

Review of Business English of BBS Program of Tribhuvan Universitydoi: <https://doi.org/10.3126/skmj.v4i1.90291>**Alisa Dahal¹****Gyanab Raj Gautam²****Abstract**

This paper reviews Business English courses of four-year BBS program under the Faculty of Management (FOM), Tribhuvan University (TU). These courses offer diverse contents consisting of grammar, creative texts, business vocabulary, communication message texts, research mechanics and case-analysis. They align with the objectives of FOM to produce successful future professionals, able and eligible to compete, collaborate, and contribute to operating, innovating and promoting business sectors. Development of general language skills, critical thinking skills, enriched business vocabulary, interdisciplinary knowledge and communicative competence supported by research-oriented analytical approach to problems are the basics that the courses target to attain. While the existing literature covers a wide range of fragmented issues related to Business English, the overall course assessment remains a virgin area. Hence, this article assesses the content and the collected data. Further, it examines the compatibility of FOM goals with the goals of English courses, and unravels the consistency in setting the objectives. The concepts of course design and content selection are reviewed to support the analysis. It employs a mixed approach, uses purposive sampling and the tools of semi-structured and close-ended questionnaires, and interview guidelines to collect primary data. The sample population is composed of the practitioners and students of community, private and the constituent campuses of TU, and subject committee members of English. This paper research presents its strengths and weaknesses followed by some remedial suggestions. They contribute to creating knowledge on the strengths and weaknesses of the course that benefit the diverse readers to understand it better, revise and improve accordingly as per the changing needs and context.

Keywords: business communication, compatibility, content analysis, critical thinking, interdisciplinary

Introduction

Faculty of Management, TU has offered Business English for four-year BBS Level to help students become successful communicators in practical business situations through

¹ Dahal is a faculty of Mahendra Ratna Campus Tahachal, email: rijjalalisa@gmail.com,

² Gautam is a faculty of Shahid Smarak College, Kiritipur, Kathmandu, email:

gyanab000@gmail.com

enhancement of language competence and improvement of reading, writing and critical thinking skills. It targets to help students achieve communication soft skills. To boost up general linguistic skills of English, it offers grammar texts, exercises and practices. To broaden their critical faculty of mind so that they can understand the cross-cultural contexts, a wide array of ideas and different disciplinary linguistic variations, the courses also provide creative texts of literature and non-literature as well. The courses encompass the mechanics of grammar, technical and formal writings for business communication, and business-related vocabulary that equip the students with the language skills, knowledge, and content they need in their career as managers, entrepreneurs and educated citizens. They envision not only to prepare professional managers, but also to inculcate critical perspectives in the learner to tackle the dynamics of existing realities in the business ecology while making decisions. The effective communication in business negotiation, telephone conversations, report writing, emails and professional presentations require both general and specific language skills supported by critical and analytical thinking skills. Prepared to create successful managers in business, industry, government and socio-cultural contexts, the courses include content with diverse texts to develop the holistic personality of the business and management professionals. These courses also introduce the mechanics of academic and research writing as the backup for Master's degree courses, and development of authentic, systematic and persuasive capability of interaction with people of different contexts and communities. Case Analysis illustrates this concern for the need of developing the soft skills and ability of in-depth and wise analysis of the issue's conflicts in the learners in their future managerial jobs.

Business English needs to be compatible with the ultimate goal of the Faculty of Management itself beyond the specificity of BBS level. The prime objective targets to develop networks with management institutes in the country and abroad to prepare students for sharing, innovating, exchanging and promoting new knowledge, methods and technology in a global setting which requires language proficiency to perform their managerial functions and communicative skills effectively.

Hence, this paper reviews the courses of Business English: their content, examines objectives, their compatibility with the FOM goals, and evaluates the overall effectiveness in students' professional as well as social lives. Using the data collected from the sample-population consisting students, teachers and course designers; and textual analysis of the content, it interprets whether the courses are effective, useful and applicable regarding the needs of the prospective managers in business, industry and government sector both inside the country and in global context. As such, it finds out the challenges and strengths of the courses and suggests some remedial measures.

To meet the outcome of the objectives set by the syllabus, the courses of BBS English of TU have covered a wide range of themes, issues and skills required in business and management.

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They offer dynamic contents that consist of grammar and writing mechanics, texts for communication messages in business, industry and government; interdisciplinary knowledge, literature, business vocabulary, research mechanics and skills of case-analysis. The course contents are set for boosting and sharpening the communication and interpretation skills. The students get a chance to learn to write practical business messages such as email, blogs, proposals, memo, brochure, meeting minutes etc. and learn verbal, nonverbal, and visual modes of communication. Furthermore, different multidisciplinary texts are included to help the students understand variegated themes like 'Culture and Society', 'Gender and Woman', 'Life, Death', and 'Art and Philosophy' too. The subject matters of money and management, science and environment are meant to familiarize the students with the real-life situations. Specific texts are incorporated for professionalism, interpersonal communication, leadership and organization skills, and ethical values. Besides these, the creative and literary texts are meant to enhance the inter-cultural awareness in the business world that can achieve sustainability. The topics like freedom, life and death, philosophy, and art impart wisdom and art of living to the students so as to make them able lead their material life holistically. To conclude, it aims to prepare managers and entrepreneurs eligible and able to compete, coordinate, correspond and exchange ideas among business institutions inside and outside the country but integrated with human sensibility as aimed by the FOM (Syllabus, 2019).

Analyzing the courses to assess them is another parameter of improvements and effective implementation. Thakur (2016) opines: "Assessment is the systematic collection of data to monitor the success of a program or course in achieving intended learning outcomes (ILOS) for students" (Slideshares 2). She frames assessment as a way to determine the outcome, evaluate the process, and "to get a baseline" for effective instruction. As an extension to her claim, this paper performs an appraisal of Business English giving regard to the interconnectedness of both evaluation and assessment.

The existing literature ranges from comparative study of the previous English courses of BBS level with the current courses, teachers' perceptions on the BBS courses of English, task-based study of the course, "cooperative learning mode" in Business English (Yang, 2024, Abstract), and "teaching methods and strategies" (Rong, 2024). Their significance on these issues is noteworthy. However, the overall course assessment of BBS English course still has remained unearthened. This research proposes an analytical assessment of the content of BBS English courses, explores its compatibility with the FOM objectives and finds the vertical alignment of Business English prescribed for the first two consecutive years in the four-year BBS program. Through analytical review of the course contents substantiated by the thematic summaries of the empirical data, it reveals the strengths, weaknesses, effectiveness and applicability of Business English.

Lacka (2021) opines that “a business English classroom is very often the first place where students become familiar with basic business concepts” (p. 2). She focuses on “the relevance and usefulness” of Business English to introduce business concepts (p. 6). Her study explores variations on perspectives on whether “the content or the language acquisition is of greater importance” (p. 4). Tumbahang (2023) compares and contrasts the First Year English of the previous three-year program with the recent courses of Business English and resents that “the earlier course was more appropriate than the latter one . . . the earlier course was designed to teach language through literature” by selecting topics aimed to facilitate “best socialization, friendship, and conjugal life” (Abstract, p. 102). He opines that the changes of literary texts of one writer by other texts of the same writer is acceptable in statistics, population and economics for the data keeps on changing in them but not necessary in English courses. However, his preference for literature only overlooks the interdisciplinary and global renditions of this course that encompasses creative texts, grammar, research mechanics, modern communication texts and academic skills as the foundation of current business ecology. Hence, taking on both Lacka and Tumbahang, this research presents an integrated outlook giving regards to the dynamics of contents and the objectives, set accordingly and claims the interdependence of both language acquisition and conceptual knowledge of business to prepare holistic business professionals.

Methods

This paper uses mixed design/ qual-quan and follows descriptive, analytical and interpretive approaches to bring a thematic conclusion. The total of 41 target population comprises teachers, students and course designers of Business English selected on purposive sampling. It has used close-ended and open-ended questionnaires for students and teachers respectively, and interview guidelines and informal conversations for the subject experts. The surveys were conducted in the premises of selected colleges in Kathmandu. The correspondence with the experts was done through emails. After the collection of the data, it is tabulated, thematically summarized, interpreted and synthesized with the course content. The content analysis is performed by reviewing the course content, objectives and FOM goals to carry out the assessment of the overall course. Then, the conclusions are drawn out of the discussions and findings.

Results, Discussion and Conclusion

FOM goals seek to attain business professionals and entrepreneurs able to promote business industry at national and global contexts. They aim to develop the students' business knowledge, skills, social responsibilities and academic edge so that they can compete and

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collaborate to develop programs in the dynamic world. Above all of this, the language skills and communicative competence in English are a must in today's world to perform other business-specific activities which *Business English* aims to achieve.

Table 1:

Review of the Students' Responses

Thematic summaries	Interpretations and findings
Specificity, Contextualization and Professional Edge of Business English	The data shows the acceptance of professional specificity of the content by about 30% students, need-based content by more than 50% of them whereas 41% of them just "agree" with the hope of getting their expectations fulfilled. Based on these responses, this paper points at the need of working on the students' expectations for which 31% show a neutral position.
Usefulness of Grammar	The details in the table shows that 46.34% respondents strongly agree and 36.58 agree on the potential of improvement of writing skills through grammar. No doubt, grammar is the foundation of linguistic competence and deserves appreciation as a strength of these courses
Relevance, Students' Interest and Competence in Communication Message	Communicative competence and the students' interest in learning the communication-message-texts have yielded confirmation at large. The course offers writing communication messages texts like email, press release, memo, minutes and cover letters in both Years which justifies its concern with the vertical relation of the course-contents). About 12% of them disagree with the communication text updates that call for concern, too.
Usefulness, Adequacy and Effective Learning of Vocabulary	Regarding the usefulness and adequacy of vocabulary, only 14.63% respondents agree. In fact, with less vocabulary in the Second Year, the courses lack consistency which calls for review of that section.

Interdisciplinary and Creative Texts, Critical Thinking and Methods of Instruction	The total of 29.26% of neutral voices regarding the significance of interdisciplinary texts, 17.07% of disagreements with their impact in improving critical thinking and only 4.87% agreeing with effective methods of instruction draws our attention to the need of improving pedagogy specific to creative and interdisciplinary texts. The syllabus has envisioned balancing “important resources just like men, machines, materials, and money” (Syllabus, 19). It refers to the role of creative texts in developing students’ “creative thinking in the business world” (19). Nevertheless, the total of 43.90% of students agrees to its importance adding to the strength of the section.
Research Mechanics, Case-analysis and the Development of Soft Skills	Regarding the research knowledge and in-depth study through case-analysis, 41.46% respondents remain neutral whereas 48.78% agree to its strength in decision-making ability. To conclude, research and case-study are useful but require practice more as the percentage suggests.

The semi structured questionnaires for teachers were designed with both close-ended and open-ended questions. The data entry in the tables shows the results followed by a brief analysis of each, thematically summarized and interpreted.

Table 2:

Review of the Teachers' Responses

Thematic summaries	Interpretations and findings
Alignment of Goals, Flexibility of Course, Need-coverage and Relevance	The alignment of course objectives with the FOM goals is agreed to be strong but the flexibility to accomplish the courses in the given time frame is disagreed by 41.66 % of them. It is suggestive of a demand for a review of alignment of time and courses

Grammar Mechanics and the Core Language Skills	The teachers confirmed the strength of grammar to develop writing skills by 75% which refers to the strength of grammar portion in Business Communication
Communication Message Texts and Their Significance	Practicability of communication texts is agreed by 58.33% of the respondents but the equal number of respondents disagreed with the updates of the texts. About 67 % disagree with the difficulty of teaching these texts. The data shows the need to update the texts.
Interdisciplinary Texts, Knowledge of Multi-cultural Values and Language Variations	About 41% of the respondents disagreed with the rationale of inclusion of interdisciplinary texts in Business English courses. However, the course imperative is to inculcate in students the multi-cultural values and impart knowledge of language variations.
Role of Research, Case-analysis, Soft Skills and Managerial Competence	Despite the confirmation by 58.33%, and 41% disagreed with the practicality of research which demands attention for review
Adequacy and Appropriateness of Exercises, Textbooks and Reference Materials	A total of 25% of respondents disagree with the appropriateness of textbooks and reference materials. It refers to maintaining consistency between exercises and the texts despite their adequacy.

Thematic Summaries

Based on similar themes, teachers' responses are categorized into different thematic topics, summarized and interpreted in this section.

Compatibility of Business English with FOM Goals. The teachers' responses regarding the compatibility of Business English with FOM goals were positive with 10 out of 12 teachers' agreement.

A female teacher believes that both FOM and the English courses "focus on enhancing communication skills, critical thinking and professional writing abilities". Another female teacher claims that the alignment between FOM goals and the objectives of Business English

prevails “at theoretical level” but the contents mostly fit to global context rather than to the national scenario. She opines that the thematic strength of the content lies in Vision whereas technically it is Business Communication which contributes to gaining the FOM goals to produce professionals with linguistic and communicative proficiency. That the contents are “appropriate” to meet FOM goals, and the course is “instrumental” to attain them are some other responses. One of the teachers critically evaluates the course and labels it as “a pedestrian that somehow misses the overall goals of FOM due to overload of contents”. A teacher points out the lack of technological readiness and procedural management in carrying out certain “course materials and components”. The relevance of contents is also confirmed if they are updated constantly.

Twenty five percent of the teachers have shown the insufficiency of grammar texts, varieties and exercises which if learnt and taught with rigor are “practical” and useful too.

Context of Communication-Messages and Communicative Competence. A few of the responses agreed to the context of the communication message texts to meet “the need of the digital age” and are IT-based. They equip the students with the ability to “collaborate, innovate and share” ideas nationally and across the border. A small number of them state that they provide just “samples for basic ideas”, “a brief definitions only”, “techniques” and “traditional documents” and modes of communications like Skype, conference calls, emails which need updates to be “revised to meet dynamic communication”. One of the respondents observes that the “ever changing styles are challenging for updates”.

About the difficulty of teaching grammar, the bulky course, “overload” of literature texts, students’ poor performance and lack of proper infrastructure come at the front. Otherwise the communication contents are “okay”, effective and “enjoyable”. To sum up, the focus is on the appropriateness of communication message texts that need some additions, updates and support with necessary materials.

Similarly, interdisciplinary courses enrich diverse perspectives, familiarity with language variations, “critical and analytical” approach to issues and “global perspectives” that keep the students “informed” and ‘holistic’ as reasoned by a female teacher. Quite agreeable to this claim, interdisciplinary knowledge helps them to navigate in diverse managerial situations in their jobs. Two male teachers pointed out the irrelevance of the interdisciplinary texts in “Nepalese context” and the texts “dominated by western knowledge”. Summing up the responses on the significance of creative texts, students’ interest in them and their effectiveness, they help in communicative and critical skills globally and locally.

Practicality and Specificity of Vocabulary in Business and Management. Many of the respondents confirmed that words improve comprehension of complex text and enrich language and diction is the “foundation of language”. But compared with the First Year, the

Second-Year English lacks “good vocabulary”. Therefore, they have suggested adding more business words for consistency.

Research Knowledge in Management and Business. Research knowledge helps in “gathering relevant data”, making “strategic planning”, improves critical thinking, analytical power and decision-making skills as confirmed by many of the respondents. These lead to “vital success”. A few respondents find the research course “overloaded” in a short time. But a different response claims that the research section “lacks precise details” and is not sufficient. Analyzing the varied responses, it can be drawn that the research mechanics interact differently as per the teacher’s execution. The knowledge of research strengthens authentic expressions, decision making and problem-solving ability so needs attention. The case-analysis in the course develops the awareness of in-depth study of problems, implementing the soft skills for solving raised issues.

Adequacy of the Content, Text Books, and Exercises. Some teachers suggest reducing the bulky course of literature. A few of them suggest adding vocabulary in Second Year Communication English for consistency. Besides, the interdisciplinary texts are taken from the western settings which are less applicable in Nepalese context. Regarding the exercises, the respondents have varied opinions. “Every text is followed by exercises. They are “enough as per students’ standard and ability”. A teacher observes that “every lesson is “embedded with appropriate exercises”. Another teacher believes that only 50% of the exercises may be completed as per the time frame. One opines that the “exercises could be improved”. Although the course intends to give lots of exercises, its status “depends on the publications” as opined by another teacher. These remarks conclude to review the creative texts and the time frame for completion.

Experts’ Responses

An expert who has written reference books and has taken part in the discussions about course design of Business English finds the current interdisciplinary courses relevant. It has taken on the current needs of business executives in the globalized world. He views that curriculum is only a means. He suggests the pedagogic plans and recruitment of good teachers to implement them effectively. He resents the lack of coordination among course designers, teachers, question setters, and examiners to achieve its desired goals as there were a few cases of mismatched question sets in the board exams. He calls for regular monitoring of implementation in about five hundred colleges of TU, asks to develop the courses like a bridge course of higher secondary and Master’s Degree to “provide some background for managerial communication” and keep the vertical rationality of English courses. He believes in the teachers’ time-management and sincerity when inquired about the flexibility of courses in 150 teaching hours. About the students’ and teachers’ complaints regarding the over-burdened

portion of literary texts, the expert recommended sincere execution for timely completion but seemed unaware about the challenge of motivating students. These analyses lead to concluding the need of explaining the significant role of humanitarian perspective in business and managerial affairs to students for which the creative texts are helpful. The teacher's role is to make the students aware of the power of literature and imagination that the fictions are platforms for rehearsing the real-life situations. Moreover, he recommends mixed methods, primarily the lectures supported by interactions, "group presentations, discussions and home assignments" as effective pedagogy. Another Subject Committee Member focuses on the need of adequate orientations and initiatives by individual colleges as well coordinating with the universities to carry out the course effectively in overcrowded and heterogeneous classes in our context. Partly agreeable, his suggestions are questionable because without the reasonable number of students in the classrooms, carrying out the course is quite challenging. The use of IT in the classrooms can encourage enthusiasm, motivation, participation and interest in the students. To conclude, the lack of coordination, meetings and seminars among the concerned ones is evident. The need for collective endeavor is yet to be realized in policy and practice.

He claims that course evolution has taken place after "a lot of research and publication". He recommends a "book by Prof. KP Malla" as a very useful resource to know "the history of English teaching at TU" and how "English Curriculum has evolved over decades at TU". He enforces the need of this course "to bridge up" +2 English with higher education. Adding to his statement about this linkage, enriching the students with linguistic and communicative competence, soft skills and managerial skills must be considered. He recalled the procedural rigor and assured the consistency of objectives, subject-matter, teaching strategies and evaluation schemes. The well experienced and well-versed teachers' research on the curriculum of different universities to design the draft and its approval by authorities like the standing committee, full-bodied subject committee, the Faculty Board and the concerned Deans' involvement justifies the rigor of designing the course. Different universities, countries, internet, bookshops and recommendations by scholars "working as researchers or visiting faculty in different universities" were consulted for content selection. The knowledge of business vocabulary, communication message texts and business documents are some specific areas of business and management the courses cover. He assures that the contents are "updated, rich from interdisciplinary content, communication skills and critical thinking". When asked about the complaints on the overloaded creative texts in *Vision*, he reasoned that they tinge the business professional with "flavor of humanity" and "human sensibility" necessary for business activities. He expresses high optimism in achieving the target set by FOM.

To sum up, his reiteration on the need of initiatives at college level itself for organizing professional training, workshops and seminars implies the inadequacy, unpreparedness and

ritualistic concern of university which at another level is implicative of the need of collaborative efforts of both policy makers and the executives of the courses.

Strengths and Challenges

Some ideas are generated from the review of the respondents' experiences, insights and inferences about the course. It "covers the goals of FOM and enables students to stand in the global environment", states a teacher. Another one gives a constructive appraisal of the course: "the curriculum at the most is good, if the instructors are good, teaching materials and facilities are available, the curriculum gets updated to match both the national and global needs the course will produce efficient managers and capable citizens."

He refers to the honest and serious execution of the course with regular updates to benefit the changes. Communication messages texts specific to business and management help to "create professional networks, gain inter-cultural knowledge and advance career". The ideas enhance "practical skills of communication in the digital age" and make them collaborative and productive. The creative texts cover diverse themes from the environment, and other social and human issues. The contents in this regard are "rich and develop diversified perspectives" that enrich the students with intercultural and interdisciplinary knowledge for holistic evaluation of problems. The texts as well as the exercises are sufficient and diverse to ignite engaged learning.

Despite the claims that the contents are adequate, they do not suffice to face today's scenario. Accomplishment of the course sincerely within the given credit hours is challenging. The updates in the content, students' participation and engagement in learning, and professional competence of the teachers are the key parameters to execute the teaching -learning effectively. The recruitment of good teachers, professional training and sincerity for need-based performance are challenging. To learn language skills of all kinds and modes, the students need rigor for "mastering the grammar" and appropriate use the business terminologies in practice is must. So, the application part is tough. Their success is weighed on the ability to relate theoretical learning into practice.

Realizing the need of interdisciplinary courses and the inclusion of heavily loaded creative texts to business studies students demands critical review. All the responses include projections of poor understanding about the integration of different knowledge, skills, languages and issues in management and business. This openness to plurality is not a simple task for materialistic minds of economists or entrepreneurs. The teachers should be convinced first to the rationale of the inclusive contents so that students also get interested, motivated and inspired to participatory learning. Most of the respondents find the creative texts over-loaded that has influenced the acceptance of them positively even by students. Constant

monitoring of execution and the changing need-based updates of the content must align with the objectives and the overall goals.

Suggestive Measures for Improvements

The respondents of all three categories have suggested some measures of improvement regarding the content, objectives and goals of the Business English course contents. The teachers' experiences as anecdotal evidence deserve attention more than students because of their limited knowledge about the whole course. It has "too much content to finish in the stipulated time", reflects a teacher and suggests replacing some literature with more business topics. Mostly complained about is the literature portion in *Vision* which contains 41 creative texts that take too long, of little significance and inappropriate for Business Communication (Lohani, 2021). Some have suggested removing some creative texts or "minimizing" them and incorporating more interactive activities, case studies, "internship for hand-on knowledge and experience", "online platforms to introduce different types of learning" etc. One of them suggests "erasing of the overlapping and repetition" that may be referring to the communication messages texts included in the courses of both consecutive years. They could have added knowledge of smart communication instead to meet the demands of advanced IT.

Regarding the implementation, pedagogical and evolution of the course, many remedial measures are suggested. Some of the selected ones are: "goals and objectives should be re-evaluated", it "needs a constant review for updates undeniably", needs monitoring of execution, and "training to improve, motivate teachers and students". Few of them opine that the course requires "qualified teachers, training for them", classroom management, motivation to both teachers and students, removal of creative texts etc. The analysis of these mixed responses shows that the better execution of the courses can be done if the entire activities, contents and infrastructures are performed in a holistic frame.

Students' responses focus on the research mechanics and its usefulness depends primarily on whether the implementation part, the students' motivated responses, active engagement and the field-based applications are materialized or not, which waits for further research. The strength of grammar is in enriching the language skills only if the students are interested in classroom practice. Today's fast communication era demands to rethink and revise the communication text and it is as an alarm for the course designers to be updated in modern technology. The younger generation is to be given space in the course designing to collaborate with the experienced which helps in identifying the issues of IT age more.

The use of business vocabulary by the prospective managers and business professionals is of great significance for business knowledge and the language skills for their effective delivery. The need for change in pedagogical practices is evident in

the students' responses which show preference for participatory, interactive and presentation methods of teaching the creative and interdisciplinary texts against the prevalent lecture method. To sum up, the relevance of the course both at national and global context is largely confirmed by the respondent teachers despite few who question the contextual and relevance of western knowledge in our context. It can be inferred that the need assessment, contents and the course load to enforce the timely completion needs consistent revision of the course.

Conclusion

Business English courses of four-year BBS program updated in 2019 are received with some critical receptions from different perspectives which either have focused on the pedagogical issues or its specificity only to business concepts or a comparative study with the previous English course or "mode of learning". This paper has presented critical assessment of the overall courses as a virgin area by focusing content analyses and their compatibility with the course objectives and goal of FoM. It has noticed some challenges and strengths of them. Summing up the key findings, the students' preferences, expectations and feedback for improvements more or less express the same as that of the practitioners' evaluative insights and challenges of delivering the courses effectively in the classrooms. The Business English courses are aimed to produce entrepreneurs and managers equipped with linguistic, communicative and soft skills to their effective and efficient performances professionally. After the contents, responses and objectives are examined, and the alignment of the courses with FOM goals interfaced, certain gaps between the goals and the outcome are realized. Implementation is affected by the mismatch between the theoretical parameters and practices.

Moreover, the findings show that Business English undertakes the responsibility of creating successful professionals but has not achieved the expected results lacking this level of coordination as asserted by one of the subject experts. The rare ritualistic training, seminars and meetings do not help to improve the effective execution of the course. As recommended by another subject expert, such programs must be organized frequently and should be initiated by colleges themselves where all the concerned ones could meet, talk, share and discuss strengths and challenges they are facing. This suggestion has two dimensions: first, pointing at the buck passing of accountability instead of enforcement to improve the teaching and learning of Business English. Making curriculum, organizing orientations to teachers for the new courses and regular monitoring are the essences of effective implementation primarily at the university level. The next dimension of the suggestion bears a crucial truth of the need for collective ventures by all concerned at individual and college levels. Instead of criticizing each other, the students, teachers, experts and question-setters should discharge their duties sincerely to produce the best and successful entrepreneurs and managers by a successful

execution of the BBS English courses. Sad stories of teachers and examinees are heard around now and again about the ignorance of the course and the out- of- syllabus questions respectively which are basically due to the lack of coordination. These logics are also substantiated by the content selection, need assessments and setting of course objectives and the goals of the courses. When there is correspondence between these factors only then the course packages become organic whole at the structural and implementation levels. To resolve such issues, monitoring of implementation, constant identifying of the needs and their assessment, the inclusion of ICT in the Business English classes, and calling for seminars and meetings about Business English are recommended to demystify confusions and resolve the problems of the courses. The findings show that the courses are appropriate and specific to business and management supported by interdisciplinary knowledge, approaches and perspectives consistent with the contemporary global context and digitized connectivity in this world of open market and liberal economy. But whether the western knowledge and setting are useful in a national context or not needs objective reflection and academic researches.

The enhancement of writing skills through grammar mechanics and business vocabulary, development of communicative competence through the communication texts at verbal, non-verbal, visual and graphic levels are covered with the textual contents selected to meet the goals of producing creative, critical and linguistically proficient business and management professionals in the future. However, the challenges of execution and implementation need a critical review of the contents, pedagogy and contexts as per the changing global scenarios and the fast-growing digital connectivity keeping in mind the local context. The feedback by the experts, practitioners and students point at the need of constant updates of the content, regular monitoring of the execution and changes in the traditional teacher-centered methods of teaching disregarding the texts of any kind. The use of virtual and online means, resources and devices can promote self-motivated and autonomous learning in the students that hopefully elicits interest in the course contributing to executing the teaching learning more effectively. This consequently helps to resolve other issues of time management, timely completion of the course and achieving the set course objectives and goals.

Implications

The strength of this research lies in the substantial findings regarding the content, context, coordination and compatibility both at theoretical and implementation levels. Thakur's recommendation of the diagnostic and formative assessment can be of great use to the learners, instructors and course designers "to identify strengths and weaknesses of curriculum and instructions, with improvements" affecting the plans, policies, programs and results now and in the future (*Slideshares*). Drawing on the

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weaknesses, the concerned teachers, students and course designers can contribute to improving the courses and the execution.

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