

## ***BBS First Year Students' Expectations in Learning English***

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### ***Abstract***

*This research paper article aims at identifying and analyzing BBS first year students' expectations in learning English (foreign language). The researcher assumes that foreign language learners have expectation in learning English. Such expectations have a great influence in the learners' learning goals as well as motivation. Apart from this, it aims to find out the students' attitude towards learning English. The present study was conducted on 54 students of BBS I years students selected randomly from constituent affiliated campus of TU in Rupandehi district. The study sets out to investigate the expectations that BBS first year students have for learning English as a foreign language in context of Nepal. Many of the learners study foreign language mainly for jobs either in the native country or in the foreign countries. The researcher wants to find out the reason for migrating in the foreign countries. Many students are migrating to the foreign countries after studying business English to get jobs. The reason of this massive migrating to the foreign countries is to get jobs which they think to get after studying business English so that they can be able to deal with foreigners effectively. As a result, the country is facing brain drain problem. The results that the study revealed have thematically been grouped and presented under five broad headings. Normally, English for employability, internal and external business communication and diplomatic relation, academic success, self improvement and social status and professional skills. This article depicts learner's expectation in learning second language. Moreover, this research article presents some future directions for further investigations in the area.*

**Key Words:** Diplomatic relation, expectations, perception, proficiency, self improvement

### **Introduction**

As far as the English teaching in Nepal is concerned, it has been taught for over a century as a foreign language. There have always been problems in teaching-learning programme because of learner's expectations. Therefore, foreign language teaching and learning is extremely influenced by learner's expectations in learning foreign language. John and Dudley Evans (2003) have expressed "As TESOL enters its second quarter century, the demand for English for specific purposes (e.g English for employability, Business

communication, science and technology) continues to increase and expand throughout the world". English teachers around the world are called on to teach in job related or career settings subject. Actually, many students have clearly defined expectations and see some possibility of achieving it. Learners change the expectation into their goals. As a result, he/ she tries his/her best to gain the expectation. Moreover, students' expectations change into learners' goal. So, learners' expectations can be examined as a cause of learners' motivation. Research into foreign language learning shows that language learning motivation is highly shaped by learners' expectations and inspiration. Unless students are motivated, teaching/ learning processes cannot be productive and result oriented. In turn, by achieving the goal, he or she experiences happiness or satisfaction. Actually, learners' expectation is deeply rooted into the aspirations of the society in which the learner finds himself/herself. Learners' expectations are indeed determined by some sociolinguistic circumstances prevailing at the global as well as local levels Munby (1998) " English courses are those where the syllabus and materials are determined in all essentials by prior analysis of the communication needs and employability of the learners" (P. 27). In fact, learners have more than one option. The choice he/she takes is based on his/her expectation which is highly rated into the aspirations of the learners and society. Many of the students drop out studying BBS level because they are much motivated to go to the foreign countries in order to get jobs to be economically successful. Therefore, the country is facing brain drain problem which is very serious problem. They don't see the bright future in the native country. Hence, the ratio of BBS drop out learners is increasing day by day. The problem of high rate of migrating in the abject situation in our country. International migration usually identifies three aspects of the phenomenon: (1) Forward motion, with a focus on its causes and consequences, (2) the migrants themselves (settlers, sojourners, refugees and exiles) and their incorporation in a new social formation, with a focus on the establishment of diasporic communities. Teaching/ learning is deeply affected by the place where they live, the culture what they are possessing. The course should fulfill learners' expectations so that they are extremely motivated and dedicated to learning foreign language. This paper looks into the expectations, needs and problems of BBS first year students.

### **Literature review**

Several research studies have been carried over to find out students' expectations and clear views of students' learning English in BBS level. The following paragraphs present the review of some of the research works carried out in the field of language learning. The researcher observed that very few research studies that are found in the field of learning foreign language in the department of Management. Though many articles, books, thesis, journals have been written about students' expectations learning foreign language, no one has yet done such effective research study. Therefore, the researcher studies some of the related books, articles, journal and newspapers to complete present research. Crystal (2013 P.1) expresses "English has acquired the status of "global language" because in the present world it is highly dominant over such significant human activities as business,

science and politics". Likewise, Kanchru and Nelson (2018) place Nepal as a part of the expanding circle countries in which English has various roles so that it is widely studied. It has extended a lot of functions which can be used for academic, technical and diplomatic purposes. Moreover, English can be used as a lingua franca for different types of international business communication to get jobs. English has been used as a medium of teaching and instructions. So many books related to medical and engineering are written in foreign language.

Actually, in Nepal English has been prescribed as a compulsory subject from basic level to the Bachelor level curricula. Many of the students are seeking to learn foreign language as an optional subject from class nine to the master level. The faculty of Education and faculty of Humanities, Social sciences have been offering Opt. English. In Nepali society, the quality of an educational institution is evaluated in terms of the quality of English it fosters. There has recently been a widespread discourse in favour of reforming the government aided schools by implementing English as medium of teaching allocating English from Nursery to class Twelve even in the government aided schools. Therefore, some of the government aided schools have enrolled so many students because of English medium of referring to this context, Giri (2015) states that though English is a foreign language, it has become one of the most sought after subjects in education and the most important language in terms of popularity, demand and use. (P.65) Besides, academic purpose, English has been used as a primary language of business, trade, tourism, commerce, mass media and other so many international projects. So that learning business English provides them jobs. In recent years. foreign language has become very popular due to tremendous developments in science, technology and trade. In fact, English is known in Nepal as a language of multiple opportunities. Doubtlessly, such social aspirations are also reflected in educational institutions such as schools and universities in Nepal. The increasing flow of students seeking to learn business foreign language either to get jobs or to start business. This suggests that those learners have certain expectations for learning foreign language is to change economical and social status of learners after getting jobs. Compulsory English has been prescribed in curricula of BBS first and second year in order to brush up students' English for national and international business communication which makes students get jobs easily. The researcher observed that many of the students drop the BBS level after studying the first and second year when they get jobs. Many learners are shifting to foreign countries for the sake of future. Therefore, country faces dispersion of students from their homeland, Journeys undertaken on account of economics compulsions. This article is an attempt to respect the result of a study basically set out to answer the question "What expectations do the first years student of BBS have for learning English as a compulsory subject?"

### **Methodology**

The present study was survey based on which according to Bown and Rogers (2014) involves procedures used to gather and describe the characteristic, attitudes, views, opinions of students and so forth of students, administrators or any other people who are

important to study (P.294) In the study, firstly students 27 girls and 27 boys of BBS first year from Butwal Multiple Campus were involved as participants. The participants represented 38 districts and five provinces of Nepal.

First of all, the researcher visited the concerned participants on the specified data and time. Many students were confused about the question. Then, he cleared them regarding the purpose of the research. Even then few students didn't like to write their answers. Then, the researcher convinced them about test. In spite of the suggestions and advices, few learners hurried to go out. So, they were permitted to go out. Actually, the researcher distributed the sheet of the paper to the concerned number of learners and instructed them to write their answers. Then, he wrote the single question on the whiteboard. "Why do you learn Compulsory English in BBS first year?" After reading the single question, many of the students seemed to be confused. Therefore, the researcher made it clear. After that, they started writing on the sheet of the white paper. As soon as they had completed their task, they submitted the answer sheet and went out.

### **Results and Findings**

The researched examine the answer sheets carefully and analyzed the data obtained from the learners. Then, he divided heading into five sub headings: English for employability, Business communication, academic and social service, social status and self improvement and professional skills. All the answers made by students and teachers were tabulated mainly in the light of their writing. Answers made by students were analysed and verified in terms of perceived importance and competence. Dudley-Evans and St.John opine “ The main purpose of learning Business English is to communicate within or specific academic occupational or professional or employment domain.” (P. 211) (2003); West, 1994, 1997) The participants' result with responses are presented below:

#### **English for employability**

Many answers (twenty five) were related to learning English for employability. Students' result showed that a majority of the participants mainly expected that learning business English should help them to get jobs either in the native country or in the foreign countries. Many answers were connected to finding a government jobs. But a lot of learners have made a plan to go to the foreign countries for the sake of job. They claimed that they could get employment anywhere if they learned English well. They expressed that they wanted to be an accountant for different levels so that they could change their social and economic status. Few of them responded that they could get jobs if they went to foreign countries. Very few claimed that they could be a tourist guide in order to guide international tourists in different parts of the country. Thus, they could get jobs in travel agencies. . It seems quite harmonious that majority of the participants prioritized to get employment in any field to continue their studies which is not practically possible in the context of Nepal. A lot of reactions were employment oriented such as “ I need jobs to continue my studies either in the native country or in the foreign countries”.

#### **English for Business Communication**

Ten participants have favoured this question. Their answers were oriented to business communication. They were of the opinion that English is one of the UNO's language. So, communication can be maintained through foreign language at the international level. They also reacted that people can peep the world only through studying foreign language. They want to learn foreign language to speak and interact with native speakers for Business communication. Many participants' answers were in correct in grammar and tense. Therefore, the participants want to improve foreign language. Many of them focused on talking and interacting with foreigners for business communications. Few of them responded that they learn compulsory English because they make a plan to start national and international business. So, they need exposure of foreign language for business communication.

### **English for academic and social service**

Eight participants answers were related to learning Compulsory English for academic and social service. Their answers indicate that they need to learn foreign language in order to get academic success and to get jobs in social services. Moreover, they also expressed that English is likely to help them to understand English question papers in higher level. Very few of them expressed that they learn foreign language to understand books of science and technology. Moreover, their expectations were limited to some extent to their perception that they could not be well educated without learning foreign language. In this regard, the participants' expectations seem to be similar with Focho(2016) who expresses "Proficiency in English seemed to be an important gateway to an education that is easily recognized and valued internationally". (P.17)

### **English for social status and self improvement**

Five answers were related to this theme. Their answers indicated that English reading and speaking is a social status marker because people believed that English speaking could promote one's Social status. They also expected that foreign language should help them to go ahead and not to go backward in the society. They expressed that they would not be marginalized from modern facilities. They could be able to edit and publish any books and articles in English. They could be able to use communication media like the computer and newspapers.

### **English for professional skills**

Two answers have been merged into this theme. They were related to be a professional accountant either in a private sector or in the government sector. In this regard, they expected to be good at accounting and manage the office financially fair. Managing accounting is very excellent task which manages financial problems in the institution fairly. They also responded that they could be administrators in different fields.

### **Miscellaneous**

Few of the answers were not clear because they were hazy. Very few answers were rather confusing. Some responses were irrelevant to their expectations. On the other hand, many

of the answers were related to the BBS English syllabus and books. Actually, the Patterns for College writing cannot improve the English base of students. Few answers seemed rather irrelevant “ I can get knowledge and join a law course and be a lawyer so that I can get employment easily”. These expectations were irrelevant in the sense that the BBS English syllabus focuses mainly on business related activities and communication related activities.

### **Discussion and Conclusion**

Present study has investigated some important and significant expectations that BBS first year students have for learning compulsory English. Actually, they are: English for employability, Business Communication, academic and social service, , social status and self improvement professional skills and miscellaneous. Most of the students' expectations have been affected by both instrumental as well as integrative factors of learning a foreign language in the present globalized scenario. Actually, the first four broad expectations are in congruity with some previously built on research literature in the field. (e.g. Focho, 2016; Coleman, 2017; Graddol, 2012) Last one refers to professional skills which reflect the Nepalese context.

Last, the miscellaneous category has raised very important policy issues which depict the reality of policy makers. It should be our concern that some BBS level learners do not have a clear vision and road map to their future career to be learnt through learning English in BBS level. Some of the participants don't have correct and grammatical expressions in the sense that their base is very weak, miserable and pitiable. What do they do with such poor English? Some students seem to be deviated from finding the right track because they have expected to be international businessmen in the sense that business is the demand of age and time. A lot of participants learn English for employability either in the native country or in the foreign countries. Actually, many of them migrate to the foreign countries to get employment since there are no any opportunities of employment for BBS level student. For this reason, they are compelled to move to the foreign land. Moreover, the idea of the Business English book grew out of a realization of the need for a text in Business English curriculum that fulfilled the gap between theory and practice. It also reflects the domestic professional realities and experiences: Nevertheless, this text also cannot improve grammatical base of the students because the weight of grammar is very less. Even if I should agree that this investigation of research might find its roots into the low validity of the research tool itself. For this reason, further verifications, investigations and researches are to be required to clarify the issue regarding the confusion and irrelevance of the answers. In fact, this research is definitely small scaled and limited. The sample is confined to a single constituent campus and a single faculty. So, it needs to be expanded to a wider scope in terms of campuses, faculties and varieties of the samples in terms of variables such as caste, culture, tradition, socio-economic condition and geography of the participants, campus, faculties and area. Further investigations must be carried to get clear problems and find the solutions of the problems.

Some more further directions and suggestions have also merged out the the present research. So, some further investigations and researches need to be extended to a wider scope. Market friendly course should be prescribed and implemented so that learners find the jobs in their native country and they will not drop studying the BBS level. If the state doesn't make any effective policy to stop the migration process, the state will have to face very serious problems in the days to come. Actually, the state should make a distinct role to play in the deployment in the various phases of dediasporization. The state follows procedures fixed in law to make a decision on each case effectively. Such an investigation might also indicate the need for a provision of English for specific purposes. (ESP) the campus or the government itself. The study has investigated some significant expectations that the BBS first year students have for learning English. Therefore, a complete set of data gained and the application of data triangulation might result into more valid, authentic as well as reliable finding and conclusion. As a result, research might be more fruitful, useful and productive in the days to come. Researches and studies in the management field should be enhanced so that main problem will be identified and appropriate measures can be taken to bring about the improvement and the solutions of the problems in the related field.

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