taking notes
9.1.8 P2 Summarize conversation, letters, passages, reports e.t.c.

9.1.9 ESSAY WRITING

THEORY

9.1.9 T0 Specific objectives
By the end of this topic, the trainee should be able to:
   a) Identify types of essays
   b) explain the steps taken in writing a composition
   c) explain the functions and essential qualities of a paragraph
   d) explain the importance of the first and the last paragraph in an essay
   e) write given essays

9.1.9 T1 types of compositions
   - Exposition
   - Narrative
   - Descriptive
   - Argumentative

9.1.9 T2 steps in writing a composition
   - Choosing a subject
   - Gathering material
   - Making a plan
   - Writing
   - Note taking

9.1.9 T3 paragraph
   - Definition
   - Functions and essential qualities of paragraphs
   - Types of paragraphs
   - Topic sentence, linking words (connectors)

9.1.9 T4 importance of first and last paragraphs
9.1.9 T5 writing the essay

PRACTICE

9.1.9 P0 specific objective
By the end of this topic, the trainee should be able to write a composition using
   the right steps.

9.1.9 P1 composition writing
   - Choosing a subject
   - Gathering material
   - Making a plan for the composition
   -
9.1.10 BUSINESS LETTERS

THEORY

9.1.10 T0 Specific objectives
By the end of this topic, the trainee should be able to:

(a) Explain the qualities of a good business letter
(b) Explain the language of a business letter
(c) Explain the layout of a business letter
(d) Explain the various types of letters used in business communication
(e) Explain other forms of communication

9.1.10 T1 qualities of a good business letter
9.1.10 T2 Layout of a business letter
9.1.10 T3 language of a business letter
9.1.10 T4 types of letters and their characteristics

- Information letters
- Letters of apology
- Application for jobs
- Sales letters
9.1.10 T5 Other forms of communication
- Memorandum
- Notices
- Agenda

PRACTICE

9.1.10 P0 specific objectives
By the end of this topic, the trainee should be able to write various types of business
letters using the right language, layout and structure.
9.1.10 P1 letter writing

- Letters of complaint
- Information letters
- Letters of apology
- Sales letters

9.1.11 EMERGING ISSUES

THEORY

9.1.11 T0 specific objective
By the end of this topic, the trainee should be able to analyze emerging issues in
communication.
9.1.11 T1 new developments in communication
9.1.11 T2 change in the layout of business documents

- Technology e.g. text messages, e-mail, internet
- Evolvement of language, e.g. sheng
PRACTICE
9.1.11P0 Specific objective
By the end of this topic, the trainee should be able to identify and discuss emerging issues in communication.
9.1.11P1 emerging issues in communication
9.1.11P2 solutions to emerging issues.

SUGGESTED LEARNING ACTIVITIES
1. Group work/presentations
2. Debating
3. Observations
4. Listening to lectures/resource persons
5. Drama/role playing
6. Excursions

SUGGESTED LEARNING RESOURCES
1. Boards
2. Charts
3. Language laboratory
4. Machines and equipment
   - Power point
   - Projectors
   - Audio tapes
   - Telephone/fax
   - E-mail
   - Internet
5. Lectures and resource persons
6. Library
7. Text books
8. Newspapers

SUGGESTED EVALUATION METHODS
1. Continuous assessment tests
2. Term papers
3. Questions and answers
4. Examinations- written/oral

16.0 COMMUNICATION II
16.01 INTRODUCTION
This module unit is intended to enable the trainee to acquire, skills and attitudes that will enable him/her effectively communicate as required in a modern business office.
16.02 GENERAL OBJECTIVES

By the end of this module unit, the trainee should be able to:

a) Learn and apply the principles of communication as required in a modern business office.
b) Use of proper language in communication
c) Draft and write business documents e.g. business correspondence, speeches, etc.
d) Use oral, non-verbal and visual communication effectively.
e) Use basic business vocabulary.

16.03 SUMMARY OF TOPICS AND TIME ALLOCATIONS

<table>
<thead>
<tr>
<th>CODE</th>
<th>TOPIC</th>
<th>SUB-TOPIC</th>
<th>THEORY</th>
<th>PRACTICE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.2.1</td>
<td>GRAMMAR</td>
<td>• Syntax and semantics</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>16.2.2</td>
<td>LANGUAGE USE</td>
<td>• Speech work</td>
<td>3</td>
<td>12</td>
<td>15</td>
</tr>
</tbody>
</table>
| 16.2.3| COMPREHENSION AND VOCABULARY | • Techniques  
                  | • Data interpretation                            | 3      | 4        | 7     |
| 16.2.4| SUMMARY                | • Procedure for summarizing                      | 2      | 7        | 9     |
| 16.2.5| WRITTEN COMMUNICATION  | • Business correspondence  
                  | • Essay writing                                   | 3      | 11       | 14    |
|        |                        | • Other forms of communication                    |        |          |       |
| 16.2.6| MEETINGS AND CONFERENCES | • Types of meetings  
                  | • Documents                                       | 3      | 5        | 8     |
|        |                        | • Terminologies                                   |        |          |       |
|        |                        | • Advantages/Disadvantages                        |        |          |       |
| 16.2.7| EMERGING ISSUES        | • Changes in technology  
                  | • Changes in document formats                     | 2      | 2        | 4     |
|        |                        | • Evolution in language                           |        |          |       |
|        |                        | • Trends in communication                         |        |          |       |
16.2.1 GRAMMAR

THEORY

16.2.1 T0 Specific objective
By the end of this topic, the learner should be able to identify correct grammar rules for speaking and writing.

16.2.1 T1 syntax and semantics

- Clear wording
- Arrangement of ideas
- Sentence construction
  - Concord (agreement or harmony)
  - Subject and verb agreement
- Clauses
- Definition
- Change phrases to clauses
- Types of clauses
- Relative
- Conditional e.t.c.
- Phrasal verbs e.g. “make up”, “put up”

PRACTICE

16.2.1 P0 specific objective
By the end of this topic, the trainee should be able to practice writing and speaking correctly.

16.2.1 P1 use syntax to construct grammatically correct sentences

16.2.2 LANGUAGE USE

THEORY

16.2.2 T0 Specific objective
By the end of this topic, the trainee should be able to identify and explain the essentials required in expressing themselves on various topics.

16.2.2 T1 - work ethics
  - Gender issues
  - Etiquette

PRACTICE

16.2.2 P0 specific objective
By the end of this topic, the trainee should be able to communicate effortlessly in various mock situations.

16.2.2 P1 role play in classroom situation
  - Press announcements
  - Press conferences
  - Talk shows
  - Public speaking
16.2.3 COMPREHENSION AND VOCABULARY

THEORY

16.2.3 T0 specific objectives
By the end of this topic, the trainee should be able to:

a) Explain the techniques of dealing with detailed/complex passages
b) Identify the procedure for interpreting data from complex tables and charts
c) Explain the meanings of difficult terms

16.2.3 T1 Techniques
16.2.3 T2 identification and procedure for data interpretation
   - Charts, tables and graphs
16.2.3 T3 meanings of more difficult terms

PRACTICE

16.2.3 P0 Specific objective
By the end of this topic, the trainee should be able to:

a) Read, understand and answer questions from given comprehension passages efficiently.
b) Interpret more complex tables and charts.
c) Explain meaning of difficult terms

16.2.3P1 questions from given passage, speeches, letters and reports
16.2.3P2 tables and charts
16.2.3P3 Advanced vocabulary

16.2.4 SUMMARY

THEORY

16.2.4 T0 Specific objective
By the end of this topic, the trainee should be able to explain the procedure for summarizing challenging passages

16.2.4 T1 Procedures
   - Speeches
   - Conversations
   - Reports

PRACTICE

16.2.4 P0 Specific objective
By the end of this topic, the trainee should be able to summarize any given passage.

16.2.4 P1 summarizing
   - Reports
   - Speeches
   - Conversations, e.t.c.

16.2.5 WRITTEN COMMUNICATION

THEORY

16.2.5 T0 Specific objective
By the end of this topic, the trainee should be able to:

a) Explain the procedure of writing accurate essays, letters, speeches and reports using correct formats.
b) Explain how to use other forms of communication

16.2.5 T1 Business correspondence

- Letter of appointment
- Advertisements
- Congratulatory messages
- Letter of condolences
- Goodwill messages
- Press announcement
- Testimonials/recommendation letters
- Circular letters
- Office forms e.g. loan, leave, job, housing e.t.c.

16.2.5 T2 Essay writing

- Writing essays on various business topical issues

16.2.5 T3 Speech writing

- Chairman’s speech
- Topical speeches
- Guest of honour speech
- Welcoming speeches
- Vote of thanks

16.2.5 T4 Report writing

- Letter form of report
- Schematic/tabular form of report
- Memorandum form
- Others e.g. proposals

PRACTICE

16.2.5 P0 Specific objectives
By the end of this topic, the trainee should be able to prepare and write letters, essays, speeches and report.

16.2.5 P1 Preparation and writing of:

- Speeches
- Reports
- Essays
- Letters
16.2.6 MEETINGS AND CONFERENCES

THEORY

16.2.6 T0 specific objectives
By the end of this topic, the trainee should be able to:

a) Identify different types of meetings
b) Specify different documents used in the meeting
c) Explain terminologies used in meetings
d) Explain the advantages and disadvantages of meetings

16.2.6 T1 types of meetings
- Committee meetings
- Formal and informal meetings
- Command meetings

16.2.6 T2 Documents used in meetings
- Notice
- Agenda
- Chairman’s agenda
- Minutes

16.2.6 T3 terminologies
- Adhoc
- Addendum
- Adjournment

16.2.6 T4 Advantages and Disadvantages of meetings

PRACTICE

16.2.6 P0 Specific objectives
By the end of this topic, the trainee should be able to:

a) Write minutes for different types of meetings
b) Prepare different documents used in meetings
c) Explain terminologies used in meetings
d) Discuss the advantages and disadvantages of meetings

16.2.6 P1 Taking minutes
16.2.6 P2 Agenda and notices
16.2.6 P3 terminologies used in meetings
16.2.6 P4 Advantages and disadvantages of meetings.

16.2.7 EMERGING ISSUES

THEORY

16.2.7 T0 specific objective
By the end of this topic, the trainee should be able to analyse emerging issues in communication
16.2.7 T1 New developments in communication

- Change in the layout of business documents
- Technology, e.g. text messages, e-mail, internet
- Evolvement of language e.g. sheng
- Text messages
- Mobile phones
- E-mail

PRACTICE
16.2.7 P0 specific objectives
By the end of this topic, the trainee should be able to:

a) identify emerging issues in communication
b) Discuss solutions to emerging issues

16.2.7P1 Emerging issues in communication
16.2.7P2 Solutions to emerging issues in communication

SUGGESTED LEARNING ACTIVITIES

1. Group work presentations
2. debating
3. Observations
4. Listening to lectures/resource persons
5. Drama/role playing
6. Excursions

SUGGESTED LEARNING RESOURCES

1. Boards, Charts, Language lab, Machines and equipment, Power point-Projectors (Audio tapes, Telephone/fax, E-mail, internet etc.) Lecturers and resource persons, Library, Textbooks, Newspapers.

SUGGESTED EVALUATION METHODS.

1. Continuous Assessment Tests
2. Term papers
3. Questions and answers
4. Examinations-written or oral
APPENDIX F: Pitman syllabus

1 Introduction
The City & Guilds English for Business Communications examinations are a suite of qualifications in modern, written Business English. They are designed to meet the needs of present day organizations for fast and accurate communication in the international sphere. The test focuses on the candidate's ability to perform in real business situations through the medium of English. Each assessment takes the form of an in-tray simulation. The candidate is placed in the role of a junior executive or personal assistant in a commercial company. The examination paper consists of a selection of realistic documents – letters, memos, emails, faxes, reports – which the candidate has to deal with by drafting appropriate replies or by writing similar documents in accordance with instructions. These are assessed according to how effective they are as written communications, e.g. whether the candidate has interpreted the source documents correctly, whether the replies convey the right message and whether they would achieve the desired results. Correct language is important, but the emphasis is on successful communication. In recognition of the realistic nature of the examination tasks, candidates may use a monolingual (English-English) or bilingual dictionary in the examination. Candidates may use a word processor or typewriter to complete the examination tasks where possible. Calendars and calculators may also be used.

Three levels
The English for Business Communications examinations are offered at three levels. These approximate to the levels of the Common European Framework as set out below.

<table>
<thead>
<tr>
<th>City&amp; Guilds Level</th>
<th>Suitable for</th>
<th>Common European Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Clerical and administrative staff who have to read and draft routine communications in English according to clear instructions.</td>
<td>A2 – Waystage</td>
</tr>
<tr>
<td>2</td>
<td>Staff who are expected to read a variety of communications in English and reply to them independently and in appropriate style</td>
<td>B2 – Vantage</td>
</tr>
<tr>
<td>3</td>
<td>Staff who are expected to read the full range of work related documents in English, including those that require complex replies, and to draft documents where choice and tone of expression may be critical to the success of the transaction</td>
<td>C2 – Mastery</td>
</tr>
</tbody>
</table>
2 Level 1
2.1 Aims and Objectives

**Time allowed**
1½ hours plus 15 minutes reading time. Note making during reading time is **not** allowed.

**Aim** The aim of the examination is to test the candidate’s understanding of straightforward business communications in English at an elementary level, and the ability to carry out routine written tasks.

**Target population**
The examination is designed for candidates who are preparing for, or who already work in, an occupation requiring the ability to read and write simple business communications in English. The candidate should have an appreciation of letter-writing formulae and be able to communicate in writing for simple, practical needs. Candidates whose first language is not English should have attained a level of ability equivalent to that reflected by City & Guilds International ESOL Access level.

**Objectives**
The candidate should demonstrate the ability to understand simple business communications, to respond to them clearly and concisely, and to extract information from a limited range of simple non-textual sources. Candidates should be able to complete the following:

**Reading comprehension**
- Demonstrate an understanding of simple internal and external business communications, e.g. memos and letters, written telephone messages, faxes and emails.
- Complete or extract explicit information from business documents, e.g. orders, requisitions, quotations or invoices.
- Extract information from simple charts or timetables.

**Writing skills**
- Write simple, concise letters, providing and/or requesting routine information.
- Write simple memos in response to explicit instructions.
- Draft faxes.
- Complete standard letter forms with information provided.

The above tasks may require the candidate to communicate messages of acknowledgement, confirmation, enquiry and/or thanks.
3 Level 2
3.1 Aims and Objectives

Time allowed
2 hours plus 15 minutes reading time. Note making during reading time is not allowed.

Aim The aim of the examination is to test the candidate’s understanding of business communications in English at an intermediate level, and the ability to carry out a series of written tasks concisely and clearly.

Target population
The examination is designed for candidates who are preparing for, or who already work in, an occupation requiring the ability to write business communications in English. The candidate should have a basic understanding of general business procedures and be able to use English effectively and independently in all familiar situations. Candidates whose first language is not English should have attained a level of ability equivalent to that reflected by City & Guilds International ESOL Communicator level.

Objectives
The candidate should demonstrate the ability to understand business communications, to respond to them clearly and concisely, and to complete and/or extract information from a variety of textual, tabular and diagrammatic sources. The candidate is expected to show some appreciation of register and to vary his or her written tone to suit the situation. Candidates should be able to complete the following:

Reading comprehension
- Demonstrate an understanding of internal and external business communications, e.g. memos and letters, written telephone messages, faxes and emails.
- Complete or extract information from business documents – orders and/or requisitions, quotations and/or invoices, graphs and charts, timetables and travel itineraries.

Writing skills
- Write concise letters, in response to given situations.
- Write memos in response to given situations.
- Draft faxes.
- Prepare other documents for business purposes, e.g. circular letters and mailshots, press releases and articles.
- Draft an informal report.
An informational report provides points of information required for a specific, stated purpose. It does not require a detailed analysis of a situation or a summary of
recommendations (see sample informational report on page 47). Headings are not a requirement, but a clear organizational structure is expected. Tasks may require the candidate to communicate messages of

- enquiry
- confirmation
- request
- complaint
- rejection
- acknowledgement
- thanks
- booking
- apology
- offers of appointment

**Level 3**

**4.1 Aims and Objectives**

**Time allowed**

21/2 hours plus 15 minutes reading time. Note making during reading time is not allowed.

**Aim** The aim of the examination is to test the candidate’s understanding of business communications at an advanced level and the ability to carry out a series of related written tasks concisely, clearly and accurately.

**Target population**

The examination is designed for candidates who are preparing for, or who already work in, an occupation requiring the ability to write business communications in English. The candidate should have an understanding of general business procedures and possess the linguistic ability to handle the types of task required of a senior administrator, executive or Personal Assistant. Candidates whose first language is not English should have attained a level of ability equivalent to that reflected by City & Guilds International ESOL Mastery level.

**Objectives**

The candidate should demonstrate the ability to understand a wide range of business communications and related documentation, to complete and/or extract information from a wide range of textual, tabular and diagrammatic sources and to respond appropriately in concise and accurate English to a variety of situations. The candidate is expected to show a high level of appreciation of register, and to vary his or her written tone to suit the purposes of a wide variety of situations. Candidates should be able to complete the following:
Reading comprehension

• Demonstrate an understanding of internal and external business communications, e.g. memos and letters, written telephone messages, faxes and emails.

• Complete or extract information from business documents: orders and/or requisitions, quotations and/or invoices, graphs and charts, timetables and travel itineraries, policy statements, company procedures.

Writing skills

• Write concise letters in response to a wide range of situations.
• Write memos in response to given situations.
• Draft faxes.
• Draft other documents for business purposes: notices and invitations, speeches, agendas and the minutes of meetings, advertisements and mailshots, press releases, articles and circular letters.
• Draft a short analytical report.

An analytical report provides a synthesis of information from diverse sources. It provides an analysis of the situation and a summary of recommendations. Headings are not a requirement, but a clear organisational structure is expected. The candidate should be prepared to deal with any language functions which the situation may require.
APPENDIX G: The Study Population

INSTITUTIONS OFFERING BUSINESS ENGLISH IN NAIROBI.

Colleges offering Business English under the KNEC syllabus.
1. Kenya Polytechnic I
2. Kenya Polytechnic II
3. NYS Secretarial College
4. Kenya Technical Teachers College
5. Industrial Rehabilitation Centre
6. Shalom House Secretarial College
7. Church Army Commercial College
8. Tulips Commercial College
9. Temple Commercial College
10. Blanes Commercial College
11. Kinyanjui Teachers Training Institute
12. Karen Technical Training Institute
13. Wote Training Institute
14. Kabete Technical Training Institute
15. East Africa Commercial College
16. Kenya School of Professional Studies
17. Nairobi Technical Training Institute
18. Adams Arcade Secretarial College
19. D.I.M.A
20. Kenya School of Monetary Studies
21. St Joseph the Worker
22. Step Joy Secretarial College
23. Rewarding Computer Training College
24. Rolima Training Institute
25. Format College
26. Nairobi Institute of Business Studies
27. Springboard College
28. St Kizito Professional Training Institute
29. Consolata College
30. Strive and Excel College
31. Floppeze School of Computer and Secretarial Studies
32. Intraglobal Training Institute
33. Kenya College
34. Mother Bertilla Vocational Training Institute
35. Bee Ann Secretarial College
36. Inter Compuera College
37. Shalom College of Professional Studies
38. Kenafirc College of Professional Studies
39. East Africa Institute of Information Studies
40. Computerways Training Institute
41. Nairobi Aviation College
42. Rhemax College
43. Zetech College

*Source: The Kenya National Examination Council, June 2010*

**Colleges offering Business English under the pitman syllabus**

1. Nairobi Institute of Business Studies
2. Blanes Commercial College
3. Valley College
4. Strive and Excel College
5. Inter Compuera College
6. Nairobi Aviation College
7. Atlas College
8. Don Bosco College

*Source: City and Guilds, Nairobi. July 2010*

**Colleges offering Business English under KNEC and Pitman syllabi**

1. Nairobi Institute of Business Studies
2. Blanes Commercial College
3. Strive and Excel College
4. DIMA college
5. Nairobi Aviation College