

The Challenges of Teaching English for Business Students

Case Study: Tahri Mohammed University, Bechar

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• **Abstract:**

The current study intends to have a clear image about teaching English conditions for business students in Algeria. Tahri Mohammed University of Bechar was chosen as a case of study to conduct this research, which aims to examine the situation of English for business students and the process of teaching in this field, as well as exploring the obstacles that teachers face during this process. Through the use of a questionnaire which includes both open-ended and close-ended questions, and administered to a sample of twenty four teacher at Tahri Mohammed University of Bechar, this study will attempt to adequately, treats the issue raised. The findings revealed that teachers at Tahri Mohammed University of Bechar are not specialized in business field, but they are able to cope with the teaching challenges that they encounter, while teaching English for business students, and they try to apply efficient methods and strategies to suit students' different needs in their specific field.

Keywords:

Business English, instructors, learners, challenges, requirements.

Introduction

Nowadays, English is an international language that is extremely needed in the different fields; therefore, people over the world are required to learn this language. As regards students who needed English for different professions, they have been taught General English for a long time, but this was not helpful for them when applied in real-life situations. However, the gradual economic globalization, among other factors, has led to a huge inquiry of another aspect within English Language Teaching (ELT); that is, the teaching of English for Specific Purposes (ESP). However, Business English as a variety of English for specific purposes has a great importance. It is extremely needed since the cycle we live in is the cycle of globalization. Furthermore, English is the language of international communication. It is the foremost and established language in international business, which made a great request for a common universal language, which has resulted in a huge demand for teachers of English. Therefore, teachers of Business English are needed to teach business students, and get them ready for their future career.

As far as our country Algeria is concerned, most of these teachers are graduated from ELT departments, who have no initial preparation for their task of teaching Business English or any type of ESP. Therefore, most teachers mainly the beginners are faced with challenging situations during the process of teaching business students. However, this does not mean that the teacher needs to be skillful in business subject matter. His task is to tutor business students to communicate properly in English about the subject they are expert in. Nevertheless, it is important to be able to associate the learners and their needs and assist them to reach their final destination.

The current study is carried out to examine the process of teaching English for business students and the challenges that the ESP teachers at Tahri Mohammed University of Bechar face, while performing their teaching task. This study is also conducted to investigate teaching English for business students' requirements. Its main aim is to look for effective resolutions to the hardships that the ESP teachers encounter when teaching English for Business students. To reach the objective of this research work, a questionnaire has been chosen as data collection tool, as well as a sampling used to conduct the research, and research instruments utilized in this study.

To collect sufficient data, this study attempts to answer the following questions:

- 1- Are the English teachers at Tahri Mohammed University of Bechar able to cope with the teaching problems that they face, while teaching English for business students?
- 2- Do teachers at Tahri Mohamed University of Bechar apply efficient methods and strategies, and provide students with effective business courses that meet their needs and objectives?
- 3- Is training important for Business teachers?
- 4- Are teachers who are teaching English for Business students at Tahri Mohammed University of Bechar skilled enough and try their best to satisfy students' needs?

It is, therefore hypothesized that:

- 1- Teachers at Tahri Mohammed University of Bechar are able to cope with the teaching problems that they face, while teaching English for business students?
- 2- They try to apply efficient methods and strategies to suit students' different needs in their specific field.
- 3- Training is so important for Business teachers therefore the responsables should take measures

to supply training institutions in order to assist teachers to perform their teaching task appropriately.

- 4- Teachers at Tahri Mohammed University of Bechar are not specialized in business field, but they try their best to satisfy students' needs.

1. Literature Review

Business English is considered as a flourishing field both as regards teaching and research. It has become a prominent area in ESP since the 1960's because of the huge development of international business. It is widely used by native and non native speakers not only to do business, but also to communicate about business with groups such as employees, consumers and investors around the globe. In the 1990's, Business English had become even more prominent because of the growth in multinational companies, global trade and business. Recently, Business English programmes are offered in many colleges and universities in order to develop the learner's occupational English ability. In this context, many definitions are provided by various scholars.

1.1 Definition of Business English

Business English is English for communication in a specific context. As William Bradridge pointed out, "teaching Business English means saying goodbye to crowded classrooms of unmotivated noisy teens and hello to negotiating your own time schedule and better pay with very motivated and highly intelligent professionals."¹ According to Dudley-Evans and St. John, "Business English has been introduced in tertiary institutions since the 1980's. Business English programmes include teaching professional business terms and communication which is in contrast to General English."² According to Bhatia and Bremner, "the English language has developed to become the global language for business and professional communication in the local and foreign workplace."³ Furthermore in St. John view, Business English could be defined "in terms of the learners' needs. This specifically refers to the learners' relationship to the business world, whether learners are in the workplace or preparing to enter it."⁴

1.2 Learners of Business English

Learners of Business English can be categorized into three categories based on their relationship to the business world: pre-MBA, pre-professional and professional. Pre-MBA learners are those pursuing their graduate studies in business. They need and require Business English to function in the workplace at a higher level. Pre-professional, the second largest group of learners, consists mostly of undergraduates, who are preparing to enter the business world. These learners may know very little about the workplace, or about the culture of business, so their needs and wants are related

¹ Bradridge, William. *Teaching Business English*, <http://www.global.english.com/news/Teaching-Business-English>.

² Dudley-Evans T., St John M.J., *Developments in English for Specific Purposes: A Multi-disciplinary Approach*.UK: Cambridge University Press, 1998, p. 50.

³ Bhatia, V. K., & Bremner, S.- *English for Business Communication*. *Language Teaching*- 45(4), 410-445, 2012.

⁴ St. John, M.J., *Business is Booming : Business English in the 1990's*. *English for Specific Purposes*, 1996, 15 (1) p.3-18

to entry into their profession. Eventually, the largest group is the professionals, who are currently working in business related sectors. As these learners are familiar with the professional setting, and have business experience, they are able to identify their needs to be able to function in English professionally and the specific kind of knowledge and skill they need.⁵

1.3 Types of Business English

There are two types of Business English, they include:

1.3.1 English for General Business Purposes (EGBP)

It is the English that would be taught for those at the very early stages of their career (pre-experience learners), it is based on language level rather than job in a very theoretical way, and this kind of learners are preparing for exams. According to Ellis and Johnson “pre-experience learners will have two kinds of needs: (1) their present situation may require them to read textbooks in English or follow lectures in English in order to gain the qualification they are seeking. (2) They will need to prepare for their future work in life and business.”⁶

Besides, in such courses the business language is presented through listening or reading followed by exercises to practice grammar and vocabulary and to develop fluency in one or more of the four skills. They are similar to General EFL courses with the materials put in business contexts.⁷

1.3.2 English for Specific Business Purposes (ESBP)

This kind of English is taught for job-experienced learners⁸, and according to Dudley-Evans and St John, it is for those "who bring business knowledge and skills to the language-learning situation."⁹ In contrast to (EGBP), courses in (ESBP) focus on the practical side "the practical use of language will be more important than theoretical knowledge about the language."¹⁰ Learner's purpose from attending these courses is to be able to achieve more in their jobs. The objectives of the course and its content are the product of a negotiating process between the learners or the sponsor and the trainer.¹¹

1.4 Teaching English for Business Students Requirements

Teaching Business English is so important. It is a means to fulfill specific needs and expectations. However, the ultimate goal of any business English course is to allow its users to communicate

⁵ Du-Babcock, B. - *Development of English for Business and Professional Communication in Asia: A Revisit of BELF in the Asian Environment.* - *Language Learning Technologies*, 2(1), 7-30, 2012.

⁶ Ellis, M., & Johnson, C. , *Teaching Business English: An Introduction to Business English for Language Teachers, Trainers, and Course Organizers*: OUP Oxford, 1994, p.5

⁷ Dudley-Evans, T., St John M.J, op. cit., p.55

⁸ Ellis, M., & Johnson, C. op. cit., p. 4

⁹ Dudley-Evans, T., St John M.J, op. cit., p.56

¹⁰ Ellis, M., & Johnson, C. op. cit., p. 6

¹¹ Ibid, p.6

effectively with others in a business environment, whether this communication is in correspondence, face to face meetings, or other methods.

1.4.1 Needs Analysis and its Role in Business Course

Needs analysis is the tool that teachers use in designing ESP courses. It helps the ESP teacher to increase students' motivation and success. 'In language teaching, needs analysis is the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities.'¹²

1.4.2 Teacher's Knowledge

The teacher needs to be knowledgeable in order to do his teaching task. He should apply effective methods and strategies for teaching the target language, and he should also have an idea about students' background knowledge and their specific needs.

There are two kinds of teacher's knowledge : knowledge about impressive practice, which consists of information about education, that is to say knowledge about subject matters, about how students learn, and about how and why to use appropriate instructional strategies. The second sort of knowledge is knowledge about particular practices, individual supervisors use in their classrooms and the effects they have on students' motivation and learning.¹³

Business English teacher is primarily a language teacher. He is considered as an expert in presenting and explaining the kind of language that learners need. Indeed, he should not be a teacher of subject matter, but rather an interested student of the subject matter.

1.4.3 Teacher's Skills

The teacher needs to have some skills to perform his teaching task appropriately. A suitable and comfortable learning environment is among the factors that can assist him to achieve his goals. The management of learning is a crucial part of teacher's classroom skills. For Dudley-Evans and St JoL, a skilful ESP teacher is the one with the willingness to be flexible and to take risks when teaching; 'ESP teachers also need to have a great deal of flexibility, be willing to listen to learners, and to take an interest in the disciplines or professional activities the students are involved in... ESP teachers must also be happy to take some risks in their teaching.'¹⁴

It is also essential for the teacher to have an outgoing personality, to like contact and interaction with people. According to Goodwin, a proficient teacher is: "Self-reflective and self-critical, prepared to experiment, able to provide proper guidance and feedback, tolerant and promotes

¹² Richards et al. 1992 Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: C. U. P.

¹³ Cochran Smith and Lytle, *Inside/ Outside : Teacher Research and Knowledge*, New York : Teachers College Press,1993, p.12

¹⁴ Dudley-Evans T., St John M.J., *op.cit.*, p.14

tolerance amongst learners, an excellent communicator, clear, articulate and responsive to others.”¹⁵

However for Brookfield, the ideal teachers are: “Teachers who care passionately about their practice and can easily become obsessed with a role model of the exemplary teacher. This role model offers a perfectly balanced composite of admired behaviours and personality traits.”¹⁶

Moreover, the teacher needs a reasonable understanding of the material he is teaching. When, for example, teaching writing a business report, knowledge of the expressions and techniques for writing such a business document are required.

1.4.4 Materials Production

Materials play a crucial role in ESP and they are used to stimulate and support language instruction and their adaptation is a vital element of ESP teaching practice. They rely on the methodologies adopted, constructing with them “the interface between teaching and learning, or the points at which the course needs, objectives and syllabuses are made tangible to both learners and teachers.”¹⁷

Dudley-Evans and St. John unanimously contend that the task of the majority of ESP teachers consists in providing good materials, not creating them; in the sense that materials should be selected appropriately, used in a creative way, and the exercises and tasks should be adjusted according to the needs of the learners as well as supplying extra exercises and language input.¹⁸

In the teaching process, the teacher should choose suitable materials and activities in order to move from input to output and teach language in a specific business context. Through this way, he will be able to identify vocabulary and other language components and the situations in which they are employed. “ESP courses do not use artificial tasks that teach arbitrary vocabulary and drill grammatical structures out of context.”¹⁹

Moreover, when selecting ESP materials, the following criteria should be taken into consideration, they include:

a-Adequacy: the selected materials should contain appropriate language and information about the course.

b-Motivation: they should present interesting content in order to help students be active and work hard in order to understand better. This criterion should be respected in order to make students' work more effective.

c-Sequence: it is important to have materials that are related to the lecture. There must be a relation to previous texts, activities, topics not to miss the sense of a lesson.

¹⁵ Goodwin, A. L., *Multicultural Stories: Preservice Teachers' Conceptions of and Responses to Issues of Diversity*. *Urban Education*, 1997, 32(1), 117-145.

¹⁶ Brookfield, S.D. *The Skillful Teacher*: San Francisco: Jossey-Bass, 1990, p.7.

¹⁷ Hyland K., *English for Academic Purposes. An Advanced Resource*, New York: Routledge,2006, p.89

¹⁸ Dudley-Evans T., St John M.J., op.cit., p. 62

¹⁹ Schleppegrell, M. J. English for Specific Purposes: a Program Design Model. *English Teaching Forum*, 1991, 29(4), 18-22.

d-Diversity: the selected material should lead to a range of classroom activities, be a vehicle for teaching specific language structure and vocabulary, and promote strategies.

e-Acceptability: it should contain acceptable cultural customs and language.²⁰

In order to design his course, the teacher has to select the appropriate tools so that he will be able to perform his course effectively. Materials can be newspapers, magazines, TV or Radio programs, user manuals, literature, songs, etc...²¹ The teacher task is to provide the learners with the materials catering for their specific needs and apply them in the classrooms as authentically as possible.

1.4.5 The Importance of Training

Training is so vital for the ESP teacher to perform his teaching task in an appropriate way. It refers to “activities directly focused on a teacher’s present responsibilities and is typically aimed at short-term and immediate goals. It is regarded as a preparation for the first teaching position or to take on a new teaching assignment or responsibility.”²² That is to say, training courses are sets of activities designed not only for the General English (GE) teacher, but also for the ESP one. Most ESP teachers, for instance, seek their own way to develop themselves by, reading books, attending courses or workshops.²³ Vassilakis maintains that the main goal that lies behind training teachers is to prepare them to develop some pedagogical roles such as analyzing language and language skills in order to understand the learners’ needs, providing the relevant materials and planning courses that match those needs.²⁴

1.4.6 The Role of Business English Teacher

The Business English teacher has to prepare students to communicate in a foreign language, i.e. English about business issues students specialize in. Nowadays, the portrait of the traditional teachers is shifting rapidly towards self-directed learning or student-oriented learning, and these can be done due to the new technologies. Therefore teachers should be familiar with the modern technology and the new methodological approaches, “The teachers need to learn new skills of Business English for effective teaching in order to use them and enhance the communication skills of the learners.”²⁵ It is up to the teacher to use and implement the new technologies in his Business

²⁰ Wallace, C. *Language Teaching: A Scheme for Teacher Education*. Oxford: Oxford University Press, 1992, p. 65

²¹ Gardner and Miller, *Establishing Self - access*, Cambridge, UK : Cambridge University Press, 1999, p. 54

²² Richards, J. C. And Farrel, T. S. C., *Professional Development for Language Teachers: Strategies for Teacher Learning*. Cambridge: Cambridge University Press, 2005, p. 3

²³ Hutchinson, T& Waters, A., *English for Specific Purposes: A Learner-Centered Approach*, K: CUP.,1987, p. 15

²⁴ Vassilakis, G. ,Teacher Development? What do you mean?“, 2011. [http// www.lionsvoice.edublogs. org](http://www.lionsvoice.edublogs.org).

²⁵ Chen, I. C., & Wu, H. C. -*EFL University Students' Perception of Business English Courses.- STUT Journal of Humanities and Social Sciences*, 2010, 161-194.

English class, and his attitude towards technology will influence both his approach to teaching business English and the students' feedback.

ESP teacher should introduce his students to some business vocabulary, and texts which comprise business terms and have relation with business. A business English language course may include topics such as business English reading, letters and resumes, business phrases, or terms in sale, advertising, and marketing. Students need to focus on vocabulary and phrases which are used in the business world, be familiar with the professional writing such as business letters, memos, e-mails, invitations and reports, and at the same time be good at preparing and delivering presentations within the business medium. Teaching Business English major objective is effective and efficient communication, and the majority of business courses include only the basic grammar rules necessary for achieving this goal.

Indeed, Business English is a variety of ESP that is useful in the business field. Teaching business English is a kind of interaction between the teacher, the learner and the selected activity. The Business English teacher should provide his students with a comfortable learning environment, and adapt learning strategies according to their needs. While teaching, he should use authentic materials effectively so as to bring the real world into the classroom and significantly enliven the language class. As a result, a good relation will be developed between the teacher and the students, who will be stimulated for learning and eventually reach their objectives. As a whole, the teacher has to be flexible enough to be able to respond to teaching requirements and learners' needs, and it is worth saying that the main feature of Business English teaching is effective business communication.

2. Methodological Framework

To reach the target of this research work, both qualitative and quantitative research approaches are used in an attempt to analyze the collected data and to obtain accurate results and sufficient information from the respondents. A questionnaire has been chosen as data collection tool, as well as a sampling used to conduct the research, and research instruments utilized in this study. The questionnaire is composed of both close-ended and open-ended questions and contains fourteen items. It was administered to twenty four English teachers at Tahri Mohammed University of Bechar for the sake of getting information about the hardships that they encounter while performing their task, and teaching English for business students' requirements.

2.1 Data Analysis

After having collected the responses of the participants under investigation via the questionnaire, their answers were displayed via tables, attempting to analyze their perceptions towards teaching English for business students and the challenges that they face. The following questions were addressed to the participants:

1/-What is the degree that you held?

Table 1. Degree Held

Number of Teachers	Degree	Percentage
24	Master	00 %
	Magister	41,66 %
	PhD	58,33 %

Source: prepared by the researcher

As shown in the table above, 58,33 % of the participants have PHD degree, while 41,66 % have Magister degree, and none of them 00 % have Master degree.

2/-What is your specialty?

Table 2. Specialty of Teachers

Number of Teachers	Linguistics	Didactics	Civilization	Literature	Translation
24	3	4	13	2	2
Percentage	12,5%	16,66%	54,16 %	8,33%	8,33%

Source: prepared by the researcher

According to the table above, 12,5% are specialized in linguistics, while 16,66% in didactics, 54,16 % are specialized in civilization, 8,33% in literature, and 8,33% are specialized in translation.

3/- For how long have you been teaching English?

Table 3. Period of Teaching English as a Foreign Language

Number of Teachers	1-6	6-10	More than 10 years
24	3	4	17
Percentage	12,5%	16,66%	70,80

Source: prepared by the researcher

Concerning the second question, there are some teachers who have been teaching English for ages, they include 70,80 , those who have been teaching English from six to ten years, are rating 16,66%,

and there are others who are new in the teaching field, they represent 12,5% . The result indicates that teachers have an experience of teaching English as a foreign language between 4 to 17 years.

4-Do you have any experience of teaching English for business students? If yes, for how long?

Table 4. Experience of Teaching English for Business Students

Number of Teachers	Have Experience	Don't have Experience
24	10	14
Percentage	41,66 %	58,33 %

Source: prepared by the researcher

As the illustrated table shows, 41,66 % of the participants have experience in teaching business students, while 58,33 % of the them did not teach business students.

5 what are the challenges that ESP teachers face in teaching business classes?-

According to most of the participants, the difficulties faced by the teacher are due to the difference in specialization. As he/she is a general English teacher, it is difficult for him/her to deal with the contents of an English lesson for business students. Some teachers are fluent, but their knowledge of the specific field is weak. The difference in the curriculum is also an obstacle for the teacher, in addition to the lack of resources for preparing lessons. On the other hand, some teachers said that there is a lack of interest among students and their attendance within the class is weak, which causes a hindrance for the teacher.

6-What do ESP teachers need to perform a better business course?

Most of the participants mentioned that for a good performance, teachers must have knowledge of the subject matter, master the vocabulary of economics, prepare their courses appropriately taking into account learners' needs and according to them, training is so vital to perform a better business course.

7-On what basis do ESP teachers design their courses for business students?

According to the answers of some of the participants, in designing his course, the ESP teacher should take into account the students' field of study, and his course should be based on needs analysis. In other teachers' view the curriculum and materials development are so necessary in designing a business course. On the other hand, the rest of the participants focus on the method that should be applied to have a good achievement, they prefer the eclectic method in the performance for a business course, and they pointed out that the evaluation of the course is so necessary because it is the tool that assist the teacher to know if he has achieved his objective.

8-What resources are available to ESP teachers for teaching English for business students?

When asking the teachers about the resources that are available to ESP teachers for teaching business students, some of them refer to books, while others prefer websites, and the rest stated that laboratories are useful and helpful in teaching business students.

9- On which skill do you emphasize in teaching English for business students?

Table 5. The Important skill in Teaching English for Business Students

Number of Teachers	Listening	Speaking	Reading	Writing
24	4	10	6	4
Percentage	16,66%	41,66 %	25%	16,66%

Source: prepared by the researcher

According to the table above, most of participants 41,66 % emphasize on speaking skill, while teaching business students, others 25% give importance to reading, as regards listening and writing skills, they have the same rate 16,66%.

10- Do you utilize technology tools in teaching business English?

Technology Tools	Number of Teachers	Yes	No
	24	19	5
Percentage		79,16 %	20,83 %

Table 6. The Use of

Source: prepared by the researcher

As it is illustrated in the table above, 79,16 % of the teachers are using technology during teaching business students, while 20,83 % of them said that they do not utilize technology because they have difficulty in manipulating technological tools.

11- Does Learning have a real effect on business	Number of Teachers	have a real effect	Have no effect
		18	6
Percentage		75%	25%

Computer Assisted Language (CALL) effect on the level of teaching English for students?

Table 7. The Impact of Computer Assisted Learning Language (CALL)

Source: prepared by the researcher

As the table reflects 75% of the participants agreed that "CALL" have a real effect on the level of teaching English for business students, while 25% of them are against.

12- Do business students find difficulties in writing business topics?

As it is confirmed by the participants, 70% agreed that business students do have problems in writing business topics, while 30% of the participants claimed that they have no problems.

13- Is business students' level affected by the learning environment?

While asking about the effect of the learning environment on the level of business students, most of the participants, 70% asserted that the learning environment has a great impact on business students' level, the remaining teachers 30% said, no.

14- Do ESP teachers at Tahri Mohamed University contribute in the development of teaching English for Business Purposes?

Table 8. Teachers' Contribution in the Development of Teaching English for Business Purposes

Number of Teachers	contribute	Some of them	Don't contribute
24	12	7	5
Percentage	50%	29,16 %	20,83 %

Source: prepared by the researcher

As it is mentioned in the table above, in 50% of the participants' view, there is a contribution in the development of teaching English for Business Purposes, whereas 29,16 % of the participants said that some of the teaches contribute, and the remaining 20,83 % asserted that teachers do not contribute in the development of teaching English for Business Purposes.

2.2 Discussion

According to teachers answers, it is clearly confirmed that the majority of them (58,33 %) have a PhD degree. Concerning their specialty, most of them are specialized in civilization (54,16 %) and most of them (70,80) have been teaching English for more than ten years. As regards their experience in teaching English to Business students, the results show that 41,66 % of them taught in Economic and Commerce sciences and Management Sciences faculty.

Moreover, the results of the data analysis show that most teachers at the level of Tahri Mohammed University of Bechar face challenges in teaching English for Business students. As he/she is a general English teacher, it is difficult for him/her to deal with the contents of an English lesson for business students. Most of them pointed out that there is no specific curriculum that is designed for business students therefore the teacher has to design a syllabus according to the learners field of study. Other teachers also claimed that they find difficulties while designing their courses and this is due to the lack of suitable resources, materials and training institutions. On the other hand, some teachers said that there is a lack of interest among students and their attendance within the class is weak, which causes a hindrance for the teacher.

When asking them about how they design their courses; and on which skill they emphasize; and whether they utilize technological tools, or not; according to the answers of some of the participants, in designing his course, the ESP teacher should take into account needs analysis. In other teachers' view the curriculum and materials development are so necessary in designing a business course. On the other hand, the rest of

the participants focus on the method that should be applied to have a good achievement, they prefer the eclectic method in their performance for a business course, and according to the results obtained, most of the participants (41,66 %) emphasize on speaking skill, while teaching business students, and the majority of them (79,16 %) are using technology during teaching business students.

As regards the impact of Computer Assisted Learning Language (CALL), 75% agreed that "CALL" have a real effect on the level of teaching English for business students. As far as the difficulties in writing business topics are concerned, 70% of the participants agreed that business students do have problems in writing business topics. Concerning the effect of the learning environment on the level of business students, and whether ESP teachers at Tahri Mohamed University contribute in the development of teaching English for Business Purposes, 70% of the participant asserted that the learning environment has a great impact on business students' level, and 50% of the participants confirmed, that there is a contribution in the development of teaching English for Business Purposes among teachers at Tahri Mohamed University.

• Conclusion

As with other varieties of ESP, Business English involves a specific language corpus and emphasis on specific types of communication in a specific context. It is widely used in international trade by many people whose primary spoken or written language is not English. This variety has a great value in the global world, and is becoming increasingly important as more and more companies need their staff to be multi-lingual. Moreover, teaching Business English is a need, which deserves special attention from both teachers and learners due to the growth of business and the need for English to communicate among learners and employers of the field. Therefore when teaching Business English, the ultimate goal is to give the opportunity to the learners to effectively communicate with other people in a business environment. Furthermore, business English teachers' courses should be based on clear objectives and needs analysis to provide the learners with their needs and assist them to achieve fruitful results.

This study is devoted to the investigation and research in English for business students and the challenges that teachers face during their practical endeavour. It is an attempt to provide an idea about teaching methods and strategies used and to shed light on the most effective method of teaching in this field. This research intends to have a clear image about teaching English for business students at Tahri Mohammed University of Bechar. It aims to examine the situation of teaching English for business students, as well as exploring the obstacles that teachers face during teaching process.

Based on the analysis overhead above, it is noticed that the expression Business English is used to cover the English taught to many of the professional people, who are still in full-time education preparing for a business career; and due to the special quality of Business English, the importance should not be given only to language, but equally to the training skills in the teaching process. In fact, there is an urgent need for training in order to overcome the tough challenges that Business English teachers are facing, and who are supposed to be professional not only in language, but also able to develop awareness of the needs and concerns of business learners, and be flexible enough to respond to these needs.

Indeed, any teaching situation is an interaction between the learner, the mentor and the activity itself. In business communication, emphasis on the application of language can assist the teacher

carrying out the course more successfully and help the learners learn more quickly and more effectively. Generally speaking at Tahri Mohammed University of Bechar, though the demand for courses in Business English has been growing very fast, there is no concept of establishing Business English teacher's training for quality Business English teachers. It is astonishing that the policy makers and curriculum designers have not taken Business English teachers' education seriously. On the whole, according to the analysis and the results obtained from the answers of the participants, the hypotheses that were put forward at the beginning of this research work are confirmed to a high extent.