



**The Importance of Learning Corporate English Writing for the English
Department Graduates of Bangladesh – A Contextualized and Need-Based
Development of ESP Course Materials**

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**The Importance of Learning Corporate English Writing for the English
Department Graduates of Bangladesh – A Contextualized and Need-Based
Development of ESP Course Materials**

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In Partial Fulfillment
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Sajeda Akter Tamanna

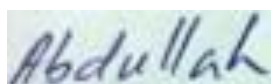
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CERTIFICATE OF APPROVAL

I am very satisfied to ensure that the project paper entitled “The Importance of Learning Corporate English Writing for the English Department Graduates of Bangladesh” – A Contextualized and Need-Based Development of ESP Course Materials is effectively finished by Sajeda Akter Tamanna, ID: 222055023, Department of English, for the presentation and viva voce. According to the presentation of the understanding, it has been arranged for academic purposes and I prescribe this to be submitted to the Department of English, fall semester-2023. I hereby declare that this thesis is the student’s work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.



_____21.08.23

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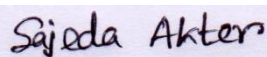
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DECLARATION

I am writing to pronounce that the dissertation, titled The Importance of Learning Corporate English Writing for the English Department Graduates of Bangladesh– a Contextualized and Need-Based Development of ESP Course Materials is relegated by the Department of English and Humanities, University of Liberal Arts Bangladesh for the accomplishment of the course Dissertation (ENG-599). To complete the project on The Importance of Learning Corporate English Writing for the English Department Graduates of Bangladesh– a Contextualized and Need-Based Development of ESP Course Materials the report is performed under the guidance of Associate Professor Dr. Abdullah Al Mahmud, Department of English, University of Liberal Arts Bangladesh (ULAB). I would like to refer to that this report is made for my scholastic motives and not for some other issues. This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgment of collaborative research and discussions.



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Abstract

This paper provides a case study on how Bangladeshi English graduate students are missing an understanding of business writing and how important it is to learn in a corporate setting. Professional writing is a specialized field of communication and its' purpose is to convey information accurately and effectively. In response to the importance of communicative English writing, the purpose is to experiment with The Importance of Learning Corporate English Writing for the English Department Graduates of Bangladesh – A Contextualized and Need-Based Development of ESP Course Materials. The researcher has conducted mixed research on this topic. The data were collected through observation, questionnaire, document analysis, and interview. The primary data has been collected from 30 employees from different organizations who struggle with communicative writing while working through survey questionnaires. The researcher interviewed five individuals for a focused group discussion and study how graduate students encounter communicative writing, what are the major difficulties they face, how they want to improve their writing, and what kind of writing skills they need. Modern employers, these days want to hire graduates who are efficient in writing and communication so that it helps the organizations to achieve their goals and progress. It is expected that the findings of this study will be beneficial for the students of Bangladesh and industries as well who are directly involved in communication with foreign organizations.

Keywords: Academic writing, Business communication, Effective writing, Perspectives on writing skill, Writing Difficulties

INTRODUCTION

English is a global language that has widespread usage all over the world. English is a language that is building bridges between different cultures, communities, and the economy. The popularity of English as a lingua franca has eased global communication a great deal. Having proficiency in English is also considered a quality that helps individuals to flourish in their respective fields. The status of the English language in Bangladesh is still very critical. The educational institutions do not practice English in the classroom. “English Language Teaching presents a context of international language learning because English has become a common language in a variety of settings, such as education, immigrant communities, global business, international diplomacy and politics, and technology-mediated communication” (Noriko Ishihara, 2018). English is the most spoken language in the world and the most used lingua franca of international trade, higher education, commerce, journalism, and entertainment industries. So, how all these businesses are done? Practically by communicating, whether in a spoken form or a written one. “In academic writing, the author is expected to be meticulous in both word choice and logic of the argument. Ideas or arguments are presented with care and then restated, clarified, explained, exemplified, and reasoned” (Fang. Z. Dr. 2021). It is a kind of language that has been practiced all over the world in all institutions, principally because reading, writing, speaking, and listening are needed to teach other academic subjects. The high demand from industries for employees with fluent English has successfully encouraged job seekers to equip themselves with English. Being competent in English leads to well-paid jobs. Contexts in which these minority languages exist are profoundly multilingual, both on an institutional level and in everyday practice. The students who henceforth were educated in Bengali medium primary and high schools struggled to communicate and actively take part in university classes.

The books and medium of instruction were in English and the students faced a lot of impediments en route to comprehension and application of their knowledge. "Effective writing is not a gift that you're born with, it's a skill that you cultivate" (Garner, 2013, pp. xvii). English has been taught from elementary school until the student gets into the university. So, generally, the student who knows the language well will be able to understand the text in depth, and the one who does not know will struggle to cope with the lessons. The students need to be mastering all the skills of a language such as reading, writing, listening, and speaking. According to Nation (2009:113) “Writing is an activity that can usefully be prepared for work

in the other skills of listening, speaking, and reading". It is necessary to find out how business writing impacts professional development for corporate workers and why this is mandatory to have business writing efficiency. Since writing is considered a productive skill, it helps the students to develop their idea and ability to express the feeling that they want to write. An employee on the other hand needs to have communication proficiency to be successful in their career. Employees having a good command of writing skills have extra privileges while making business deals with foreign buyers. College graduates lack the many skills that are required in the workplace, and as a result of this weakness poorly written documents can cause employees to reread instructions, perform tasks incorrectly, and miscommunication with their customers". (Kellogg & Whiteford, 2009, pp.260). In a study on "English communication skills in the ready-made garments industry in Bangladesh", the majority of merchandisers claimed that English is 'very much' used in written rather than spoken contexts" (Roshid. M.2017, pp.150). Novice merchandisers who have already mastered basic English skills and knowledge might face some challenges in the new professional atmosphere as business writing is different from general English writing that is specifically targeting English for specific purposes rather than regular business writing. Writing various types of business letters and proposals is a very important task for merchandisers who work in buying houses. This experimental study may help the students who want to join this industry in the future to know how essential writing is for newcomers as merchandisers. This study is important to make Bangladeshi students more efficient in any kind of organization they dreamt of working for.

The researcher's personal experience was the reason behind choosing this area as the researcher has many acquaintances who are working in different organizations. The researcher has realized through observation that they work hard but they also seemed to be struggling with business writing. Traditionally, the employees are from diverse academic backgrounds and their academic qualification also varies a great deal. With experience, they develop better expertise but when it comes to foreign buyers, and communicating with them their knowledge of English becomes a big barrier to their success. As this profession requires domain-specific knowledge, a good English course can help them build up sound communication skills in English.

Goals and Objective

Organizations in Bangladesh are mostly managed in Bengali language but English is used in high frequency and usage of English language use plays a crucial role in business and business communication at the same time. For example, the merchandiser's role is not limited to the marketing and sales of the product. Rather they play a significant role from scratch and even in the administrative part, they perform their role. Merchandisers often receive training for their professional development but the development of their English language proficiency gets overlooked. These days, not only the buyers but also the top management also get hired by non-Bangladeshi experts. As a result local merchandisers often struggle to convey their planning despite having the necessary expertise and experience in their respective fields. Language becomes a major barrier as they are from different academic backgrounds. However, English language graduates on the other hand know a lot more about the language but again corporate communicative learning is not all about the knowledge of language but rather what expertise it requires. Moreover, the Bangladeshi education system is designed in such a way that it doesn't emphasize the development of all the sub-skills of English like speaking and writing. This is where the role of ESP material and training comes into play.

Today's world is growing faster than any previous times when youngsters are required to have a very well background in writing to prove themselves. Not only in Bangladesh, but a great number of international organizations are also hiring employees all over the world. Good writers are required for website development and know what to put on the website. Platforms like Fiverr, Upwork, Frelancers.com, etc. are highly profitable. Some buyers ask for content writers for their projects and other employments like virtual assistants and so on. It is all about global business right now and "there are three things that work as capital in this business – communication skills, quality of the product, and commitment" (Roshid.M.2017, pp.152). So, the employees have to communicate with their foreign clients in written or spoken English form. It is very essential to make this profitable industry smoother, more dynamic, and more efficient in business communication. Business these days certainly depends on e-mail writing as a Communication tool for business intersections. The way they write will affect the decisions of prospective customers about whether the customers choose to do business with them or not. Those who can communicate with the buyers more efficiently and effectively will be more reliable for their clients and their business will grow high. In this regard, the employees, the business owners, or even the new researchers and their writing skills have a great impact on

the organization's success in Bangladesh. Employees having different backgrounds are joining the workforce where they fail to communicate. So, the researcher planned to choose this particular group of students who have great ambitions to build an identity of themselves and need to be more conscious of their writing. If they lack writing skills they might face difficulty in their job and an empirical explanation is essential to assist them to get rid of this problem. There are industries such as Travel and Tourism, Real Estate, Sports and Gaming, Health care, and general business that require experienced writers for their organizations as they are directly connected with direct communication with foreign organizations. Namely, there are a few famous travel and tourism agencies like Booking.com, Agoda, and Lastminute.com that are running their business all around the world. Real estate businesses and websites like Airbnb, and Vrbo, for hotel and hospitality management. International sports like football, Cricket, etc. Healthcare services of the US and UK that have agencies in Bangladesh such as CandT Homecare Services, Max International Healthcare, etc. All of these examples are connected with English language usage at some points. Some have to communicate in spoken form, some in writing, and the majority of them have to deal with all 4 macro skills at their workplace. However, a student with a bachelor of English language is privileged with basic English language skills and some are academically excellent. But as it is mentioned earlier that one with very good academic expertise does not have to expert in business writing since, all the businesses are specific domain based.

The recent economic growth in Bangladesh is remarkable and it has only been possible for the foreign currency earned by the expatriates who left their country for the sake of survival and the freelancers who sacrifice their free time to provide for their family. The most profitable freelancing website is Fiverr, Freelance.com, Upwork.com, etc. All these websites require experts from all over the world. Most Bangladeshi people do content writing, website design, web development, graphics design, etc. All these works are 100% online based and since all of these websites are made by native speakers, the buyers are mostly from native countries and very few from the Asian subcontinent. Freelancers have to communicate with their buyers through either text messages or Emails and here language skills play a vital role especially, writing skills. In the recent 5 to 7 years there is a good number of international health care services provided by other nationalities since the payment is considerable for both the owner and the employees. The real owner executes the work from his native land and Bangladeshi students for example work for them virtually. They assist the prospect via voice call or Emails and a great service is provided undoubtedly. Moreover, the work is not done overnight, the

employees made it happen and a decent amount of profit margin was earned in recent years. All this hard work is also contributing to the economic growth of Bangladesh and their personal lives as well.

Through this research work, the researcher also wanted to explore the scopes where the English language graduates of Bangladesh can receive ESP training and explore whether the existing ESP material can be contextualized and adapted to cater to the need of the target group. The researcher also wants to collect the opinions of the novices so that such materials can be developed and taught that will help the cause in the long run. As the role of the English language in career advancement is undeniable in this era of globalization. It is not the only English language proficiency criterion for career development, its importance in the corporate world is widely recognized as it is becoming more demanding day by day. It is so obvious in countries like Bangladesh how lack of English language skills affects the career prospects of many young graduates and they lack behind the modern world also it is affecting the development of the economy of such an underdeveloped country like Bangladesh.

Research Questions

1. What factors affect students' confidence while expressing their ideas in corporate writing?
2. What are the possible causes that the students fear while writing business reports?
3. To what extent prewriting techniques will help the student to evaluate themselves in corporate writing?
4. To what extent sub-skills of writing skills (spelling, handwriting, and punctuation) are practiced in a language classroom?
5. What specific items can be included in the learning materials for Bangladeshi English graduates? How the materials can be contextualized to cater to their needs in the corporate sector?
6. Should commercial organizations need to organize ESP Courses for their employees in Bangladesh? What are the things that need to consider while executing such courses?

Literature Review

Several studies have shown how important writing skills are and to what extent they helped students in their professional sectors. But in the Bangladeshi context, this study is worth examining what types of difficulties students face in their academic writing, jobs as newcomers regarding business communication, especially in writing, and how essential it is to learn corporate writing.

Course Books in a Language Classroom

Prior knowledge about various thematic aspects, theoretical terms, textual aspects: genres, purposes, and rhetorical patterns of academic, professional, and online discourses play a key role in distinguishing learners in a composition classroom. “This prior knowledge makes up learners' schematic knowledge. Schema, a “script” or “frame” consisting of a mental framework that organizes prior knowledge, refers to an individual’s knowledge about a topic, text, or experience”. Hundarenko, O. (2019)

Communicative Competency

English language competency has been witnessed in various countries around the world where English is used as a second or foreign language; including the South Asian subcontinent which includes Bangladesh. It is recognized and desired by the government that Communicative Language Teaching will foster students’ communicative competence; most learners in the rural areas of Bangladesh leave school with very limited proficiency in English because of the proper teaching techniques or the lack of experienced teachers for the course. As a result, the students manage to study undergraduate programs but the old-fashioned approach of testing format creates shrinkage in the execution of the curriculum and this is a clear indication that the assessment system is inconsistent with the national policy and curriculum.

Having business English language proficiency is a prerequisite for employment in many multinational organizations, buying houses, garments, and modern International corporations. “This particular group of employees has come from different academic backgrounds and they have less opportunity to accomplish business writing before entering the workforce as

apprentice merchandisers”. (Roshid, R. M 2017, pp.50). “One in a professional environment can have the greatest ideas in the world, but those ideas will be of no importance if those ideas are not expressed clearly and with a positive tone, that meets the readers' needs (Ranaut, J. 2018, pp. 32). Learning requires a detailed investigation of the usage of its content, its participants, and its contexts. In a study on, “Communicative Language Teaching in Bangladeshi Rural Schools, the study identifies that communicative competence is the ability to use language appropriately in different circumstances, and the key features of Communicative Language Teaching have always been to emphasize meaning over linguistic accuracy”. (Nuby et al. 2020).

Communicative competence is defined as the ability to use language in a grammatically correct way, including inappropriate and different social settings. It is not about being fluent but rather all the aspects like grammatically correct sentences, fluency, a minimum vocabulary range, and being able to convey the message to the other person. The communicative competence model consists of four different areas: linguistic, sociolinguistic, discourse, and strategic. In a study of Teachers’ Needs in the Advancement of Communicative Language Teaching (CLT) in Taiwan, the researcher Shu-Hsiu Huang & Li-Chin Yang referred that “the great debate of the constituents of communicative competence has been ongoing in the literature regarding second/foreign language (L2) education”(Bernsy 1990; Canale & Swainy 1980; Omaggioy 2001y Savignony 1983). “Such debate reveals the significance of communicative competence and its development using authentic CLT activities which encourage learners’ maximum communication in many different contexts “(Wuy 2008). Likewise, Littlewood (1981) summarized several contributions that CLT activities make. They provide learners with whole-task practices which are structured to suit learners’ ability levels and to help maintain learning motivation. Learners’ motivation is more likely to continue if seeing how and what they have learned is successfully employed in communication with others.

Students face many situations in the working place where they have to describe certain events, a personality, or even a product that they are selling and a service that they are offering helps the students to create other kinds of text such as narrative text, recount text, and report text. “In a narrative text when the students want to make the readers interested in it they must be able to make the text detailed, it demands the students to explain something in detail”. Ismayanti, et al. 2020). Writing has gradually become a vital technical tool for all kinds of professionals constituting an inseparable component of a learner’s domain knowledge and literacy.

According to Olena Hundarenko's scholarly work (2019) "Today's English as Foreign Language instructors are expected to train students on "how to generate and organize ideas, how to use suitable grammar and vocabulary, how to draft, avoid plagiarism, use the correct register how to begin and end, and how to proofread and edit a piece of writing."

The students with less writing proficiency and those who do not have enough necessary writing skills in English will face difficulties to get good opportunities in education and employment. Since learning a language depends on the cognitive ability of a learner, it is expected that they start learning it from an early age where ideas can be developed with the effort that they make. "Acquiring strong writing skills at an early age helps students as an important tool for learning, communication, and self-expression". Rahman, M. M & Sarker, R. T. (2019)

DA (Dynamic Assessment) is a highly engaging and process-based learning method, in a study "Exploring EFL Learners' Developmental Errors in academic writing through Face-to-face and Computer-Mediated dynamic Assessment Computer-Assisted Language Learning, "It has been regarded as a substitution for traditional methods of writing instruction which examined learners' already developed abilities rather than their emergent ones during interactions with teachers or more experienced individuals". Vakili, S & Ebadi, S. (2019). Using Dynamic Assessment methods of instruction allows for the simultaneous assessment and instruction of writing skills through specialized methods of recognizing learners' current levels of ability and targeting higher achievement levels.

English for Specific Purpose (ESP)

ESP stands for English for Specific purpose and it focuses on teaching English considering the needs of the learner groups. In this changing world, the popularity of English as a language for global communication is increasing day by day. The necessity for learning this language is also making an upward move. ESP is a concept that refers to the material and course that is customized considering the learner's needs and also the teaching pedagogy. ESP and ELT are significantly different where ELT focuses on language teaching and ESP focuses on language teaching related to a specific professional domain.

Paltridge (2014) defined English for Specific Purpose by saying that it is the teaching of English but it emphasizes the language of a particular domain. English for Specific Purpose helps the learner to use the language both academically and professionally (Basturkmen, 2010). One of the core concerns of the English for Specific Purpose course is to orient the employees to job-related English. It attempts to provide hands-on experience with a communicative approach and by doing that it helps the learners to cope with their professional environment more acceptably (Huhta, et al., 2013). No doubt that it is a useful English course but the effectiveness of such a course depends on multiple factors. An ESP material can be a very good material but the concern is, how successful it is in satisfying the needs of its target learner group. The relevance of an ESP course or its material can be better achieved through proper need analysis (Mohammadi & Mousavi, 2013)

Material Adaptation for an ESP Course

Evaluation and adaptation of material is an important aspect of language teaching. English as a language is taught in different parts of the world where the setting is quite different. Along with the setting, different countries and communities have different cultures and distinctive behavioral patterns. A material that is suitable for a particular culture might be inappropriate for another. Sensitive issues like people's beliefs, and religion can also come into play here. The nature of the content within the material needs to consider facts like the learning style of the learners, and the teaching strategy of teachers who have diverse backgrounds. As different learner groups can have different needs, it is not an assurance that good material will be equally useful for all (McDonough & Shaw, 2012). Material can be adopted from two different points

of view. One is a teacher-centered approach whereas the other one is a student-centered approach. Teacher centered approach focuses on the teacher's perspective of adopting material whereas students centered approach is based on the views and opinions of the students (Tomlinson, 2003). Material can be adopted by adding, deleting, simplifying, modifying, and reordering (McDonough & Shaw, 2012). While doing the adaptation, it is crucial to consider the learning style of a specific group of learners (Franzoni, et al., 2008).

Contextualization of ESP material

Contextualizing materials helps learners to make connections between what they are learning and what is happening around them. Every material is not suitable for every context and therefore, it becomes obligatory to contextualize the material that is being used. Contextualization is not limited to putting material into harmony with the cultural context of the learner group or setting. For example, teaching Bangladeshi content in a Bangladeshi classroom is not the only form of contextualization. It also refers to balancing the content with the needs of the learners. For instance, teaching about presentation skills is contextual for a group of learners studying at a university as university students deliver presentations regularly. Through contextualization, it is possible to bring more authenticity to the material that we are using for teaching and learning. "Contextualization is mostly done from the teacher's point of view and it is important that the teacher needs to know diverse content (Korkmaz & Korkmaz, 2013). So, contextualize doesn't mean local content only, intercultural content can also be contextualized (Marwa, et al., 2021). There is a developmental pattern in the way we learn a 2nd language (Ellis, 2008). This pattern is significantly different from the way we learn our 1st language. It is important to keep this in mind while contextualizing material.

English Language Skills at the Workplace

The global economy is changing and with that gradual change, the nature of business and business communication is also changing. Teaching workplace English and providing on-job training are completely two different things. The communicative pattern that we used to follow a few decades ago has transformed with the emergence of technology and various inventions. It might be true that “we will never be able to exactly duplicate in our classrooms many of the constraints and pressures that writers experience in the workplace” (Mabrito, 1999, p. 105). New businesses have arrived and many got demolished at the same time. With such changes, the role of educational institutions has gained more significance as they need to play a major role by bringing changes to the curriculum following the need of the hour.

It is also important to keep in mind that somewhere English is the 1st language; somewhere it is 2nd and somewhere it is taught as a foreign language (Kirkpatrick, 2007). The nature and style of ELT is also changing. In present days, ELT is much more intercultural, multimodal, and virtual (Bhatia & Bremner, 2012). The Ready Made Garments (RMG) sector of Bangladesh is not an exception either while facing multimodal and virtual use of the English language. English is used in this sector for different purposes. The RMG sector is also experiencing various changes that are making the usage and learning of the English language even more important. The nature of this business in Bangladesh at the current date is quite different from the way it was 20 years back. English for Specific Purpose courses can play their part in this regard by making the merchandisers fit for the new ways of communication (Roshid, 2020).

English Language in Travel and Tourism Management

Tourism and hospitality management businesses are thriving right now including hotels, restaurants, travel, events, and entertainment. It is a very profitable business and a dynamic sector that is constantly evolving and adapting to changes based on customer demands. Since communication with the world is getting easier day by day travel and hospitality industry offers a diverse range of career opportunities for students that cater to various interests, skills, and qualifications, with positions available from entry-level to executive management.

Travel writing plays a significant role in the field of travel and tourism business sector because of the queries of the customers. Hospitality professionals need to be very professional in writing skills as they have to deal with the customer first and record information online about the house description, and rent location in detail. It is the marketing strategy that a travel writer needs to follow to attract his viewers. According to Victor T. C. Middleton, (2009), he mentioned in his book “Marketing in Travel and Tourism” (4th Edition) “detailed knowledge of their customers’ characteristics and buying behavior is central to the activities of marketing managers in all sectors. Knowledge of the customer, and all that it implies for management decisions, is generally known as consumer or marketing orientation”.

English Language in Multinational Organizations

In recent years multinational organizations like British American Tobacco Bangladesh Co. Ltd, Duncan Brothers Bangladesh Limited, Nestle Bangladesh, Unilever Bangladesh, and many more English has become everyday practice. In international business literature, Friedman’s (2006) “third stage of globalization” has also drawn attention to individuals collaborating and competing globally, which shifts the focus from countries and companies towards interpersonal interaction necessitating a language on a very concrete level”. Especially in the Marketing department English language plays a very crucial role since the professionals have to conduct digital marketing and on-site marketing at the same time. However, the majority of the marketing procedures are done in written communication, and the use of technology is a very significant aspect of MNCs. Employers are looking for professionals with very good business writing skills and some technology skills at the same time to satisfy business needs. Corporate communication scholars have addressed English as a corporate language and other language

matters in MNCs. “Communication function in an organization including specific areas such as employee communication, crisis communication, investor relations communication, and media relations”. Cornelissen, (2014). The characteristics of successful interactions among professionals are to get the job done and maintain their business rather than produce grammatically correct sentences. “Interestingly, the professionals seemed to consider English as Business Lingua Franca easier than, what they referred to as, “official English documentation from headquarters”. Anne Kankaanranta et al. Leena Louhiala et al. Salminen and Päivi Karhunen, (2015).

English Language Usage in the RMG Sector

“Instinctively humans aspire for professional growth and the English language empowers business individuals and organizations that create opportunities for material gains such as promotion, increment, performance, etc”. (Roshid, 2018). As merchandisers use English for various purposes they need to be aware of the right ways of using their communicative competence. For instance, Writing email is a very common task for them but the practice and variation of written discourse in emails tells us how and why people use English in the RMG sector (Roshid, Webb & Chowdhury, 2018). The merchandisers perform tasks like delivering presentations and writing a report that carries a lot of business jargon (Rashid 2014). Such jargon can be mastered through an ESP course that is designed for merchandisers. Regarding L2 writing and brainstorming, as Rashtchi and Porkar (2020) state: “It facilitates the process of generating ideas and helps organize learners’ thoughts to get involved in writing activity”. Moreover, local linguistic ecology makes language usage a complex phenomenon to observe (Hamid and Hasan, 2020). However, we need to consider such ecological aspects to develop a material that will prove to be useful for the people/merchandisers of the RMG sector.

Research Methodology

This research is designed to facilitate English language graduates in Bangladesh to develop their, business writing, and communication skills and to discover how it is essential for them to have a good command over writing skills to prosper in their careers. This research has been conducted through the collection of both qualitative and quantitative data. Quantitative data were collected through a survey questionnaire. The researcher developed the questionnaire with 14 multiple-choice questions and she used Google form to collect the data. 30 English language graduates from 3 different institutions were the participant in the study. The participants had diverse professional backgrounds. Among the participants, there were merchandisers, teachers, and corporate executives, healthcare executives and some of them are self-employed. The researcher designed the questions in such a way that the researcher tried to get the opinion of the participants regarding the topic and the demands for an ESP course and the materials that they want to be included in the teaching curriculum. All macro skills of English were focused on the survey questionnaire.

To collect the qualitative data, 5 students were interviewed through a semi-structured format of questions. 5 participants for this part of data collection included a junior merchandiser, a school teacher, two content writers, and an abroad student counselor. All of the interviews were conducted through Google Meet as they have works to join. The sessions were recorded for analysis purposes. To ensure the confidentiality of the participants, they will be named P1, P2, and P3 throughout the data analysis.

The participants were asked 5 open-ended questions that included questions about their strengths and weaknesses in their English language usage at their workplace, the challenges that they face while communicating in English, a list of communicative tasks that can be included in the ESP teaching materials, and also question-related to speaking, listening, reading, writing. The researcher also asked for their suggestion to develop an effective ESP material for them.

In this semi-structured interview, the researchers explained the question and at times and also used the only 2nd language while responding to the queries. Their points of view were reflected in their response and the researcher integrated their response in the data analysis part.

Qualitative Data Analysis

What are your thoughts on the significance of English language proficiency in your work field? In what situations do you need to apply your English language skill?

In response to this question, all the participants agreed that English as a language plays a very crucial role in their workplace and they came up with many valid points that logically defended their claim. While answering this question, P1 a merchandiser in a garment mentioned that the merchandisers are mainly involved in the marketing of the products but that marketing had many dimensions. In different levels of marketing, English proficiency plays its part. The merchandisers bring orders to the company and they stay in the loop till the execution and delivery of the product. The orders are usually taken from North America, Europe, and Australia where English is the main medium of communication. The merchandisers communicate with the authority through emails and at times through verbal communication as well. In this profession, talking to prospective buyers and convincing them to order the products is one of the main responsibilities and this is mainly done through written communication, and here, proficiency in writing plays a pivotal role.

While responding to this question, P2 a student counselor in a student consultancy firm talked about the situation in which the student counselor uses English more frequently and she emphasized a couple of very important features. P2 felt that at their level no one bothers about the grammatical aspect or accuracy of the language usage. The emphasis is given to conveying the right message most appropriately. While writing an email or a report, they struggle to convey their intended message. So, they try to mean something and end up writing something else and this happens unconsciously because of their academic English language skills. Despite having professional skills and experience, language usage takes a toll on their performance. P2 also mentioned that they have to contact the students over the phone most often but they have to convey the message through emails for official records. Sometimes they have to contact the students every other day and it becomes frustrating for them as the students are from diverse academic backgrounds and know a little English sometimes.

The 3rd participant is a senior content writer and working for more than 3 years in this field. It is very obvious to him that he needs to be more proficient in writing than the other corporate employees. He writes for different niches like e-commerce, property listings, thesis writing, etc. He does very well with thesis writing as he is an English language graduate and he knows more about academic writing and knows how to research the given topic. However, when he writes content for E-commerce businesses and property listings he struggles a lot and needs to take help from Google to write properly. He said there is no use of the first language at all but sometimes he needs to use Urdu with the clients. However, the participant clarified that Urdu is for speaking purposes only over the phone call, otherwise, he only needs English for his work.

He also came up with a very significant aspect of the connection between reading and writing because she claims that as a content writer, he should write the required topic but without reading the topic he cannot write at all. So, the participant emphasized the importance of reading along with writing during the interview. Writing is a vast topic of English language proficiency and it has various target audiences, as a student of the English department he has proficiency in all 4 macro skills but it does not guarantee that a good student would be good at content writing. The reason he explained is academically we do not learn content writing in our academic courses, so, content writing is about a background knowledge of a topic, research on that topic, and years of effort must be put in. But the participants also agreed that even if it is not connected with academic writing but academic writing has a relation with any writing because a student takes 4 years of bachelor's and a year of Master's program for his education. In the process, the student gets to learn various theories and academic terms, and he is applying those theories and terms to his content.

The 4th participant is also a content writer for a multinational organization, she started her working journey as an office executive but later on, her employer demanded her to work as a content writer for the branding department as she graduated from the Department of English. At first, she used to reply to emails but later on, she started writing letters of credit (LC) authorization forms. So, she said English is a very significant language at her workplace as she has to deal with foreign

customers every day. So, the participant has to play with the words to attract their customers to buy their services. The participant also mentioned that she must know vocabulary based on the project, and how to use them at the right time. As for her experience, she said she knows her work and she feels blessed for being proficient in the English language and she receives appreciation from her team members and her employer as well.

The 5th participant is a school teacher and talked about another significant aspect that English plays a vital role in career growth as well. She started her career in a high school teaching position but to reach the leading positions, they need to deliver a certain level of English and show some expertise in her academic qualification. She mentioned that teaching was not her first choice as a career. She sat in exams for different positions in different organizations but Management Trainee Officer (MTO) position is a dream job for her. She was confident enough that she will make it at the company but her writing exam was very poor as she did not have the proper knowledge of the questions that she was asked in the questions. So, she was disqualified and joined an English medium school. She also said that every stage requires English and above-average performance in each stage leads an employee to further career growth. While talking about the situation in which an employee is entitled to use English more often, she mentioned delivering effective presentations on different levels of their work. And she claimed that she might switch to other multinational organizations or NGOs once she is experienced enough in the current sectors she is working in.

What are the problems you face while using English as a medium for communication?

Does it hamper your communication with foreign prospects? How?

In response to this question, P1 said that confidence becomes a major issue for him while using English as a medium of communication. This profession demands them to look confident in front of the buyers. But he mentioned that as Bengali speakers, they do not have exposure to such situations where we need to use English more often. Even if they are English graduates, we used English as a medium of communication at our academic institutions not anywhere else. As a result, they do not have a practice of writing business reports or emails nor our education has taught us how to deal with the English language at our workplace. He also added that a regular conversation is quite easier but when it comes to dealing with customers in

English especially sending emails with the marketing terms that is when it becomes difficult. As expressed earlier, struggling to convey the intended message is a major barrier for them. While talking about the problem, P1 mentioned that not having exposure to professional and formal ways of writing hampers their performance big time. Due to nervousness, they try to hide their weaknesses. As a consequence, many messages often get misinterpreted which results in losing deals or not making a desired profit from a certain project. Such problems in communication hamper internal communication within the organization as well. Especially in their garments sector, many garments hire foreign nationals to the directorial position and in such circumstances, the communication skills of the merchandisers add more value to the entire process.

P2 mentioned that the students call and ask the same questions that were written in the emails earlier. She also added that they have graduated from the English Department but the communication with the prospects takes more than that. There are vocabularies they are not familiar with and while emailing the students they need to Google some words and check the meaning from the dictionaries. And then she said, sometimes they receive messages and emails from the university representatives about the process of admission. As a student counselor, she receives emails from various universities which are located in the USA, UK, Australia, and many more and that is where the real problem shows up. These countries have different uses of vocabulary and as Bengali speakers, we already lack proficiency in vocabulary but native speakers have a wide range of lexical resources. When the natives send emails to them, they need to check the words from the dictionary. As a result, the time passes and they always work late even sometimes it takes 9 to 10 hours to leave the office because they have to complete all the tasks on time otherwise they will have to work extra hours.

The 3rd participant mentioned that most content writing jobs are required for international organizations. So, he has to write the content in English. He said, since the buyers are from native countries, there are vocabulary that he is not aware of and he struggles to understand those words. However, regular conversation is not the scary part he added that there are some technical terms in the content writing work and they are different from other writings. The problem he mentioned in the question is that in his type of content writing, he has to keep in mind that sentences should maintain coherence and specific keywords related to the topic. The more he writes the more he has

to research the topic and as a result, he loses track of the work and sometimes becomes unable to deliver the work before the deadline. After all this work, sometimes the clients email him and ask for corrections and it is a very bothersome experience for him to carry on.

The 4th participant answered the question a little bit differently than the 3rd participant though both of them are content writers and it is because of their difference in the content. She mentioned that her work requires her to be proficient in speaking and writing basically and for writing LC and authorization she must know the correct spelling of some vocabulary but she is not familiar with them. As a result, she has to check the dictionary and choose the best words to create the perfect content requires immense attention to details that annoy and hampers the flow of the work.

From the data that were collected through the interview, it was evident that all 4 macro skills of English play a part in the professional life of a corporate employee. However, P1, P2, and P4 attempted to organize those according to the frequency of the usage of those macro skills. P2 felt that all 4 skills complement each other in the communicative purpose. She drew a couple of examples to clarify this claim. According to P2, when she is replying to an email, she is reading the email that she has received. In order to write the task properly, she also needs to make sure that she is interpreting the received email as well. On this note, she added that she has experienced such situations where the same email is interpreted in 3 different ways by three different co-workers. With experience, they can minimize such inconsistencies. However, proper knowledge of the language facilitates the entire communication process.

If the organizations/our educational institutions introduce English writing courses for its employees/ students, what are the things they need to focus on?

This question was more like a need analysis for the interviewees. Through this question, the researcher tried to investigate the necessities and requirements of recent English graduate students to develop their English language skills for specific purposes. One of the purposes of this research was to develop an ESP (English for Specific Purpose) course and course material for the target learner group. In an attempt to suggest a material that might cater to the need of the students, the researcher came up with some important information from the interviewees. It was evident during the interview that the participants are not well accustomed to the concept

of ESP and it tells us the true story of the situation. After explaining the concept, P1 mentioned that the tips and tricks for writing formal and informal emails can be included in the material. Many students fail to differentiate between the formal and informal nature of language. As a result, often the email seems inappropriate to the occasions.

P1 felt that techniques of report writing must be included in the ESP materials for the merchandisers. Merchandisers write reports for various reasons. For example, writing a report to directors stating the response of the probable clients on a certain project/product. They also write reports for budgeting and maintaining inter-department communication within the organization. Having a chapter on report writing and different type of reports will surely work as a catalyst for better communication skills.

P2 claims that in her work sector proficiency in vocabulary is more needed as she needs to communicate with native speakers from different parts of the world. He also mentioned that there are a large number of a memo that needs to be written every day to inform the group about a specific problem and solving it requires attention to detail. She also came up with an opinion that dialogue and monologue can be included in the material. Moreover, there can be a chapter on pre-writing practice as well to make them confident and work on their leadership skill. She also added that an English degree includes writing skills as a course, there can be some specific chapters on creative writing other than the academic ones.

P3 came up with significant feedback to improve their writing skills. To get rid of the problem of misinterpretation and failure to express the intended message, he suggested including writing tasks using different scenarios that anyone is expected to come across while performing his responsibility. He also said that tasks like picture description, and video analysis might also help the cause significantly. If they watch videos and analyze those, their skill of interpretation and instant reaction to various situations might improve. He also added that, as responding to emails is an integral part of their work, we can add emails in our course book that might prove to be challenging for a trainee to respond to. Through this practice, we will be able to see how he takes the initiative to solve different issues. This will be a good reading task as well which will be highly authentic at the same time. He came up with very important aspects in that his work requires different types of writing and it is nearly impossible for an organization or an academic institution to arrange many courses for a content writer like him, But he expects a

general course where pre-writing courses, professional writings, and free handwriting courses will be beneficial for the works like him. All the participants emphasized the necessity of including diverse writing activities.

P4 also stated that if an organization introduces such courses for their employees it would be very helpful to have a course focusing on vocabulary and pronunciation. Lexical resources are important for work like content writing and pronunciation because the available dictionaries are very time-consuming to check all the words and sometimes not understandable because they are programmed in the native language. She said that she has to make her employer convinced with the content and foreign buyers sometimes put the content for correction and she becomes frustrated by the hard work and corrections.

What are your suggestions regarding the course that can be offered for your workplace??

All the participants agreed that organizing an ESP course might prove to be beneficial for them, especially during the early days of their careers. However, course content and the course conduct method also have to be on target to serve the goal of the matter. While coming up with the suggestions,

P1 felt that training should be organized for them and it will have to be intensive in nature. He also felt that offline courses will be more useful for the employees as they will provide them with hands-on experience. In addition, a blended approach can also be adopted keeping the other factors in mind. He liked the initiative of developing customize course material for the merchandisers and he said that such materials can be used in multiple organizations because the material is meeting the general need of everyone when it comes to English. He prioritized the necessity of widespread need analysis to produce such material.

P2 felt that her workplace is almost connected to academic English apart from some differences such as communication with the native university representatives. So, she somewhat expressed her opinion on having arranged some courses in the consultancy organizations. She also mentioned that there are many IELTS centers available out there but they are very costly and sometimes the student might be able to afford the expenses but does not have to buy the whole

course rather he needs only one specific skill to work on. It would reduce the cost and more students will be interested in the programs.

P3 mentioned that since content writing is a freelancing job there are no such courses or facilities that can be arranged for that but he suggested that if our educational backgrounds help us somehow by arranging courses on pre-writing, free handwriting, etc. It might be beneficial for students who want to build their careers in a freelancing area. He also mentioned that if a student knows how to write anything in the basic form then whatever content comes in the way he can write it with his previous knowledge on the domain. The interviewees also said that instead of organizing short courses, the undergraduate program could arrange such courses that would be useful for every work sector as communication works almost the same except for some differences.

Writing is an important aspect of business communication. What are the problems you face in doing so?

In response to this question, all the interviewees came up with similar responses and they all said that there is not much difference in the writing task that they perform in different companies. Their responsibility is more or less the same but the problem lies in their success in executing those communications. They all felt that email is the most important writing task for them and most of their written communication is conducted through email. The key here is to know the type of response that needs to be sent in response to a certain email. In their response, the participants said that they struggle to link ideas while writing. This goes to show that sentence-level coherence and paragraph-level coherence are something that is demanding importance while working on writing. The participants also said that their vocabulary range is quite low in terms of business writing and it takes a toll on them while writing. The participants expressed their concern regarding their use of grammar in writing. The confidence even went down further in the case of sentence construction and they expressed that they face issues while constructing sentences.

Such writing tasks involve the understanding of the culture of the clients. The participants also felt that the writing tasks are mostly performed by the officials who are working in the management or account department. They also prepare reports but they are shorter in nature and mostly for maintaining the inter-communication. So, for the business growth of Bangladesh, every single employee needs to know basic corporate writing, whether he is an English language graduate or not. This is the only way to develop in a country and within an organization too. The participants also claimed that they want to see their selves in higher positions but they need to prove themselves before reaching that expected positions. It is everybody's responsibility to contribute to a company rather than looking for help from senior employees. All the participants claimed that since they graduated from the department of English they do not need to worry about a regular conversation with a client whether it is a native English speaker or a 2nd language user.

The main issue is different situation arrives at different events and it is more of their unconscious that the participants lose track of communication and they focus on the correction. Finally, they all agreed to the fact that sometimes employers do not value the freshers as they do the senior employees. So, employers should look after their need to develop the organizations that they working hard for because once an employee is valued he will give his 100% for the development of the company.

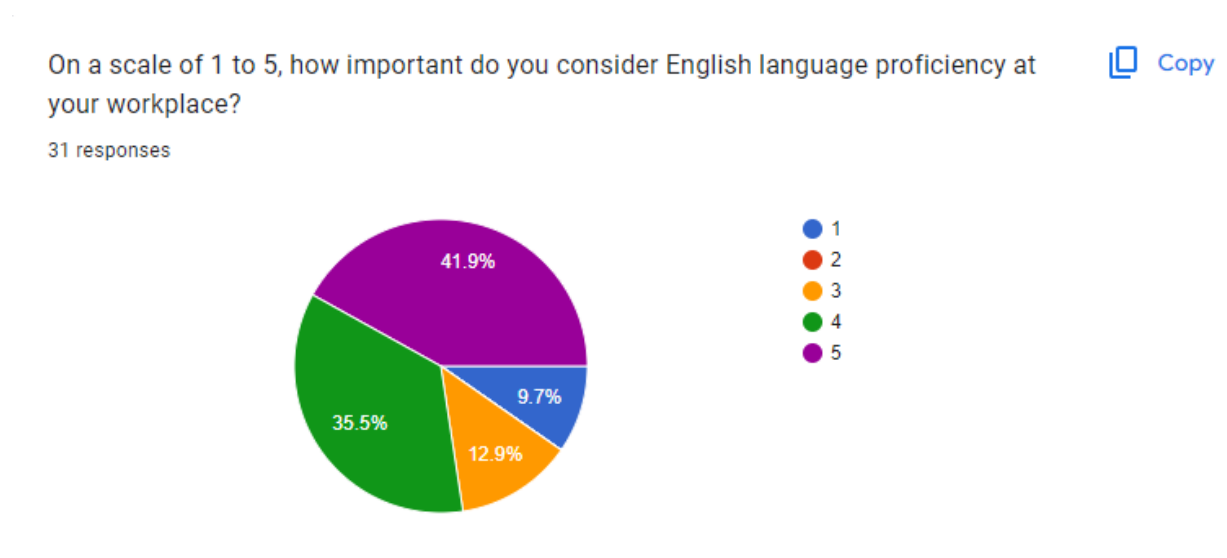
There are types of jobs such as minimum-paid jobs, low-paying jobs, and moderate and high-paid jobs, though low-paying jobs may not require an advanced level of English proficiency from their employees or even no proficiency at all. Works like government sectors, held examinations to select employees for different departments and most government works do not require English language skills, Primary schools or high schools in Bangladesh also conduct their English classes in first language. This is how the students pass the secondary and higher secondary level of education and they directly get admission in bachelors. However, the public university still has the Bengali curriculum and private university students are comparatively more proficient in the English language than public language graduates. Many organizations expect graduates to have at least an intermediate level of language proficiency to carry out their responsibilities. Today many private organizations emphasize language competency due to the globalized market, employees need to have day-to-day business dealings and communication with executives from different parts of the world. Activities like emails, online chat, and

business presentations require ‘above-average language skills to have the unambiguous and clear-cut transfer of information to all participants. Many research studies conducted in various Asian countries have identified that English helps improve job performance and boosts the prospects of promotion. So, the researcher is trying to help young graduates with the maximum level of language proficiency to prosper in their careers through this research work.

Quantitative Data Analysis

Quantitative data were collected from 30 participants who are currently working in different organizations and some are self-employed and own businesses. The age of the participants is ranging from 24 years to 31 years old. Similarly. The researcher had participants who did their bachelor's in English language and there were a few participants who completed their post-graduation as well. Among the participants, some students started their careers less than a year ago and some people have been working in this industry for the last few years. Considering their qualification and experience, their position at work is different as well. They took part in a survey where they had to answer 14 multiple-choice questions. Their response has been included in the paper in the form of a pie chart and bar chart.

1.



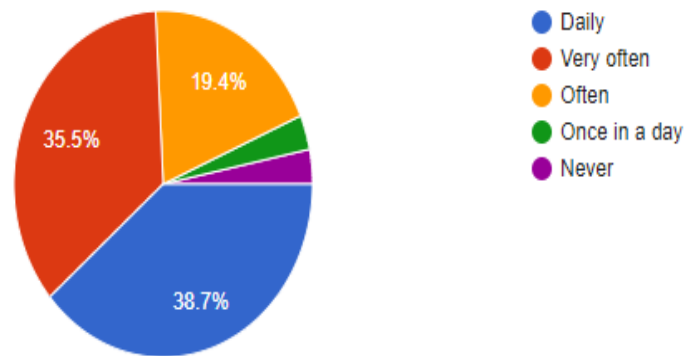
A generic response was expected from the participants in response to the first question of the questionnaire as they were asked about the importance of English language proficiency in the workplace. The participants had the privilege to select multiple options, as the question was on a scale of 1 to 5, 41.9% of them agreed that it is important to scale 5. However, few of the participants also ticked off the other options where we can see that 35.5% felt it is important on a scale of 4. On the contrary, 12.9% voted in 3 and 9.7% in 1. Overall, the majority of the students felt it is very important as the world is now depending more on communication.

2.

How often do you convey your thoughts in written communication?

 Copy

31 responses



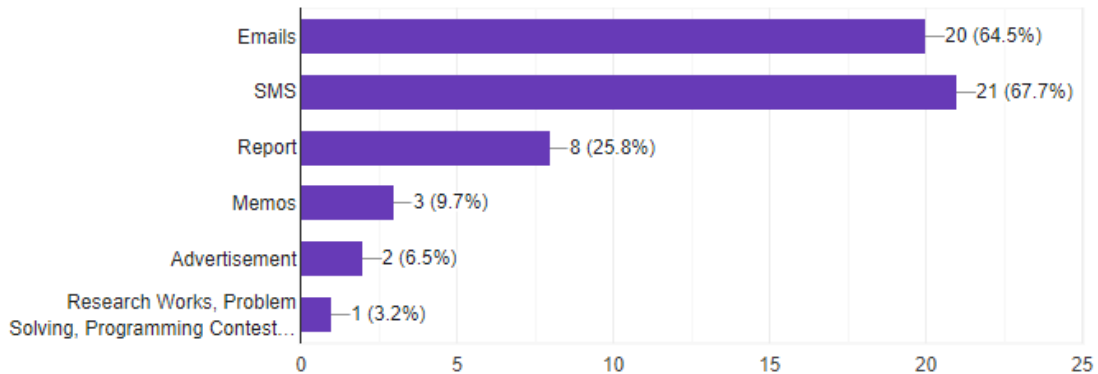
The 2nd question in the questionnaire was “How often do you convey your thoughts in written communication?” 38.7% of students need to use English writing as a medium of communication. 35.5% of them agreed that they need to write very often, and 19.4% of students said often. Some of the students use English writing once a day and some said they never use it.

3.

What type of written form of communication do you make the most?

 Copy

31 responses

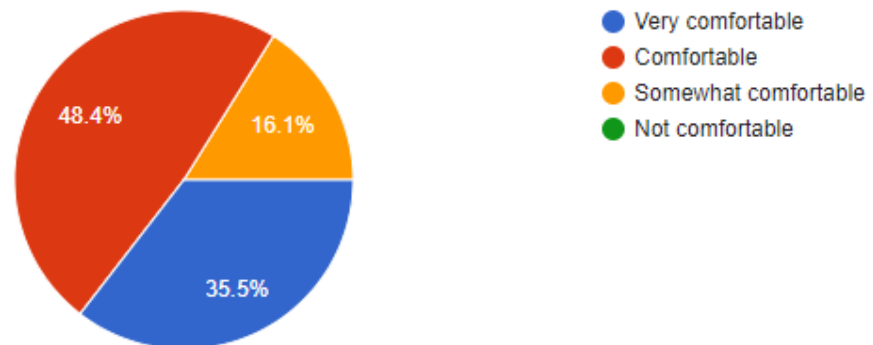


This question in the questionnaire emphasized the current form of written communication that the participants that they make the most. 60.5% of the participants selected emails as they mostly send emails at the workplace. 67.7% selected SMS, 25.8% said report writing, and 9.7% make memos. 6.5% of the participants work on an advertisement and they seem to be digital marketers, 3.2% of the participants on the other hand selected others as their option where they mentioned that they do research work, problem-solving activities, programming contests, and content writing.

4.

How comfortable do you feel while writing your required tasks at your workplace?

31 responses



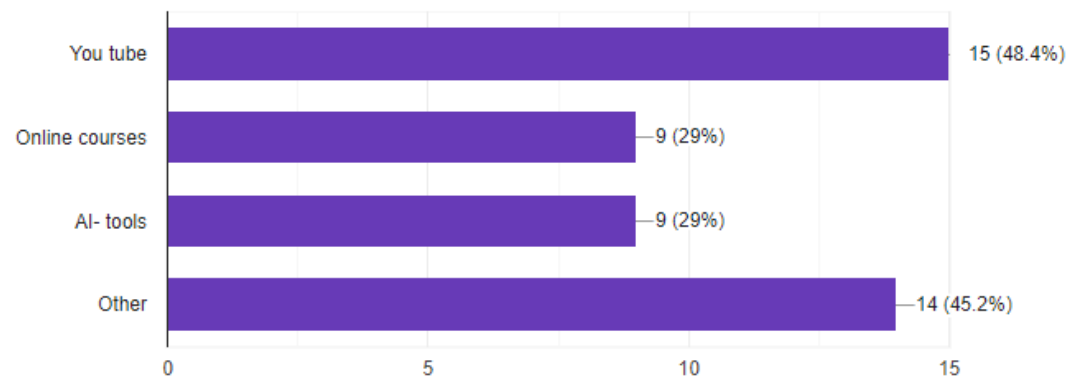
Question number 4 in the questionnaire was How comfortable do you feel while writing your required tasks at your workplace. 35.5% of participants said that they are very comfortable when they write. 48.4% of them said they are comfortable and 16.1% said they are not very comfortable but somewhat comfortable. Here, it is understandable that some participants might feel shy to show their weaknesses regarding the questions but the researcher will work on this while taking individual interviews.

5.

Which platforms do you usually use to learn more about your corporate communicative writing?

 Copy

31 responses

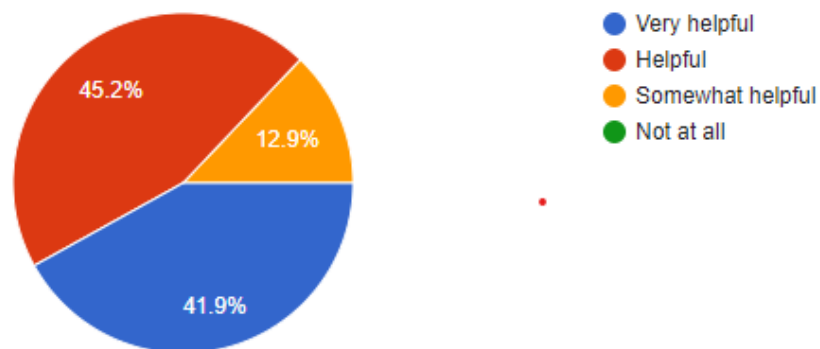


This question in the questionnaire was focused on the learning tools of the participants. Through this question, the researcher tried to investigate the types of activities that the participants perform at their workplace and what tools they usually use to learn. 48.4% of them follow YouTube videos, 29% take online courses, 29% use AI tools to write and 45.2% selected another option that is not mentioned. However, a very high percentage of the response for options A, B, C, and D made a lot of sense that if there are no facilities available for the employees they will take help from online sources that are not 100% authentic at all.

6.

How helpful do you consider the online platforms in terms of learning your daily writing?

31 responses

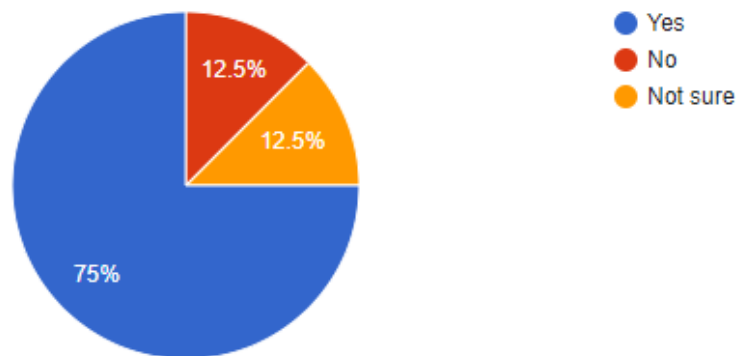


In this question, 41.9% of the participants find the online platforms very helpful and 45.2% of them consider it helpful. But if we look at the other 12.9% of the participants then we find them they are not getting help and struggle to consider them helpful. For this 12.9% of participants, the researcher is trying to develop a course where they can learn effectively and efficiently. Understandably, all human brains do not work the same way. Some can understand just by looking at it and some need more time. Some on the other hand struggles to even understand what he is looking at. So, online tools are not a cup of tea for every single person that needs to learn something, and a course with the right materials might be able to help students like them.

7.

Do you think, employees with strong command over English writing skills have a higher opportunity for a leadership role at an organization?

32 responses

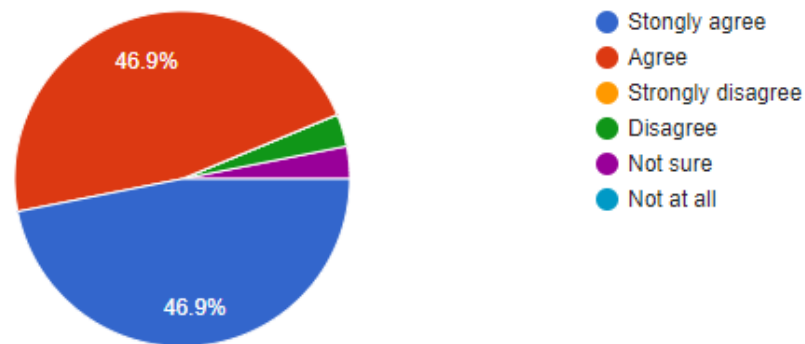


Through the answer to this question, the researcher tried to understand the importance of English writing for the work sectors. Here, 75% of the participants agree that employees with a strong command of English writing skills have a higher opportunity for a leadership position. Only 12.5% do not agree and 12.5% are not sure about the question. As the majority voted for the question, the researcher collected data from the participants and found that it is true and that employees with strong command over English writing hold very higher positions in different organizations.

8.

Do you agree that ESP (English for Specific Purpose) course will help those English language graduates who want to work in a corporate area after their graduation?

32 responses



This question was a general question regarding the perception of the participants on ESP (English for Specific Purpose) courses. It is important to understand whether they want such courses or not because organizing courses without considering their opinion might result in a lack of motivation from the side of the learners. 46.9% of the participants responded in favor of the ESP course as they strongly agreed on this note. 46.9% of participants agreed in their opinion and it was good to see that only 3.1% of the participants expressed their disagreement on organizing ESP courses. As per the vote of the participants, the researcher decided to work more on developing an ESP course for the target audience for their better performance at the workplace.

Findings

1. After collecting and analyzing data, it was evident that the role of a corporate employee is not limited to taking and delivering services. They are responsible for performing tasks like showcasing and marketing the product, maintaining communication with the higher authorities, etc. Therefore, they are entitled to use English diversely and this is what makes the necessity of designing and implementing English courses for them even more significant.
2. From the study, it was found that the students are interested in knowing the tips and tricks of writing formal and informal emails. Writing and receiving emails is an integral part of their responsibility. They feel that, at their level, the structure and comprehensibility of email is more important to them than grammatical accuracy. Having a unit on email writing in the material will prove to be handy for them.
3. Many of the participants admitted that they have the necessary knowledge to communicate in English but they get nervous and lack confidence while talking in English. Having a chapter on speaking that emphasizes the skill of public speaking might help them to encounter such issues and since writing is deeply connected with Speaking skills, it will help them to convey their message in written form too.
4. The participants expressed that preparing and delivering presentations is an important skill for them to master. They often deliver presentations on the capacity of the company, product variation, necessary affiliation, previous successful ventures, etc. Including presentation skills and such topics will not only help them to master the presentation skill but also will contextualize the material to a great extent.
5. From the response of the participants, it came out that they prefer ESP materials for them that might promote learner autonomy. From the interview of the participants, the researcher found out that many of them are not focused on self-development. Material that promotes learner autonomy will drive them towards self-guided learning.

6. The outcome of this study showed that all four macro skills of English are important and used by the participants. However, it was evident from the collected data that the participants struggled more in using their writing skills as they have never encountered such a situation where they have to deal with various prospects. Therefore, while developing language learning materials for them, this particular skill can be emphasized.
7. While using English in written form, the participants mostly struggle with fluency and range of vocabulary. To minimize such problems, we can integrate writing activities in the ESP materials that will focus on these sub-skills of writing.
8. From the data collected through the questionnaire, it was reflected that the participants feel that they need to work on their skills of writing business reports, using effective reading strategies, developing presentation skills, etc. These items can be included in the material to meet the needs of the target group. Existing materials can also be adapted by keeping these necessities in mind.
9. There are multiple ways and strategies of learning. However, from this research, it was found that most of the participants prefer learning in a group through effective group work. They also felt the necessity of using visual material to make the learning process interesting and interactive. Such opinions must be taken into consideration while developing ESP material for them.
10. Although all the participants of this research agreed on the note that they need English courses to improve their communication skills, they also felt that such courses should be made a part of their job responsibilities to keep the employees involved in the learning process. They felt they must avoid weekend classes and a blended approach can be adopted to conduct the course. Many participants said that they would prefer a face-to-face class in comparison to online classes.
11. The participants suggested that variations can be brought while integrating writing tasks in the material for the merchandisers, Tasks like writing a report considering a scenario, and picture description; video analysis tasks will bring authenticity to the material and will also help them to learn using their analytical skills.

Limitations of the Study

1. The small sample size was a major drawback of the study. In Particular, the researcher interviewed only 5 participants for the qualitative data collection which hampered the reliability of the study. The number of participants for quantitative data collection was also not very significant considering the topic on which the researcher worked.
2. The participants of this study were from 5 organizations only which might fail to portray the true picture of the needs and the necessity of the participants. On top of that, all the participants of this study had strong academic backgrounds; this might also show us a deceiving picture of the actual scenario.
3. While conducting the interviews for qualitative data collection, the researcher felt that the participants are a bit reluctant to talk about their weaknesses whereas the purpose of this study was to find out their weaknesses so that materials can be developed and adopted keeping those things in mind. The participants mostly disagreed to use English during the interview. Though the research topic is about writing problems, the researcher still felt that since the students are from the English background it was needed for the interview.
4. The researcher felt that time constraint was a major weakness of this study. Instead of conducting this as an observer, this study could be more effective if the researcher could work on this after doing an internship in this particular sector where employees are required to have strong communication skills.
5. After conducting the study, the researcher felt that the research could be conducted in a more focused manner by focusing on all macro skills or focusing on a particular group of writers since the researchers found during the interview sessions that content writing is more demanding nowadays.
6. While conducting the research, the researchers felt that there was no such research conducted previously that will help the students in this particular field. So, the researcher went for mixed research on corporate writing and ESP material development so that it could help the participants in the long run and the purpose of the study can be fulfilled.

7. Another major issue that the researcher faced during the collection of the data and individual interviews was that the target audience was very limited and even if there were a few participants but they were not available to participate due to their work schedule. So, the researcher had to collect all the data online and take the individual interviews online too. It was very time-consuming, as a result, the data collection was too late and the researcher believed that face-to-face interaction is more effective than online data collection. Because there will be a gap between the target group and the researchers and there might be a gap in conveying information as well.
8. While conducting the research, the researcher noticed that each of the participants need different writing skills and their work demand them to be proficient in those skills. When the researcher was conducting the interview, the participants expressed their needs regarding material development. Because of the difference in needs, it will cause material development a little difficult. But the researcher is optimistic about it since it is going to help the students to build their careers in their favor.

Conclusion

From a social perspective, English as a global language is in demand in every corner of the world. The RMG sectors, buying houses, Multinational organizations, and foreign currency earned by Bangladeshi freelancers and expatriates of Bangladesh especially are the biggest source of revenue for the country's economy. Bangladeshi readymade garments have gained popularity globally because of their quality and affordability. Bangladesh is a popular destination for the global market and this is what makes the job of a merchandiser a very sophisticated one. English is a globally used and recognized language used by merchandisers. Other private sectors on the other hand require their employees to be proficient in English communication skills since the official written documents are all in English. Another major work sector in Bangladesh is the freelancing market which is providing a great source of international revenue for the country. The works are all conducted in English communication as the buyers are from all the native countries and even if not from the native countries it is still conducted in English and the reason is only English being the global language.

However, our communication skill is still not up to the mark in many ways. Such a situation has drawn the necessity of the development of ESP course material that can be successfully used in a course where the working classes are trying to improve their communication skill. Good material is the core of a successful language-learning process. This study showed an attempt to provide a spotlight on the needs and necessities of the people who are working in these global sectors.

But one must remember the fact that good material can only be considered a good one when we can harmonize a proper learning setting and strategy along with that. This is pivotal to contextualizing the material to get the best out of the designed content. Like Bangladesh, many other countries are doing well in the private sector but the material that they are using to develop their English might not be equally impactful for us. Proper adaptation of material and a well-trained trainer can take us to our destination. However, it is not always about facilitating the course for the students but rather a real thing like the cognitive ability of a person should be taken into account that a human start learning from birth. So, a student must be facilitated with the right environment full of positive people, and people who are willing to give their best to help a child learn to communicate would be more appreciated. The university level is already a certain level where a student knows whatever he has learned, so, a course like this in an easier

manner should be arranged in the primary and secondary levels where the basic business will be taught. To conclude the thesis, this small-scale research is just raising this issue to get the attention of the responsible authority but further in-depth study is required in this field to with a sustainable solution.

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Appendix

Survey Questionnaire on

"The Importance of Learning Corporate English Writing for the English Department Graduates of Bangladesh – A Contextualized and Need-Based Development of ESP Course Materials"

1. What is your current occupation?

- ☐ Government Employee
- ☐ Corporate Executive
- ☐ Teacher
- ☐ Self-employed
- ☐ Other

2. On a scale of 1 to 5, how important do you consider English language proficiency at your workplace?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

3. How often do you convey your thoughts in written communication?

- ☐ Daily
- ☐ Very often
- ☐ Often
- ☐ Once a day
- ☐ Never

4. How often do you convey your thoughts in written communication?

- ☐ Daily
- ☐ Very often
- ☐ Often
- ☐ Once a day
- ☐ Never

5. What type of written form of communication do you make the most?

- ☐ E-mails
- ☐ SMS
- ☐ Report
- ☐ Memos
- ☐ Advertisement
- ☐ Other

6. How strongly do you agree that "writing skill" is the most important required skill for the corporate world nowadays?

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not Sure

7. How comfortable do you feel while writing your required tasks at your workplace?

- ☐ Very comfortable
- ☐ Comfortable
- ☐ Somewhat comfortable
- ☐ Not comfortable

8. Do you think, it affects someone's confidence at the workplace if he is not proficient in writing?

- ☐ Yes
- ☐ No
- ☐ Not sure

9. Do you think, employees with strong command over English writing skills have a higher opportunity for a leadership role at an organization?

- ☐ Yes
- ☐ No
- ☐ Not sure

10. Which platforms do you usually use to learn more about your corporate communicative writing?

- ☐ You Tube
- ☐ Online courses
- ☐ AI tools
- ☐ Other

11. How helpful do you consider the online platforms in terms of learning your daily writing?

- ☐ Very helpful
- ☐ Helpful
- ☐ Somewhat helpful
- ☐ Not at all

12. Do you agree that a professional business writing (communicative corporate writing) course would be helpful in higher academic curriculums?

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Not sure
- ☐ Not at all

13. Do you agree that ESP (English for Specific Purpose) course will help those English language graduates who want to work in a corporate area after their graduation?

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Not sure
- ☐ Not at all

14. Do you think that individuals with higher proficiency in the English language have higher acceptance at the workplace?

- ☐ Yes
- ☐ No
- ☐ Not sure