

A Proposed Strategy Based on Eclectic Approach to Teach Business English for Students of International Business Management in Light of Egyptian Business Culture

استراتيجية مقترحة قائمة على المدخل الانتقائي لتدريس برنامج اللغة الإنجليزية لطلاب إدارة الأعمال الدولية في ضوء الثقافة المصرية للأعمال

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Abstract

This study aims to investigate the use of a strategy based on eclectic approach in teaching English for 3rd year IBM students at Sadat Academy for Management Sciences. The proposed strategy is used to improve business English skills. Eclectic approach is a methodology that uses a variety of appropriate language learning methods and approaches rather than committing to one method or approach. The proposed strategy is skilled-based as the instructor should tailor his method or approach to the learner's needs, knowledge, and objectives of the lesson. The current study used the analytical descriptive method for reviewing related literature and studies in a background that includes an introduction, selected relevant literature that contributed to identifying the research problem, questions, objectives, and research methodology. The present study used the quasi-experimental design for experimenting, collecting data and analyzing them to arrive at the results. The current study's findings emphasized the significance of a proposed strategy based on eclectic approach in improving business English for IBM students in light of Egyptian business culture.

Key words: eclectic approach – International Business Management – Egyptian business culture

المخلص

تهدف الدراسة الحالية إلى التحقق من استخدام استراتيجية قائمة على المدخل الانتقائي في تدريس اللغة الإنجليزية لطلاب السنة الثالثة في إدارة الأعمال الدولية (IBM) بأكاديمية السادات للعلوم الإدارية. تُستخدم الإستراتيجية المقترحة لتنمية مهارات اللغة الإنجليزية للأعمال. المدخل الانتقائي هو منهجية تستخدم مجموعة متنوعة من طرق وأساليب التدريس المناسبة لتعلم اللغة بدلاً من الالتزام بطريقة أو نهج واحد. الاستراتيجية المقترحة قائمة على تنمية المهارات اللغوية حيث تمكن القائم بالتدريس أن يصمم طريقته أو منهجه وفقاً لاحتياجات المتعلم ومعرفته وأهداف الدرس. استخدمت الدراسة الحالية المنهج الوصفي التحليلي لمراجعة المؤلفات والدراسات ذات الصلة في خلفية تتضمن مقدمة ، وأدبيات مختارة ذات صلة ساهمت في تحديد مشكلة البحث ، والأسئلة ، والأهداف ، ومنهجية البحث. كما استخدمت الدراسة الحالية التصميم شبه التجريبي للتجريب وجمع البيانات وتحليلها للوصول إلى النتائج. حيث أكدت نتائج الدراسة الحالية على أهمية الاستراتيجية المقترحة القائمة على المدخل الانتقائي في تنمية اللغة الإنجليزية للأعمال لطلاب (IBM) في ضوء الثقافة المصرية للأعمال.

Introduction

English has grown in prominence around the globe, and it now plays a vital role in social, financial, and interpersonal aspects. Since English is used in the workplace, everyone ought to be proficient in the language. English instructor is crucial in helping students strengthen their linguistic competence that requires a great effort from the instructor to develop students' essential skills. It will be simple for the instructor to improve communication skills in students if he is equipped with various approaches and ways to apply them. (N. Sagar ;& T. Afzal, 2019)

The desire for further efficient techniques to teach English has dominated the history of language acquisition. Though a lot of effort has been made to address these and other essential topics in language education, the field is always looking for new ways and fundamental issues, as well as the efficacy of various instructional strategies and methodologies. Language teaching, according to Richards and Rodgers (2001), emerged as the profession of the modern period. Within the first half of the twentieth century, the entire basis for the modern language teaching was laid. A variety of learning and teaching strategies and techniques have been created ever since. (Mwanza, D., 2017)

Research Problem

Students of 3rd year IBM at Sadat Academy could not participate effectively in different learning situations and class activities. In addition, they could not grasp key concepts about Egypt's present business issues both locally and globally. This weakness is due to the shortcomings of the teaching strategies used in teaching business English for those students.

Research Questions

The following questions must be answered in order to solve the research's multifaceted and challenging problem:

Question 1: What is the appropriate approach for improving English skills for IBM students?

Question 2: What are the current concepts required by IBM students in light of Egypt' current business issues?

Question 3: What is the proposed vision for redesigning the units used for teaching

Business English in light of the eclectic approach and Egyptian business culture?

Question 4: What is the effect of using eclectic approach on business English acquisition in light of Egyptian business culture?

Research Hypotheses

1. There is a statistically significant difference between the mean scores of the experimental group and those of the control group in the post-administration of the business English test, in favor of the experimental group.
2. There is a statistically significant difference between the mean scores of the experimental group in the pre-administration and the post-administration of the business English test, in favor of the post-administration.

Research Aim and Objectives

This research aims at proposing a strategy based on eclectic approach to improve business English for IBM students in light of Egyptian business culture to raise awareness among students of current Egyptian business issues.

In order to attain the research aim, the following research objectives should be met:

1. Examining IBM students' present needs in light of Egyptian business culture
2. Addressing the most essential English skills demanded by IBM students
3. Proposing a strategy based on eclectic approach for IBM students to develop their English acquisition

Research Significance

1. It encompasses a diverse set of teaching approaches that are influenced by a variety of theoretical frameworks.
2. It supports generating authentic situations as the eclectic method streamlines the learning process.
3. It enables teachers to select from a variety of teaching strategies for each lesson in order to meet the objectives.
4. A variety of multimedia and educational tools aid comprehension that save a lot of time while offering classroom activities.
5. It satisfies the needs of multinational corporations from IBM students.
6. Students gain hands-on experience, full understanding of specialized business concepts, efficient business English

proficiency.

7. Students become more interactive, driven, and enthusiastic in their abilities.
8. Learners should strengthen their management English skills in order to boost in their careers or expand into new areas as international experts.
9. It is vital for business English program designers to comprehend learners' prerequisites, demands, study aims and objectives, incentives and techniques, and, ultimately, advantages and shortcomings.

Research Limitations

The scope of this research was limited to:

1. Proposing a strategy based on eclectic approach in teaching business English program in light of Egyptian business culture.
2. Developing business English acquisition for 3rd year IBM students, Faculty of Management Sciences at Sadat Academy for Management Sciences.

Research Methodology

The researcher used the following procedures to answer the re-:search questions

1. Conducting a review of the literature and previous re-:search linked to the current study in the following criteria

- Eclectic approach
- Common strategies used in eclectic approach
- International Business Management (IBM)
- Egyptian business culture

2. Addressing the relevant business English skills required for 3rd year IBM students through two questionnaires, for students and teachers, prepared by the researcher
3. Designing the units using the proposed strategy based on eclectic approach in light of Egyptian business culture
4. Establishing appropriate activities for the proposed units
5. Administering the pre-administration of the test on the two groups to ensure the equivalence in their level of business English
6. Carrying out the research experiment; i.e., teaching the experimental group by using the proposed strategy of eclectic approach in Egyptian-specific texts while the traditional methods used for the control group
7. Administering the post-administration of the test on the two groups, and calculating the differences between their pre and post mean scores through statistical analysis.
8. Validating the research hypotheses, answering its questions, discussing its results and coming to conclusions
9. Analyzing and discussing research findings
10. Reaching a conclusion based on the procedures that have already been completed

Theoretical Background

English Language Teaching (ELT) has become one of the major growth industries around the world. Students are learning English language to pursue their higher studies and also get employment. ELT adopted various approaches, methods and strategies. It was beneficial to have a comprehensive approach that integrates different techniques, methods and strategies in one, as in the

eclectic approach. The eclectic approach takes the advantages of a number of techniques and methods together depending on the learning environment and the learners' needs. Therefore, the literature and studies relating to the current study in the fields of eclectic approach, International Business Management (IBM), and Egyptian business culture are represented in the theoretical section.

1. Eclectic Approach

In teaching a new language, especially English, instructors use a range of techniques, strategies, and tactics. Various teaching methodologies are developed through continuous review and research. Grammar Translation Method, Direct Method, Audio-Lingual Method, and Communicative Language Teaching (CLT) are the most popular, and educators use a variety of approaches and tactics to keep it efficient and appealing. There has been a growing desire for a unified model of language instruction. The Eclectic approach is the key, and it really is a way that blends diverse strategies. This method is dependent on the lesson's goals and the learners' skills. (Rao, P., 2018)

Pillars of Eclectic Approach

Grammar-Translation Method. In order to teach foreign languages, the Grammar-Translation Method focuses on translating sentences and texts from the target language to the mother tongue. This technique helps learners to acquire a foreign language simply by memorizing the rules. (Kho, Mu-Jeong, 2016)

The Direct Method. It is a different way of foreign language instruction. Through the use of illustration and visual elements, meaning is directly delivered in the target language in this method. The major goal of this strategy is to help learners improve their communication skills. (Millsaps, J., 2020).

The Audio-Lingual Method. It was widely employed in the teaching of second and foreign languages. Aural Oral Approach is another name for this procedure. In everyday discussions, it stresses the acquisition of structures and patterns. To make teaching vocabulary more successful, audio-visual aids are used, with the major focus on pronunciation and tone and pitch patterns. Teachers execute this strategy by using recordings, visuals, and language labs. **(Mart, C., 2013)**

Communicative Language Teaching (CLT). CLT helps learners improve their communication skills. Grammatical proficiency, communicative functions, and knowledge acquisition are the three components of communicative competence, according to **Canale, M. ;& Swain, M. (1980)**. Learners communicate with one another to study and practice the new language effectively. Learners talk with partners about their individual opinions, and teachers teach themes that aren't strictly related to grammar in order to help students improve their language abilities in any setting. **(Richards, J., 2006)**

The Silent Way. The instructor says little in Silent Way, leaving learners to figure out the expression for their own selves. Instead of expecting learners to memorize and regurgitate the knowledge that was given, the instructor supports learning. The significance of exploration and creativity is emphasized in this strategy, which leads to real instruction instead of remembering and repeating the subject matter. **(Messum, P., 2012)**

Suggestopedia. It gives learners confidence, ease, and relaxation so that they can improve learning. A suggestopedia discussion contains three primary parts: a restatement of the previous classes, an introduction of the learning experience, and a discussion of the

learning segment. **(Arulselvi, E., 2017)**

The Lexical Approach. It stresses that terms and expressions, not grammar rules, are the basic components for new language learning. The basic concept behind this method is to acquire genuine English rather than the language contained in curricula. (Clark, G., 2015)

The Cognitive Approach. It differs from behaviorism in that it addresses cognitive functions such as remembering and solving problems, whereas behaviorism does not. In the task of learning language, this approach helps learners build an intentional and rational thought pattern. Learners can employ cognitive methods to help them acquire and then use the language effectively. **(Kharrāzi, S. ;& Delgoshāee, Y., 2010)**

Task-Based Language Learning. The emphasis of Task-Based Language Learning is on the activity instead of the language. The learners are assigned a job, and the instructor offer a helping hand, providing some language training to clear up their doubts and difficulties as they do the job. The language classes are solely dependent on the language comprehension outcomes of the learners' learning opportunities. (Richards, J. ;& Rodgers, T., 2010)

EFL instructors have employed a variety of methods, approaches, and techniques for effective language acquisition however they may not be capable of teaching the language successfully using a single way. This leads to the quest for a unifying strategy that incorporates various methods, approaches, and strategies. The Eclectic Approach demonstrates a unified approach to language acquisition that is flexible and adaptive.

Definition of Eclectic Approach

Eclectic approach is “a method of language education that combines various approaches and methodologies to teach language

depending on the aims of the lesson and the abilities of the learners”.
(BBC)

According to Weideman (2001), eclecticism has become so commonly agreed

nowadays. Many excellent teachers use it confidently as a term to characterise their

instruction, presenting it practically as a symbol of pride.

The eclectic approach, according to Kumar (2013), is “a combination of different methods of teaching and learning approaches”. Larsen-Freeman 2000 ;& Mellow 2000, 2002 define eclectic approach as it entails using a range of linguistic instructional strategies, all of which are distinctive in their own privilege and may be empowered by a set of possible preconceptions about learning.

The eclectic approach, according to Gao (2011), is “not a concrete, single method, but a method, which combines listening, speaking, reading, and writing and includes some practice in the classroom”.

The current study defines eclectic approach as selecting the appropriate methods which are based on the nature of the course, each lesson, learners’ needs and learning experiences, and students’ culture.

Key Features of Eclectic Approach

Ali (1981); & Rao, P. (2018) mentioned that English language learners’ desire is to find innovative and exciting ways of learning. Therefore, English teachers prefer adopting an approach that enhances benefits of several methods, approaches and strategies while also ensuring that students learn the language in a welcoming and comfortable environment. The following are the common features of an eclectic approach that have been thoroughly examined:

- It encompasses a wide range of learning activities and provides learners with a break from boredom.
- Eclecticism entails a wide range of instructional practices that are inspired by many conceptual frameworks.
- It guarantees the teacher's ongoing thought and regeneration.
- It improves the interaction between students by creating a positive learning environment.
- The Eclectic approach makes it easier and more possible for learners to interpret text language in a cultural context.
- It makes it easier to accomplish goals.
- It's the ideal setting for extensive role-playing and "authentic" practices.
- An eclectic learning approach is an important aspect of the whole learning experience.
- It combines listening, speaking, reading, and writing into a harmonious unity.
- It suggests that, depending on the learners' abilities, any technique or strategy can be applied.
- The Eclectic model allows instructors to use any learning method that is appropriate for achieving objectives.
- The learning experience becomes more straightforward and enjoyable.
- The eclectic perspective has the ability to keep instructors flexible and open to new ideas.
- The eclectic approach simplifies the learning process by establishing authentic circumstances.
- Resolving problems that may arise during the presenting of handbook contents

- Eventually, it reduces the amount of time and effort required to perform linguistic exercises.

Advantages of the Eclectic Approach

Sagar, N. ;& Afzal, T., (2019) ,& Ali (1981) asserted that eclectic approach includes the following advantages:

- Learners become more alert and responsive.
- Learners have more opportunity to build their own talents.
- Active engagement is increased.
- It tends to make learning experience more interesting and pleasurable.
- It helps to relieve the stress while also ensuring improved understanding.
- It encourages a better classroom management and motivation in course, as well as allowing for group discussions.
- It allows teachers to choose alternative teaching strategies for each lesson in order to achieve the particular lesson objectives.
- Different types of multimedia and teaching resources assist comprehension.
- It saves a significant amount of time while providing classroom tasks.
- Providing the learner with the effective communication skills that are needed to deal with different situations
- Promoting a good knowledge in a specific setting that is significant to today's culture. (Reform English Syllabus, 1977:4)

The Role of the Teacher in Eclectic Approach

The teacher's role in the eclectic approach is as a facilitator and advisor. The teacher organizes the class and supports course supplies. According to Li (2012), the teacher organizes and guides the learning

process. The teacher helps students learn by organizing materials in the session and acting as a source of knowledge as well. A writing task is also used by the teacher to evaluate the lesson's progress. The teacher also provides comments when coming to end the session based on the session's purpose and subject.

Furthermore, according to Wali (2009), teachers must be well-prepared in order for the class to be well-organized and run effectively. Teachers frequently act as learning directors, with students acting as performers in the learning experience. Kumaravadivelu (2006) adds that the teacher should ensure student autonomy and societal relevance of the issue. The content and tasks must be related to the learners' culture. It thus indicates that teachers ought to be explorers who are knowledgeable of the learners' and community's cultures. Additionally, the teacher should promote linguistic understanding among students.

The Role of the Learner in Eclectic Approach

The learner's roles are characterized by Li (2012) as the following: The class revolves around the students who perform various functions. They are highly engaged in the exercise, linguistic explorers, communicators, and assessors. The instruction is affected by their requirements and desires. Each learner acts as a resource of knowledge and a supportive partner in the group collaboratively to complete tasks as a whole entity. Instead of relying solely on the teacher, they assist one another in addressing challenges. To develop self-esteem, and take charge in the learning situation, they employ brainstorming sessions to solve difficulties.

Teaching Materials

It is essential that learners find learning materials engaging and inspiring. It implies that the instructor should choose teaching

materials attentively based on the specific objectives and targets, learner requirements, and the learning topic's cultural context. Successful language teachers, according to Weidemann (2001), spend a lot of effort acquiring intriguing and appealing teaching and learning resources to achieve efficiency by choosing the appropriate educational material. Realia, conversations, text books, periodicals, newspapers, radio, movies, music, maps, photos, and computers are all available to them. There can be visual and linguistic materials employed. Television, movies, and the computer, according to Iedema (2003), are indeed effective communication tools.

According to Jewitt (2005), picture, audio, and motion have infiltrated the educational classes in creative and meaningful ways in for the twenty-first century. According to Duncan (2004), understanding may be generated in classes through an integration of audio, verbal communication speech, specific musical effects, text, and visuals. It thus indicates that teachers must not restrict themselves to speech, they can use a wealth of resources since they are suitable for the learning objectives.

1. Methodology of the Suggested Strategy

The researcher of the present study used a strategy based on a variety of teaching and learning approaches and techniques to teach the target units of the English program of 3rd year IBM students. This is the fundamental feature of eclectic approach in teaching languages by the use of different methodologies, approaches and learning activities to reach the highest level of efficiency and benefits.

- The researcher used the communicative approach and task-based approach to carry out speaking activities and writing topics like essay and paragraph writing. Group discussions, role-playing and

making presentations were common ways of communicative and task-based activities. The researcher invited students to summarize what they acquired and share their knowledge and experience after explaining life skills subjects such as good attitude, leadership, communication skills, stress management, and goal planning.

- To teach grammar, the researcher used both the grammar-translation method and the direct method. The grammar-translation method focused on translating new business phrases and texts from the target language to the mother tongue by the use of PowerPoint presentations. This assisted learners in learning a foreign language by simply memorizing the rules. It attracted students' interest and kept them from becoming bored while listening to grammar in typical classrooms. Direct method was efficient in developing students' communication skills.
- The researcher followed the bilingual approach to teach new vocabulary. After explaining the meaning of the phrases, the researcher offered examples and encouraged students to construct their own sentences. Following the teaching of vocabulary items, a quiz competition was held on topics such as synonyms, antonyms, word partnerships, one-word substitutes by initials and idioms.
- Using visual aids such as PowerPoint presentations and wikis, and multimedia like videos, webcasts and podcasts was effective for students to be involved and had a role in the learning situation.
- At first, students were reluctant and hesitated to participate; however, the researcher motivated students to participate and encouraged them to take part in activities to gain confidence in themselves and have a command of essential life skills.

- Providing helpful feedback was beneficial for students while engaging in exercises.

Using a variety of methods, approaches, and tactics was effective for the researcher to choose alternative teaching strategies and tools for each lesson in order to achieve the particular lesson objectives. In addition, it gave the chance to select these appropriate methods based on the nature of each lesson, learners' needs and the outcomes of the learning experience and students' culture as well. Thus, adopting the principles of the eclectic approach enabled students to get the most benefit of the course.

2 . International Business Management (IBM)

IBM Meaning

According to Grundy (2014), international business management is the management of corporate activities across a variety of worldwide marketplaces. It necessitates a level of experience and abilities that appear to be above and beyond what is expected of a standard successful entrepreneur. Knowledge and abilities required include familiarity with the local market and competitive situations, understanding of legal and financial requirements, and the capacity to handle multicurrency transactions and cross-border management. This collection of cross-border talents necessitates a stronger understanding of more practical aspects of marketing, finance, and the capabilities of a successful international team.

“International business concerns with multinational companies (MNEs); their administration; operations; governance; their contacts with governments; and their role in globalization and localization of economic activity,” according to C. Pitelis (2018). According to H. Ansari (2020), IBM is a course that teaches students how to build a small business into a worldwide corporation. It explains how

to use business approaches and strategies to succeed in international markets.

According to the definitions of international business management given above, it is critical for IBM students to be equipped with the necessary skills and competences to deal with challenges relating to marketing, advertising, financing, and competitiveness both locally and internationally. They must have a clear goal for their individual development as well as the success of the entire country. This can be accomplished by using different suitable methods and approaches that achieve efficiency. This can be supported by using culture-specific materials that should be relevant to their objectives in their university and institution curricula, as well as in their training programs.

The Nature of IBM Students

The University of Birmingham's International Business Management program is designed to stay up with the latest intercultural business trends. This ensures a strong link between students' future careers and equips them with the necessary interpersonal skills and practical knowledge that will appeal to future employers as well as their country. (Birmingham University, 2021)

International Perspective of IBM Students

Exporting inconsistently to other locations; having a more known effective plan; having international officials, stakeholders, or potentially sales agents in a range of countries; and possibly even having supply and/or manufacturing operations offshore are all examples of international management. Businesses can also make international mergers and acquisitions, but that's a whole separate story with its own set of risks. 'Think global, act local,' as shown by HSBC ads emphasizing the importance of honoring local consumers' com-

munity, has always been crucial in international management theory. (Grundy, 2014)

International commercial boundaries still exist, but with the advancement of technology and the development of a worldwide shared language, English makes it easier to approach the needs of a global business and a global student. As a result, the current study's researcher believes that it is critical for IBM students to have the necessary international business management abilities and competences, as well as business English skills in particular.

Skills in International Business Management

Reynolds (2016) identified seven talents that are required for international company management. These are a number of abilities needed to advance either at job or in study. Such as excellent networking skills, cross-cultural communication skills, collaboration, the impact of interpersonal relationships, flexible thinking, emotional intelligence, and resilience.

Excellent networking abilities. Working in international business necessitates the development of a strong network of contacts. According to some studies, networking is responsible for 80 percent of job placements.

Cross-cultural communication skills. Understanding how to communicate across cultures is a must-have talent. It entails making an effort to learn about, appreciate, and comprehend cultural differences. Good communication is beneficial to business. The researcher feels that learning business English is critical to overcoming cultural and management differences when travelling abroad.

Collaboration. You must be able to work well with others in order to succeed in international company. It is critical to be able to communicate and work together for a same goal. Collaboration can

open up fresh ideas and approaches to solving complex business problems.

***Interpersonal influence.* To be successful in business, you must be able to influence others. Good professional relationships are how the finest company leaders achieve influence. Interpersonal impact reduces the need for hard selling and encourages people to embrace fresh ideas. That is why it is a required skill in the Hult leadership program.**

Adaptive thinking. It is essential in the corporate world to be able to react and change fast. Adaptive thinkers flourish in a constantly changing environment, putting them in a strong position for success. Adaptive thinking skills are a tactical talent that today's global workers require.

Emotional intelligence. People that are emotionally intelligent are self-aware and in command of their emotions. In important or stressful business situations, they are better able to react calmly. As a result, the Hult International Business School is doing research into the importance of mindfulness practice in leadership development.

Resilience. In the corporate world, failure and setbacks are accepted, but defeat is not. This is when tenacity comes into play.

3 . Egyptian Business Culture

Meaning of Culture in Business

Culture can be defined as “the complex system of values, attributes, morals, and conventions shared by a society, region, or country” for business purposes. Culture is a powerful operating force that impacts our perceptions, actions, and communication. The purpose of studying culture is to broaden our awareness of it and open our eyes to new ideas so that we are not discouraged when cultural adaptation is required. Despite globalization, increased

diversity, and social networking, we must adapt and embrace new perspectives. (Loewy 2016; Guffey 2016)

Language Learning in Business Culture

Understanding the nature of the connection between language and culture is necessary for learning a new language. In real language use, it is not the case that only the forms of language carry meaning. Meaning is formed and interpreted within a cultural framework, and language offers meaning in its cultural context. In language classes, students must analyze how context effects what is said and how it is communicated. Both the learner's culture and the culture in which meaning is generated or conveyed have an impact on how possible meanings are interpreted. Because both the target language and culture, as well as the learner's own language and culture, are present and may be engaged at the same time, this is not a single-culture situation. Learning to communicate in a second language entails becoming aware of the different ways the language can be utilized. (Scarino; Liddicoat, 2009)

Features of Business Culture

Hofstede (2005) highlights cultural differences in a variety of situations, including the home, education, and, most notably, the workplace, or the business sector. The five cultural dimensions identified by Hofstede are as follows:

Power Distance. The phrase "power distance" describes how much people in a culture accept that power in society is distributed unequally. Based on a prior study of power preferences across cultures and, in particular, research that identified centralization as a hallmark of corporate organizations, Hofstede coined the term "power distance." According to the Hofstede's book, "Power and inequality, of course, are inherent aspects of any society, and anyone

with some international experience will be aware that all societies are uneven, but some are more unequal than others.” Essentially, this dimension depicts how a society regards various forms of authority. On this level, cultural comparisons reveal the amount to which subordinates rely on their superiors.

Individualism Vs Collectivism. The individual’s relationship with the collective is addressed in this dimension

To what extent are persons in society self-sufficient, and to what extent are they members of a group? This particular construct, which may be found in both ancient and modern societies, is still successful in many philosophical areas, including sociology, anthropology, and psychology.

Masculine Vs Feminine. Certain civilizations, according to Hofstede, can be categorized as either forceful and competitive (masculine in nature) or compassionate and nurturing (feminine in nature) (feminine in nature). Hofstede emphasizes traditional gender roles: masculine values like achievement and power are used to identify societies along this dimension, whereas feminine values like caring for others and being less self-centered are used to identify societies along this dimension. However, when a culture is examined in terms of the workplace, this component reveals considerable differences in work attitudes between cultures.

Uncertainty/ Ambiguity Avoidance. This fourth dimension measures how at ease people in a given society are with ambiguity. To what extent do they feel intimidated by unknown and risky circumstances? How important is regularity in their personal lives, as well as specified workplace rules and processes? In societies that avoid uncertainty, life is viewed as a battle against worry and stress. They may be willing to face known dangers, but they will not take

the chance of the unknown. As a result, they are often reluctant to change or deviations from the norm. They revere those in positions of authority who have the “right” answers and set rules to avoid uncertainty. Ambiguity does not upset cultures with a low level of uncertainty avoidance, and differences are generally tolerated.

Short-Term Versus Long-Term Values. Short-term values are those that are more static and oriented toward the past and now; long-term values are more dynamic and oriented toward the future. A short-term perspective includes cultivating values linked with the past and present, such as respect for tradition, face preservation, and societal responsibilities. A long-term orientation is characterized by the cultivation of future-oriented ideals, particularly perseverance and thrift, the ranking of relationships by status, and a sense of shame.

For IBM students and businesses, learning the four skills of English as a universal language is critical, according to this study’s researcher. Furthermore, using a variety of effective methods and approaches to teach English for business students is effective in achieving competence. In order to succeed, it is also vital to have culture-specific material to raise students’ awareness of Egyptian interests and issues. This validated the effectiveness of a suggested strategy based on eclectic approach in building business English skills for IBM students.

Research Instruments

The data of this research is part of a larger study on developing ESP program for IBM students. The researcher used semi-structured interviews as a research instrument. The semi-structured interviews included 19 students and 4 business English professors who were chosen at random. Seven interview questions for students were

developed to answer the research questions of the current study and test hypotheses drawn from them. Two questionnaires, for students and teachers, prepared by the researcher, were derived from the interviews and administered to learn about the students' needs as well as the expectations and suggestions of IBM professors for effective culture-specific materials. The questionnaires include a part of open questions on the aim, difficulties and reasons for studying business English, and another part on the skills required, preferred textbooks and students' needs from IBM courses. These questionnaires are not only completely arbitrary questions, but there is also a feedback section for comments and reviews of the contents. It aided the researcher in implementing appropriate feedback and evaluation strategies during the course's execution.

A pre-post test for the units to be studied is arbitrated in order to gain a better understanding of the students' background in business English in the selected units (pre-administration) of the pre-post test, and to ensure that the groups (control and experimental) are equal in terms of the research variables. The items and objectives of the units to be taught were used to prepare the pre-post test.

The pre-post test follows the progress and efficiency type in asking students to read a text that is relevant to the issues studied and students answer 5 questions regarding the text. These questions include: fill in the gaps, find the word that means, explain the meaning of a sentence in your own words, give synonyms and antonyms, and justification question. In addition, it follows the diagnostic type in which students write their own inferences regarding their opinions on a studied issue in a piece of writing. This helps in testing students' strengths and weaknesses with English. Moreover, using the selection type as in 30 multiple-choice questions that gives an analysis on students' real progress in learning new vocabulary and terminology.

From these findings and the outcomes of the results of previous tests for the same specialization , the researcher developed the five units of IBM English program. This program consists of five units, (unit 15: “Working in international project groups”); unit (16: “Giving new recruits an international outlook”); (unit 17: “Improving the skills of international leaders”); (unit 18: “Hiring university graduates from China”), and (unit 15: “Liability”). The researcher considered the Egyptian business culture when developing the units.

Research Experiment

- a. Choosing a random study sample from the research community. It was divided into two groups, experimental and control, at random.
- b. Using the pre-administration of the pre-post test on the two groups.
- c. Teaching the units to be taught in the research experiment using eclectic approach
in light of the Egyptian business culture while teaching the traditional units for the
control group.
- d. Using the pre-post test on the two groups as the post-administration of the pre-post test
- e. Following the completion of the test and the collection of the students' scores,
Mann-Whitney test and Wilcoxon test were used for conducting the results of the
study.

Treatment

The course lasted 12 sessions over the semester, each session lasted two hours and was held once a week. The experiment lasted around three months, beginning on March 21st, 2021 and continued till June 29th, 2021. Brainstorming activities, main activities, and closing activities make up each unit. In the process of constructing the materials, the researcher incorporated concepts of eclectic approach, such as combining some language abilities in one unit by employing multiple strategies. After the experiment was completed, the pre-post test was given a second time. The goal of this procedure was to see how eclectic approach affected the development of business English among IBM students.

Data Analysis

Since ($n < 30$) for both of the experimental group and the control group, and the distribution of the two groups is not normal, the researcher used nonparametric tests. Nonparametric tests are statistical analysis techniques that do not demand a distribution to be evaluated to reach the necessary assumptions (especially if the sample data follows a non-normal distribution). Thus, nonparametric tests such as Mann-Whitney U Test and Wilcoxon Signed Rank Test were used to analyze the data of the current research.

Mann-Whitney U test formula was used for the two groups' samples to ensure that there was no statistically significant difference between mean scores of the experimental group and the control group before the experiment, and that any development in the experimental group's business English would be due to using material based on culture-specific in teaching them during the experiment.

The following table (5.1) shows that there was no statistically significant difference between the mean scores of the experimental

group and the control group on the pre-administration of business English test before the experiment; they proved to be equivalent.

Groups	N	Mean Ranks	S.D.	RX (SUM OF RANKS)	Mann-Whitney (U obt)	Z Calcu- lated	Z Tabulated	Sig. Level
Exp.	23	17.35	4.46	548	257	1.65	1.96	We can not re- ject H0 at 95% confidence lev- el (Insignificant difference)
Control	23	17.63	6.27	533				

Table 5.1: The Difference between the Mean Ranks of the Experimental Group and the Control Group on the Pre-administration of Business English Test

- The First Hypothesis. The following table showed that there was a statistically significant difference between the mean scores of the experimental group and the control group students of 3rd year IBM students on the post-administration of the business English test, and that any development in the experimental group's business English would be due to using a strategy based on eclectic approach in teaching them during the experiment.

Group	N	Means	S.D.	RX (SUM OF RANKS)	Mann- Whitney (U) Value	Z Calculated	Z Tabulated	Level of Sig- nificance
Experimen- tal	23	32.609	5.123	669.00	136.000	2.829	1.64	Significant at 0.05
Control	23	26.674	7.236	412.00				

Table (5.2): The Difference between the Mean Scores of the

Experimental Group and Control Group on Post-administration of Business English Test

The above table (5.2) confirms the following:

1. The experimental group students' mean score (32.609) was higher than the mean score of the control group students (26.674) on the post-administration of the business English test. This showed that the experimental group' students attained higher scores than the control group students in the post-administration of the business English test due to the use of a strategy based on eclectic approach in teaching them.
 2. The calculated "Z" value (2.829) was significantly higher than the tabulated "Z" value (1.64) at the (0.05) level of significance. Thus, there was a statistically significant difference between the experimental group's students and the control group's students' mean scores on the post-administration of the business English test in favor of the experimental group's students. Thus, the first hypothesis of the study was verified.
- **The Second Hypothesis.** The following table showed that there was a statistically significant difference between the mean scores of the students of the experimental group in pre-administration and post-administration of the business English test, in favor of the post-administration of the test, and that any development in the experimental group's business English post-test would be due to using a strategy based on eclectic approach in teaching them during the experiment.

Wilcoxon Signed Ranks Test

Experimental	N	Mean	Std. Deviation	Mean Rank	Some of Ranks	Z Calculated	Z Tabulated	Level of Significance
Pre-test	23	17.35	4.46	12.00	276.00	4.201	1.96	Significant
Post-test	23	32.61	5.12					at 0.05

Table (5.3): The Difference between the Mean Scores of the Experimental Group on

Pre-administration and Post-administration of Business English Test

The above table (5.3) confirms the following:

1. The experimental group students' mean score of the post-administration (32.61) was higher than the mean score of the pre-administration (17.35), in favor of the post-administration of the business English test. This showed that the experimental group' students attained higher scores in the post-administration of the business English test due to the use of a strategy based on eclectic approach in teaching them.
2. The calculated "Z" value (4.201) was significantly higher than the tabulated "Z" value (1.96) at the (0.05) level of significance. Thus, there was a statistically significant difference between the experimental group's mean scores on the pre-administration and post-administration of the business English test in favor of the experimental group's post-administration of the test. Thus, the second hypothesis of the study was verified.

Research Results

The findings of this study, combined with findings from earlier studies and literature, highlighted the importance of programs that attempt to improve business English by utilizing an eclectic approach in light of the students' own culture. Mwanza, D. M (2017) concludes that the eclectic approach arose from the realization that each method had strengths and shortcomings, and that no single method could respond to the challenging classroom environment. As a result of the approaches' shortcomings, Brown (2002) proposes eclecticism as a remedy since it allows teachers to choose what works best in their unique dynamic situations. According to Gilliland, James, and Bowman (1994), the argument for the eclectic approach is based on the shortcomings of the single approach, which has a restricted conceptualization and a limited collection of activities, making it rigid.

According to Gao (2011), eclecticism requires teachers to guarantee that every decision concerning instructional practices and activities is based on a full and integrated grasp of all theories of learning and related pedagogies, in terms of the aim and framework of language learning, the requirements of the learners, materials accessible, how language is learned, and what teaching entails.

Wali (2009) explains one of the principles of eclecticism is that teaching should benefit learners rather than approaches. As a result, teachers should select the appropriate methods and tactics and processes them in class. There is no perfect method for learning a language. Each has advantages and disadvantages. Certain procedures are not subject to royalties. Teachers should be aware that they have the freedom to choose the finest methods and approaches in any method based on the requirements and circumstances of their students. Learners should practice through role play, problem solving

activities, debate, and group discussion, according to Li (2012).

Conclusion

Business English is an eclectic set of teaching approaches that are influenced by a variety of theoretical frameworks. Students gain hands-on experience, full understanding of specialized business concepts, efficient business English proficiency, and rising training by using specialized programs for integrating the four skills of the English language. That is confirmed from the conclusions and results of the mentioned literature and previous studies that using a suggested strategy based on eclectic approach improves business English acquisition for international business management students.

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