

Exploring the Mismatch between Tertiary-Level Business English Education and Professional Language Usages in Bangladesh's Development Sector

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Abstract

Business English plays a pivotal role in the development sector, facilitating effective communication and collaboration in an increasingly globalized world. This study explores the gap between Business English education in academic institutions and the professional language usage in the development sector of Bangladesh. The study employs a qualitative research design and data were collected through semi-structured interactive interviews with 12 students from various private universities and 10 employees working in different development projects. The participants have been selected under the terms of purposeful sampling. The collected data were analyzed in a thematic approach. The research identifies key differences in language proficiency, practical application, and the demands of workplace communication. Based on the findings, the study provides recommendations to enhance Business English education, appropriate to the industry-specific needs, to better prepare graduates for professional success.

Key words: Business English, Development Sector, Professional communication, Professional success, Bangladesh

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1. Introduction

English serves as a common medium of communication across various professional fields throughout the world. Therefore, alongside other essential skills, professional success is significantly influenced by one's competence in professional English communication. Bangladesh is no exception; within the country's development sector, competence in professional English communication is an important determinant of employees' professional success. Seidlhofer (2011) opines that English has emerged as the universal language, particularly in international business settings, where it serves as a common medium of communication for people from diverse linguistic and cultural backgrounds. Business English has developed to be an important component in the business world, especially in multinationals, development sectors and global business environment. Globalization, linguistic diversity, and cross-border communication needs account for the high importance of it.

Professional English refers to the use of the English language in workplaces i.e. business, academic, legal, medical, technical, and other specialized fields where clear, effective, and appropriate communication is essential for professional tasks and interactions. It includes vocabulary, tone, and structure suitable for formal communication such as reports, emails, presentations, negotiations, meetings, and customer interactions. Business English is a specialized form of English that merges language proficiency with business acumen. It involves not only the ability to use English effectively but also the understanding of core business principles and practices, enabling individuals to perform successfully in a variety of professional and corporate environments (Tu, Yan, and Liu, 2023). According to Syrotina (2023), in the context of veterinary education, professional English requires both linguistic competence and the specialized communicative skills necessary to function effectively in a particular profession.

The development sector in Bangladesh refers to organizations and activities aimed at improving social, economic, and environmental conditions, often involving non-governmental organizations (NGOs), government agencies, and other stakeholders working on issues such as poverty reduction, health, education, empowerment, and sustainable development. The development sector in Bangladesh refers to areas of the economy that are targeted for sustainable growth and support, particularly labor-intensive manufacturing and high value-added service sectors (Huq and Ichihashi, 2023). Additionally, the sector strategically focuses on labor-intensive manufacturing and high value-added service industries as key drivers of sustainable economic growth.

Given the sector's multifaceted role, proficiency in professional English communication has become increasingly essential. Many funding agencies and NGOs operate in English, making proficiency essential for proposal writing, reporting, and networking. English is an important language in workplaces that involve global interactions. The most prevalent lingua franca in global business is English, enabling communication between people from diverse linguistic backgrounds (Randén, 2011). Additionally, strong English skills enhance access to global knowledge, best practices, and capacity-building opportunities, ultimately improving project implementation and impact. A strong command of the language enables employees to better understand their work processes and positions them for greater professional opportunities in the future. Abilasha and Ilankumaran (2018) opined that the use of English in business

communication enhances trust among colleagues and clients, strengthens relationships, and contributes to the overall success of organizations. It allows companies to grow and succeed in a competitive global market.

In response to the growing demand for English language proficiency, universities in Bangladesh are increasingly prioritizing English language instruction. As a result, many universities have introduced a range of courses under the broader framework of Business English to equip students with the communicative competencies required in professional settings. For instance, tertiary-level engineering institutions are emphasizing the importance of English alongside technical subjects to ensure that graduates possess the necessary communication skills for the workforce (Arafath and Rukanuddin, 2019). This initiative is a part of broader efforts to enhance the quality of education and prepare students for global opportunities.

Despite the efforts given by the universities, there are challenges in achieving the required standards of English proficiency among students. Arafath and Rukanuddin (2019) indicate that teaching and learning activities in English are not meeting the expectations necessary for employability. Hence, a significant gap is still noticeable between what is taught in business English education and what is required professionally. Addressing this disparity is essential for enhancing graduate employability and ensuring that university graduates are adequately prepared to meet the demands and challenges of the modern workforce. This study, therefore, aims to explore the gap between Business English education provided in academic institutions and the actual communicative requirements encountered by employees in the development sector of Bangladesh. By identifying the specific areas where educational outcomes fall short of professional expectations, the research seeks to inform curriculum development and pedagogical practice that can better align academic instruction with real-world needs.

1.1. Research Questions

The study is guided by the following research questions:

- What is the current scenario of business English education in the tertiary level education of Bangladesh?
- What are the key differences between Business English taught at academic settings and the English language skills required in the development sector of Bangladesh?
- What steps can be taken to bridge the gap between Business English teaching and professional communication needs in Bangladesh?

1.2. Literature Review

English language proficiency is now expected from all the graduates regardless of different faculties. Hence, the students who are studying in the Faculty of Business Administration need to have a sound communication skill with a view to making him fit for the future career. Shuhaimi and Awaludin (2023) state that with the emergence of fourth industrial revolution there is a growing demand for graduates who are not only proficient in technical skills but also possess strong English communication abilities. Educational institutions are urged to revise their curricula to prepare students for these evolving demands, ensuring that they are equipped with both the language skills and the relevant technical knowledge required in the modern workforce (Sampaio, Mónica, and Margarida, 2021).

Khan and Chaudhury (2012) indicate that the English proficiency of current employees falls below the essential level for effective business communication. Employers across key industries seek specific competencies, including English proficiency and essential employability skills. Conversely, graduates often lack the professional competencies needed for success in the corporate environment, highlighting a gap between education and industry needs (Roshid, 2017). This gap indicates that while English language education is prioritized, it does not adequately prepare students for real-world business communication.

Roshid (2017) identifies a significant gap between the English communication skills required by professionals in the ready-made garments (RMG) industry and the education provided by universities in Bangladesh, indicating a need for curriculum adjustments. The study further reveals that RMG professionals identified five core areas of skills necessary for effective international business communication: linguistic skills (language proficiency), sociocultural skills (understanding cultural contexts), discourse skills (organizing and presenting information), pragmatic skills (using language appropriately in context), and professional skills (specific to business practices). The findings of the current study also indicate that these skills are essential for professionals in Bangladesh's development sector.

Research suggests that graduates who are not fully equipped with the necessary English language skills face difficulties to succeed in the corporate environment. The business education system in certain private universities in Bangladesh faces major deficiencies, including a shortage of faculty with corporate experience and insufficient focus on practical communication skills (Milon and Chowdhury, 2017). Industry stakeholders highlight English proficiency as essential in vocational and technical sectors. In Sri Lanka, limited English skills among graduates were identified as a key obstacle to employment. The study emphasized the need for a combination of English for General Purposes (EGP), English for Specific Purposes (ESP), and job-specific Technical English to meet workplace demands in the development sector (Ranasuriya and Herath, 2020). Amerian and Marefat (2019) share that employers across business sectors consistently highlight the importance of strong English proficiency, with particular emphasis on productive skills like speaking and writing. These abilities are essential for functions such as writing reports, delivering presentations, handling business correspondence, and ensuring effective communication in the workplace. While listening and reading are still valued, they are generally viewed as less critical than the capacity to produce clear, persuasive, and contextually appropriate English.

Research indicates that many current Business English curricula fall short in meeting the real-world communication needs of students preparing for business-related careers. A study focusing on polytechnic students specializing in printing technology at the Sivakasi Institute of Printing Technology (SIPT) found that the Business English courses offered lacked relevance to the students' future professional responsibilities. The results emphasized the need to enhance these programs by incorporating more specialized skills and aligning the course content with actual workplace requirements to ensure effectiveness and applicability in professional contexts (Thavabalan, Mohan, Merly, Vishwalingam, and Hassan, 2022).

Very few studies have been conducted in this field within the Bangladeshi context. Several studies have been conducted on employers' perspectives and expectations regarding

communicative competence in professional English within the Bangladeshi context. However, there remains an opportunity to explore the key differences between Business English taught in academic settings and the English language skills required in the development sector of Bangladesh. Accordingly, the researcher investigates the gap between Business English instruction and the practical communicative competencies required in diverse professional contexts.

2. Methodology

The researcher conducts the research in a qualitative approach. According to Marshall and Rossman (1995), qualitative research has four purposes: exploration, explanation, description, and prediction. As the researcher intends to explore the current scenario of the actual education and usage of business English in the development sector of Bangladesh, the qualitative approach was best fit for that. The study employs in-depth, open-ended interactive interviews as the primary method for data collection and analysis, involving participants from both employee and student groups.

The participants are selected under the terms of purposeful sampling to gather rich, in-depth insights. According to Patton (2002) purposive sampling involves strategically selecting information-rich cases to study in depth, rather than using random sampling for generalization. Ten employees who are currently working at the development sector of Bangladesh are interviewed to find out the actual use of English communication in their workplace. Here the development sector includes non-governmental organizations (NGOs), international development agencies, and community-based programs that focus on areas such as poverty alleviation, education, health, environmental sustainability, and capacity building. Among them, five are male and five are female. Five of them are entry-level professionals working for one year or less. Five of them are Project Managers responsible for leading teams and evaluating junior employees' communication skills having at least eight to ten years of working experience. Moreover, twelve students who are currently studying Business English at different private universities of Bangladesh are also chosen to know the current pedagogical scenario of Business English. Among them six students are male and six are female. All of them are studying under the Faculty of Business Administration.

A semi-structured interactive interview is conducted with all participants. All verbal conversations are recorded and simultaneously noted briefly in a notepad. The researcher analyzes the data using a thematic approach. Braun and Clarke (2006) highlight that thematic analysis is popular due to its independence from specific theoretical frameworks, making it suitable for various research paradigms in the social sciences. The recorded interviews and notes are transcribed, and the researcher reads and re-reads the transcriptions to ensure familiarity with the content. The data are then systematically analyzed to derive qualitative insights into the issue. The researcher categorizes the responses into codes, identifies recurring themes, and examines their relevance to the research question. To validate the findings, all comments are carefully reviewed, and the most commonly mentioned responses are selected for discussion.

3. Findings of the Research

This study investigates the mismatch between tertiary-level Business English education and the language demands of Bangladesh's development sector. While curricula are gradually

evolving, the communication skills of graduates often fall short of professional expectations. Many fresh graduates struggle to apply academic knowledge to real-world business and development contexts. Although some findings reflect existing research, this study underscores ongoing misalignments between course design and workplace needs. The results are presented in relation to the research questions, focusing on curriculum content, course naming practices, and the extent to which current instruction prepares students for practical communication tasks in the field.

3.1 The current scenario of business English education in the tertiary level education of Bangladesh:

The teaching of Business English in universities has gained significant importance in recent years due to globalization, technological advancements, and the increasing demand for professionals with strong communication skills in corporate environments. Here are some key findings of the present scenario:

Most faculties of business administration at private universities do not offer specific courses under the universal title 'Business English.' It has different names in different universities i. e. Business Communication, Business English, English for Professional Purposes, Organizational Behaviors and so on. Consequently, the objectives and outcomes of academic courses differ from one institution to another. The universities that offer such courses emphasize email writing, business reports, presentations, negotiations, and intercultural communication in their curriculum.

The pedagogy in most of the universities remains predominantly lecture-based and exam-oriented. Business English communication is traditionally taught through conventional lecture-style instruction. Few universities make the students use 'Business English' in real professional settings by engaging the students in internships and industry projects. The recognized universities have upgraded their teaching methods and tools. Role-playing, case studies, and real-world simulations are commonly used teaching methods in such settings. Soft skills like professional etiquette, teamwork, and leadership communication are also being incorporated to some of the pedagogies. Only a limited number of universities collaborate with corporate partners to provide real-world business exposure.

The existing courses of most of the educational institutions do not fully address the proficiency gaps among students. The curriculum of very few universities is offering innovative courses like English for Specific Purposes (ESP) that aims to meet the specific needs of students. This curriculum focuses on practical applications of English in business contexts, emphasizing the importance of tailoring educational materials to align with students' career goals.

In most institutions, students' progress in Business English is still evaluated through conventional methods like written examinations, presentations, and vocabulary tests. Students also attempt written assignments such as emails, reports, and proposals, which are checked for clarity, tone, and proper business vocabulary.

However, some institutions are now adopting more innovative approaches. Two students from a renowned private university emphasize the practical nature of their Business English assessments. One of them states, *"Instead of just written exams, we're assessed through group discussions, role-plays, and real-world tasks like writing business emails or reports."* Another student adds, *"Our instructors also evaluate our speaking and presentation skills during class discussions and role-plays, which really help us prepare for real business situations like meetings and negotiations."* They further note that regular quizzes and vocabulary tests help

track their understanding of business terminology. Moreover, instructors give them feedback on their participation, teamwork, and communication style, which is really useful for improving both language and professional skills.

One of the most challenging aspects of Business English for students is understanding and correctly using formal business vocabulary and jargon. Sometimes, the language used in business settings is quite different from everyday English. Moreover, they cannot determine which terms are appropriate for specific situations based solely on classroom lectures. Also, writing professional emails and reports with the right tone and structure can be difficult, especially when trying to sound both polite and assertive. Another challenge is participating in business meetings or presentations, where fluency, confidence, and clarity are really important. It takes time to get used to speaking in a professional way while still sounding natural. Had they been exposed to more real-life situations, they could have applied these skills to address the challenges.

Three students report having multiple opportunities to apply their Business English skills in real-world contexts beyond the classroom. One student shares, *“I participated in business case competitions conducted entirely in English, which really helped me improve my presentation and critical thinking skills.”* Another student states, *“During my internship at a local corporate firm, I regularly used English for professional communication—writing emails, attending meetings, and preparing reports.”* A third adds, *“I worked on academic projects with international students, which enhanced my ability to communicate effectively in cross-cultural settings.”* These experiences contribute significantly to the development of their verbal and written communication skills in professional environments.

3.2 The key differences between Business English taught in academic settings and the English language skills required in the development sector of Bangladesh:

Business English education and practical field experiences serve distinct yet complementary roles in preparing individuals for the workforce. The researcher tried to find out if there is any gap between these two fields. Here are the key findings:

In the majority of development sectors, English serves as the primary medium of formal communication, particularly in project documentation, reporting, donor correspondence, and inter-agency coordination. In addition to communication and negotiation, which are key aspects of their roles, many other tasks also require English proficiency. However, in project-based offices that operate at the community level and engage with host populations, Bangla is predominantly used for verbal communication among local staff and stakeholders. This bilingual communication environment reflects a functional division, wherein English is reserved for formal, written communication and external stakeholder engagement, while Bangla facilitates informal, interpersonal, and operational interactions within the local context. This dynamic highlights the dual linguistic competency required for development professionals, who must navigate both global professional standards and local cultural-linguistic norms to ensure effective communication and program implementation. Hence, the development sector in Bangladesh may require English language skills that are more context-specific and practical, emphasizing communication for development projects rather than general business contexts.

Two newly appointed employees highlight a mismatch between the academic Business English curriculum and the practical language demands of their roles in the development sector. One participant explains:

“The Business English we learn at university mainly focuses on formal communication like writing structured reports, business proposals, and presentations. These are often based on theoretical scenarios, with language that is very polished, formal, and textbook-oriented.”

The employees further note that, in their professional environment, English communication is more dynamic and context-driven, requiring strong interpersonal skills, negotiation, and engagement with diverse stakeholders.

Three participants express that academic settings emphasize grammatical accuracy and a formal tone, whereas the development sector prioritizes clarity, cultural sensitivity, and simplicity—particularly when interacting with rural communities, NGOs, or international donors. One participant remarks:

“In university, we are always told to focus on grammar and formal expressions. But in the field, especially when we work with rural people or report to NGOs, the important thing is to make the message simple and clear so everyone can understand.”

The learners further explain that professionals often need to translate complex project goals into accessible English for diverse audiences, many of whom are non-native speakers.

In classrooms they practice Business English in controlled environments, such as mock presentations or scripted dialogues. In contrast, development work involves spontaneous communication, such as field visits, workshops, and meetings, where flexibility and quick thinking are more important than grammatical perfection. Moreover, digital communication skills such as writing concise emails, drafting donor reports, or managing project documentation in English are crucial in the development sector. These skills are not always adequately covered in academic curricula, which still focus heavily on traditional forms of communication.

The employability of business English graduates is influenced by multiple factors, including their proficiency in professional knowledge, their ability to apply essential skills such as communication, problem-solving, and teamwork, and their competency in managing their career growth and adaptability in their current workplace. However, most of the newly appointed employees are not comprehensively equip with all these aspects. This is potentially leaving gaps in the readiness of fresh graduates for real-world professional challenges.

3.3 Steps to be taken to bridge the gap between Business English teaching and corporate communication needs in Bangladesh

The findings suggest that Business English provides a strong foundation; the English used in the development sector of Bangladesh is more practical, people-focused, and adaptable. Bridging this gap through more field-oriented training and exposure would better prepare students like me for real-world challenges.

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international business communication: linguistic skills (language proficiency), sociocultural skills (understanding cultural contexts), discourse skills (organizing and presenting information), pragmatic skills (using language appropriately in context), and professional skills (specific to business practices). The findings of the current study also indicate that these skills are essential for professionals in Bangladesh's development sector. However, existing pedagogical approaches do not comprehensively address all these skill sets simultaneously.

It is important to address specific needs of the students for designing specific and effective business communication courses that align with corporate communication needs. The findings suggest that a standardized approach may not be sufficient, as students have diverse professional aspirations and varying levels of proficiency. A need-based or survey based curriculum design can be introduced. The curriculum may incorporate real-world corporate communication scenarios, industry-specific language requirements, and practical skill-building activities, to enhance students' preparedness for the workplace. Moreover, collaboration with industry professionals and ongoing curriculum evaluation can further ensure that business communication courses remain relevant and responsive to evolving corporate communication trends.

Numerous scholarly studies emphasize the critical role of continuous teacher development in enhancing instructional effectiveness and improving student learning outcomes. Teacher development is widely recognized as a cornerstone for educational reform, particularly in the context of evolving pedagogical demands and institutional expectations (Day, 1999; Darling-Hammond and McLaughlin, 2011). Vidaković (2021) suggests that Education Leadership and Management (ELM) should introduce Annual Mentoring Programmes (AMP) to improve the professional skills of in-service English language teachers (INSELTs) working in tertiary education institutions.

4 Discussion and Conclusion

4.1 Analysis of the Findings

As shown in Table 1, the thematic analysis reveals key patterns in Business English education, including inconsistencies in curriculum and a need for greater experiential learning. It further reveals systemic gaps between Business English education and real-world corporate and development sector needs in Bangladesh. A shift from traditional pedagogy to field-oriented, adaptive learning is necessary to improve graduates' workplace readiness.

Table 1

Theme	Description	Supporting Evidence	Comparison with Existing Research
1. Inconsistency in Course Offerings	Course titles and scopes vary, creating lack of standardization.	Varied course names with different objectives.	Aligns with Thavabalan et al. (2022), who found non-uniform Business English course structures in South Asia hinder skill transferability.

2. Emphasis on Formal Communication	Focus on writing emails, reports, and formal presentations.	Theoretical emphasis in most curricula.	Similar to Amerian and Marefat (2019), who noted a strong focus on formal writing over interpersonal communication.
3. Limited Practical Exposure	Scarcity of internships or business project opportunities.	Students arrange internships themselves.	Matches Vidaković (2021), who reported lack of institutional facilitation for experiential learning.
4. Traditional Pedagogy Dominates	Teaching is lecture-based with minimal interactive methods.	Limited use of simulations, role-plays, or tech tools.	Supported by Ranasuriya and Herath (n.d.), who found ESP classrooms dominated by traditional methods in vocational contexts.
5. Mixed Assessment Methods	Combination of old and new assessment styles.	Role-plays, group discussions, alongside exams.	Reflects findings by Day (1999), which encourage varied assessments for better communicative outcomes.
6. Extracurricular Engagement Supports Skill Development	Competitions and internships boost English use.	Students gained from real-life, cross-cultural tasks.	Consistent with Darling-Hammond and McLaughlin (2011), who advocated for learning beyond the classroom to develop professional skills.
7. Language Use Challenges faced by Employees	New employees face difficulty with business vocabulary and tone.	Struggles in emails and meetings.	Matches findings by Vidaković (2021), who highlighted a gap in workplace-relevant English fluency.
8. Academic–Industry Mismatch	Curriculum doesn't meet development sector needs.	Difficulty adapting to workplace language norms.	Consistent with Amerian and Marefat (2019), who observed a disconnect between academic instruction and workplace expectations.
9. Bilingual & Contextual Needs	English for official work; Bengali for field interactions.	Rarely addressed in course content.	Supported by localized ESP studies (e.g., Khan, 2015), which stress the need for context-sensitive bilingual training.

10. Demand for Real-Life Learning	Students want more practical and industry-linked tasks.	Desire for industry involvement in education.	Similar to Ranasuriya and Herath (n.d.), who found student preference for real-world application in language instruction.
11. Need-Based Curriculum Demand	Call for relevant and sector-specific Business English courses.	Need for alignment with job market demands.	Echoes Vidaković (2021) and Thavabalan et al. (2022), who argue for curriculum reforms rooted in workplace realities.

4.2 Recommendations

To address these disparities, several recommendations can be made based on the suggestions and expectations of the participants:

To enhance the relevance and effectiveness of Business English education, universities should revise their syllabi to reflect the practical communication demands of the professional world, particularly within the context of Bangladesh's development and corporate sectors. The integration of Project-Based Learning (PBL), as evidenced by Toyoshima, Yamanaka, and Sugiyama (2023), has been shown to improve student motivation, language proficiency, and active learning engagement.

In addition to curriculum reform, course materials should be carefully developed to align with the revised syllabus and contextualized to reflect local professional and socio-cultural realities. Furthermore, instructional practices must be updated to ensure coherence between teaching methods, course content, and intended learning outcomes, thereby fostering a more effective and industry-responsive learning environment. Ali and Walker (2014) highlight the sociopolitical dimensions that hinder ELT reform and call for a more context-sensitive, learner-focused approach to improve outcomes.

To enhance students' communicative competence in professional contexts, universities should ensure the integrated development of the four language skills—listening, speaking, reading, and writing—within Business English education. Introducing a dedicated course titled *"Four Skills of English for Business Communication"* would provide structured and focused skill-building aligned with professional demands.

The OBE Curriculum of Bangladesh emphasizes in the need for industry collaboration. Following the OBE model, institutions should partner with industries and development organizations to align learning outcomes with professional expectations through curriculum co-design, internships, and expert input.

Tools like Microsoft Teams and Google Classroom can support flexible and interactive learning. Spišiaková and Shumeiko (2024) found such platforms effective for practicing spoken English and enhancing learner engagement.

Universities can establish structured feedback mechanisms by collecting input from organizations that employ their graduates. This process would facilitate the continuous improvement of Business English courses. They can implement regular surveys and focus groups to get valuable insights into the effectiveness of course content and instructional methods, ensuring alignment with workplace communication demands.

Embedding Communication, Collaboration, Critical Thinking, and Creativity into Business English pedagogy, as advocated by Ahmed (2022), can better prepare students for global and professional contexts.

Investing in professional development for instructors is vital. Training programs should focus on current trends in business communication, digital pedagogy, and the specific linguistic demands of the development sector. Investing in educator training will directly impact the quality of Business English education and better prepare students for professional environments.

4.3 Conclusion

The competency in business English is vital in Bangladesh's development sector. However, there remains a significant gap between what is taught in business English education and what is required professionally. Addressing this disparity is essential for improving employability of the fresh graduates. Continuous assessment and adaptation of curricula are essential to ensure that they meet the evolving demands of students and the labor market. If we can ensure that graduates are equipped to meet the challenges of the modern workforce, we can have a hope to mitigate the disparity between education and professional requirements.

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Appendix 1

Interview Questionnaire

This is a semi-structured interview questionnaire. It includes key questions to guide the discussion while allowing flexibility to explore your insights in greater depth. Responses will remain confidential and used solely for research purposes. Please provide honest and open answers. If clarification is needed, feel free to ask at any time.

Questionnaire for the employees working in the professionals:

This interview questionnaire is designed to gather in-depth insights into the role, challenges, and impact of Business English in the development sector of Bangladesh. Your responses will help identify skill gaps, workplace struggles, and potential areas for improvement.

1. How long have you been working in your current job?
2. Can you describe your job role and how much English you use in your daily work?
3. What is the primary language of communication in your workplace?
4. How important do you think Business English is for corporate communication in Bangladesh?
5. In which situations do you most commonly use Business English (i. e. emails, presentations, client interactions, meetings)?
6. How would you describe your own proficiency in Business English?
7. Do you feel confident using English in professional settings? Why or why not?
8. What challenges do you or your colleagues face while using Business English?
9. What challenges did you face at the earlier days of your career?
10. What challenges do you currently face in sustaining your career?
11. Do you face any trouble in your career growth and promotion?
12. What challenges the newly appointed students face in their initial days of employment?
13. Do you think there is a gap between the required Business English skills and the actual proficiency level of employees? If yes, why?
14. How do you or your organization overcome these challenges?
15. Has your organization provided any Business English training programs? If yes, how effective were they?
11. What type of training do you think would be most beneficial for improving Business English in corporate settings?
12. Do you think strong Business English skills contribute to career growth in Bangladesh's corporate sector? How?
14. Have you ever faced or witnessed career limitations due to a lack of English proficiency? Can you share any examples?
15. What changes or improvements would you suggest to enhance Business English proficiency in corporate settings?

Appendix 2

Questionnaire for the students:

This interview aims to explore your experiences and perspectives on Business English education at the university level. Your honest answers will help us to understand the present-day scenario of Business English education at the university level. Your responses will remain confidential and will be used solely for research purposes. Please answer openly and honestly.

1. What is your field of study and year of university?
2. Have you taken any Business English courses as part of your curriculum?
3. How would you describe the Business English courses offered at your university?
4. What is the title of your Business English course?
5. What topics are covered in these courses? (i. e. business writing, presentations, negotiations, etc.)
6. What teaching methods are used in your Business English classes? (i. e. lectures, group discussions, case studies, role plays, etc. or others)
7. How interactive and practical are the sessions? Do you get hands-on experience in real business communication situations?
8. What aspects of Business English do you find most challenging to learn?
9. How do instructors assess your progress in Business English?
10. Have you had opportunities to apply Business English skills outside the classroom? (i. e. internships, part-time jobs, networking events)
11. In what ways could Business English education at your university be improved to better prepare students for the workplace?
12. Do you think Business English should be made a mandatory course for all students? Why or why not?
13. What resources or tools (i. e. online platforms, business simulations, guest lectures) do you think would enhance Business English learning?
14. Any other suggestions on how Business English education can be made more effective?