

## Using digital platforms to develop Commercial English language Skills of Alzarka institute first year Students

Dr . Noha Ibrahim Fathy

Vice of Academic Development and International Cooperation agency  
Higher Institute of Computer and Business Administration in Zarka, Damietta

### Abstract:

Commercial English is one of the examples of the English for a specific purpose, in the case of Commercial English, it is largely used in international trade by many whose primary spoken or written language in English. in a globally connected world, Commercial English is becoming increasingly important as more and more companies need their staff to be multi-lingual language. the goal of any Commercial English course is to allow its users to effectively communicate with others in a business environment, whether that communication is in correspondence, face to face meetings, or other methods. therefore, a Commercial English language may include topics such as business English reading, letters, and resumes, Commercial phrases, or terms of sale, advertising, and marketing. There for the importance of the following research to emphasis and Developing Commercial English language Skills of Alzarka institute first year Students.

**keywords:** English for specific purposes (ESP), Commercial English, learner/student's needs

استخدام المنصات الرقمية لتنمية مهارات اللغة الإنجليزية التجارية لدى طلاب الفرقة الأولى معهد الزرقا  
د . نهى ابراهيم فتحى

نائب وكالة التطوير الأكاديمي والتعاون الدولي بالمعهد العالي للحاسب الآلي وإدارة الأعمال الزرقا دمياط

### ملخص البحث باللغة العربية :

اللغة الإنجليزية التجارية هي أحد التخصصات لدراسة اللغة الإنجليزية لغرض محدد ، في حالة اللغة الإنجليزية التجارية ، يتم استخدامها بشكل كبير في التجارة الدولية من قبل العديد من لغتهم الأساسية المنطوقة أو المكتوبة باللغة الإنجليزية. في عالم متصل عالمياً ، أصبحت اللغة الإنجليزية التجارية مهمة بشكل متزايد حيث تحتاج المزيد والمزيد من الشركات إلى موظفيها ليكونوا لغة متعددة اللغات. الهدف من أي دورة تدريبية في اللغة الإنجليزية التجارية هو السماح لمستخدميها بالتواصل بشكل فعال مع الآخرين في بيئة الأعمال ، سواء كان هذا التواصل في المراسلات أو الاجتماعات وجهًا لوجه أو طرق أخرى. لذلك ، قد تتضمن اللغة الإنجليزية التجارية موضوعات مثل قراءة اللغة الإنجليزية للأعمال ، والرسائل ، والسير الذاتية ، والعبارات التجارية ، أو شروط البيع ، والإعلان ، والتسويق . ومن هنا تجلت أهمية للبحث التالي في التأكيد على تطوير مهارات اللغة الإنجليزية التجارية لدى طلاب الفرقة الأولى بمعهد الزرقا باستخدام المنصات الرقمية

الكلمات المفتاحية : اللغة الإنجليزية لأغراض محددة (ESP) ، واللغة الإنجليزية التجارية، واحتياجات المتعلم/ الطالب.

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### **Introduction:**

Nowadays, English is considered to be the “language of communication” even English as an international language, nowadays the people in this world required to learn English, which has resulted in a huge demand for the teachers of English. however, the gradual economic globalization, among other factors, has brought about the great demand of one other aspect within English language teaching (ELT) that is, the teaching of ESP (English for specific purposes). the teaching of English for specific purposes (ESP) has been seen as a separate activity within English language teaching (ELT). it is believed that for some of its teaching ESP has developed its own methodology and its research draws on research from various disciplines in addition to applied linguistics – this is the key distinguishing characteristic of ESP., if sometimes moved away from the established trends in general ELT, has always been with needs analysis and preparing learners to communicate effectively in the tasks prescribed by their field of study or work situation.

Concept of “communication” differs from one specialty to another, depending on the kind of human activity. Commercial English is not the same as scientific or political English. teaching English in these contexts is called English for specific purposes

Language for a purpose means the use of English for “real and immediate communicative purposes”. the term ESP resulted from an urgent call for matching up the English courses and learners’ needs. ESP is characterized by three aspects: needs analysis, time (its courses are restricted to a limited time), and language which is learnt to acquire knowledge of the discipline in English and not for the sake of having a general education

Commercial English must be seen in the larger context of English for specific purposes (ESP) as it shares the important characteristics of needs analysis, syllabus design, course design, materials selection and development which are common to all fields of work in ESP. as with other varieties of ESP, Commercial English involves a specific language corpus and emphasis on specific types of communication in a specific context. however, it was pointed

out that business English is different from other varieties of ESP due to its mix of specific content and general content .

ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. Commercial English is one of the forms of the language used for a specific purpose. In the case of Commercial English, it is largely used in international trade by many whose primary spoken or written language is not English. in a globally connected world, Commercial English is becoming increasingly important as more and more companies need their staff to be multi- lingual. the ultimate goal of any Commercial English course is to allow its users to effectively communicate with others in a business environment, whether that communication is in correspondence, face to face meetings, or other methods. therefore, a Commercial English language course may include topics such as Commercial English in reading, writing letters and resumes, business phrases, or terms of sale, advertising, and marketing aspect. theoretical review overview of English for specific purposes (ESP) English for specific purposes This field became increasingly aware that general English courses frequently did not meet learner or employers' needs. as English continues to dominate as the lingua franca of business, media, technology, medicine, education, and research, the demand for ESP is growing rapidly, particularly EFL countries where English is mainly used for instrumental purposes. people in these countries, including Albania, learn English in order to fulfill the school curriculum requirement, to pass standardized English proficiency tests, or to obtain a promotion or professional development at work. instead of learning English for such purposes, isn't it better and in their favor to learn English is regarding their professional fields so that they can easily find a job in their future and can also be more professional. English for specific purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain. although the acronym ESP had earlier stood for English for special purpose, the word special was soon replaced with specific, since it places more emphasis on purpose or purposefulness. in other words, it implies that the use of English is specific, and connected to professions, institutional procedures and occupational requirements.

### **Study problem statement:**

## **What are the digital platform used to Develop Commercial English Skills of Alzarka institute Students?**

To answer this question the researcher, try to measure effectiveness in learning. the description as follow:

### **1. learning speed**

ESP results in faster acquisition of required linguistic items. this is because it follows the pattern of the native speakers' acquisition of language for specific purposes, in which speakers learn what they need, when they need it, in authentic, content-based contexts. ESP does not only follow this pattern, but also improves upon it by providing an opportunity to learn in an accelerated, intensive context

### **2. learning efficiency**

on an ESP course, the trainees make the maximal use of their learning resources, all of which are brought to bear on acquiring specific, pre identified linguistic items and skills. obviously, the needs analysis is of vital importance here since it enables trainers to determine the specific requirements of trainees.

### **3. learning effectiveness.**

on completion of an ESP course, the trainees are ready to use language appropriately and correctly in job related tasks, which have been identified prior to the course by means of a need's analysis. accordingly, English becomes usable immediately in the employment context. in addition, the trainees are prepared for further job-related training in English. such preparation will result in greater academic performance since no time is wasted in acquiring the necessary language the benefits of ESP can be brought out further by contrasting ESP courses with general English courses. such courses deal with many different topics, necessarily at a superficial level.

In addition, students deal with many different skills, usually attempting to give equal treatment to each. due to the general nature of these courses, they can be extremely useful, which is why they comprise the vast majority of English courses. however, for students with specific learning needs, they are seriously lacking because their scope is too wide. The students learn many irrelevant things. relevant material, if it is included at all, is treated in insufficient depth. These deficiencies cause the acquisition of the required linguistic items to be slow and minimal, and upon the completion of the course, the students are not prepared to function effectively in the required employment contexts.

### **Research procedures :**

The researcher followed the steps below to achieve the aims of the research

1. Needs analysis: what do students need to know in order to face the requirements of their future job environment?

2. Assessment of level: using written tests, we can see what level of language students have at the beginning of the course.
3. Syllabus: set courses, like the ones taught in colleges, should have a fixed objectives and syllabus
4. Course objectives: should be defined in relation to the needs analysis findings; in the case of pre-experience learners they can be worded in terms of their course of study or in terms of required language improvement (command of structures, functions etc.)
5. Time: in the case of college language training, time is limited so the course should be structured according to the duration (number of weeks, semesters etc.)
6. Learner expectations: in the case of business English, learners are likely to be more goal- orientated and to expect success
7. Evaluation of progress: written or oral examination, dependent on particular circumstances. what is certain is that a key feature of an ESP course is that the content and objectives of the course are directed towards the specific needs of the learners. this means that ESP courses focus on the language, skills, and genres appropriate to the specific activities the learners need to carry out in English

### **Research results and discussions**

The knowledge of English as a second language has always been a great challenge for students with a low level in this language. because most of them do not have a strong motivation to learn it, and it may have become clear recently that this problem has been steadily exacerbating; For the existence of a non-interactive and non-fun learning environment, and therefore, the development of technology and its tools enabled those involved in education to create an advanced, specialized and influential educational environment in the English language learning environment in Palestine and other countries of the world, and it is educationally remarkable that the interaction between students and modern technology reduces the feeling insecure about learning it; Therefore, it is believed that the use of technology - or what is called educational platforms in the process of learning the English language - helps students to acquire this language better than relying on the capabilities of teachers in traditional classes (the class in which education is a confrontation between the student and the teacher).

### **Educational electronic platform:**

Perhaps the accuracy of the interest begins with defining the concept of the educational electronic platform by saying that it is: an interactive educational environment that employs web technology, combines the advantages of electronic

content management systems and social networks (Facebook), and enables learners to publish lessons and objectives, set assignments, and apply educational activities, and communication with teachers through various technologies, as it enables teachers to conduct electronic tests, distribute roles, and divide students into work groups, and helps to exchange ideas and performance between teachers and students, and share scientific content; Which helps to achieve high quality educational outcomes.

Thus, it has become clear to us, from the aforementioned, that the use of educational electronic platforms in learning English is not only beneficial, but also a basis in this world in which we live, and there are benefits that we can obtain from the use of electronic educational platforms in learning English, represented in the following:

First: It provides opportunities for individual education in a parallel and appropriate manner for all students who learn English as a second language. This method enables students to discover their own educational methods that suit them, through various applications and means, which encourages students to learn the language.

It should be noted that modern technology has enabled students to enter and obtain information at any time and from anywhere. This gave students great flexibility to search and investigate in order to obtain information. You only need to log in to the Internet, and then you can get the information you want quickly and easily.

Second: Blended education via electronic platforms relieves students of time and cost barriers. In this case, students save themselves the costs of traveling to the university daily and enable them to study at any time convenient for them, which allows those who are not fortunate enough to study in traditional universities. Because of material conditions, or because of work, or any other reason, they learn the subject they want, and this type of education gives students the opportunity to learn new information, enhances their self-confidence, and enables them to be creative in their field of specialization, through applications that can be used. On these platforms; Therefore, lecturers should encourage students to use this language formally and naturally within an appropriate and restricted learning environment.

Third: The use of language can be developed through electronic social media. good electronic programs available; To teach English - Focuses on the importance of developing self-confidence in teaching English.

It should be noted that convenient and easy means of media and social communication - these days - are among the important digital tools for many students, in order to achieve linguistic competence, and they feel comfortable and self-confident in using these means.

It is noticeable that students' use of the English language will increase through exchanging opinions with their peers, joining educational and cultural linguistic forums, and organizing meetings with other students using the English language, through these electronic means and modern technology. Because it gives them the opportunity to use the language, and then, their self-confidence enables them to use the language, and works on the rapid growth of their linguistic sufficiency, and on the development of their linguistic vocabulary in a more developed way, and accordingly, when students have sufficient opportunity to interact and use language programs through modern technology An elegant and flexible use that works to develop the four language skills: (writing, reading, listening, and speaking) alike.

Fourth: Digital technology can develop a better relationship between teachers and students by using electronic educational tools via the Internet. This helps teachers improve their educational giving, and keeps students engaged and in constant contact with the educational process.

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