A CASE STUDY OF THE GOALS OF THE BUSINESS COMMUNICATION COURSE AT TECHNIKON WITWATERSRAND

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MTHUTHUZELI RUBIN VONGO

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Abstract

At Technikon Witwatersrand, Business Communication is offered as a service subject, which is compulsory for a variety of diplomas and the majority of students are obligated to do the course. Its broad intention is to assist students in developing their proficiency in English, enabling them to cope with studying at Technikon and preparing them for the workplace.

Despite the fact that the course is designed to assist them, many students question why they have to do the course and whether it is simply a repetition of high school work.

The study attempts to examine the implicit and explicit goals of Business Communication, to explore the process through which the goals have been developed and changed over the years (i.e. how the goals have been constructed), and to elicit and compare the perspectives of the different stakeholder groups as to the goals.

Both a qualitative and a quantitative approach are used in the research design. Interviews with four fulltime lecturers were conducted and a self-designed questionnaire was administered to students. These were the main means of data collection. The data reveals that the goals of Business Communication are implied rather than explicit. Despite this, students and lecturers see the course as important. Recommendations are made to help the Department of Business Communication to reflect on their practice with particular emphasis given to material development and the application of OBE principles.

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Chapter 1: Introduction

The research described in this thesis focuses on the goals of the Business Communication 1 course at Technikon Witwatersrand. At Technikon Witwatersrand, Business Communication 1 is offered as a service subject which is compulsory for a variety of diplomas, with the result that the majority of students are obligated to do the course. It has a disciplinary background of Communication. Its broad intention is to assist students in developing their proficiency in English, enabling them to cope with studying at Technikon and preparing them for the workplace.

Despite the fact that the course is designed to assist them, many students question why they have to do the course and whether it is simply a repetition of high school work. They query the content of the course and do not perceive it as useful. This was of concern to me because it resulted in negativity towards the course and a reluctance to take it seriously and engage in tasks.

This is a fairly common response to service English courses designed to provide academic support for students (see, for example, Tema, 1988) and was thus a central dilemma in the Business Communication 1 course which I believed was worth investigating.

The purpose of the research is to understand the phenomenon which is Business Communication 1 and to inform stakeholders in the Business Communication 1 course in the form of seminars. I am also hoping to contribute to course development within the Department of Business Communication. Since many service English courses struggle with similar problems, the proposed case study may inform their development in an indirect way. The study thus addresses the following research questions:

(a) What are the explicit and implicit goals of the Business Communication 1 course from the perspectives of the two different stakeholders?
(b) How have these goals been constructed (what processes have been involved)?
(c) Are there any conflicts between, firstly, the implicit and explicit goals and, secondly, the goals of the different stakeholder groups?

My main assumption is that the goals of the course are not clear and students do not understand its purpose within the broader scheme of their studies. By ‘goals’ I refer not only to what the course aims to achieve but why it aims to achieve this. One of the problems is that although the broad intention of the course can be described, as in paragraph 2 above, the goals of the course are largely implicit rather than explicit.

My second assumption is that revealing implicit goals and opening them to inspection will be useful in terms of course design and the way students engage with it. Since goals are implicit, lecturers may not be fully conscious of them. Bringing clarity to the goals would allow lecturers to focus better on what they are teaching and possibly bring about changes in course materials and teaching methodologies. If goals of the course are made clear to students, moreover, they might be more motivated.

A further problem is the uneven way in which goals are developed in collaboration with the three stakeholder groups involved: Business Communication 1 lecturers, Heads of Schools in which students are registered, and the students themselves. Every year-end, representatives from the Communication Department meet with different Heads of Schools to discuss what they would like to see in the curriculum. In principle, this is a good practice, but it often involves adding and discarding substantial sections of work without much negotiation between the Business Communication lecturers and the Schools, and students are not consulted. This results in unevenness in the course from year to year, which means that it is difficult to evaluate what works and what does not work.

As a result there tends to be no coherent understanding of the course goals between the various stakeholders: students, lecturers and Heads of Schools. My third assumption, therefore, is that the three stakeholder groups may have different perceptions of the goals.

My fourth assumption is that this leads to unrealistic expectations, especially on the part of Schools about what the Business Communication 1 course can deliver. Different departments usually comment on how bad their students are in expressing themselves in

writing in English even though they have passed Communication. To me this is an unrealistic expectation as Business Communication teaches students communication skills. It is therefore different from a pure language course or a writing course.

In order to investigate these assumptions I have examined different stakeholder understandings of the implicit and explicit goals of the course. I have also explored the process through which the goals have been developed and changed over the years (i.e. how the goals have been constructed).

In order to do this I have considered research and other literature in the following fields: Outcomes Based Education, which emphasises the importance of goals and their relevance (King & Evans, 1991); English for Specific Purposes (Dudley-Evans, 2001); needs analysis (Robinson 1991); language curriculum development (Nunan, 1988); the construction of subjects such as Business Communication 1 (Goodson & Medway, 1990).

Chapter Two offers a review of the relevant literature, while Chapter Three describes the research methodology used. In Chapter Four the research data is analysed and findings discussed, and in the fifth and the final chapter the conclusions and limitations of the study are discussed and recommendations are proposed concerning relevant issues.

Chapter 2: Literature Review

2.1 Introduction

This chapter presents and discusses literature related to the research questions stated at the end of Chapter One. It begins by examining the changes which have taken place in the South African education system since the end of apartheid in order to provide a background for the review of literature related to curriculum and teaching methodologies, which then follows.

2.2 Change in South Africa

Thanks to policies which have been developed with the aim of addressing the deficits caused by apartheid, the South African education system has since 1994 undergone a series of changes intended to bring about its restructuring. One of the most significant developments to result from this process of restructuring was the establishment of the National Qualifications Framework (NQF) and the introduction of Outcomes Based Education (OBE) thanks to the South African Qualifications Act promulgated in 1995. The NQF is a structure onto which all South African qualifications will eventually be registered. Comprised of three “bands” (the General Education and Training Band, the Further Education and Training Band and the Higher Education and Training Band), the NQF currently offers eight “levels” for the registration of qualifications. Each of these levels allows both the quality and quantity of learning required for a qualification to be described. The principle of OBE is one of the tools which allows this description to be achieved in that it allows qualifications to be described in terms of what students will be able to do by the time the qualification is awarded.

2.2.1 Outcomes Based Education

Thanks to the introduction of OBE, there has been a great deal of focus on curriculum in the restructuring processes noted above. The traditional curriculum put the educator as “knower”

and the learner as the empty vessel that needed to be filled up with “knowledge” (Kraak, 1999) with the result that learners had no input into curriculum design. The problem with this approach was that it imposed on learners and the community at large what should be learnt according to the views of a few. It did not take cognizance of other worldviews or other experience. OBE, at least in principle, allows for consultation (Kraak, *ibid.*), which will allow these to be taken into consideration in designing curricula.

The new OBE approach that recognises learners as stakeholders in curriculum development is assumed to be more flexible, accommodative, efficient and accessible for all learners. The clear statement of what needs to be achieved at the end of the learning process is assumed to allow learners to direct their learning towards those outcomes thus making it more efficient and achievable. Negotiation, and a more collaborative relationship between all stakeholders, will allow the imbalances of the past to be addressed and the relation of produce and consumer established by the apartheid system to be challenged (Luckett, 2001).

According to Spady (1994:1) Outcomes-Based Education (OBE) means:

> *Clearly focusing and organising everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experience. This means starting with a clear picture of what is important for students to be able to do, then organising curriculum, instruction, and assessment to make sure this learning ultimately happens.*

One of the premises of Outcomes Based Education is that learners are able to achieve high quality outcomes given proper teaching, learning resources and time. The shift is towards learning rather than teaching, to providing experience rather than information and also to creating “empowered” individuals who can take control of their own learning and lives (Meyer, 1999).

There are several differences between content-based education and OBE. One of them is that in content-based education:

> *… very few parties are consulted before trainers develop courses themselves. Trainers decide on how needs are determined and expressed. In outcomes based education, ideally all six NQF stakeholders are consulted prior to curriculum development: employers, employees, government, social interests groups, providers and learners. The end product of needs analysis is reflected as unit standards* (Meyer, 1999:2).

This means that practitioners are faced with the enormous task of making sure that they undergo a paradigm shift in order to adapt to OBE. This also poses a challenge to curriculum designers to design curricula that will produce citizens who will face up to the challenges of our time. The outcomes of the curriculum designed should be clear and shared by everyone. This clarity of outcomes or goals makes it easy for the stakeholders to measure whether they have been achieved or not.

According to Krammer (1999), four essential principles underpin OBE. These are i) clarity of focus, ii) design down/deliver up, iii) expanded opportunities and iv) high expectations. I will briefly discuss these principles in the paragraphs that follow.

Clarity of focus involves developing a set of agreed outcomes that is accepted by all stakeholders. For Krammer (1999:25), these outcomes should be the focus of learning. He sees these “agreed upon” outcomes as determinants of competence, knowledge and character that we, as a country, desire our citizens to achieve through learning.

All stakeholders should have clarity over these outcomes. Any ambiguity could lead to confusion and disagreements. Learning materials should state these outcomes in a detailed and well-written manner.

The second principle identified by Krammer (*ibid.*) is that of “design down deliver up”. Constructivists maintain that learning starts from what the learner already knows. What OBE demands from teachers is the identification of what needs to be achieved before attempting to achieve it. This is very difficult especially in a case where you have learners who come from diverse cultures. Assuming what the needs of those learners might be could have serious implications for what needs to be learnt. This is the reason why OBE suggests a different way of designing a lesson. The intention for using this way of designing is to avoid losing sight of the outcome that needs to be achieved.

The third of Krammer’s principles “expanded opportunities” maintains that learners need to be granted opportunities to learn because learners learn at different paces. Learning takes even longer when this has not been taken into consideration. This principle therefore asks educators to look for many ways of offering learners diverse ways of achieving outcomes (Krammer, *ibid.)*. I believe collaborative interaction between educators and learners would allow issues such as learning pace to be discussed along with the time frame allocated for each task.

In relation to the final principle, “high expectations”, Krammer (1999:30) argues that learning should at all times be challenging, relevant, useful and never trivial. The reason for this is that we are living in a competitive world. The standard of our education should allow the holders of South African qualifications to compete internationally. In order to achieve this, we, as educators, need to set clear goals that will become our targets to be achieved and everything will be focused on achieving such goals.

Luckett (2001:49) argues that, as educators, we need to see and think of curriculum as an “experience” rather than as a product or plan. What she means by this is that both students and lecturers need to see themselves as key agents of curriculum. Their key role is to interpret and reconstruct the curriculum according to their own interactions. This interaction between these key agents includes identifying their life worlds, which could impact on their

frames of references. Power relations and cultures are also spoken about during the reconstructing process.

In advance of the introduction of OBE to South Africa, Tharp and Gallimore (1988) see learning as collaborative activity where an *expert* and an *apprentice* work towards agreed/shared goals. They define an activity setting as:

> *A specific ecocultural niche in which individuals are engaged together in goal-directed behaviour within the framework of implicit cultural assumptions and expectations, within which actions and operations are carried out. (Tharp and Gallimore, 1988:77)*

This requires more than anything else that the tasks be meaningful to all participants and that there should be careful listening to the learners and communication between both the teacher and the learner (Luckett: 1995).

While the focus in South African education is on the potential of learning outcomes to improve education, the introduction of OBE and the development of learning outcomes in higher education has not been unproblematic. Across the sector as a whole, the requirement that qualifications should be registered on the NQF in outcomes based format initially met with great resistance. Although it is probably fair to say that the technikons have complied with legislation and the requirements of the South African Qualifications Authority (SAQA) more willingly than the universities at an institutional level, this does not mean that OBE has been introduced at a course level. This thesis therefore uses the construct of “goals” rather than outcomes because the term is probably a) less contentious than that of outcomes, b) more familiar to both learners and educator and c) therefore more open to discussion amongst both sets of stakeholders. Given the use of the term “goal” it is necessary to explore some of the differences between it and the term “outcome”.

2.2.2 Outcomes, goals, aims and objectives

According to the Taba-Tyler model of curriculum development (see Figure 2.1), there is a difference between goals, aims and objectives. Goals, according to Taba (1962), are general and broad whilst aims are specific and are long term. An interesting definition of goals is given by Widdowson who claims that they are:

> *… the pedagogic intentions of a particular course of study to be achieved within the period of that course and in principle measurable by some assessment device at the end of the course (Widdowson, 1983:6-7).*

Davies (1976:12) offers the following definition of an aim:

> *An aim can be broadly defined as a general statement, which attempts to give both shape and direction to a set of more detailed intentions for the future.*

From this explanation or definition one can see that aims are broader in nature and are long-term. They can also be seen as an ideal and as providing a direction in which to go. Goals, on the other hand, tend to be more clearly expressed. While the aim indicates the direction to take, a goal describes the actual destination itself. Davies further explains that goals are not in any way better than aims but that they simply play a different role and have a different purpose (Davies, 1976).

An interesting distinction between goals and outcomes can be drawn. Goals are educator-centred (i.e. what lecturers / educators want the course to achieve) and outcomes are learner-centred (i.e. what students need to be able to do at the end of a course). In addition, outcomes are theoretical, practical and reflective (Davies,1976). They are based on knowledge, skills and attitudes or values that need to be acquired by the learners. They (outcomes) are also negotiated between stakeholders e.g. students, lecturers (educators) and employers whereas goals tend to be developed by educators.

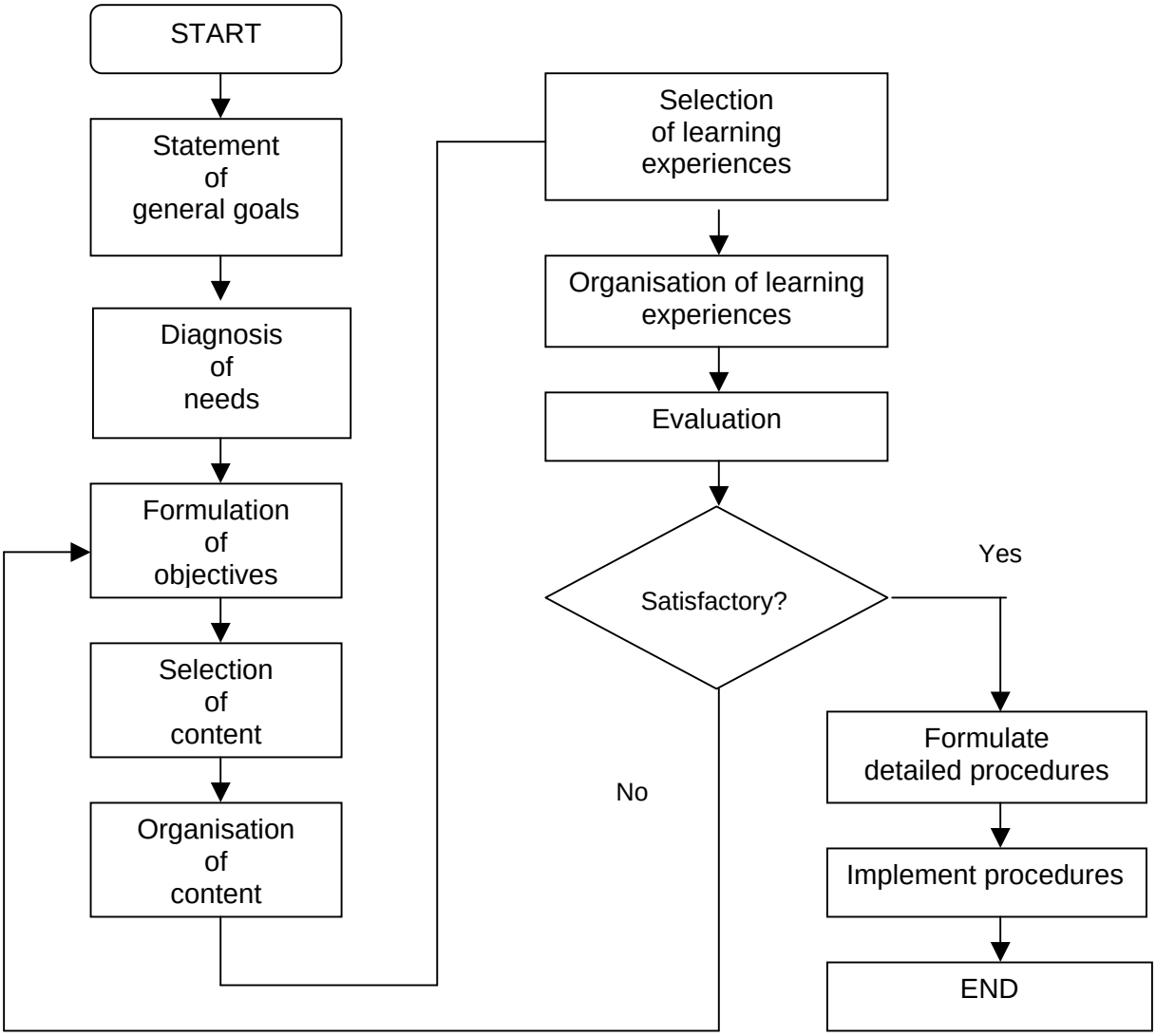

Figure 2.1 Flow chart representation of the Taba-Tyler curriculum development model

From these definitions it is clear that goals provide a means for clarifying why and what should be taught. These goals can be redefined, as they can become inappropriate in the light of changing social and political contexts. In practice, however, they would represent socially dominant views of what is important. It is indeed very difficult and almost impossible in a multicultural context to get everyone on board as far as agreeing on these goals. This, however, is necessary in order to address the needs of learners. The role of the development of goals and subordinate “objectives” is emphasised in the Taba-Tyler curriculum model.

The collaboration between educators and learners in order to develop goals noted earlier could result in what Brindley (1984:15) calls “permanent learning” (termed “life-long learning”) by some authors. According to Brindley:

> *…one of the fundamental principles underlying the notion of permanent education is that education should develop in individuals the capacity to control their own destiny and that, therefore, the learner should be seen as being at the centre of the educational process. For the teaching institution and the teacher, this means that instructional programmes should be centred on learners’ needs and that learners themselves should exercise their own responsibility in the choice of learning objectives, content and methods as well as in determining the means used to assess their performance. (Brindley, 1984:15)*

2.3 Curriculum and Language Teaching

As a result of the emergence of many theories of language and language learning processes, along with demands of learners that courses should address real-life communicative needs, there have been many initiatives in developing curricula in the area of language teaching in the last thirty or more years. So called “functional approaches”(Wilkins, 1976) are one such initiative. Before engaging in the discussion of some of these developments, however, it is first necessary to look at the difference between “syllabus” and “curriculum”.

2.3.1 Curriculum or syllabus?

Most writers use the concepts of “curriculum” and “syllabus” interchangeably and yet, as Yalden (1983) suggests, these concepts have different meanings.

Yalden (1983) draws a clear distinction between these two concepts by quoting Robertson’s (1971) definitions. To Robertson (1971:564):

> *... the curriculum includes the goals, objectives, content, processes, resources, and means of evaluation of all the learning experiences planned for pupils both in and out of school and community through classroom instruction and related programmes.*

He then defines a "syllabus" as:

> *A statement of the plan for any part of the curriculum, excluding the elements of curriculum evaluation itself (ibid.).*

Reids (1992:65) concurs that the construct of curriculum is difficult to define and that there is a lot of controversy over what principles or methods we should apply to its study. Other definitions of curriculum are that the curriculum:

- Is to be thought of in terms of activity and experience rather than of knowledge to be acquired and facts to be stored (Hadow Report)
- Refers to the teaching and learning activities and experiences which are provided to students (NEPI)
- Is a term which includes all aspects of teaching and learning such as the intended outcomes of learning, learning programmes, assessment, methodology (Curriculum Framework for GET and FET)
- Includes the overall rationale for the educational programmes of an institution (Kelly, 1969)
- Is more than syllabus documentation in that it refers to all of the teaching and learning opportunities that take place in learning institutions and includes among other things "how the curriculum reflects the needs and interests of those it serves including learners, teachers, the community, the nation, the employers and economy" (ANC, 1994).

For the purposes of this dissertation, the definition which will be used is that a curriculum includes all aspects of teaching, learning programmes, assessment, methodology (Curriculum Framework for GET and FET).

2.3.2 From language needs to language functions

The development of goals or outcomes for a curriculum is, to a large extent, dependent on the definition of students' language needs. Richterich (1973:92) defines language needs as "the requirements which arise from the use of language in the multitude of situations which may arise in the social lives of individuals and groups". This is a significant definition in that it reveals the importance of the recognition of students' needs in language learning. It also spells out that learners will at some point, want to use language. In the early 1970s, the word "situation" which Richterich uses in his definition of language needs was an important consideration when designing curriculum. Attempting to define the situations and then thinking about the language which would be used in those situations was one way of thinking about curriculum development. By the mid 1970s, however, a significant change was about to occur, thanks to the work of David Wilkins.

To Wilkins (1976), ways of structuring courses reflect different underlying approaches to language learning. In his book *Notional Syllabuses,* Wilkins questions what he terms the "synthetic" approach, which had been a feature of many language syllabuses in the 1960s and early 1970s. According to Wilkins, the typical aim of the synthetic approach is to teach a new linguistic structure. Methods include the explanation of rules and paradigms, the contextualisation of these in dialogues and the introduction and practice of a series of analogous sentences designed to promote inductive learning. The content of synthetic syllabuses is thus a limitation and ordering of linguistic forms.

According to Wilkins (*ibid.*), criticism of synthetic approaches began with the realisation of their failure to prioritise vocabulary relevant to learners' communicative needs. He continues this critique by asking at which point language learning is complete. Is it complete, for example, when the grammatical content has been mastered i.e. when learners have mastered the subjunctive? He also notes that in a synthetic syllabus, grammatical forms are taught because they are "there" rather than because they are of value to the learner. Typically, synthetic syllabuses also fail to relate form to meaning.

Wilkins's (1976) contribution to language teaching theory and practice was to identify the constructs of the language "function" and the language "notion". Broadly stated, a function is a use to which language is put. Functions could include suggesting, advising, denying, affirming, locating, etc. Once a function has been determined, various "exponents" of the function can then be identified. Exponents of the function of "suggesting", for example, would include "How about . . .?", "Why don't we …." and "Let's ... ". These exponents are then taught phrasally without necessarily going into a grammatical analysis of their composition. Notions, on the other hand, relate to the way time and space are referred to in language.

Taking up some of Wilkins's criticisms of synthetic syllabuses, Yalden (1983) argues that the process of analysing language needs should begin with the question "in what situations will my students want to use English?" Once a situation has been identified, then the functions and notions a student is mostly likely to need in that situation are identified. The enormous task that educators are then faced with is to develop syllabuses that are sensitive to the needs of different groups of learners.

Related to the development of functional/notional syllabuses is the methodology which has become known as "communicative language teaching". It is to this that this chapter now turns.

2.3.3 Communicative language teaching

Communicative language teaching has many origins. The reason for this is that one teaching methodology tends to influence the next. According to Galloway (n.d.), however, it is arguable that the communicative approach was the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction. She further explains that these educators and linguists felt that students were not learning enough realistic, "whole" language. Students did not know how to communicate using appropriate social language, gestures, or expressions and, in brief, were at a loss in communicating in the *culture* of the language studied.

This approach mushroomed in the late 1970s. Authentic language use and classroom exchanges where students engaged in real communication with one another became very popular. This approach has been adapted to elementary, middle, secondary, and post-secondary levels, and the underlying philosophy has spawned different teaching methods known under a variety of names, including “notional-functional”, “teaching for proficiency”, “proficiency-based instruction”, and communicative language teaching (Galloway, n.d.).

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. According to Berns (1994:5):

> *… language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak).*

To Yalden (1983:23), communicative language teaching “is the one [methodology] that recognizes the teaching of ‘communicative competence’ as its aim”. This aim immediately distinguishes the communicative approach from other traditional approaches where more emphasis is on teaching structural competence (*ibid.*).

2.3.4 Communicative curricula

According to Savignon (2001:2) what teachers/educators need to bear in mind is the fact that a syllabus is “no more than a list of features to be presented. It describes the desired outcome of a curriculum but says little about how the outcome is best attained.” In other words, communicative language teaching gives a different meaning to functional syllabus design.

Savignon (*ibid.*) further argues that communicative language teaching requires more than attention to strategies for presenting the structures and functions of language. It also requires full participation or involvement of learners in what she calls a “dynamic and interactive process of communication”. A communicative classroom should allow learners to experience language as well as analyse it (Savignon, 2001).

It is very clear from Savignon’s notion of “communicative curriculum design” that first of all, the designing of curriculum is not just done by one person or a group of people who make assumptions about what learners need. It involves collaboration amongst all stakeholders. The second observation is that from a South African perspective, curriculum is a broad concept including aspects such as standard setting, learning programme development and delivery and quality assurance of the delivery.

Davies (1976) sees collaboration between stakeholders in designing curriculum as having one main problem:

> *… not so much what ground to cover in the sense of what subjects to teach, but what information, ideas, experiences to grapple with, through what media, by what means. The problem is to give every man [sic] some access to a complex cultural inheritance, some hold on his personal life and on his relationships with the various communities to which he belongs, some extension of his understanding of, and sensitivity towards, other beings (Davies, 1976:11).*

2.3.5 English for Specific Purposes

Like English for Specific Purposes (ESP), Business Communication (the area of study which is the focus of this dissertation) emerged because of three common reasons: the demands of the business world (the world of work), a revolution in linguistics, and a focus on the learner (Hutchinson & Waters, 1987).

According to Hutchinson & Waters (1987:19), ESP came into being after the Second World War, which was the time of “enormous and unprecedented expansion in scientific, technical and economic activity on an international scale”.

The second reason for the emergence of ESP was the revolution in linguistics. Although traditionally the function of linguistics had been to describe the features of language, revolutionary pioneers in linguistics began to focus on ways in which language is used in real communication. Hutchison & Waters (1987) point out that one of the important discoveries was the distinction between spoken and written English. In other words, depending on a particular context in which language is used, the variant of that language will change. This idea was then taken one step further. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is not only possible, but is crucial.

The final reason Hutchinson & Waters (1987) cite for the development of English for Specific Purposes has to do with psychology. Rather than focusing on the method of language delivery, attention was given to the ways in which learners acquire language and the differences in the ways language is acquired. Learners were seen as people who employ different learning strategies, use different skills, enter with different learning schemata, and are motivated by different needs and interests. Therefore, the focus on the learners’ needs became equally significant as the methods employed to disseminate linguistic knowledge.

According to Carter (1983) ESP courses have several characteristics. He identified three of these characteristics as a) authentic material, b) purpose-related orientation, and c) self-direction.

The idea that ESP needs to be based on authentic materials is taken up by Dudley-Evans (1997) who claims that learning materials need to be examined closely in order to determine their authenticity.

The second characteristic of ESP courses is that they need to be purpose-related. A purpose-related orientation refers to the simulation of communicative tasks that are required of the target setting. In most places English for business courses involve preparing students to present topics to their peers, practising listening skills during the presentations and demonstrating their note taking and writing skills in relation to specific genres.

Finally, self-direction is characteristic of ESP courses in that “ESP is concerned with turning learners into users” (Carter, 1983:134). In order for self-direction to happen, the learners must have a certain degree of freedom to decide when, what, and how they will study. Carter (1983) further states that there must be a systematic attempt on the part of educators to teach learners how to learn by teaching them about learning strategies.

Cummins’s (1983) theory on the dichotomy between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) is interesting to consider in relation to the abilities required for successful communication in various occupational settings. The former (BICS) refers to the day-to-day skills used in informal language with friends, family and co-workers. The latter (CALP) refers to a language proficiency required to make sense of and use academic language. The situations in which individuals use BICS are characterised by contexts that provide the communicators with relatively easy access to meaning. However, CALP use occurs in contexts that offer very few contextual clues and little support for meaning making. In some occupational settings (most notably professions with a base in the academic disciplines), language learners will need to use both BICS and CALP.

In order for one to successfully communicate in an occupational setting, the ability to use a particular jargon characteristic of the particular occupational context is also crucial. Also key to some settings is the ability to use a more generalised set of academic skills, such as conducting research and responding to memoranda. As already noted, common to all settings is the ability to use the language of everyday informal talk to communicate

effectively, regardless of the occupational context. Examples of this include chatting over coffee with a colleague or responding to an informal e-mail message.

The task of the ESP course developer, therefore, is to make sure that all of the abilities needed in any occupational setting are integrated into the curriculum. This is an enormous and difficult task due to the incredible amount of research required. Gatehouse (n.d.) claims that ESP requires a comprehensive needs analysis and because the learning-centred curriculum is not static, one should not expect the developer to be in a position to identify the perfect balance of the abilities noted above for any particular group of learners. A realistic responsibility on the part of instructors is that they need to put themselves in a position where they will be able to identify the changing learners' needs and make sure that all learners receive a balanced diet of language.

Johns & Dudley-Evans (1991:91) argues that ESP teachers are often faced with the enormous responsibility of "producing a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time". At an institutional level, therefore, it is crucial for instructors to be provided with enough time to do a needs-analysis, material research and material development. Johns & Dudley-Evans (1991) further comments that no one ESP textbook can meet all the needs of a group of learners. The recommendation is therefore that a resource bank of pooled materials should be made available to all ESP instructors.

Experts in the development of course materials argue that the start to this process (i.e. developing learning materials) is an analysis of the target group of students. Many problems in L2 classes result from teachers not paying attention to learners' interests and ignoring students as a source of essential information. According to Sysoyev (1999) students can provide much valuable information for teachers over and above an expression of their needs. They can provide, for example, an indication of their understanding of their current level in the acquisition of the additional language and in the use of that language for special

purposes, information about what motivates them and an evaluation of the methods of learning they have experienced thus far.

Sysoyev points out that the sort of information students can provide is significant since two of the kinds of information they can provide correspond with the two levels of knowledge presented in Krashen's input Hypothesis (1985), also known as the "i+1 Hypothesis". According to Krashen's study, i represents students' current level of L2 competence, and +1 is a level of ESP proficiency beyond their present level.

The assumption that students are unable to give input during the putting together of a curriculum seems to be false. It stands to reason, according to Krashen's study, that students do have some kind of idea of what their language needs are and therefore would be a valuable source of information in the formulation of goals of any course they are studying.

Krashen's idea of i+1 is in many respects similar to Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD) which identifies two main stages in an individual's development. The first stage is what a child or a learner can do by himself. The second stage is his/her potential, what s/he can accomplish with the help of another, more competent person. The distance between the two stages is called the ZPD. In explicating this theory, Vygotsky introduced the notion of a mediator, which he defines as a person who helps learners achieve what they cannot do by themselves. Defining what can be accomplished with the support of a mediator is akin to goal setting and students can provide input on the goals and on their own understanding of their current levels of competence.

There are many different ways through which information regarding students' needs and previous experience can be obtained. Small-scale classroom research projects can be conducted. Students' needs analyses will help educators to bring together what is required and desired in formulating goals and objectives, conceptualising the content of the course, selecting teaching materials, and course assessment.

2.3.6 Formulating goals and objectives

The process of formulating goals and objectives for a particular course allows educators to create a clear picture or a map of what the course is going to be about. As Graves (1996) explains, goals are general statements or the final destination, the level students will need to achieve. Objectives express certain ways of achieving the goals. In other words, objectives are teachable chunks, which in their accumulation form the essence of the course. A clear understanding of goals and objectives helps educators in making sure what material to teach, and when and how it should be taught. Nunan (1988) gives a clear description of how one should state objectives. Depending on what is desired, objectives may sound like the following:

- Students will learn that …
- Students will be aware …
- Students will develop …

2.3.7 Paradigms of Curriculum Theory

Having explored some of the developments in curriculum theory and practice in language teaching, it is now necessary to offer a more overarching consideration of what it means to develop a curriculum. Following Habermas (1972) and Grundy (1987), Luckett (1995:131) identifies three paradigms in curriculum theory. These are the traditionalist paradigm, the hermeneutic (or interpretative) paradigm and the critical paradigm.

Tendencies to see curriculum as a product have evolved from the traditionalist paradigm. It concerns itself with efficiency and effectiveness. Teaching within the traditionalist paradigm tends to give rise to what Ramsden (1992) calls a “surface approach” to learning.

Ramsden argues that learners who are products of this approach tend to fail to internalise much of what they learn in the classroom and often show an inability to apply theory to practice.

The hermeneutic paradigm is based on J.J. Schwab's work. He called it the "practical paradigm" for curriculum development. According to Schwab (1969), it is impossible to select curriculum objectives without putting those objectives in the context of the teaching and learning process. He then identifies four common places one needs to consider when undertaking curriculum reform: the teachers, the learners, the subject matter and the learning milieu (Schwab,1969).

What the hermeneutic paradigm seeks to answer is the question: What ought I to do? Cornbleth (1990:24) understands curriculum as:

> *… an ongoing activity that is shaped by various contextual influences within and beyond the classroom and is accomplished interactively, primarily by teachers and students.*

Stressed, in this quotation, is the idea of reflective judgement on the part of educators or teachers. It is not enough to put down course goals without reflecting upon them in context and using the perceptions of both teachers and students to inform that reflection. Hence Cornbleth defines it as "an ongoing activity".

The final paradigm, the critical paradigm, is seen as an extension of the hermeneutic or practical paradigm. The notion of this paradigm is that knowledge is constructed and therefore contestable. This paradigm poses questions like whose interests are served by the curriculum, what sort of curriculum would promote greater equity, emancipation and social justice and examines how is power distributed (Grundy, 1987:122).

The implications of working within the hermeneutic and critical paradigms of curriculum for teaching and learning would among other things include the fact that it makes teachers "inquire into the effects of one's teaching" (Ramsden, 1992:102). He believes that teaching is context-related, uncertain and always improvable:

> *Effective teaching refuses to take its effect on students for granted. It sees the relation between teaching and learning as problematic, uncertain, and relative. Good teaching is open to change: it involves constantly trying to find out what effects of instruction are on learning, and modifying that instruction in the light of evidence collected (Ramsden, 1992:102).*

Without this reflective process on teaching and goals, learners become hesitant to learn, as they are sometimes not certain what the outcomes are for learning a particular section of work. To avoid this tension, both learners and teachers should work as peers and colleagues (Boughey, 1999). Armstrong (1996:85) adds to this notion by saying that constructivism sees the learner as an equal partner in the process of learning. If learners are such important parts of learning, they should also be part of the curriculum development process.

2.4 Social challenges to curriculum

Boughey (2000) quotes Gee (1990) whose view is that some linguists have come to work from what is known as "socio-cultural" understanding of language and language use. Such understandings acknowledge that language usage is embedded within the contexts in which it occurs. According to Gee, people acquire knowledge about appropriate ways to use language in certain social contexts by experiencing those contexts and by being exposed to the values and attitudes underpinning the forms of language used. Gee (1990:iv) explains this view in the following way:

> *Imagine that I park my motor cycle, enter my neighbourhood 'biker' bar, and say to my leather-jacketed and tattooed drinking buddy, as I sit down: 'May I have a match for my cigarette please?' What I have said is perfectly grammatically English, but it is 'wrong' nonetheless (unless I have used a heavily ironic tone of voice). It is not just what you say, but how you say it. In this bar, I haven't said it in the 'right' way. I should have said something like, 'Gotta match?' or 'Give me a light, would 'ya?'*

Now imagine that I say the 'right' thing ('Gotta match?' or 'Give me a light, would' ya?'), but while saying it, I carefully wipe off the bar stool with a napkin to avoid getting my newly pressed designer jeans dirty. In this case, I've still got it wrong. In this bar, they just don't do that sort of thing: I have said the right thing, but my 'saying- doing' combination is nonetheless wrong. It's not just what you say or even just how you say it. Its also what you are and do while you say it. It is not enough just to say the right 'lines', one needs to get the whole 'role' right (like a role in a play or a movie). In this bar, the biker bar, I need to play the role of a 'tough' guy, not a young urban professional (a 'yuppie') relaxing on the weekend. Other bars cater for different roles, as if I want to, I can go to many bars so long as I play many different roles.

The metaphor of a bar that Gee uses in this extract explains the concept of a "discourse" (Foucault, 1972) or social group whose members share values and attitudes which give rise to certain ways of using langauge. Boughey (2000) extends this metaphor to the context of a university or any institution of higher learning. To her, the regular drinkers at the bar of knowledge are academics. Students who are new to institutions of higher learning are faced with the challenge of having to acquire the values and attitudes which will allow them to speak and act in ways which are appropriate to the academy. Following Gee, Boughey (2000) defines "literacy" as knowing how to function in a discourse. To her, academic literacy involves knowing how to speak and act in an academic discourse.

As Boughey goes on to point out, since the early 1990s, South African institutions of higher education have been inundated with students who are not familiar with the values and attitudes underpinning academic discourse because of the experiences they have previously been exposed to both at home and at school. Traditionally, courses such as the Business Communication course have viewed the task of enliterating students (or admitting them to academic discourses) as dependent on the acquisition of knowledge and skills. So-called "socio-cultural" understandings of language use challenge this and argue that ways of behaving (i.e. speaking, reading, writing, listening, learning) are underpinned by values.

Enliterating students therefore involves making overt the values and attitudes which will eventually allow them to behave appropriately.

2.5 Conclusion

This chapter has reviewed some of the literature on goals, objectives, aims and outcomes and has attempted to relate these to developments in language teaching and curriculum theory. The following chapter will describe the research methodology employed in this research.

Chapter 3: Research Methodology

3.1 Introduction

This chapter focuses on the interpretative orientation to inquiry used in research. It explains the research orientation and aligns the methodological framework with the data collection and analysis. My research methodology was influenced by the nature of the study I was to undertake in understanding whether or not all stakeholders commonly understood the goals of Business Communication 1. In conducting this research I have worked with all stakeholders i.e. students, lecturers and Heads of Schools.

3.2 The interpretative research paradigm

Terre Blanche & Durrheim (1999) draw a very interesting distinction between the positivist and interpretive paradigms. They do this by first defining what paradigms are. To them paradigms are:

> *All encompassing systems of interrelated practice and thinking that define for researchers the nature of their enquiry along three dimensions: ontology, epistemology and methodology. (1999:6)*

Ontology specifies very clearly the “nature of reality” that the researcher wants to study and what needs to be known about that reality. Epistemology, on the other hand, specifies the “relationship between the researcher, who is sometimes regarded as ‘knower’ and what is to be known”. The methodology specifies “how the researcher may go about practically studying whatever he or she believes can be known”.

The three dimensions of the positivist and interpretive paradigms can be represented in the form of a table designed by Terre Blanche & Durrheim. These will be explained in the paragraphs that will follow.

	Ontology	Epistemology	Methodology
Positivist	- stable external reality - law-like	- objective - detached observe	- experimental - quantitative - hypothesis testing
Interpretive	- internal reality of subjective experience	- empathetic - observer intersubjectivity	- interactional - interpretative - qualitative

Table 3.1 Positivist and interpretive paradigms (Terre Blanche & Durrheim, 1999:6)

Terre Blanche & Durrheim (1999:6) see the three dimensions that are shown in Table 3.1 above as constraining each other in that if an observer sees that what he/she needs to study has a "stable and unchanging external reality", then he or she can adopt an objective and detached epistemological stance towards that reality and can employ "a methodology that relies on control and manipulation". They further maintain that the aim of a research project of this nature would be to "provide an accurate description of the laws and mechanisms that operate in social life". This is called a positivist approach.

Furthermore, if a researcher believes that the reality that one hopes to study consists of other people's "subjective experiences of the external world", she or he may adopt an "intersubjective or interactional epistemological stance toward that reality" (Terre Blanche & Durrheim, 1999:6). The methodologies that one could use would include interviews, questionnaires, etc. This is characteristic of the interpretive approach, which among other things aims at explaining the subjective reasons and meanings that lie behind a social action (Terre Blanche & Durrheim, 1999).

Lastly, if the researcher believes that reality consists of a "fluid and variable set of social constructions", that researcher could adopt what Terre Blanche & Durrheim (1999:6) call a "suspicious and politicised epistemological stance" and employ the kind of methodologies that will enable him or her "to deconstruct versions of reality". This is characteristic of constructionist research, which aims at showing how versions of the social world are

produced in discourse, and at demonstrating how these constructions of reality make certain actions possible and others unthinkable (Terre Blanche & Durrheim, 1999).

Thus, interpretative research is different from positivism which aims at discovering some law-like regularities about social life (Rhodes, 2001). According to Bassey (1995) reality is seen as a construct by a human mind. Instead of it being “out there “, it is the observers who are “out there”. In other words, observers are part of the world they are observing.

Ernest (1994:24) holds that “the interpretative research paradigm is primarily concerned with human understanding, interpretation, intersubjectivity, lived truth (i.e. truth in human terms).” It is often conducted in natural settings, and thus is sometimes called naturalistic inquiry (Lincoln & Guba, 1985). This means that human experiences are shaped in the context and can be understood in their natural settings. Maykut & Morehouse (1994) agree with the notion that “the natural setting is the place where the researcher is most likely to discover, or uncover, what is to be known about the phenomenon of interest.” Edson (1988: 46) shares the same feeling that “qualitative research is context-specific, that is, it posits that ideas, people, and events cannot be understood if isolated from their contexts.”

Sherman & Webb (1988) identify five characteristics of an interpretative research approach. The summary of these characteristics is as follows:

- Events can be understood adequately only if they are seen in context. Therefore, a qualitative researcher immerses herself/himself in the setting.
- The contexts of inquiry are not contrived; they are natural. Nothing is pre-defined or taken for granted.
- Interpretative researchers (often referred to as qualitative researchers) want those that are studied to speak for themselves, to provide their perspectives in words and other actions. Therefore, qualitative research is an interactive process in which the persons studied teach the researcher about their lives.
- Qualitative researchers attend to the experience as a whole, not as separate variables. The aim of qualitative research is to understand experience as unified.

- The methods used in qualitative research are those that are most appropriate to the aims of such research. There is not one general method.

The characteristics identified by Sherman & Webb (1988) can be seen as implications of the beliefs about reality. They are implications in that they elaborate on beliefs about reality and how we can know its impact on the researcher and the research process.

I chose to locate my research within the interpretative paradigm because when I first came to Technikon Witwatersrand I discovered that lecturers and students had different perceptions of why it was necessary for students to do the Business Communication course. Lecturers, for example, perceived the course as an important means of developing skills. Students on the other hand, saw the course as a repetition of high school work. Lecturers, moreover, would spend many hours arguing about what some considered to be important sections of the work and what others considered as waste of time. Acknowledgment of these different perceptions led me to the understanding that I needed to locate my work within the interpretative orientation. This is because, as Terre Blanche & Kelly (1999) suggest, I wanted to understand the feelings and the experiences as they occur in the real world. According to Terre Blanche & Kelly (1999:123), an interpretive paradigm is a "paradigm that tries to describe and interpret people's feelings and experiences in human terms rather than through quantification and measurement". As a researcher I wanted to research these feelings (perceptions) in order for me to describe them.

3.3 The rationale for case study research

My rationale for using a case study can be explained as follows. First of all, case study is an inquiry which helps in "informing the judgements and decisions of practitioners or policy makers" (Bassey, 1999:58). I am hoping to share my findings with the rest of the Business Communication Department. I am also hoping to be part of the team that will possibly revisit the current syllabus and propose some changes if need be.

According to Bassey (1999), the information gathered from studying the case helps the researcher to “explore significant features of the case” (1995:58). My purpose is to understand what is going on with regard to the goals of the Business Communication 1 course, and the ongoing process through which these goals have been constructed.

Feagin, Orum & Sjoberg (in Tellis, 1997a:1) define a case study as an ideal methodology that is used when a “holistic, in-depth investigation” is needed. Case studies are not only used for

“in-depth” investigation, they are also designed to bring out the details from the view point of the participants by using multiple sources of data. For my research I have used lecturers, students and Heads of Schools as participants. I have interviewed lecturers and one Head of School (School of Accounting) and conducted focus groups with students. The focus groups helped me in designing a questionnaire.

For Stenhouse (1988:49), the case study method involves the “collection and recording of data about a case or cases, and the preparation of a report or a presentation of the case”. In this instance, the data collected and recorded concerns one case: the study therefore employs the strategy of the single case study rather than that of the multiple-case design. The case concerned is that of the goals of the Business Communication course.

In some cases a single case is often conducted as a prelude to further studies. I may use my findings of the study to look at other cases from different Technikons or institutions of higher learning. I felt our case at Witwatersrand Technikon needed urgent attention.

According to Yin (1993), there are specific types of case studies. These are: e*xploratory*, e*xplanatory*, and *descriptive* case studies. Bassey (1999) sees exploratory case studies as “theory-seeking and theory- testing” case studies. These case studies “attempt to find effective way of communicating research findings to those who may use them” (*ibid.,* 62). The second category of case studies is what Bassey (1995:62) refers to as “story-telling and picture-drawing case studies. He refers to these as “analytical account of educational

events, projects, programmes or systems aimed at illuminating theory". The third type, descriptive case studies, are focused on providing a description which can then be scrutinised by others. Stake (1995) takes this further by adding three other types to these three. The first one he calls the *intrinsic* case study. This is when the researcher is interested in the case for its own sake. The second one he calls the *instrumental* case study. This is when the case is used to understand more than what is obvious to the observer. The last one is the *collective* case study. This refers to the phenomenon where a group of cases are studied. My research can be placed in the descriptive category and is, in Stake's (1995) terminology, "intrinsic."

According to Yin (1994) case studies can be applied in four categories:

1. To explain complex causal links in real-life interventions
2. To describe the real-life context in which the intervention has occurred
3. To describe the intervention itself
4. To explore those situations in which the intervention being evaluated has no clear set of outcomes.

My research fits into category four where I will describe the intervention (practice) itself and explore the situations in which the intervention being evaluated has no clear set of outcomes.

Since case studies tend to be selective, Tellis (1997b) suggests that focusing on one or two issues that are fundamental in order to understand the system being examined is an appropriate thing to do. In examining the case of the Business Communication course at Technikon Witwatersrand, I have focused on the goals of the course.

Case studies are used for a number of purposes. Burns (2000) suggests the following purposes. Firstly, case studies are valuable as preliminaries to major investigations. Because they are so intensive and generate rich data they may bring to light variables,

phenomena, processes and relationships that deserve more intensive investigation. Secondly, they may provide anecdotal evidence that illustrates more general findings. Thirdly, a case study may refute a universal generalisation. Fourthly, a case study is preferred when the relevant behaviours cannot be manipulated. In terms of my research, the case study may well serve as a preliminary to a more wide-scale investigation.

3.4 Data Collection

I have used various strategies to collect data. These were:

(a) analysis of documents;
(b) focus groups with students intended to generate questionnaire items;
(c) questionnaires distributed to students;
(d) in depth interviews with four staff members in Business Communication 1;
(e) an in depth interview with one Head of School from the Faculty of Business Management of Technikon Witwatersrand.

3.4.1 Document analysis

This technique helped me to illuminate the history and the patterns in the development of the course. I analysed documents such as minutes of meetings, course material developed and examination papers. I analysed these documents in order to see if I could ascertain the explicit goals of the course over time.

There are two meetings that are held at the Department of Communication. The first one is called the School Executive Meeting (SCHOOLEX) and then there is the Department of Communication's weekly meeting. The Head of the Department of Business Communication represents the Department in the SCHOOLEX meetings, which are usually held on a Monday prior to the departmental meetings that are held on Tuesdays. The reason for this arrangement is so that the Head of Department can report back on certain issues to the Department. It is at these meetings where anything about the course would be discussed. When I looked at the minutes of the SCHOOLEX meetings from 1996, I realised that no discussions concerning the goals of the course had taken place. When this information was

not available, I then consulted with the Head of School to confirm and she referred me to the minutes of the Departmental meetings.

The items discussed in the departmental forum related to content (what must be taught and how). There was little information about the goals of the course. The minutes of the planning meetings were not kept. One possible reason for the lack of discussion of goals at meetings is that, in the past 20 years or so, the Department of Business Communication has been run by different Programme Managers who were acting Heads of Department. Each Programme Manager introduced what she or he thought was relevant. When a new person was appointed, a new system would be introduced. That is why there are no records of discussions pertaining to how the course was structured.

This inconsistency was later confirmed in the interviews I conducted with the lecturers.

3.4.2 Focus Groups

Focus groups helped me in achieving two things. Firstly, I wanted to generate information quickly about students' perceptions of the goals of the course. This information was used to construct the questionnaire. Analysis of questionnaires then allowed me to triangulate what I had originally learned in the focus group interviews.

By using focus groups for my research I wanted to create a platform for discussions that would yield a wide range of responses. They were thus a form of gaining insight into categories that might emerge for my questionnaire.

Focus groups have several advantages and disadvantages or limitations. Let us first look at the advantages. In terms of costs, focus groups are low cost and provide the researcher with speedy results. Secondly, they employ a flexible format that allows the facilitator to explore unanticipated issues and give him or her a platform to encourage interaction among participants.

Focus groups, however, have some limitations. The very flexible format mentioned in the last paragraph makes them susceptible to facilitator bias, which can undermine the validity and reliability of findings. Discussions can be sidetracked or dominated by a few vocal individuals. Focus group interviews generate relevant qualitative information, but no quantitative data from which generalisations can be made for a whole population. Moreover, the information can be difficult to analyse; comments should be interpreted in the context of the group setting.

In conducting the interviews, I was mindful of the considerations discussed above. The focus group discussions were recorded on a tape recorder and two student assistants helped me in taking notes.

3.4.3 Questionnaires

Questionnaires are most appropriate and useful when a large amount of data needs to be gathered. Researchers use questionnaires for a number of reasons one of which is to get information from individuals. Two types of questions are often used namely, open-ended questions and closed-ended questions (i.e. fixed response questions). Open- ended questions enable respondents to have control over what they want to say and how they wish to say it. They can explain and qualify their responses and avoid the limitations of pre-set categories of responses. This may result in as many variations of answers as there are respondents. This may also present special and interesting problems when the data obtained is to be analysed and synthesised. The responses may be difficult to code and to classify (Cohen *et al.*, 2000).

With closed questions, the questioner or researcher has control of both the type and quality of response. These types of questions prescribe the range of responses from which the respondent may choose. In general, closed questions are quick to complete and straight forward to code (e.g. for computer analysis) and do not discriminate unduly on the basis of how articulate the respondents are (Wilson & McLean 1994, as cited in Cohen *et al*., 2000).

However, these questions do not enable respondents to add any remarks, qualifications and explanations to the categories, and there is a risk that the categories might not be exhaustive and that there might be bias in them (Oppenheim, 1992, as cited in Cohen *et al*., 2000).

A combination of 22 closed and open-ended questions were used to design the questionnaire. Closed questions provided the respondents with the range of responses from which they could choose (e.g. dichotomous, rank ordering and rating scales). Open-ended questions, on the other hand, were there to provide respondents with an opportunity to write free responses in their own words, to explain and qualify their responses which they could otherwise not have done due to the limitations of pre-set categories of response (Cohen *et al*., 2000).

The questionnaires were distributed to 700 first year students and a total of 553 responses were received (i.e. approximately 61% of the total Business Communication 1 population on the Auckland Park campus). After all questionnaires were collected and sorted, they were checked to see if they have been fully completed. The answers to the closed questions were entered on an answer sheet designed to be processed by an optical mark reader. These sheets were analysed and the results computed using the *Statistica* package. The answers to the open-ended questions were written on the back of the answer sheet. These answers were then transcribed for qualitative analysis using an approach which allowed patterns and trends to emerge (Dey, 1993; Wilcott, 1994; Taylor & Bogdan, 1994).

The questionnaires that were not completely filled in were not included in the analysis.

3.4.4 Semi-structured interviews

I used interviews as a method of collecting data to obtain different perceptions of what the goals of Business Communication are. I used interviews for various reasons. First, interviewing is considered “a powerful way to gain insight into educational issues through understanding the experience of the individuals whose lives constitute education” (Seidman

1991:7). Second, the type of interviews that I chose to use were face-to-face (Cohen *et al.*, 2000). This type of interview enabled me to observe the participants' non-verbal behaviour. This allowed me to do more probing and rephrasing. The goals of the interview are "to obtain 'emic' knowledge since the informant (any person being interviewed) is the one who knows and who has the emic, native cultural knowledge" (Johnson, 1992:145) I wanted to use this knowledge to understand what was going on regarding the goals of Business Communication. Secondly, the best way to obtain information regarding Business Communication was by talking to the Business Communication lecturers (Seliger & Shohamy, 1989). By using interviews as a research tool, I wanted to incorporate into the research the subjective perceptions and beliefs systems of those involved in the research, both of the researcher and of the subjects. Lastly, I wanted to validate or talk back to the data that were collected from questionnaires and focus groups.

Nunan (1992), however, warns researchers regarding the bias inherent in interviews. One source of bias which Nunan has identified is the asymmetrical relationship between the participants. He argues that participants do not have the same rights even in an unstructured relationship. In addition, Seliger & Shohamy (1989) argue that interviews can be difficult to administer. I found it difficult to conduct interviews as I did not feel very skilled in terms of following up on some of the things I asked.

Because I did not want to exercise control over the research participants, I adopted a semi-structured interview to interview lecturers in the Business Communication Department and Head of School. Hitchcock and Hughes (1995) have identified numerous advantages of the semi-structured interview. First of all, semi-structured interviews are conducted with a fairly open framework which allows for focused, conversational, two-way communication. They can be used both to give and receive information. Unlike the questionnaire framework, where detailed questions are formulated ahead of time, semi-structured interviewing starts with more general questions or topics. Not all questions are designed and phrased ahead of time. The majority of questions are created during the interview, allowing both the

interviewer and the person being interviewed the flexibility to probe for details or discuss issues.

A semi-structured interview allows the interviewer greater scope in asking questions out of sequence and interviewees of answering questions in their own way. Such an interview can provide for a greater and freer flow of information between the researcher and the participants or subjects, as they are normally called. It is believed that the more freedom interviewees obtain, the more information is likely to emerge (Seliger & Shohamy, 1989).

The purpose of using semi-structured interviews was to:

- Obtain specific quantitative and qualitative information from a sample of the population
- Obtain general information relevant to specific issues, (i.e. to probe for what is not known)
- Gain a range of insights on specific issues.

The major benefits of using semi-structured interviews include the fact that they encourage two-way communication. Those being interviewed can ask questions of the interviewer. In this way they can also function as an extension tool. Another benefit of semi-structured interviews is that both interviewer and interviewee can confirm what is already known and this provides an opportunity for learning. Often the information obtained from semi-structured interviews will provide not just answers, but the reasons for the answers. When individuals are interviewed they may more easily discuss sensitive issues.

I chose to use semi-structured interviews because first of all I wanted to limit the number of questions in order to make the interview focused. I also wanted to have an opportunity to probe for more information and clarity. I also knew that the participants would not only respond to my questions but that I would also be able to respond to their questions. I used in-depth interviews with three Heads of Schools and four lecturers in the Communication

Department. There are five lecturers in the Department but four were willing to take part in the research.

Interviews with members of staff who had worked for the Technikon for more than twenty years included additional questions since these were the people who were present when most decisions about courses were taken. They were also aware of why and how some of the policies related to the course came into being and were therefore in a position to provide more information than newcomers to the department.

3.5 Data analysis

As already noted, quantitative data which emerged from completion of the closed questions on the questionnaire were analysed electronically using the *Statistica* software package.

Interview data were transcribed and analysed through a process of immersion. The transcripts were read and re-read in order to allow insights to emerge. Insights were then checked against each other to ensure that they did not disagree either with each other or with the quantitative data.

3.6 Ethical issues

Throughout the research process I was sensitive to ethical issues involved in research. The purpose of my study was explained to all participants and all were assured of anonymity. Participants were free to withdraw at any time during the research process.

Chapter 4: Data Analysis

4.1 Introduction

This chapter analyses and discusses both the qualitative and the quantitative data elicited in order to try to answer the following research questions:

- What are the explicit and implicit goals of the Business Communication 1 course from the perspectives of the two different stakehorders?
- How have these goals been constructed (what processes have been involved)?
- Are there any conflicts between, firstly, the implicit and explicit goals and, secondly, the goals of the different stakeholders?

Qualitative data was collected through the use of interviews with four lecturers in the Department of Business Communication. As a method to arrive at categories for the student questionnaire design, focus groups with twelve first year students were also conducted. As mentioned earlier, the purpose of focus group interviews was to engage students in the discussion of what they thought the goals of the course were and whether they saw themselves as participants in the processes leading to the formulation of these goals. This then allowed for a questionnaire consisting of questions designed to produce quantitative data as well as open-ended questions leading to qualitative data to be designed.

The results are presented in two sections. Section 4.2 reflects the data that emerged from the semi-structured interviews with four lecturers in the Business Communication Department. This is qualitatively reported. Where words and phrases are in italics, they reflect participants' verbatim comments transcribed after the semi-structured interviews were conducted. Transcriptions of the interviews appear as Appendix III to this thesis. Section 4.3 deals with the findings from the quantitative instrument, the questionnaire.

The questions that lecturers were asked aimed to ascertain their understandings of the goals of the course and to tap into their understandings of the processes involved in their

formulation. The schedule of questions used in the interviews appears as Appendix I to this thesis.

The questionnaire (see Appendix II), on the other hand, had 22 questions. Nineteen of these questions were closed questions and three were open-ended questions. Some of the closed questions elicited biographical information about each student. This biographical information included the School (within the Technikon) in which the student was registered, the year of study, the type of school from which the student matriculated and whether English was his/ her first, second or third language. Students' responses to the closed questions were scanned using an optical mark reader. The scanned information was then analysed using computer software in order to provide a numerical analysis of the results. The open-ended questions were intended to give students the opportunity to explain and justify their views. Students' responses to these questions were typed up so that all responses to each question could be read together. The responses were read repeatedly in order to result in "immersion" in the data and thus to identify sets of ideas or "themes" running through them.

Seven hundred (700) questionnaires were distributed to students. Five hundred and fifty three (553) were returned and analysed for the purposes of this research. A total of 1100 students were registered for Business Communication 1 in 2003 when the study was conducted. This means that the responses of approximately 50% of students registered for the course were used to inform this study. However, it must be borne in mind that not all students responded to all questions. Some only completed the closed questions. Some filled in some open-ended questions and left others unanswered. The rest answered all the questions. It is possible that those students who handed in incomplete questionnaires did so because they did not understand some of the questions being asked. Because of the number of students in the sample, I was not able to administer the questionnaire completion process personally and had to ask colleagues to assist me by distributing questionnaires in their classes and collecting those which had been completed. Consequently I was not on hand to answer questions and deal with any problems. In the section of this chapter dealing

with the quantitative data, numbers of students responding to each question are noted. This means that a numerical analysis of each question is provided.

4.2 Semi-structured interviews

In this section, I will present an analysis of the semi-structured interviews with four lecturers from the Department of Business Communication. The responses to the open-ended questions used during the interview reflect the participants' views and insights. The points of interest, which emerged from the semi-structured interviews, reflect the views of the participants and have been grouped together under broad categories below. It has already been noted that, of the four lecturers interviewed, two had a much longer record of service at the Technikon than the others. Because of this, I asked them extra questions relating to the formulation and communication of goals over time. The responses to these questions have been incorporated into the analysis below.

4.3 Why Business Communication?

Before discussing the lecturers' responses to this question, it is important to describe the background of the course. This information was received through an informal conversation with one of the lecturers who has been lecturing at the Technikon for almost twenty one years. She was one of the respondents interviewed.

The course, Business Communication started in 1981 and was called Communication. It was offered in both English and Afrikaans. Twenty five percent of assessment focused on communication theory. The section on communication theory explains what happens during the communication process. It explains concepts such as "sender", "receiver", "decoding", "encoding", "channel", "medium" and "feedback". It also explains the reasons why people have misunderstandings when they communicate with each other and discusses ways in which these can be avoided. Students in Public Relations, Food and Beverage and Hotel Management had to do both English and Afrikaans and other Diploma groups had a choice between English and Afrikaans

South African technikons have always been more constrained than universities in relation to curriculum development. At universities, individuals are able to develop curricula which are then subject to the scrutiny of peers at institutional level. There is no “national curriculum” for universities. Traditionally, technikons functioned very differently. In order to develop a curriculum for a particular programme, the “convenorship” system was used. This meant that responsibility for curriculum development fell to a particular technikon. Once this curriculum had been developed, it was used by all technikons offering the same programme. Individual technikons could include a maximum of 10% “local content” in the national curricula which were developed. Since Communication is essentially a service subject within individual programmes, Communication courses were not subject to the convenorship system *per se* but were included in the wider programme curriculum development processes.

In 1993, the convenorship system was amended slightly when it was decided that the amount of local content in a curriculum could be increased from 10% to 30%.

In 1995, the Department of Communication decided to develop their own manual and also did some research about the appropriateness of the Communication curriculum in terms of wider programme offerings. Lecturers in Business Communication went to each of the departments serviced by the course and spoke to the Head of Department about what they wanted to see included in the curriculum of the Communication course. This was a significant practice in that it made sure that the customers (i.e. the different departments that were serviced) were satisfied with the product and it also provided a means of giving feedback to the Business Communication Department. The practice did, however, rest on the assumption that departments were sufficiently informed about language to be able to make decisions about what should be included in the curriculum. As McKenna (2004) has shown in the context of another South African technikon, many of the assumptions about language and language development held by lecturers can be challenged from a critical perspective. On a more positive note, however, the practice did force the members of the

Department of Business Communication to reflect on what they were doing in terms of their goals for offering the course.

As already noted, lecturers were asked to respond to the question “Why does the Technikon insist that students do Business Communication?” The responses to this question gave the impression that the emphasis of the course is on preparing students for the world of work. Consider, for example:

B: *Well, I think specifically for this faculty, which is the Business Faculty, they feel that it’s important. My perception is that they feel it’s important that students not only learn their specific areas of expertise like Human Resources and Marketing, they can actually write and speak correctly. They can communicate with other people and you know things like interpersonal communication and the theory are soft skills that you need in business and that they are very important and that those things need to also be taught to the students.*

There are two views that one gets from the statement above. One view is that students need to do the course so they can learn to write and speak “correctly” that is that students need to “master” the formal rules of the language (English) as a means of decoding and encoding meanings in the texts (Christie, 1985). According to Christie, there is a difference between an understanding of language as a resource and an understanding of language as an instrument of communication. In the latter, meaning is perceived to be constructed independently of language, which is then used as the technical means of transferring or communicating meanings.

The second view which can be derived from the lecturer’s response quoted above is that the course teaches students communication skills. These skills include reading, listening, writing and speaking. The assumption here would appear to be that it is possible to teach skills in isolation from the context in which they will be used. Students will then be able to transfer and apply these skills to the world of work. This view is in opposition to understandings of

language as a set of “practices” (see, for example, Brice Heath, 1983; Street, 1995) where manifestations of language are understood to be underpinned by values and attitudes concerning what is appropriate in any social situation. This view would not hold that “skills” can be taught independently of the social situation but rather that “practices” have to be developed/acquired through immersion in the context.

Another example that also confirms the idea that the course prepares students for the world of work, comes from another participant I call “I”. Her response to the question was:

I: *I think the Technikon realised that the way that you can get ahead in the place of work is to be able to communicate effectively so that it’s one of the skills, perhaps, the soft skill that ... could certainly be taught [to] students and which will enable them to progress better in the workplace.*

Linked to the idea of preparing students for the world of work, is the idea that the course also teaches them skills to enable them to sell themselves. This is assumed to be achieved through oral presentation skills.

I: *Then, there would be an oral component, which is designed to give students a bit more confidence in speaking and projecting themselves and perhaps being able to sell themselves more effectively.*

Given the theoretical questions posed above, however, the question remains as to whether or not the course achieves what lecturers believe it is there to do.

The second question that the lecturers were asked to respond to pertained to what they thought the goals of the course were. In many respects, of course, the first question also aimed to address this question although the focus was on implicit rather than explicit goals. There were varying responses to this question about explicit goals. Some lecturers thought the course did not have goals. The goals of the course were implied but not explicit:

M: *Every person might have a different perspective but I think the basics should approximately be the same. By basics I mean teaching students to write, speak, listen and to read well.*

An interesting question in relation to this response relates to the meaning of the word "well". Does the lecturer mean that students need to learn to write, speak, listen and read dominant western forms of the English language, which is seen as a standard that everyone must adhere to rather than the localised African Englishes?

Yet another response related to the lack of explicit goals was:

B: *The Business Communication course, as far as I know, has no form of goals. Well, I have never seen any. I've been here for nine years.*

Where lecturers were able to identify goals in relation to this question, several interesting points emerged. Consider, for example, the following response:

I: *I think that the goals of the course are three fold. I think we are trying to teach skills in the area of ... written communication more specifically in Business Communication that the students are likely to use in the workplace such as writing a memo and letters and reports, which would teach people as well to think and distinguish between fact and opinion. That would be the writing component. That's the aim of, but I don't think we are doing well enough or in enough detail or much emphasis. I think the third goal is to give them some understanding of how human beings work, ok, the theoretical component in which we look at how the people interact, how can we perhaps analyse it, what can we do to overcome barriers of communication*

Implicit in this response is an understanding of what has been termed the "great divide" theory (Ong, 1982) or the idea that being able to read and write bestows cognitive advantages *(" I think … we are trying to teach skills in the area of written communication…. Which would teach people as well to think and distinguish between fact an opinion.").*

The idea that literacy bestows special benefits, some of which relate to cognition, is related to the claim that literacy allows individuals to function at higher and more abstract levels of cognitive functioning (Vygotsky, 1978; Luria, 1976). This understanding leads to the identification of literacy as a key factor in contributing to human progress and has led to a distinction being made between oral and literate cultures which has become known as the "great divide" theory, (Ong,1982). This idea has largely been discredited by those working within the field of New Literacy Studies (see, for example, Baynham,1995; Street,1995) but more specifically by the work of Scribner & Cole (1981) who found that so called "cognitive advantage" was a result of schooling rather than of any effect of the ability to read and write *per se* . It would appear, however, that at least some elements of this idea are held by the lecturer in question.

As the responses above indicate, the common ground in the views of all lecturers was that the course prepares students for the world of work whether through writing or speaking. Of particular note in this respect was reference to "communication theory":

I: … *and there the theoretical component of TA and intercultural specifically and perhaps the Johari Window are designed to make people think about how people behave and how they can perhaps overcome problems by communicating with them if they have a great knowledge of how people behave.*

Both "Transactional Analysis" (see, for example, Berne, 1961) and the "Johari Window" (Luft, 1969) seek to give reasons as to why people behave the way they do. They also try to answer questions pertaining to people's personalities. The Johari Window, for instance, states that there are people who have a dominant hidden window. These are people who do not disclose a lot about themselves, depending on the situation in which they find themselves. Others have a dominant open window. These are open to feedback and disclose information about themselves quite easily. Those who have a dominant blind self, do not allow feedback and do not disclose information about themselves. Through the

teaching of this theoretical background, students are asked to evaluate their own personalities and are therefore encouraged to open up and allow others to give them feedback about themselves. This is seen as one of the ways to prepare students for the work place where they are likely to get feedback from their colleagues or employers.

It is very clear from the responses of the participants that there is great deal of uncertainty with regard to whether the goals of Business Communication exist or not. From the examples cited, it is interesting to note that one person seems to know what the goals are while others do not have such knowledge and yet these people work for the same Department and teach the same course.

4.3.1 Are goals agreed upon by all stakeholders?

That there is a lack of explicit goals and lack of clarity about implicit goals as noted in the section above is affirmed by lecturers' responses to questions regarding the extent to which goals were agreed upon by all stakeholders and how these goals were developed:

M: *Everyone might have a different perspective of what the goals of the course are.*

B: *No, I don't think so because we have actually discussed it with staff members. You know some people feel that the theory is not that important and we should be concentrating on much more than just the written skills, and building sentences ... and building paragraphs and we should put more emphasis on that and not that.*

I: *I don't know. We have never really spoken about them overtly.*

When I joined the Department of Business Communication 1 in 2001, I do not recall a time when there was a discussion about the goals of the course. On my first day in the Department, I was given a study guide and a manual for Business Communication 1 and I was told where to start teaching. There was no proper induction. The assumption here was that I could teach at Technikon Witwatersrand (TWR) given that I had been at Port Elizabeth Technikon.

4.3.2 The communication of goals

Two members of staff responded to the question regarding the communication of goals. As mentioned earlier, these were the members of staff who had been with the Department of Business Communication longer than the others. The question was aimed at finding out how the goals of the course were communicated to different stakeholders. The two staff members, again, had different views regarding how the goals are communicated to stakeholders. Below are the verbatim responses they gave:

M: *Well, I assume that the students are the most important stakeholders. We communicate with them in class all the time and so I'm sure by the end of the course they really know what we expect from them. The other stakeholders like Heads of Schools, we sometime communicate with them in passages.*

It is very clear from this extract that there seems to be no time set aside to discuss issues relating to the course. It is treated as insignificant by both the departments to whom the course is offered and by the Business Communication lecturers who are supposed to service those departments. One lecturer, however, claimed that goals were communicated to students by means of the study guide (although this means that lecturers cannot be sure that students have a) read the information or b) understood it):

V: *I think it's communicated really in the sense through the study guide, which sets out to explain what the course is about, and what the objectives of the course are. I think as far as I know that each Head of Department has been visited on more than one occasion to check with them what they feel should be taught in the field of Communication course.*

It is very clear from the examples above that the lecturers in the Business Communication course do not share a common understanding about how things are done in the Department in which they belong. For example, the interesting point here is a very strong sense of disagreement with regard to how the goals are communicated to stakeholders. The

participant, for instance, opens up by saying "*I think it's communicated…"*. This suggests that he is not sure of what is happening and also whether these goals are communicated to others. Another point is the fact that it seems that lecturers are doing what they think is appropriate rather than what has been agreed upon communally.

4.3.3 The construction of goals

Again, only the two members of staff with a longer service record responded to this question. Both lecturers stated that students, as stakeholders, were not consulted when the goals were constructed.

V: *You know the problem about the students is that I suppose one can say they were not consulted because when they come, they don't know what communication is. I don't think they were incorporated. They certainly are incorporated as far as the feedback is concerned.*

The other lecturer, however, noted that although students are not explicitly consulted regarding goals, class communication ensures that they do understand what the goals are by the end of the course:

> *Well, I assume that students are the most important stakeholders. We communicate with them in class all the time and so I'm sure by the end of the course they really know what we expect from them.*

An interesting point to note from the quotations provided thus far in this chapter is that many assumptions are made about students. The first assumption is that they "don't know what communication is" (which is perhaps itself an irony given that students communicate successfully every day of their lives!). The idea that students are uninformed about communication then suggests that there is no need for them to be consulted about the course. They are, to some extent forced, to accept whatever is offered to them.

The only opportunity that students get to express their opinions of the course is when they do the evaluation. This is what one lecturer refers to when she talks about “feedback”. It is during this time that the vast majority of students express their frustration about the course and more particularly about the learner manual that they have to buy after registering for it.

Although several respondents noted that lecturers in the Business Communication Department visited the heads of the departments serviced by the course in order to find out whether they were satisfied with what their students were offered in terms of communication skills, in the interviews it did not emerge clearly whether these meetings were held with the purpose of evaluating the goals (if there were any) or whether they were just held to look at elements taught in the course.

4.3.4 Have the goals changed?

Both lecturers mentioned that the goals had not changed since the course started.

V: *No, I don’t think so.*

M: *Not much although those people from different Schools the feeling is that they want more language, but of course, we cannot change maybe one year without 70% that we have to follow. We cannot add on to that that much so that we can change how a student is really writing if we got them after grade 12 and they cannot write proper English.*

In many respects this second response suggests a sort of resignation with the *status quo*. The lecturer refers to the “rule” that more than 70% of a course cannot be changed, to the students’ poor level of writing ability and to the fact that the time available within the course does not allow for much development as reasons for not making changes.

This suggests that even though there might be a need for a greater focus on writing, the Department or certain individuals might not change the course to meet that need. Another interesting point is that whoever speaks, speaks as if he or she is speaking on behalf of

everyone else and yet it has been stated clearly that lecturers in this Department do not share a common understanding of the goals of the course they teach.

This is cause for serious concern especially when one considers the changes that are taking place in the world of work and in the South African Education system. The question remains whether or not the course is still relevant to the demands of the corporate world and the needs of the students.

4.3.5 Where the course goals should be stated

Some lecturers mentioned that student manuals and the study guide would be the most appropriate means of communicating course goals. To them, these documents, including the goals in students' learning material, would make students see the importance of the course and would also mean that it would be easy to refer anyone to these goals.

Not everybody saw these as appropriate places to state goals, however, since some lecturers thought that speaking to those interested in the course in a personal capacity would be more effective. The reason for this, as noted earlier, is that lecturers in the Business Communication Department do not share a common understanding of what the course goals are. Below, is an example of this view:

I: *I am not even sure if they are in our study guides. I would probably speak to them myself if they wanted to know.*

From this extract one picks up an element of ignorance on the part of the lecturer with regard to OBE. The idea of clearly stated outcomes does not seem to be the lecturer's concern.

I: *I don't think that we have any documented clear cut goals on what the course should be trying to achieve, I, I would put it to them, I would simply speak from my own experience and explain to them of my own beliefs. As we have a new Head of Department, I am not even sure that I would refer them to the new Head of*

Department because I am not sure that her goals and my goals are aligned. No, I'll probably do it on my own.

The extract above illustrates a lack of a common vision. For example, the statement that the participant makes about her goals and the HOD's goals not being aligned is a serious point that the Department needs to pay attention to.

Another participant also raised this point when she responded to the question regarding where she would refer someone interested in finding out more about the course:

Well, they should personally, I would say, I could personally recommend that they go to the Head of Department because that person is the Head of Department and should have that information. However, I do feel that the person we have now, as the Head of Department is new as I said earlier I haven't seen any goals, formal goals of Business Communication

The point that I wish to make is that the absence of goals has actually made, if not forced, the staff of the Department of Business Communication to formulate their own goals in terms of what they think is appropriate for students to learn. The appointment of a new Head of Department makes matters even worse if s/he has a different mission to that of his/her staff. This could then result in a clash of interests because there are no goals for the course.

4.3.6 Questionnaire Analysis

As already noted, of the 700 questionnaires distributed to students at the Technikon Witwatersrand Faculty of Business Management, 553 were completed and formed the basis of both the qualitative and quantitative analysis.

4.3.7 Demographic information regarding respondents

Of the 553 questionnaires that were returned, about 35% of the respondents were registered with the School of Accounting, and only 5% came from the School of Education and

Communication Management. It must be noted that the School of Accounting is the biggest School in the Faculty of Business Management (see Table 4.1 below).

School		Count	Percentage
(a)	Accounting	195	35,7%
(b)	Operations Management	138	25,3%
(c)	Information Technology	53	9,7%
(d)	Education, Communication Management	25	4,6%
(e)	Logistics	73	13,7%
(f)	Discarded[1]	62	11,0,%
Total		**546**	**100,0%**

Table 4.1 School of registration

Academic Year	Count	Percentage
First	495	90%
Second	39	7%
Third	15	3%
Fourth	1	0%
Total	**550**	**100%**

Table 4.2 Academic year of study

The majority, ninety percent of the respondents were in their first year of study. The reason for this is that the course is mostly offered to first year students registered for a variety of diplomas. Only the National Diploma in Accounting requires students to register in the course when they are in their second year of study. It must also be noted that the School of Accounting does not only offer a programme leading to the National Diploma in Accounting, but also offers other programmes leading to qualifications such as the Diploma in Credit Management and the Certificate in Commercial Accounting. In programmes leading to other qualifications, Business Communication is taken at first year level. The 3% of third year students could possibly be those who were repeating the course because they had failed previously.

[1] As noted earlier, numerical analysis of each question on the questionnaire is provided. 'Discarded' denotes the number of questionnaires on which students had not responded to the question.

The majority of students reported that they came from township schools whilst only 3% came from schools in other countries. A total of 20% came from private schools whilst only 18% came from the former model C schools.

Type of School		Count	Percentage
(a)	Former Model C	102	18,6%
(b)	Private	112	20,4%
(c)	School in another country	18	3,3%
(d)	Township school	292	53,4%
(e)	Other	20	3,7%
(f)	Discarded	3	0,5%
Total		**547**	**100,0%**

Table 4.3 School of matriculation

Most (86%) of the respondents reported that they spoke English as a second language whilst only 8% spoke English as a third language and only 6% reported that English was their first language. It must be noted that the majority of students at the Technikon are African students and therefore the finding below confirms this point.

Status of English		Number	Percentage
(a)	First/Home Language	32	5,8%
(b)	Second Language	472	86,0%
(c)	Third Language	42	7,7%
(d)	Discarded	3	0,5%
Total		**549**	**100,0%**

Table 4.4 Status of English

4.3.8 Quantitative analysis of students' responses to closed questions

As noted previously, students responded to a range of closed questions regarding their understanding of the goals of the Business Communication course. Table 5 provides an analysis of their responses to a question asking what they believe the goals of the course to be. Table 6 provides a ranking of these goals from most to least important.

Thirty four percent of the respondents rated "to familiarise [students] with theories of communication which then allow them to become better communicators" as the most

important goal. Twenty two percent thought that being prepared to use English for the world of work was the second most important goal. Twenty percent thought the development of business confidence was the third most important goal. Eighteen percent rated this same goal as the fourth most important goal of the course. Nineteen percent of the respondents thought that improving intercultural communication was the fifth most important goal of the course.

Students' responses regarding the goals of the course correspond well with what the lecturers stated during the interviews. It would appear, therefore, that although course goals are not stated explicitly and although different lecturers have different perceptions of what the course goals should be, the consensus of opinion of what the goals are is communicated to students through classroom or other communication or is inferred by students from teaching and assessment tasks.

Goals	**Count**	**%**
1. Help students use English better generally	47	9,0%
2. Prepare students to use English in the world of work.	155	28,0%
3. To equip them (students) with business writing skills.	73	13,0%
4. Familiarise them with theories of communication which then allow them to become better communicators.	188	34,0%
5. Develop students' business confidence.	41	7,0%
6. Allow students a space for self-improvement.	13	2,0%
7. Break prejudice	2	1,0%
8. Improve intercultural communication.	31	6,0%
Total	**550**	**100,0%**

Table 4.5 Students' perceptions of the goals of Business Communication

Ranking of goals according to importance	Goal number	%
1. Most important goal	4	34%
2. Second most important	2	22%
3. Third most important	5	20%
4. Fourth important	5	18%
5. Fifth important	8	19%

Table 4.6 Table showing ranking of goals according to importance

In addition to asking students about the goals of the course, the questionnaire also explored students' perceptions of the importance of topics taught on the Business Communication course. This question was included in order to check their ranking of course goals reported above. The topics taught on the course are: Communication Theory, Transactional Analysis, Interpersonal Communication, Letter Writing, Paragraphing, Listening, Summary Writing and Report Writing.

Topics like Interpersonal Communication involve sub-topics like self-image, self-esteem and self-concept. The rationale for dealing with such topics is that the lecturers in the Department of Business Communication believe that it is when students have a positive self-concept that they will become better employees. They are also taught things like assertiveness, aggression and passivity. They are then asked to assess themselves in order to see which approach they use in their daily encounters.

It must be emphasised that these topics are in line with the implicit goal of the course, that of preparing students for the world of work.

As Table 4.7 below shows, students ranked Communication Theory as the most important topic in Business Communication whilst Interpersonal Communication was ranked second most important. Transactional Analysis and Letter Writing were ranked as the third and fourth most important.

Students preferred sections where they needed to give short answers with less explanation. For example, in the Communication Theory section, which they enjoy the most, they would

be asked questions that required them to identify a certain character from a cartoon. When asked to justify something, they would give a vague, unclear answer. This is why I think these sections were given a much higher preference than the writing section.

Another point to make is that students preferred letter writing as opposed to paragraph writing or summary writing. They saw the latter as very sophisticated and irrelevant for their careers.

Ranking in terms of importance	**Topic**
1. Most important	Communication Theory
2. Second most important	Interpersonal Communication
3. Third most important	Transactional Analysis
4. Fourth most important	Letter writing

Table 4.7 Importance of topics

Table 4.8 represents students' responses to a Likert scale question which asked them to rate the extent to which they agreed with the statement that the Business Communication course met their perceived needs. Responses were overwhelmingly positive with 57% of students strongly agreeing that the course met their needs and 33% agreeing that it did so. This means that 90% of students provided a positive response in spite of the fact that the course does not appear to have explicit goals.

Options		**Number**	**Percentage**
(a)	Strongly agree	305	57,2%
(b)	Agree	175	32,8%
(c)	Strongly disagree	10	1,9%
(d)	Disagree	12	2,3%
(e)	Not sure	24	4,5%
(f)	Discarded	7	1.3%
Total		**553**	**100,0%**

Table 4.8 Extent to which the course meets students' perceived needs

In the context of comments both in course evaluations and in informal class discussion that the Business Communication course is merely a repeat of the high school English language

syllabus, a Likert scale question was included in the questionnaire asking students to indicate the extent to which they agreed with this claim. As Table 4.9 below shows, responses to this question were more ambivalent. Approximately 39% of students provided a positive response to the statement and 40% a negative response. Since topics such as Communication Theory, Interpersonal Communication and Transactional Analysis do not form part of the formal school curriculum, the extent to which students who responded positively to the question about whether the Business Communication course is a repeat of the high school syllabus is questionable. This is especially the case given that they ranked Communication Theory as the most important topic in the course.

Options		**Number**	**Percentage**
(a)	Strongly agree	72	13,3%
(b)	Agree	195	36,0%
(c)	Strongly disagree	47	8,7%
(d)	Disagree	170	31,4%
(e)	Not sure	54	10,0%
(f)	Discarded	4	0,7%
Total		**542**	**100,0%**

Table 4.9 Extent to which Business Communication repeats the high school curriculum

In addition to eliciting the information described and analysed above, the questionnaire set out to explore students' perceptions of the importance of having explicit goals and of how these should be developed. One question directly tried to assess students' perceptions of the extent to which the provision of course goals would allow them to understand the value of the course. This question was an attempt to further explore the idea that if students understood the aim of the course this would raise motivation and counter student objections to having to do the course. These objections have been raised by students in course evaluations and informal discussion.

As Table 4.10 below shows, students were overwhelmingly in favour of the idea that explicit goals would allow them to perceive the value of the course since 31% strongly agreed with

the statement that “making the goals of the course explicit will make students see the value of the course” and 44% agreed with it.

Options		Count	%
(a)	Strongly agree	166	30,8%
(b)	Agree	238	44,2%
(c)	Strongly disagree	22	4,1%
(d)	Disagree	28	5,2%
(e)	Not sure	82	15,2%
(f)	Discarded	3	0,6%
Total		**539**	**100,0%**

Table 4.10 Course goals and perceived value

Another Likert scale type question in the questionnaire set out to ascertain the extent to which students believed that they should be involved in the formulation of course goals. As already noted in Chapter Two, OBE requires a range of stakeholders to be consulted in curriculum design yet, as shown early in this chapter, at TWR there has been little if any formal consultation amongst lecturers let alone amongst students.

Options		Count	%
(a)	Strongly agree	24	4,5%
(b)	Agree	48	8,9%
(c)	Strongly disagree	194	36,1%
(d)	Disagree	217	40,4%
(e)	Not sure	52	9,7%
(f)	Discarded	2	0,4%
Total		**537**	**100,0%**

Table 4.11 Students’ perceptions of their need to be involved in the formulation of course goals

As Table 4.11 shows, students were divided about their need to be involved in the formulation of course goals. Students were given a statement: *There is no need to ask students’ involvement in the formulation of the goals of the course.* They were then asked to agree, disagree, etc. (See Table 4.12 below.)

It is clear from the results or responses of students that they first of all see themselves as stakeholders in the course. Secondly, they would like to be consulted in the formulation of any course. An interesting point to think about is: do lecturers see them as stakeholders in any course. Another interesting point arises from what one of the lecturers said during the interviews, which confirms the idea of students not being seen as stakeholders. He referred to students as knowing nothing about the course and therefore suggesting that they would not be able to give any input. A question to ask is: what about students who have been through the course. These students would possibly have valuable input in the revision of the course, if need be.

Options		**Count**	**%**
(a)	Strongly agree	66	12,5%
(b)	Agree	102	19,4%
(c)	Strongly disagree	130	24,7%
(d)	Disagree	146	27,8%
(e)	Not sure	76	14,4%
(f)	Discarded	6	1,1%
Total		**526**	**100,0%**

Table 4.12 Students' perceptions of the right of lecturers to set course goals

About 30% of students thought that lecturers in Business Communication knew what their needs were and therefore were the ones who are in a position to set goals for them. Fifty percent of the students disagreed with this view. Fourteen percent stated that they were not sure how to respond to the statement. Again, this table reveals a desire on the part of the students to be involved in the formulation of course goals. In this way, I think, lecturers would be in a position to see what the needs of students are. Without the involvement of students in the course it will be difficult for lecturers to have the faintest idea of what their students want.

4.3.9 Qualitative analysis of students' responses to open-ended questions

This section contains the analysis of the qualitative data (i.e. students' responses to questions 10, 20, 21, 22) from the questionnaire. The raw data pertaining to this analysis appears as Appendix IV to this thesis.

In question 10, students were asked to give reasons for their ranking of goals in questions 5-9. Of 329 responses received, 167 of students thought that the main goal of Business Communication was to prepare them for the world of work. The following is typical of comments made in support of this view:

> *They are most important because Business Communication help us to communicate better to work and know how to write reports, memorandums and letters. This thing is needed to work.*

Students who were registered for the course identified the writing component of Business Communication as especially necessary for the work place.

> *Because if students don't have business writing skills and can't communicate better, the main goal of business communication won't be reached*

Similarly, others thought that Business Communication does not only prepare them for the world of work, but also enables them to meet the demands of the labour market.

> *Because students needs this goal in order to meet the needs of the demanding labor market.*

From this example one can clearly see that both lecturers and students share the same sentiment about the implicit nature of the goals of the course and that it is assumed that the course prepares students for the world of work. It would have been interesting to find out from the business world whether they shared the same sentiment with regards to communication skills. Because of the uncertainty among the stakeholders (lecturers and

students), the aims or goals of Business Communication remain unknown. This is why the students' responses to the question "What impact would it make for you if the goals of any course you are studying were not explicit"? came as no surprise:

> *It would have been a waste of time for me to attend the course because I need something that will benefit me.*

Another example is:

> *A student will end up studying things they don't need. It would actually lead to students not getting the precise information about the work they will be performing after graduation. Therefore it will be useless to study.*

Both examples show that if a course does not have goals, it makes students feel they are wasting their time in doing or enrolling for the course. Some stated that they would not know why they had to do it.

> *I would not be able to understand what I was studying and that would later create problems in the work environment.*

This kind of thing leads to many wrong perceptions and it is these perceptions that make students lose interest in what they are doing. The lack of clarity of goals is therefore an enormous concern.

The next question asked of students was "in which documents would you like to see these goals written?" Students noted three documents in response: their learning manuals and study guides and the Technikon prospectus. Students use the learning manuals and study guides on a daily basis and the statement of course goals in these documents therefore seemed obvious:

> *In our brochures and in our textbook. First and second page of our textbook, make a big notice that e.g. It is not futile to study …*

Some students mentioned the Technikon prospectus as a good place for course goals to be stated as this would allow them to be more informed about the reasons why they had to enrol for the course:

> *From the study guides and Technikon prospectus because we have to know before we make choices and we have to understand our choices.*

The final open-ended question attempted to tap into the reasons underpinning different responses to the Business Communication course. As noted in the introduction to this thesis, many students perceive the course negatively and object to having to do it. Others are in favour of the course. Analysis of students' responses to this question can be grouped into the following main areas:

1. Students have different perceptions because they are different.
2. Some think that Business Communication is high school English.
3. The work is similar to what they have been taught at high school.
4. Lecturers teach differently.
5. Students are at different levels of proficiency in English.
6. The goals of the course are not explicit.
7. Students have different needs because of their backgrounds.

The first thing that students cited as the cause of the different views regarding the goals of Business Communication was the fact that they are different from each other and therefore have different perceptions of things. For example:

> *People have different views because they believe that they benefit more from certain subjects more than they will from others.*

Similarly:

> *Everyone has his or her own mind and own goals.*

The second reason that students raised in response to the question asked is that they believed that Business Communication was the same as high school English and therefore saw it as a waste of time. Consider, for example, the following response:

> *Some students believe that their English is good so there's no need for Business Communication. Some believe it's high school English.*

Similarly:

> *One of many reasons might be that students feel it is very unnecessary to re-do what they did in High School only this time you get to pay hundreds of Rands for a repetition of Grade 1-12.*

Two important issues are raised in relation to this statement. The first issue is the level at which Business Communication is pitched. For those who came from advantaged backgrounds where their communication skills were taken care of, teaching the course at the level of those who come from disadvantaged backgrounds is a waste of time. This is a curriculum issue and a placement issue. If students come to the Technikon with widely differing linguistic and communicative abilities and different socio-cultural backgrounds then clearly their learning needs will be different and these need to be catered for appropriately. It could be the case that more than one course is needed rather than the "one size fits all" solution currently on offer. The development of other courses would, however, require careful research and needs analyses which would have to be accompanied by the development of appropriate placement mechanisms.

The second issue relates to the perception that the Business Communication course is a repetition of high school English. Ideally this misconception needs to be addressed in two ways, firstly by a careful review of the current curriculum and current teaching to ensure that the course is indeed not a repetition (this point is particularly important given the lack of induction of lecturers and the apparent independence they are given to run their classes)

and secondly through communication with students. If students were shown the difference between high school English and Business Communication at the beginning of the course then possible misconceptions could be addressed. The fact that Business Communication is work related would need to be emphasised since, although work related scenarios are used extensively in learning materials, it cannot be assumed that students will understand from these that the course is indeed aimed at preparing them for the workplace.

Another reason that students gave for differing perceptions of the course was that lecturers taught differently and did not put emphasis on the importance of the course. An example of such a response is:

> *The lecturers are not the same. They are lecturing us different. That is why our results are not the same.*

Another example:

> *Some other students don't enjoy the class of communication because of their lecturer but I think if only can find a good lecturer or usually a teacher they will feel the same way.*

Comments such as these are indicative of the lack of uniformity in the way the curriculum is interpreted by different lecturers and point to the need for staff development and curriculum management on the part of the Head of Department.

Some students thought that, because they are not at the same level in terms of their proficiency in English, they tend to have different views about what the goals of Business Communication should be or are. This is what one said regarding this matter:

> *Maybe because we all come from different high schools. Former model C schools and private schools have done more advanced English and most of the things done in Business Communication 1 were done in high school.*

Another example is:

Every individual has got his own needs different from the other.

This shows that it is more likely to have students who have different needs sitting in one classroom. There will be those who will need more attention and those who can tackle almost any type of task. Those whose proficiency in English is high might feel delayed by those whose proficiency is low. This is a big challenge to someone who teaches a group of students with such characteristics.

Another reason mentioned by students is the fact that the goals of the course are not explicit. Below are selected responses:

Goals are not explicit.

They are not clear or sure or even know the main goals of Business Communication.

Students are not familiar with Communication goals and the reason for it is that it not stated why we should do it.

Others think they just have to do it for the completion of their diplomas or degrees.

Because some students don't understand that Communication is important.

It would appear from these comments that, as long as the goals of Business Communication are not clearly stated in the relevant documents, students will keep on thinking that the course is just an additional, arbitrary course necessary for them to complete their diplomas or degrees and which does not have value for them.

4.4 Conclusion

In this section, the data revealed some very important answers to the research questions that were posed. For instance, the data revealed that the goals of the course are implicit rather than explicit. Secondly, lecturers do not hold the same understanding as students

regarding the goals of the course and this has a tremendous impact on students. Thirdly, students are not seen as stakeholders in the Business Communication course.

Chapter 5: Conclusions and Recommendations

5.1 Introduction

In this section, I attempt to draw conclusions from the findings of the research project described in this thesis.

This chapter begins by returning to the goals of the Business Communication 1 course from the perspective of different stakeholders (i.e. students and lecturers). These perspectives are re-assessed in terms of the research questions. To this end conclusions are drawn from the findings of the two research instruments that were used. Recommendations, which suggest how the areas of concern raised in the conclusions section may be addressed, follow. Finally, the limitations of the study and some further areas of research are presented.

5.2 The context of the research

As was mentioned in the earlier chapters, the research focuses on the goals of the Business Communication 1 course at Technikon Witwatersrand. At Technikon Witwatersrand, Business Communication 1 is offered as a service subject, which is compulsory for a variety of diplomas, with the result that the majority of students are obliged to do the course. It has a disciplinary background of Communication.

Despite the fact that the course is designed to assist them, many students question why they have to do the course and whether it is simply a repetition of high school work. They query the content of the course and do not perceive it as useful. This was of concern to me because it resulted in negativity towards the course and a reluctance to take it seriously and engage in tasks.

5.3 Conclusions

5.3.1 Course goals

The interviews with lecturers presented an unfavourable picture of lack of uniformity and clarity of goals in the Business Communication course.

The lecturers' response to the question, "Why does the Technikon insist that students do Business Communication?" was that the course prepares students for the world of work. In other words, it is to give students the necessary communication skills so as to operate easily in the corporate world.

It can be argued, however, that the goal to prepare students for the world of work seems not to be the main focus of the course. In the interviews, for example, lecturers made mention of teaching reading skills in order to assist students who are linguistically underprepared to cope with academic discourse at the Technikon.

This change in focus is significant due to the transformation that has taken place in many historically advantaged institutions of higher learning formerly reserved for white population groups under the apartheid regime. For example, if one looks at statistics, in 1988, Technikon Witwatersrand had only 3% African students. This number grew to 53% in 1998. This change in student demographics meant that the goals of the course had to be shifted in order to meet the needs of the different kinds of students who enrolled at the Technikon. The shift was not effected in any formal way, however, with the result that lecturers still referred to the goal of preparing students for the world of work (a goal which might have been appropriate for students in the institution prior to 1994) as the main goal for the course. In the meantime, their practices had shifted to encompass other goals which had arisen due to changes within the institution although these had not been formalised in any way.

It would appear, then, that there is some confusion regarding the goals of the Business Communication course from the lecturers' perspectives. This problem of lecturers not seeing "eye-to-eye" then has a negative impact on students and the way the course is presented to them. For example, lecturers who think that it is important for students to develop oral presentation skills in order to prepare them for the world of work will put more emphasis on that section, neglecting other sections of the course.

The second conclusion drawn from the lecturers' responses is that the goals of Business Communication are implicit rather explicit. As mentioned in previous paragraphs, this impacts on what lecturers do in the classroom and on which parts of the course they regard as significant. The implicit nature of these goals is then exacerbated by the lack of communication among stakeholders. It emerged clearly that lecturers in Business Communication do not regard students as stakeholders in the formulation of goals. Lecturers themselves do not formally reflect on the goals of the course and there is no formal discussion of whether or not the course is relevant to the needs of students. Everyone does what he or she thinks is best for the students.

Like their lecturers, students also see Business Communication as a course that prepares them for the world of work. This, again, is an assumed goal since goals are not formally stated and could arise from the fact that lecturers use case studies that are work-related or use the workplace as a context. Students could also be picking up on what lecturers say informally in class regarding course goals

5.3.2 Making goals overt

For lecturers, study guides and manuals seemed to be the preferred channels for making the goals of the course clear to students. Lecturers saw the value of including goal statements in these documents in that they would then be more visible and accessible to those who use them on a daily basis and would thus serve to guide and focus study.

Students also perceived goals to be important noting that they provided a rationale and motivation for their need to enrol for the course. The absence of clear goals results in students perceiving the course differently and sometimes negatively. Students as well as lecturers thought that the student manual, which is currently used in the Department of Business Communication, was the most appropriate document for the statement of goals.

5.4 Recommendations

In order for lecturers in Business Communication to be able to address the problems portrayed in this research, the following recommendations are offered.

5.4.1 Language proficiency testing

In its current form, the course appears both to attempt to prepare students for the world of work and also to address the underpreparedness of some students for tertiary study. Some students are stronger linguistically than others, however, and resist this latter goal. The purpose of language proficiency testing is to determine how well prepared students are for a set of language demands. The administration of language proficiency tests would then allow those students in need of language development/support to be identified. Analysis of test results could also inform curriculum development. In this way, students would not only be better selected but the course could also be given more appropriate guidance.

5.4.2 Reflecting on the curriculum

Given the findings discussed earlier in this chapter, some thought clearly needs to be given to the purpose of the Business Communication course and its goals. If its goal is indeed to prepare students for the world of work, then the curriculum needs to be reviewed with this purpose in mind. If its goal is to prepare students for academic study, then the curriculum similarly needs to be reviewed. It could well be that two courses are needed depending on the results of the language proficiency test.

The greatest concern emerging from the research is the position of some students with a second/third language learning background, who appear to have been marginalised by the approach used in the course. The course is not planned in such a way that it takes account of the “different linguistic backgrounds ... different and unequal educational experiences... and access to English” (Norton Pierce, 1995:3).

5.5 Conclusion

While this small scale study was admittedly limited in scope it nevertheless offers some important insights into the design and purpose of the Business Communication course at Technikon Witwatersrand. Since the research was planned, the Technikon has merged with other institutions to form the new University of Johannesburg. The purpose of the Business Communication course within the new institution will need to be considered and it is hoped that the findings of this research will contribute to this.

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Appendix I
Interview schedule

1. Why do you think the Techikon insists that students do Business Communication?
2. What are the goals of Business Communication?
3. Do you think everyone in the Department shares the same view about these goals?
4. How are the goals communicated to the different stakeholders in the course?
5. How were the goals constructed and who was involved?
6. Do you think these goals have changed?
7. If someone was interested in finding more about the goals of Business Communication, where would you refer that person in order to obtain access to the goals of the course?

Appendix II
Questionnaire for TWR Students

Dear student

I am conducting research on the goals of the Business Communication 1 course for my studies. I would be greatful if you would complete this questionnaire which will assist me in this research. When you respond, please give an honest answer. The anonymity of your response is guaranteed although I do ask you to provide some demographic information about yourself.

PLEASE ANSWER QUESTIONS 1-9 and 11- 19 ON THE FRONT OF THE pink SCANNER SHEET. Questions 10, 20, 21, and 22 must be answered on the back of the pink form.

1. Which School are you registered in?
   (a) Accounting
   (b) Operations Management
   (c) Information Technology
   (d) Education and Communication Management
   (e) Logistics

2. What is your academic year of study?

   (a) First
   (b) Second
   (c) Third
   (d) Fourth

3. Where did you matriculate?
   (a) Former Model C school
   (b) Private school
   (c) School in another country
   (d) Township School
   (e) Other

4. Is English your first, second or third language?
   (a) English is my first (or home) language
   (b) English is my second language
   (c) English is my third language

Questions 5-9 require you to rank what you consider to be most important aim of the Technikon in insisting that you do Business Communication 1. This means that you must look at the list below and decide which is the most important aim, which is the second most important aim and so on.

The main goal of Business Communication is:

1) to help students use English better generally
2) to prepare students to use English in the world of work
3) to equip them with business writing skills.
4) to familiarize them with theories of communication which then allow them to become better communicators
5) to develop students' business confidence
6) to allow students a space for self improvement
7) to breakdown prejudice
8) to improve intercultural communication

5. From the list above, choose the goal of Business Communication you consider to be the most important.
6. Form the list above, choose the goal of Business Communication you consider to be second most important.
7. From the list above, choose the goal of Business Communication you consider to be third important
8. From the list above, choose the goal of Business Communication you consider to be fourth important.
9. From the list above, choose the goal of Business Communication you consider to be fifth important.

10. Why are the goals that you have ranked the most important goals?

Questions 11 to 15 require you to rank the different topics you consider to be most important. This means you must look at the list below and decide which is the most important topic, which is the second most important topic and so on.

1. Communication theory
2. Transactional analysis
3. Interpersonal Communication
4. Letter writing
5. Paragraphing
6. Listening
7. Summary writing
8. Report Writing

11. From the list above, choose the topic you consider to be the most important.
12. From the list above, choose the topic you consider to be the second most important.
13. From the list above, choose the topic you consider to be the third most important.
14. From the list above, choose the theme you consider to be the fourth most important.

15. The goals of the course must meet my needs.

    (a) Strongly agree
    (b) Agree
    (c) Strongly disagree
    (d) Disagree
    (e) Not sure

16. Business Communication is a repetition of high school English:
    (a) strongly agree
    (b) agree
    (c) strongly disagree
    (d) disagree
    (e) not sure

17. Making the goals of the goals explicit will make students see the value of the course.
    (a) strongly agree
    (b) agree
    (c) strongly disagree
    (d) disagree
    (e) not sure

18. There is no need to ask students' involvement in the formulation of the goals of a course.
    (a) strongly agree
    (b) agree
    (c) strongly disagree
    (d) disagree
    (e) not sure

19. Lecturers in Business Communication know what students' needs are and therefore should be the ones who set goals for students.
    (a) strongly agree
    (b) agree
    (c) strongly disagree
    (d) disagree
    (e) not sure

PLEASE ANSWER THE FOLLOWING QUESTIONS ON THE BACK OF THE PINK FORM.

20. What impact would it make for you if the goals of any course you are studying towards were not explicit?
21. In which documents would you like to see these goals written?
22. What could be the reasons for the different views that students' have concerning what they think the goals of Business Communication are?

THANK YOU FOR YOUR CO-OPERATION!

Appendix III
Lecturer interview transcripts

INTERVIEW WITH M

Mthu: Thanks M for availing yourself for this interview. As I said earlier on, I'm going to ask you six questions. They are all open-ended questions and they are based on Business Communication study of goals that I'm doing. Let's start off by asking the first question. What do you is the aim of the Technikon in insisting that students should do Business Communications, sorry, Business Communication 1? Why do you think the Technikon insist that students do Communications?

M: Well, in school, students' don't really learn about how to communicate in business. When they write letters, they can be friendly e.t.c. So, I think it is better that they learn how to communicate in business itself. To express them maybe more formally, ok, and to also learn all the business terminology for different fields in business.

Mthu: In your view, what are the goals of the course?(Repeating the question) What are the goals of Business Communication?

M: To teach them writing skills, how to communicate as a person in business, orally as well, off course presentation skills. I think we do teach them how to do that properly and have more confidence in doing that. I think the whole course also teaches them to have a better self-concept so that they are ready to go into business.

Mthu: Do you think everyone in the Department would agree with you that what you've already told me are really the goals of the course?

M: Every person might have a different perspective but I think the basics should approximately be the same, peoples' skills, and then skills for themselves to go out in business to be successful.

Mthu: Now in Business Communication, we all understand that there are different stakeholders. There are lecturers, there are students, there are also Heads of Schools which could become very important part of what we do in the department. How are these that you've just told me about communicated to these various stakeholders of the course? How are they communicated? How do you make these known to these different stakeholders?

M: Well, I assume that the students are most important stakeholders. We communicate with them in class all the time and so I'm sure by the end of the course they really know what we expect from them, and I think they have learnt a lot. The other stakeholders, like Heads of Schools, sometimes we communicate with them in passages or they , (pause), we had a person from the research department

also contacting us at the end of last year to see how we can maybe better even lecturers do not have communication skills and academic skills. So I think we have a big role to play in the Technikon.

Mthu: Marie, I understand that you've been here for 21 years. That's quite a long time. In your experience, how were the goals of the course constructed ? I think you should have a better idea that I have. How were these goals constructed and who was involved in their formulation?

M: Well, initially, we had a syllabus, a national syllabus and we all had to do exactly the same throughout the country and at colleges, we had to do this subject. Then we could start setting our own and then we also had a national paper set in October and November and they all wrote the same external paper. Then a few years ago, we changed and since then we had to set our own papers. Since then we had SERTEC that had to see if the papers were of right quality or not. 70% of the paper was prescribed and the other 30% we had freedom to put anything that we thought would be suitable for our area. So, a few years ago, we had contact with all other schools ' departments on campus but not all students attended our communication departmental meetings for all the schools where we had a list of the different topics and they had express their feelings of what they thought… which topics were suitable for their national diploma skills. We also did another exercise like that a while ago, like two years ago, where we had people from our department going to different departments for instance, I went to Tourism department and for the electives that we've selected, we had to establish which electives they would like for their diploma group. So, we do have contact with the other Schools.

Mthu: so, it was in collaboration with other lecturers from different Schools?

M: Yes, but off course, then you have the course for a specific National Diploma, you have your convener Technikon for a specific course. For instance, National Diploma Accounting, like we have here at out Technikon and also National Diploma in Office Management but that is going to fall away, but then we can contact those people easier. But otherwise, if they come from other Technikons, they are the convener Techinkons, they circulate documents and then sometimes you just read your syllabus or the 70% that you have to follow from other convener Technikons and then you don't have the proper study in it and I think all stakeholders in that case should also be considered.

Mthu: Do you think in your experience these goals have changed over the years?

M: Not much, although those people from different Schools want more language, but off course, we cannot change. We cannot add on to that much so that we can change how a student is really writing if we got them after grade 12 and they cannot write proper English.

Mthu: My last question to you Marie is if someone say someone is interested in finding out more about Business Communication 1 course, to where or what would you refer that person in order to obtain access to the goals of the course?

M: I think we have everything in our study guide because we've worked hard on our new study guide with outcomes. So, there we have all the outcomes because the outcomes are really the goals, and so I would maybe give them that and then further on they could consult me because I have been here for so long or then our Head of Department to know what we are doing in our course. I could also show them our student manual if they want to see more details.

INTERVIEW WITH I

Mthu: Good morning

I: Good morning Mthu

Mthu: Thanks for availing yourself to be part of this exciting project.

I: mh….

Mthu: I've got about four questions that I would like to ask you. They are all open-ended questions. Please give me as much detail as you can. I might ask you more if I want to get more clarity on certain things. The questions are all related to the study, my study about the goals of Business Communication and I just want you to respond to my questions and give me your opinions and ideas about what is going on in the course. The first question I would like to ask you is, what do you think is the aim of the Technikon in insisting that students should do Business Communication 1?

I: I think the Technikon realised that the way that you can get ahead in the place of work is to be able to communicate effectively so that It's one of the skills, perhaps the soft skills that could certainly be taught to students and which will enable them to progress better in the workplace.

Mthu: Ok, my next question is does the course have any goals? what are the goals of the course?

I: I think that the goals are in three-fold. I think we are trying to teach skills in the area of written communication , more specifically in Business Communication that the students are likely to use in the workplace such as writing memos, letters and reports which would teach people as well to think and distinguish between fact and opinion. That would be the writing component. Then, there would be the oral component which is designed to give students a bit more confidence in speaking and projecting themselves and perhaps being able to sell themselves more effectively. That is the aim of… but I don't think we are doing it really well enough or in enough detail or much emphasis. And I think the third goal is to give them some understanding of how human beings work, the theoretical component in which we at how people interact, how can we perhaps analyse it, what can we do to overcome barriers to communication and there the theoretical component of Transactional Analysis specifically, and perhaps the Johari Window are designed to make people think about how people behave and how they can perhaps overcome problems by communicating with them if they have a great knowledge of how people behave.

Mthu: Do you think everyone in the Department of Business Communication would agree with you that these are the goals of the course?

I: I don't know. We have never really spoken about that overtly. I should think that some people would

agree with me. While, ja, I'm not too sure because we haven't really discussed them that openly.

Mthu: Do you think it is important to discuss the goals?

I: I think we should, I think we should because I think there may be people who have different ideas of what Communication should teach.

Mthu: Now, say if someone is interested in finding out more about the course, to what and where would you refer that person in order to obtain access to the goals of the course?

I: I am not even sure if they are in our study guides. I would probably speak to them myself if they wanted to know. I don't think that we have any documented clear cut goals on what our course should be trying to achieve. I, I would put it to them , I would simply speak from my own experience and explain to them of my own bet. As we have a new Head of Department, I am not even sure that I would refer them to the new HOD because I am not sure that her goals and my goals are aligned. No, I'll probably do it on my own.

INTERVIEW WITH B

Mthu: Thank you very Much for your time. I've got about four questions that I would like to ask you.

B: That's fine.

Mthu: What do you think is the aim of the Technikon in insisting that students should do Business Communication 1?

B: Well, I think, specifically for this faculty, which is Business Management Faculty, they feel that it's important. My perception is that they feel it's important that the students not only learn their specific areas of expertise like Human Resources and Marketing, they can actually write and speak correctly. They can communicate with other people, and you know things like interpersonal communication and the theory are the soft skills that you need un business and that they are very important and that those things need to also be taught to the students.

Mthu: Can you tell me what the goals of the course are?

B: of communication?

Mthu: Yes, of Business Communication.

B: Business Communication course as far as I know has no form of goals. Well, I've never seen any. I've here for nine years that I can , from what we teach, I can ascertain what goals there are and I would say to equip the students with skills to write business documents accurately like memos, reports and letters. And also, to be able to stand up and speak fluently with as little stress as possible as well as to give them basics on the theory of communications so that when they come across problems in the workplace, they would be able to (pause) they would know and be able to analyse what was going wrong and maybe correct it. Those are the aims, the goals.

Mthu: Do you think everyone in the Department would agree with you that these are the goals of the course?

B: No, I don't think so because we have actually discussed it with the staff members. You know, some people fell that the theory is not that important and we should be concentrating on much more than just the written skills, and building sentences and building paragraphs and we should put more emphasis on that and not spend time on theory especially Transactional Analysis and Johari Window. Some people would like to see those out of the syllabus completely, whereas there are people like me who feel that those theories are important and do widen their knowledge and that they will help them as a tool in their business but I don't think everyone will agree with me. I think some people see it more a formal….should go towards more of a language course and somebody feel it should be as it

is, so that it is half, half.

Mthu: My last question to you is, if someone is interested in finding out more about Business Communication course, to where and what would you refer that person in order to obtain access to the goals of the course?

B: Well, they should, personally I would say, I could personally recommend that they go to the Head of Department because that person is the Head of Department, he or she should have that information. However, I do feel that the person we have now as the Head of Department is new. As I said earlier that I haven't seen any goals, formal goals of Business Communication. So that's why we work towards outcomes but I really don't know where I would direct the person because I feel the new person is maybe still settling down, finding her feet. There are no formalized goals as far as I know. So, probably. I would speak to the person myself if they approach me and tell them about the course from my own point of view. But they should really be sent to the Head of Department.

Mthu: Wouldn't you say that it is.. Is it not important to have agreed upon goals?

B: Yes, very, very because then it is focused and if you've agreed upon goals, objectives, outcomes, whatever, then everybody knows what they are working towards. Because even if you develop a curriculum, people can take that curriculum and actually use it towards a goal that is not common to everyone. You need common outcomes and they need to be discussed, written down, formalised, so that it keeps everyone together and working as a team and focuses. I think it's very important and it's a serious lack.

INTERVIEW WITH V

Mthu: Ok, I'm going to ask you open-ended questions and you can just say whatever you want to say all the questions are related to my study of the goals of Business Communication of TWR. Let's start off by asking the first question. The question is , what you think is the aim of the Technikon in insisting that students should do Business Communication 1?

V: Well, I suppose, really, for those people who work for the public it would be important , in fact, to have some insight with communication, you know the communication theories, what goes right and what goes wrong into cultural communication, body language. I think that's important and if they are going to be doing writing that they should be able to at least especially in the business world write a decent letter and a decent report.

Mthu: What do you think are the goals of Business Communication?

V: Well, I think the goals of this course (pause and think), I would say really it's… you can't teach communication. I mean it's life itself, basically, but you could make people, you can set tasks for people to do and I think that's important and I think I would be one of the goals of this course and the other thing is to teach the student to try to think coherently and write coherently and logically. That to me would be it. And then, I see a further goal for myself, I see it concerns development, developing a personality of a person or of a student.

Mthu: Do you think everyone in the Department would agree with you that these are the goals of the course?

V: I don't think so, no, no . I think they would see it in a similar light but through different emphasis.

Mthu: Communication has got various stakeholders. Just to mention a few, students for instance, would be stakeholders, Heads of Schools would also be stakeholders, how are these goals communicated to these stakeholders?

V: You mean the students and Heads of Schools?

Mthu: Yes.

V: I think it's communicated really in the sense through the study guide which sets out to explain what the course is about and what the objectives of the course are, and I think as far as I know each of the Heads of Department have been visited on more than one occasion to check with them what they feel should be taught in the field of Communication course.

Mthu: Would you say that this is how these goals were constructed?

V: Yes, I would say they were. I mean there are certain things , certain material that we taught before

that has been removed because it is felt by the Head of Department that it wasn't necessary for their students to do it and they would like other things put in. So, they have been consulted on several occasions.

Mthu: Even the students?

V: Do you mean the students have the students been consulted about the goals of Communication?

Mthu: Yes, were they part of the construction of the goals?

V: You know the problem about students is that , I suppose, one can say they were not consulted because when they come, they don't know what communication is. I don't think they were actually incorporated. They certainly are incorporated as far as feedback is concerned.

Mthu: Do you think that these goals have changed over the years since you have been here for a longer period?

V: No, I don't think so.

Mthu: If say, someone is interested in finding out about the course, to where and what would you refer that person in order to get access to the goals of the course? Where would you refer a person who is interested in knowing more about the course?

V: Well, I would imagine, although I speak under correction, that it should be in the manual. So, I mean they could always be referred there and it should be in the study guide.

Mthu: Thanks V, that's about it.

Appendix IV
Students' Qualitative Responses

1. Why are the goals that you have ranked the most important goals?

1. I guess that is the order they supposed to be in order to achieve better Business Communication.
2. Being able to communicate with people especially in the business is essential. Having a better understanding helps to cope even better in the business environment. Therefore it will generally help them to deal with other problems in life.
3. For people to consider the fact that life comes from life and that we should be able to relate to one another. It will help you progress in your work and also understand other people in and out of the workplace.
4. It will help you progress in your work and also understand other people in and out of the workplace.
5. Because they help us to be able to communicate with other colleagues at work and outside work. It improves our communication skills.
6. There are the ones that sound more convincing.
7. They are most important because business communication help us to communicate better to work and know how to write reports, memorandums and letters this thing is needed to work
8. Because students come from different backgrounds.
9. These goals are facts.
10. Because many students at TWR are not good in communicating especially in English, so you can imagine what's going to happen in the workplace.
11. Because they are most focused on the business side.
12. Because I think it is very important to improve intercultural communication.
13. In order to be a good communicator you need to know the theories because there is no point in learning basic concepts but don't know it in depth. Once you know concepts and reasons as to why certain things are done in a certain way, then you become good at what you are doing and will have confidence.
14. Because broaden our mind in all communication theories and we gain our confidence in business.
15. People to communicate a better English anywhere, whether at work, school, home and they must be confidence. They must know the business writing skills to improve their jobs.
16. Because the main goal of Business Communication is to help students to use English better generally and to prepare them to use English in the world of work.
17. They will help you face the world and illuminate you of what the world requires of you.
18. Because the more you study new things (explore) is the more you gain experience, so if you make use of business communication you'll be able to communicate on the outside world.
19. In the world and in business, especially communication plays a crucial role, so all kinds of communication are, I think, equally very important.
20. The goals I planned are mine and what I am going to become it affects my future.
21. Because you cannot get a job if you don't know English, if you are not fluent (perfect).
22. Because students need this goal in order to meet the needs of the demanding labour market.
23. They help you to understand why you need to do the subject and they do not help only the course but in other things.

24. To understand the value of communication.
25. These goals are the most important because we need the corporate world, world of business, without these goals we would face difficulties in the work environment.
26. They are the most important goals in communication because they help students who are doing communication. They get to improve their communication skills.
27. Because indeed students need to be prepared for the world of working.
28. They will surely contribute towards my success in the workplace and they add to the list of a need that has to be satisfied which is – self-actualisation need.
29. So that you can become a better employee and be able to speak English properly. Because it's my second language so am not that fluent in speaking English.
30. I feel that you should be able to use the English language very well in a workplace especially when it comes to drawing up reports and summaries and so on.
31. They improve our business communication skills.
    To prepare us for the business world.
32. Because I feel that Business Communication should be based on business skills to prepare us for business world.
33. Because they help us to be successful in life and to be able to defend yourself throughout the challenges that you will come across in life.
34. Because communication prepares it is a two way process, so in level of Business it helps to prepare students on how to communicate in the business world.
35. Because I know I'm not good in speaking English by studying it. It makes me practise to speak and write it.
36. To allow students to communicate more effectively and be confident at the work place.
37. Because they make more meaning to me.
38. To be at school is to achieve my goals at the end is important. I don't want to waste my time at school without achieving my goals.
39. Because when coming to Business Communication firstly we need to improve intercultural communication.
40. Because help other people and let them express their talents is very important.
41. Because we as students we need to have more skills in English so that we can know well to communicate with other people.
42. Because it will make the student to see the value of the course.
43. They are important to me because they prepare a person who was not confident a lot, to face other people in the eye with knowing that you can communicate with them.
44. Because they better illustrate how communication has come across me as a student.
45. Because before entering Business communication you have to know the basics of English and learn how to communicate.
46. They are the most important because we need to communicate as people in order to live and learning about communication and all it's theories allows us to become doesn't become as difficult as we sometimes make it out to be.
47. Because communication I do believe is a two-way process. You will need to understand the next person for communication to be successful. If you cannot communicate properly (i.e. cannot relate to the next), one reason is for sure, no basic communication skills.
48. Because good business English, business writing skills, business confidence are equally vital in the workplace.
49. I feel that they will help me in the future just like they are helping me now.
50. They are important because student have to know, learn and understand English, so that they can become better people in the future.

51. I think some of the things are not important for us to know, they should teach us what we consider important.
52. If you are a good communicator you can be understood better thus moving forward in life or in your work place.
53. Because one cannot communicate with people without language skills and writing skills.
54. I feel that the level of English is too accommodating, but instead of just accommodating it should uplift the standards so that language may not hinder someone's chances in job seeking or in the world of work.
55. Because I consider them as the most important reason for us to study communication.
56. Because they will be preparing you for the business world.
57. I feel that students should be prepared for world of work, since this is tertiary.
58. Because without better communication skills you can't make it in the world of work as everything is done in English and also for interviews and job applications.
59. Because those are the goals I need to achieve in order to become a good communication. So that I will succeed in my line of work.
60. They are important because they equip the student for the world of work and their everyday lives. If a person understand the theories of communication it is easier for them to come to a conclusion when observing people communicating.
61. Because they are my top goals what I want to do in the future, so they are very important.
62. To me they are important because they are the best goals to help students to know English as if like it is their mother tongue.
63. Firstly Business Communication is needed in every business in order for it to run smoothly so that goals I chose are important to me as a student and it will benefit a certain business someday.
64. I ranked them because it's all about yourself and you are willing to learn what ever it's a give and take situation. What you put in is what you get out of it.
65. Because these are some of the powerful facts that we face in our daily lives.
66. Because that's like goals I've been taught so far at school, and some of them don't make sense when it comes to communication.
67. Because as a student after my diploma I have to work with different kinds of people who speak different languages, English we can use it as a common language. We can get better understand each other.
68. They are important goals because being a better communicator and with business confidence can prepare me as a student to become a better person.
69. They build student and after them direction as to end how to achieve what ever they want to achieve.
70. Theories of communication have a great impact as they way you communicate at home will not be the same as communicating in the business world. And some other skills can contribute to practically make use of the theories you have learned.
71. Because if students don't have business writing skills and can't communicate better the main goal of business communication won't be reached.
72. The reason is I think they are important to us and they are going to help us in the future.
73. Because they prepare us for the real world and more importantly to make us realise the differences experienced in a work place and that work wants us to be more prepared in terms of our language and communication skills.
74. Because if a student doesn't know how to communicate with people it will have a bad impact on her. In her field of work.

75. They are important because if I want to get employed as a manager I must be able to use the kind of communication we lean about.
76. For a person to interact with confidence in the world of business and be able to understand tasks given to them and perform appropriately.
77. Because that is the goal I'm prepared to improve that I think what communication is about.
78. That is what I think the main goal of Business Communication. It's my understanding of it's aim.
79. Goals that I have ranked the most important goals?
To improve my English as the language that is used internationally and hoping that some day I will be internation with strong communication skills and being a successful banking employee.
80. Enable the student to communicate properly when he get to the corporate world.
81. Because students need to be familiarized with communication in the real world in order to become confident business people.
82. They are important because they prepare the students for the business world. To be able to communicate with other people in a proper way.
83. Using proper English in the workplace is important.
84. They are important because they increase our knowledge about communication. They are ones that help give a substantial reason to why we have to study communication 1.
85. Because with them we will be the better people in the world of business.
86. Because it will help the students to become good communicators in the world of work and in general.
87. They are helpful.
88. Because it's my opinion. I think that those are important.
89. That's the goals I set.
90. Because they can help students to be best communicators in the business world and outside.
91. These goals are mainly achievable and are the most important in developing our English outside the business world.
92. I think it is important for students to be familiarized with English so that they cannot experience some communication problem in the world of work.
93. Because goals may help student to use and writing skills of English better generally and help them to becoming better communicators in life.
94. Because it is very vital or essential for students to be better communicators, to be able to write letters, memorandums and to talk, I have chosen the above things because one day I am going to work in the real business world as I am currently preparing myself for that.
95. Because if you can achieve those goals you will be better and have self-confidence and self-confidence results I good achievement.
96. They are important because without communication we going nowhere. These goals provide a clear guideline of that the way to being successful begins with communication.
97. Because it's important for students to be able to adapt to the world of work, that can be achieved through good communication skills.
98. If I could see myself achieving these goals I would consider myself the best communicator.
99. Because are the one's which helped me understand the subject.
100. I ranked them according to my personal importance I think it's important for one in the business field to have confidence in how one presents themselves to the field and everything else just structures the confidence one has at the end of the day.
101. I think these goals which some of them are skills are the ones which are mostly required and should be attained by students or any individual for the matter because they are the most crucial for survival in everyday life not only in business.

102. They rank the most important goals, because without a better performance of those goals we can hardly do the tasks we are supposed to, due to the lack of proper communication and understanding of the language, so without any of those we can't achieve our goals the way they re planned.
103. Because in life there are different levels. This goal takes students from one to another level in terms of communication.
104. Because most of the students here they done English as second language. If maybe they consider those goals they will help most of students.
105. I ranked them this way because I feel we are being prepared to our work place so everything that involves work places and personal feels should come second that the rest.
106. Because I feel that without them communication wouldn't be of any good.
107. Because I need them to become a successful business- women.
108. Goals are set by individuals are important because every think in life you must set a goal to follow it if there is no direction to go you will go nowhere.
109. From my point of view they are important they have already equipped me with the skills that I didn't consider them as a necessity in a business or working world.
110. From a personal aspect to be a better communicator is the mother to all other goals as communication requires a good listener and speaker. Education is for the improvement of the individual to a collective good. This is what communication is about. Right?
111. Students come to a tertiary institution to be equipped for the business environment, that's why they need to be better communicators, know creative writing and be familiar with the terminology or theories that are used in the business environment.
112. I chose to rank them like that because I think it is important to know how business people operate and communicate in the business world before we enter the business world.
113. I personally think the reason why we study Business Communication is to prepare us to be better communicators or at least that is how I would like to think.
114. Because I will be able to use the skills I've obtained form communication in a work environment.
115. If you have good communication skills is very easy to get in the world work place without any hesitations of communicating.
116. As a student I feel that there is a need for me to be exposed to what I will experience in the working environment.
117. It is important for a person to be able to express him or herself in English, in that way, he or she won't have a difficulties with different people who have different cultures and backgrounds. Most of all you feel confident and optimistic.
118. Because English is the communication language and it makes all students be prepared to communicate with their employees and employers at work and to be better communicators.
119. Already answered in the question paper.
120. I think that these goals are the one that will unite business of all races and better their business ethics.
121. To prepare students to use English in the world of work.
To improve intercultural communication.
To familiarize them with theories of communication which then allow them to become better communicators.
To help students use English better generally.
To equip them with business writing skills.
122. If we know more about writing skills we can be able to write CV's on our own, be able to do the required work/duty in the workplace.

123. I think it's very important that we are familiarized with theories of communication before we enter the work place. It's better to improve what you already know rather than to start learning at your place of work.
124. They are generally what I will use/need in the business world or in the world of work.
125. Firstly students need to be well prepared when they go to the business world that means both physically and must be good communicators and know Business English. So they will communicate sufficiently with other businessman. They need to know how to write business letters, meetings, Agenda's etc as they are very vital in the business world and know how to communicate differently with different people.
126. Most of them have to do with you as a person. Your conduct when it comes to other people and if you are to meet the queen of England someday, it would be good to speak her language properly and understand her properly.
127. Because you cannot work while you don't know English. English is the international language which we use to communicate better with other people who don't understand your own language.
128. It's because communication in the business world is a very important, so being familiar with all the terms will make us speak and write English better. Your confidence also get boosted if you believe that what you are communicating is good.
129. These goals would enable a person to feel absolutely complete and ready for any forms of challenges in the business.
130. They all develop the students to communicate better in the work place as well as with the community.
131. These are basic aspects one needs to have in the business world, before he gets started.
132. The more you do these things in communication the more you would understand and to use English in a proper way, to prepare us for business.
133. Because it helps students develop confidence and have better communication to other people.
134. Once you understand English, you will be able to use it in the work place. In the business world, you meet and work with people from different cultures which leads to some of us being stereotypical. When accomplishing all these goals, your way of communicating inter-culturally should be improved.
135. They are the most important as they are tools which the students can use well in the business world. It allows for the mastering of English knowledge.
136. To help me use English better and to improve my intercultural communication.
137. It is a very different atmosphere once you leave the studying environment to go to the workplace – it is important that you are well versed and are able to communicate in business communication. The workplace is more formal i.e. you have to act and speak in a formal manner.
138. I think because in the business world it's different from the school social lifestyle because they work if formalities and procedures.
139. I remember at one stage our lecturer told us about the importance of writing memos. So although the writing skills part of it is important, looking after yourself is much more important. By making sure that you are fully informed at all times through the right channels and by making sure that you have proof to justify your actions, this is why I think the above mentioned goals are the most important.
140. Because without Business Communication I think we would fail to work in companies. Business communication helps with interpersonal communication and how to reports and notices and Agendas.
141. They are a key for students to be the best communicators at work.

142. I have ranked them in such a way that we learn communication. These goals are the most important to me because they are the first things I need to achieve to be a good communicator in the business world.
143. Because I think Business Communication helps students to be able to deal with business needs and documentation.
144. Because they are my future goals. Once they are completed, I will succeed in many things I do.
145. They have helped me build the self-confidence more than the way I though possible. They helped me iron the wrinkles of my past, and now with the belief that one day I'll reach my goal. These goals have helped me to look forward to another day and wonder what pleasure does it bring.
146. The goals enable students to become familiar with what they are going to do with their nearer future.
147. They've got an influence to us, and help us to develop our confidence like in business.
148. I feel communication is about learning how to communicate with different people meaning not only with your family but even outside with strangers.
149. Communication is not like high English, it is more Business related, it is not the everyday English that we use at home of in the streets.
150. Cause I think is very important for student to first know how to communicate better before they jump to another step before you know how to write you have to know how to speak better and in order to improve yourself you have to be able to right or be able to present yourself in a good or presentable manner.
151. I have ranked them this way because that how I see them.
152. Because you need communication to better the communication between people in the country and made people understand better so they can communicate better.
153. Breakdown prejudice, be equip skills. If there's prejudice there would be violence and if a person go no skills he is less productive.
154. Firstly, English is one of the twelve official languages and it is the spoken language nowadays and we need to be able to communicate properly in English.
155. Because it helps the students to be more effective and productive in dealing with issues in the business world of work.
156. Because it's going to make me independent. Succeed in life and they going to make me a better person and to feel good about myself.
157. It generalises everything about the world out there you have to know the needs of survival in the world. According to my judgement communication holds the world. You learn to be more confident with yourself.
158. They are important because they fit everywhere e.g. in business, social meetings or when you have to present yourself to other countries.
159. Because I made a choice that with this goal, I'm going to survive. It is from now to forever the source of my survival.
160. Help students to be able to write down what they say verbally in a paper, because many people is simple for them to talk when coming to writing it is so difficult to express themselves exactly as they talk. Socialising is one of the difficult things because a cultural diversity we have in our country.
161. Because they what I'm trying to achieve and most suitable for newcomers in the business world and strongly needed by employers.
162. I've realised that after the communication class I learn different things and they are helpful everyday. Teaches me about life, my fellow students and others. Adult or young. It really improves my skills, writing and speaking.
163. We are business communication students and they help us prepare for what the world is like out there and to also communicate appropriately with other people.

164. I think they are important because as tertiary students, everything we do at this level, we are being prepared for the world of work. And when a person is working, she/he should have these goals which I've ranked to be a good manager as we are – studying the management courses.
165. Those are the goals that prepare us for the challenges in the corporate world. Without proper communication skills is had to make it big in the world.
166. Because for a person or individual to be able to be successful or communicate well with other individuals he or she needs to have self-confidence. That's why I think self-improvement should be ranked high. Because if an individual has self-confidence its more easier for them to communicate and learn.
167. It helps us to see why is there a communication breakdown in business and friendships. Also in cultures in difference when they get together or in organisations.
168. Every person has a goal in life. In order to achieve them you must stick to them on that you can see what you have done to achieve them.
169. Because in the world of today, at workplace you can meet a different people with different languages so for that people to hear each other they must use English.
170. First of all you can't be in a business if you don't know the skills of communication. It helps you to improve your self-confidence e.g. presentation.
171. We as the student need to be taught how to socialise with different people and to know other ones culture. By doing that we will be able to respect one's culture, and we need more practice in PRESENTATION so that wee will be able to improve our self. More practice in presentation will lead to understand different people.
172. Firstly, from my point of view I think those goals I've chosen are the goals most people use in the business world. In order for us to be successful in the business world we need to know how to communicate with other and what is expected from us.
173. Firstly, students need to know English better in the world of work because it is the language that is commonly used to communicate.
Secondly, me as a student I should have self-confidence and only self-improvement can help gain self and business confidence.
Lastly, to also improve my intercultural communication skills.
174. English is the language used for business all around the world and is considered to be the standard of communication.
175. Because you need them personally and in the business world. I believe among all those goals mentioned, improving intercultural communication, breaking down prejudice, familiarising student with theories or communication which allow them to become better communicators, equipping students with business writing skills and preparing students to sue English in the world of work is very important.
176. Because of I need to be famous in my life and always like to achieve them. It is important to have goals because is a future of dreams.
177. The goals that I have considered most are because in Business Communication 1 a person has to learn or and adapt meanings of English. The aim is to familiarize theories of Communication which then allow them to become better communicators is because people meet different people with ambiguous languages of countries.
178. Because it teaches us how to position ourselves in a business environment in terms of communicating.
179. To prepare students to use English in the world of work.
To improve intercultural communication.
To equip them with business writing skills.
180. Because these skills are what all business people should have. Every person who wishes to be successful in the business world should have all or most of the above mentioned skills.

181. Communication in the business world is vital as it makes a person better and the topics I chose they will equip the person to be effective in the industry.
182. Because they will make me better person in the future of living a normal life I have worked for it.
183. Because I believe that communication is to allow students to know what to expect in the world of work.
184. The goals will help me reach the correct achievement that aimed.
They will help me determine my future.
Help to see the difference between correct things and incorrect things.
185. It is because we are here to be prepared for the workplace and therefore, I have ranked them according to the preparation of the industry.
186. They are the most important to me because I feel that they are mostly the reasons why we need to study tourism and they are the ways in which I benefit from studying communication.
187. In order for me to work better in the Business world and know how to deal with people other cultures.
188. Personally I do not think that Business Communication is just about learning English but to be able to communicate with people from different cultures, to have self confidence in whatever you do and most importantly to be able to listen to other people.
189. For one I am at Wits Tech because it is the best Technikon in SA.
This subject will help me in the cruel world out there,
It'll better my confidence – because my lecture is a good lecturer and he knows he's work. (back to front – front to back).
Communication has taught me the different ways in which different cultures communicate. And, I have seen how other cultures communicate differently and how their communication techniques differs from ours. So, it has improved my intercultural communication.
190. They are important because before you can do anything in the working world a need to be able to speak English and use it generally. And to be able to be equipped with writing skills. To familiarize them with theories of communication to allow them to become better communicators.
191. They go hand in hand with the communication aims as far as communication is concerned.
192. Is because what out manuals have , we are trying by all means to do it.
193. Because without goals communication would be useless, Communication contributes to our goals.
194. Because I feel that they are the goals that are going to be necessary for me, in the future in the business world.
195. Without these goals communication would be not useful at all.
196. They are important in every business situation.
197. They are the most important goals because they help students to be involved deeply into English as a compulsory language.
198. Because are the most important goals in a manner that we cannot reach the high position in the field of world.
199. They give out more information of why the Technikons should insist that students study Business Communication in order to gain better communication skills.
200. Because they help me to communicate better in the outer work and they are my future goals.
201. Because the student has to be familiar with them first in order to reach the goals of Business Communication.
202. They are the ones that enable you to become a better communicator both generally and in the world of work.
203. Because is going to help me in communication at all during my studies and after it.
204. Communication allows us to be better communicators, it improves our business communication and writing skills and also improves our English in the business world,

205. Are the things that I have learned in Business Communication since the beginning of the year.
206. Because they put us students in a real world of communication in the business and improve our communication in out intercultural.
207. I felt that as an IT Student, it will become very important to gain communication theories and techniques for the working environment. Most importantly I feel Business Communication I helps learners to gain self-improvement on what they have already learned through life.
208. Because they define clearly the main goals of Business Communication.
209. I believe that the aim of communication is to make us communicate better with other people.
210. I ranked these goals most important because according to me some students come from the schools where they were not taught proper English, and some white of those coming from private schools they are not used to this Business Communication. So I believe Business Communication familiarizes students with English that will benefit them in the future.
211. Because I for one I'm at the technikon in order to find a better job, if my communication skills are perfect then I will be able to go communicate without a problem.
212. For me are important because if you can speak and write English you can became a better person. You can apply the things that you have learned in school to build the community. If I became confident with my Business Communication I can help develop the economic of our country so that one people can have jobs and food to eat at night.
213. I suppose they help me in communication skills and equipping me with the relevant information and knowledge for conquering the industry.
214. They are important because they assist in the development of a person's character and behaviour towards other people that have different cultural views.
215. Because in this world that we are living in without good skills of communication you are considered to be nothing, and if you want to start your own business it would be difficult to communicate with people.
216. This is because they are seen to me to be significant to Business Communications, as a whole, as they aid and explain the importance of Business Communications.
217. They are important because if I know English better I will be able to communicate easily. It will hep me to interact better in a work place. It will also make me to believe in myself in each and everything that I would be presenting in a work environment.
218. They can bring out the most success out of students in Business.
219. Because without business communication we won't be able to know who to communicate clearly and it helps us to manage the communications in business environment.
220. It's just because once a student is well aware of the kind of opportunities they have based on their goals than this country will have a positive, good and educated future leaders.
221. –
222. The goals I have ranked are most important because, these are the goals that prepares us for the working environment. We are after all at this school to get skills and theories for the work environment. Communications goals is to teach us to be better communicators in the world of work.
223. –
224. Because communication makes people from different cultures to understand each other unlike people who were never taught communication.
225. Because are the most important when it comes in to Business Communication like to be able to use national languages, e.g. English. You will be able to share business ideas.

226. Improve communication skills.
Teaches me how to communicate effectively.
Improve self-concept.
227. I think that communication plays an important role in a working environment. You need to communicate with your colleagues to have a better environment, so that you can enjoy your work.
228. Because at workplace and life in general it very important to communicate effectively.
229. –
230. –
231. They are most important because they help students.
232. –
233. –
234. Because they help me a lot from we aim coming from my school did make ours to be ourself.
235. They are the most important main goals in business communication.
236. Because are the ones which I think is better to help student to have confidence on what they're doing.
237. –
238. The goals I have ranked are most important goals because first you develop self confidence and which business writing skills you develop business confidence. You are able to use English in the world of work and have better communication with people around you and able to improve intercultural communication.
239. –
240. –
241. –
242. –
243. –
244. –
245. They are most relevant goals and they build you.
246. –
247. We must improve be intercultural communication and we need to be ready for the business world as that what we studying toward.
248. –
249. Because without those goals I don't think business communication can survive.
250. These goals allow us to be the better communication and enabling us to work with other people.
251. They are the most relevant goals and they assist in determining which goals should come first.
252. –
253. –
254. It because as the Business Communication firstly you have to be a better communicator, to how to communicator with people deal with a work. And have confidence.
255. –
256. They are important because as students we need to know these goals so that we could communicate well in the business world.
257. Because most of the students are from Bantu Education and they do not speak English well or perfect.
258. In the business world the language we use with friends and family I consider them appropriate. You as person need to use formal language and skills for the business world.
259. They are the most important because one cannot be able to communication or use communication skills in the business world if he/she can't write for example business letter which are being taught in communication or became a better communicator in the business world.
260. –
261. –

262. Because they teach us how to communicate with other people, and also to learn about English.
263. –
264. Because communication is found everywhere in the world and it is very useful everywhere especially around working area.
265. Because it is very important for one to know the business in and out so as to make it in life in climbing the co-operate ladder.
266. Business Communication equip students with business writing skills to improve the way they are writing. It also helps them to express themselves in English with confidence in order for them to become better communicators.
267. English is a language understood by most individuals. Understanding English better and knowing how to use it appropriately will help the individuals in more than one way. It becomes easy to communicate with people.
Same as above.
Helps students the appropriate ways going about different business transaction.
Helps student build not only a business confidence but “confidence” in Generally
It assists/helps students that are not familiar with the English language to improve themselves.
268. Because I think they can bring out the most success out of a student in a business industry.
269. To know the important things about the business communication.
270. –
271. –
272. –
273. –
274. –
275. For one to understand communication better and to know how to talk to the one in the working industry and develop one with the business confidence and improve self-confidence.
276. Because nowadays communication plays an important role in the work place.
Communication is English and nowadays English is common language.
Business writing skills are important in the workplace.
277. They are the most important goals in my life because they describe my success in life and the life that and always wanted to live and that I believe I’m going to live when I finish my studies.
278. Firstly all student are studying their courses in the way to get work in the future and to use English better in general.
279. Business Administration is to help students get ready for the red world (workplace). To familiarise them with theories helps use the English language better. They also equipped with good writing skills.
280. Because they form the basis of business communication in the work place.
281. Why are the goals that you have ranked the most important goals.
Because you need to achieve that thing, need to succeed on that thing, you plan to achieve.
282. Because in life winners plans ahead, so I decided to set my goals as early as possible.
283. Because they are the main goals.
284. The goals you ranked it because is prepared a better life and try to get a better chance to communicate in the working place.
285. They are the most important and therefore guides my success in life.
286. Because they can guide my success.
287. I chose the goals I did because it’s in the order I believe it to be. Even though some of the goals are equally important.

288. So I would able, if I finished my study to face the outside world. They will improve the way I would interact with people.| So I would be able to understand the task I had to do, at the company that I would work for.
289. Because they are all about teaching good manners of communicating and improving students English in the world of work.
290. They are the ones that should be overwhelmed.
291. That education is the key to success.
292. I think they are the core of business communication they make business communication.
293. The goals I have ranked are the most important because business requires some skills that I have to manage to be a good communicator. English is not difficult at all but I need to be familiar to theories, using English communication in the best so that my understanding comprehension, listening can be Improved.
294. It is because they are easy to understand and remembered.
295. From completing the course at tertiary one need these Business Communication skills to be able to succeed in the world which awaits after tertiary education, that's why these goal are ranked most important.
296. Some students didn't studied in Model C schools, They need self esteem before they can communicate well.
297. These are the most essential goals required in the working industry. These goals equip and inform you on the basis of communication requirements.
298. Because without them you cannot cope in a business world and you won't be able to communicate efficiently.
299. I ranked them the most important goals because there is a rise of English usage and most of the students are still unable to express themselves in English and familiarising with theories of communication improves communication skills and in the business world people must master the field.
300. Communication is a very important par of life; we never stop communicating which is why we need to first study the theories of communication. When we need to first study the theories of communication. When we understand these theories we become better communicator; we begin to understand different ways people from different cultural groups communicate; we lose our stereotype views learned from our cultures.
301. The goals that I have ranked are the most important because they can help to communicate the world of business or to you. My own business smoothly and even to co-operate with workers and to have self-confidence too
302. Because they play a most important role in my life because I need to study for work and communication is the most important role in life because without communication you can't get the job done.
303. Because communication plays a vital role in the business world, good communication skills mean that a person is equipped with a vital skill which in turn will make him/her la good businessman/woman.
304. I believe that my choices about are important for communicating because we have to break down prejudice, use business writing skills as well as improve our intercultural communication. These should be the foundation of every communication lesson.
305. Because are the ones that applies exactly to what a business communication is.
306. Because business communication helps students to be prepared for the business world and how they do this accordingly.
307. –
308. –
309. –
310. –

311. –
312. –
313. These goals will help students to be able to express themselves in the world of work, and the communicate easily with others.
314. –
315. –
316. –
317. –
318. –
319. –
320. –
321. –
322. –
323. –
324. –
325. –
326. –
327. It discuss how communication is to the others.
328. Improving my communication.
329. –
330. –
331. Because the bottom line is that we will all end up at a respectable business sector (which we all want) and we want to be confident about what we doing.
332. –
333. –
334. –
335. –
336. You have to know English and they prepare you for when you go to the workplace and it makes you to be a better communicator.
337. We have to be able to communicate well with people before we can even get to the business world.
We should be good listeners.
338. –
339. Because they give us the correct way to communicate with people.
340. –
341. –
342. So that they will become better communicators and they will be more successful with everything they do in order to achieve those goals that they need to achieve and also creating image of that particular business.
343. Because are helping students to be self-confident and not to be nervous of speaking English or in business writing skills.
344. Because English is becoming an international language.
345. –
346. –
347. –
348. Because they can brings me where I like to be.
349. They give you a better understanding of the world.
350. -
351. For one to understand communication he has to be familiarized with its theories, so that you can be equipped with what it's all about.
352. –
353. They are the most suitable answers according to the aim of Business Communication they all state the improvement of using English properly.
354. They are most important because students must learn English in today's days. If you don't know English you will not be able to communicate with others properly.
355. We have to learn to communicate with other cultures and we have to learn to speak English because it is spoken world -wide.
356. –

357. The goal, I ranked is the most important because to use English, it help me in world of work and business, I can easily communicate with people.
358. Because we are not familiar with the business world, I think it is important to know how to use English in the world of work, because you cannot just speak anyhow to your boss, or employer.
359. Because I believe they will help us as students in future business world.
360. Because you can become an academic but without knowing how to communicate not having business writing skills you somehow will have a serious problem. It helps us to become good business communicators.
361. –
362. Because it is the truth.
363. They prepare you to be productive and have confidence when joining the co-operate world. They are the key performing areas of Business Communication.
364. I feel they will do good to the students and they will be preparing themselves for the corporate world. They will later pay off as skills will be needed in the corporate world.
365. Because for my point of view without English it's going to be difficult for you to run business, you will lack confidence in your business and being the best communicator will help you run your business easily.
366. –
367. We need to be familiarized with theories of communication, because communication skills are needed every that how we express ourselves, (in most cases) e.g. interviews, Marketing Skills, communicating with your employees.
Intercultural skills should be improved everywhere as I believe that this will benefit us on our economy.
It must equip us with business writing skills (e.g.) when writing reports, letters.
368. It is because I think you need to know how to communicate when you get to the real world and know what to do when they keep out the and they must not be sorry lost cases in the real world.
369. Important because it helps to be familiarize them with theories of communication which then allow them to become better intercultural communicators.
370. I think they are goals that I can see myself using in the industry that I'm in.
371. –
372. They all concern personal business communication skills to a greater level. All these goals are goals one needs to achieve to be successful personally and career wise.
373. They will help in a business manner of a person when in a business meeting.
374. –
375. It is because it is what I think are the main goals of Business Communication.
376. Because this is what we all as students need for our qualification.
377. –
378. –
379. –
380. –
381. –
382. –
383. Because it will help when we go to different field, we will be able to communicate.
384. –
385. –
386. –
387. –
388. –

389. –
390. –
391. Because when get in the work situation, I will be able to deliver the writing skills that I should have got from Business communication and as I will give me confidence when ever I will be about to present something.
392. –
393. –
394. –
395. –
396. –
397. English is used everywhere so have to read and write English well you'll have no problem getting yourself in the world of business.
398. –
399. –
400. –
401. –
402. –
403. –
404. –
405. –
406. –
407. –
408. –
409. –
410. –
411. –
412. –
413. –
414. –
415. –
416. –
417. Because most students need help with communication to improve their English.
418. Course if you can communicate using English and when your English is fluent you can be a better person and there are lot of job opportunities which can be available to you.
419. They are the most important because when coming to Business Communication talking is what is important.
420. I think that in the real world you need to be a good communicator in order to be successful and it is also important in the business world.
421. With me from the communication studies I've learned a lot, and I do think that it can help me with confidence to be appropriate for the world of work. And be a good communicator.
422. Just because is makes us as students to understand the communication skills and make us understand the way to communicate with people.
423. –
424. –
425. I think is because I grew up and did most of my primary and secondary education in location/township and I was unfortunate that most of my English teachers were not able to encourage or stimulate us to know the language but now I see a lot of improvement in my English.
426. You must be introduced to what are you going to do, and what business communication is about.
427. –
428. –
429. –
430. –
431. –
432. –
433. –

434. –
435. –
436. –
437. –
438. –
439. –
440. –
441. -
442. –
443. –
444. They are important because communication is helping us to communicate, write and even at home or business confidence.
445. –
446. I think they are the most important because that is what I think I will need when I am in the world of work.
447. –
448. –
449. –
450. –
451. –
452. –
453. –
454. –
455. –
456. –
457. –
458. –
459. Because I think they are going to help me.
460. –
461. –
462. -

20) What impact would it make for you if the goals of any course you are studying towards were not explicit?

1. I wouldn't help to study that course because at end of day it will be a problem to get a job.

2. It would have been a waste of time for me to attend the course because I need something that will benefit me.

3. It would make decisions more open-minded.

4. A negative impact.

5. I would be sad.

6. I wouldn't be satisfied if I knew things were not followed correctly.

7. I would not study it stay at home enjoying myself.

8. Student will not understand the communication subject.

9. It would not do me any good.

10. I would not understand why I'm doing the course in the first place.

11. To make sure the outcomes from my side will be good.

12. I personally think that if we knew why then we would be more involved and enjoy what we are learning.

13. It would not make much of a difference because nowadays certain things are learned and they don't make a difference instead we are forced to do them.

14. It will be unnecessary to me because that I already know.

15. I would stay at home or go to work, because I already knew everything.

16. It will not be right for me because the goals of any course I were was not explicit.

17. I think it would make me want to study the course until completion of my diploma.

18. It think all the goals were explicit enough because whatever we do.

19. It would actually lead to students not getting the precise information about the work they will be performing after graduation. Therefore it will be useless to study.

20. I would not know what I was doing it would have brought me nowhere.

21. I would change the course.

22. They would make me not study according to a certain standard.

23. I for one would not understand why we do such subjects and we wouldn't know what is expected of us to do in the outside world.

24. I would not be able to understand what I was studying and that would later create problems in the work environment.

25. It would be hopeless in the work environment.

26. There is no point in doing them. I'm just doing communication as part of my subject in my course. Is not as if I have a choice.

27. A student will end up studying things they don't need.

28. Not much of an impact but it will distract me from concentrating on matters / subjects that are more relevant to my course.

29. You would be able to know going on with the course and be able to set your own goals of studying.

30. It would b e of great disadvantage to me because I would work towards something and it would be the wrong thing.

31. I would not understand the course that I am studying.
    Would not know the purpose of the course.
    Would not prepare me for the business world.

32. Not understanding the purpose of the course I am studying.

33. It will make you to be a failure because you will not understand what you will be doing and you will not enjoy it.

34. I would find out more about it, and make sure that I find it interesting at the end of the day.

35. If I know.

36. If at the end of the year I would fail the course and this world just make me feel depressed all the time.

37. Everything will go easily

38. I will you after my ways, were those done wrong and is that was not prepared of interested of which I was studying.

39. I don’t understand the questions thoroughly.

40. To raise my course to be high.

41. I would like to see those goals of communication.

42. We will consider that there is no value in any goals of the course.

43. It wouldn’t alright because every one is expecting the result to what is doing.

44. Then it would not explain to me what the real purpose of the course.

45. It will be difficult to cope.

46. \It would have a negative impact on me because I wouldn’t know about the course I am studying towards. I wouldn’t know why I wake up every morning and come to attend as it wouldn’t be clear to me. It would be a waste of money and time studying towards a course I don’t know much about.

47. Indecision (i.e. unable to decide) to whether I should do the course or not. Hence, no Business communication skills.

48. It would affect my understanding of the content of subjects which in turn will affect my marks.

49. It would not be very interesting to study about these courses.

50. I will change the course I am studying and do best course. That I would benefit.

51. It will be good because we would know what we are in for in our course.

52. Good impact.

53. I wouldn't know why was studying the course and therefore I wouldn't be able to set goals.

54. It wouldn't make any difference, but in some instances it would act as something that motivates you.

55. It will be difficult to know what it is that you need to know about each and every subject you are doing in that course, and you will not have interest in it because you don't know what's so special about it.

56. Communication is already boring this would make it horrible course.

57. I wouldn't know why I lam studying the course, and how will it help me in the near future.

Students have aright to know the goals of their courses so as to get a clear light why they are doing such a course.

58. If you don't understand the course that you are doing then you can as for a subject change.

59. It would put me at a disadvantage.

60. I would try to make a research and get the information that I need.

61. I would be disappointed, but I will try and work something out.

62. I was going to tell myself that it is better is I give up because what is the use of studying something that is not challenging.

63. It would not be good for me because then me doing that course will be just a waste of time.

64. Unemployment will be high in the country and I don't think any one would study just for nothing. You harvest what you have planted.

65. We would be doing things not knowing our goals.

66. It would have a negative impact, because I wouldn't have direction to what am busy with at school.

67. I won't be satisfied.

68. I would loose my focus on the course and I would not give that course much attention.

69. It will de motivate me in studying that course.

70. I think it would make the not understanding worse.

71. I'll change that course.

72. I would have better notification about the course and it would be easy to know what to do and when.

73. I would not learn anything especially my communication skills and the things I did not know then, that I now know.

74. The goals should be seen it activities set is also in your own bedroom to remind yourself every time you wake up.

75. Then I would not be able to see the importance of the particular course.

76. I wouldn't be prepared enough for a work place which portrays negative impact on the institution.

77. This would give no interest in my course because I did it out of interest and wanting to have skills.

78. It would have make me feel that there is no use for going ahead or continuing with the subject / course.

79. I would not be able to achieve my goal as I wouldn't be sure of what I want.

80. To become better person in and being example to others.

81. Firstly, I wouldn't be interested in my course, because if the goals were / are not explicit, there is nothing to achieve.

82. The my goals were not explicit for the courses I am studying, I would work harder so that I can reach my goals.

83. I'll study something else, because you need to have goals (interesting) if you study for a course.

84. I would not see the use of studying that course, because there would be no firm goal to work towards.

85. I would not be able to communicate effectively.

86. I would not have a better understanding of the course.

87. You loose interest in the course.

88. No impact.

89. I wouldn't leave it.

90. I will be very disappointed to my parents too, but I cannot give up till I survive.

91. I will be not well because of my goals will be not achieved.

92. It would discourage me in so many ways.

93. I would not have to waste time and focus on the goals that I see no bright future in them.

94. I wouldn't be able to do communicate well with others I wouldn't even know that I have ego status.

95. I will try harder.

96. I would be discouraged and de-motivated because I'll be going with no light as to where am I coming from and where and I going.

97. I think I would not be informed as much as I should be.

98. I won't know if I've achieved the goals of the year.

99. I would understand the subject more.

100. If the goals of the course were not clear, I think they would lead to a future filled with regrets because of the importance of knowing what one needs in life.

101. The goals would not have a powerful impact on my perception of the importance of this course. They would make me feel as if the course is not that important and it would make me think that there is no use in doing the course.

102. That would make things very difficult, and would affect me academically and achieving nothing.

103. It will make regret as the wrong course I choose. But I won't stop trying what I think is best for me.

104. It cannot put me where I have to be because the goals of my course is not sure that it will put me in goals on where I have to be.

105. It would not help us in future in our workplace and would mean we've done the subject for no reason.

106. I wouldn't be studying at all.

107. A lot of impact.

108. I will have no direction and my future will be doomed so the goal must be given.

109. It will have a negative impact on students because it would seem useless to students to do a course which is not clear, or spelled out. I mean if a course if explicit it is fun to study and understand.

110. It would feel vain if what I learn wasn't clear to understanding which will impact devalue the sense of learning as an individual. It would be worthless!

111. I would not know what the course is about because I would be lacking information about it and that would be very detrimental for the goals I want to achieve.

112. It would make people confused because they would not know what they are doing and for what reason.

113. Students wouldn't, or I wouldn't work as hard as I should because now the reason I work hard is because I have certain goals I want to achieve that have been made explicit.

114. I will not see the value of the course exactly.

115. Self-confidence and improvement.

116. Perhaps it would lead to failure of some kind.

117. It would certainly make a negative impact on me, because my goals or dreams wouldn't be clear and visible enough for me to see and actually work towards achieving them.

118. I would feel unsupportive and I would try very hard to make sure that these goals are not explicit.

119. I would rather find the solutions to tackle them.

120. It will make or rather have less impact because if goals are set, one can not work for the future and no mistakes will be corrected for better results.

121. I would not meet requirements of the level of communication after completing my course.

122. I would be able to apply those skills that I would have obtained during studying period.

123. What would the point be of studying that course? You would probably not understand what you are studying towards.

124. I would just be studying without knowing where I will end up in 2 years time.

125. It will have a negative impact in my work and myself and cause me to deteriorate in my studies.

126. I “think” it would not make a good impact because I came here to learn from the best of lecturers which my parents trusted with their child’s life, to teach/educate their child, etc.

127. I would feel happy and I think I would make it.

128. The impact would be that everything that we do will not be up to standard and also the quality of our studies will drop down dramatically as we would not know what is going on.

129. It would increase my level of doubt on whether I am in the right course or what.

I would have unstable feelings about the course.

130. There wouldn’t be a challenge in studying the course.

131. I’m not sure.

132. It would make it harder for a person to get a job.

133. See that I have chosen the wrong course and I will be willing to change.

134. I wouldn't know how to handle intercultural communication in the business world, which in banking it could lead to clients complaining about my behaviour.

135. It would deter my studying. As a student I would love to know what type of rewards lay ahead during and after my studies.

136. It will make me to have to make my goal explicit and to know what are my needs.

137. You would not know what you are studying for.

138. Angry, disappointed and financially loss.

139. It would have a negative impact on me as I would have no directions and motivation as far as my work is concerned.

140. It would make no impact because you won't know what career opportunities it have. Do you like to have abilities or motivated about it.

141. Weak and unstructured.

142. I will change my course.

143. On the study guides and Technikon brochures.

144. Is that the course I'm doing is for fun.

145. I would certainly go for another course that meets my needs. There's nothing more satisfying than doing the course you like, doing it properly (pass) and doing it with people you like.

146. I will try harder to make the goals clear and I won't give up.

147. You wouldn't be sure of what you are doing which may lead to be bored with the course.

148. It would be useless for me to even start that particular course if I know the goals are not explicit. If I've already started and I like it very much I'd do anything in my power to make the goals explicit.

149. It would make me lose interest because then I wouldn't know what to look forward to and what to expect, and that would cause less excitement for me.

150. If the goals were not explicit the student won't be passing their whole course and they won't focus in their studies.

151. No impact at all.

152. It would make things a bit hard because you wouldn't know what to concentrate hard on.

153. I wouldn't know my target, where am I going and what I need to aim for.

154. Not much impact really because it would do no harm to me.

155. I would hate studying because it will have no meaning at the end of the day.

156. I'll be knowing more in the communicating world.
Explore things that I've never seen in myself - get involved.
To understand each other.

157. It would be a confusing situation, as everything needs to be revealed.

We therefore have to set our own goals from the goals set for us. Simply, you are living your own life and no one must set goals for you.

158. I wouldn't be knowing what's there for me and I wouldn't enjoy my studies.

159. I'm not sure.

160. After completing the course I was going to be non-valuable because don't understand the goals of my course. After completing the course the skills you have must be useful to me because not everyone wants top work for other people – some want to be self employed so they need all the necessary skills.

161. I wouldn't be motivated to study that kind of course since I don't have a clue of what I'm aiming for, and would not be interested.

162. I wouldn't see the use of studying that course.

163. It would be meaningless to study something that is not clear or something that doesn't contribute to my main reason I came to this institution. It would impact negatively on me.

164. As a student, I was going to lose interest in my course because of lack of impact.

165. I wouldn't know where I am heading and I would also be not fit for the field which I'm interested in.

166. You wouldn't have real understanding toward the goal which the lecturer has set.

167. It will help me to envisage the business world and perceive other things that will affect me favourably in my life and life of others.

168. It could be explicit for any goals that I study in my course.

169. When everyone is studying he or she feel that when I finish my studies I'm going to work. So if things don't go the way I planned I think I will be more stressed.

170. Very bad cause I will have wasted my time, money and life.

171. I'll make a research about my studies. But sometimes it will depend about how I used to perform.

172. It would make a huge difference to those people who are passionate in the course they are studying. The reason would be that they would expect the things they do to be more challenging towards them, so if the course is not challenging they would lose interest and be very much disappointed.

173. If the goals of any course that I am studying towards were not explicit, I would be badly and financially affected by that because I would be wasting money on a course that has no explicit goals.

174. I would know exactly what I have to work towards and set my own standards.

175. I would not be sure about what is expected from me as a student.

176. I think I was not going to pass the course and not concentrating on my lecture.

177. I think the impact of the course if the goals were not explicitly expressed would be failure at the end of the day. I would even quit from the current course that I enrolled to another course.

178. I will suffer and I would not have a direction.

179. I would be in a limbo.

180. I think it would be difficult for me to group the content of the course if I'm not completely certain of the objectives of that particular course.

181. I believe it would be worth no use studying a course which you don't know what is its importance.

182. That the course a person fulfil to do is the one that will make she/he successful in life.

183. I wouldn't know what my future is heading at.

184. For one I wouldn't do very well in that course and would not understand the work done. It will very much have a poor impact on me since I need to know what are my benefits after the course.

185. It would certainly have a negative impact as I would not know whether the goals of the course and the needs I require are heading the same direction and therefore me not getting what I require from the course.

186. Then I wouldn’t have any direction because there will be confusion.

187. It will be hard for me to understand that will affect me a lot because, then I won’t exactly know how to behave in the workplace.

188. There would definitely be no impact what so ever.

189. As much as I wouldn’t but, I would change institutions. | I would go to an institution where they put our goals forward to satisfy our needs.

190. Then it would be useless to even start studying because you won’t know what you like aiming form.

191. Simple, I would change courses.

192. Nothing. Rather than quitting and losing concentration.

193. It would make me lose my focus.

194. I would be more encouraged to do it, because it would be clearly expressed.

195. It would male me lose focus.

196. I wouldn’t have direction and I’ll probably change the course.

197. It will make no impact.

198. I will consult the head of the school to raise my problems concerning business communication.

199. The course will not be useful anyhow to me, because I would have no information about finding a job after that.

200. It will destroy my confidence and my aims.

201. I would not be able to set my goals.

202. I would be confused, as to what I want in life and what I am actually studying.

203. I'm going to be depressed about this.

204. The impact would be the lack of commitment to my work because I will not be clear of the need for the course the way it will hep me in future.

205. Is that at the end of my course I am going to disagree what I have done, that means it's going to affect my future and no way I am going to get a job with subject or course not clear.

206. The impact was that there will be no target driven for the goals.

207. No great impact at all. It is sometimes useful for a general overview.

208. That will confuse the student because at the he might have done something different that what he wanted to do.

209. If I did not have enough information about a course, it would somehow change your goals. Goals are things which give us strength and power in what we are doing.

210. I would make me to be unsure or not clear of the course or what to expect from the course.

211. It will cost my life.

212. The impact will be difficult for me when I finally hear about the thing that I didn't know about the course. I will feel like I wasted my time and money doing the things that taught are going to happen when I pass that course it will not take me where I want to go in life.

213. There wouldn't be any impact because I wouldn't understand what I'm doing.

214. I wouldn't be able to have a vision or sense of what I was doing and my doing the course would be pointless.

215. It means that it would be difficult for me to pass that course because it won't be clear.

216. It would make a great impact for me as it would be difficult to correct the problem and find out what is preventing or delaying me from having clarity on my goals.

217. I would be confused because I can't with something I don't understand. Because in working environment they want people who have experience about their course. So you can't have experience with something that is confusing you.

218. Brochures, study guides and course related documents.

219. I wouldn't be satisfied I would consider is being a waste for me being here.

220. There will be some difficulties somewhere.

221. I won’t be motivated and I will take everything for granted because I don’t see any point.

222. That would have a negative impact, because I would be confused and would have no idea of why I’m studying the course, therefore I would have a negative attitude towards the course and the school.

223. It just make a great impact in my life because I am a diligent and eager student who is willing to visualise my dream fluently.

224. It was automatically going to discourage because it was going to be like I don’t really have a destination.

225. –

226. Well, there is no way I can reach my goals if course were not clear. Nothing I will learn.

227. –

228. That would cause to ask a lot of questions and end up de-motivated.

229. I wouldn’t know the reason for doing the course study guide.

230. –

231. –

232. Study toward them.

233. I will have to quit school.

234. –

235. –

236. –

237. Study towards.

238. It would affect my future, I would not know where I would go or work and what of work I'm doing.

239. Personally I think there is a use to study something you are not clear about. So there won't be that impact towards it.

240. It would give a bad impact because I won't achieve my goals and my efforts will be fruitfulness.

241. I would probably fail because the goal of my cause were not clear.

242. I would make negative impact. In such a way that I would not give all my guards and set my mind on it.
Due to the fact of not knowing the outcomes.

243. Firstly, it would make tons of students to fail because they would not have clear and necessary knowledge about the course.
Secondly, if one has a vague or no knowledge at all about something that is supposed or main thing to build their future on.
There is a slight chance or no chance at all for one to succeed.

244. I will only do the course because is part of the programme curriculum.

245. I would cope. I would fail.

246. –

247. It would have made my feature not explicit for me. I wouldn't be able to set my goals clear.

248. I personally would not see the necessity of doing that particular course.

249. It will be very difficult because I won't know what to do.

250. –

251. It would make if difficult to understand the course and there would be no interest at all for the course.

252. It would be quite useless, meaning I wouldn't know what I'm studying for and what career am I following.

253. Lacking of studying hard.

254. –

255. I actually would become less interested in the course because I wouldn't know exactly what is expected from me.

256. –

257. –

258. –

259. I would not be able to use my communication skills in the business world.

260. It would have no impact what so ever, because I would not see the importance of doing the course.

261. It would mean that I have been studying for nothing.

262. I'm going to very embarrassed because I study need to achieve my course.

263. This would be a great impact as the goals of the course have to be clearly stated in order for us to know our benefits.

264. –

265. –

266. –

267. It would help me know if I would be happy with this course and the rewards if holds for me once I have completed it.

268. It wouldn’t make any impact. As a student I must know what the courses goals are so that I can work towards those goals which can also meet my needs.

269. Study hard.

270. –

271. –

272. –

273. –

274. –

275. It would be difficult, because I wouldn’t understand a thing I am doing.

276. It will be a bad impact, because I won’t be able to succeed in my career.

277. If any of my goals were not explicit, it would mean that my life is shattered and can take quite sometime to bring it together again, so

I can not stand losing this lifetime opportunity of making my dreams come true.

278. It will affect the decision of the person's future, as he/she will be not knowing exactly what is being done.

279. It would disappoint me since a lot of money is being paid and I expect only the best.

280. It would not impact a great deal.

281. If you look upon South African economy you might see that jobs opportunities are very or highly low.

282. To try another option rather than to be stressed without reward.

283. The impact was going to be. e.g. I am not good for this course the goals was not going to meet my needs.

284. It's because I like to do these course it because my aim is to work in the banking sector.

285. It would be totally useless because I wouldn't be clear on what objectives of the course are and whether they would meet my career goals.

286. It would be a waste of time.

287. This would have a great impact as I've always believed that having set goals that are clear and understandable result in one working to actually reaching the goal.

288. Find out about it. Research on that specific course. Get to know about the course. Understand the course, if any-one ask you. You would explain.

289. I think I was not going to pass the course and not concentrating in lectures.

290. I wouldn't see the need to do that course because it doesn't know they may forward.

291. That I does not achieve my goal, is either me or lectures didn't do his job correctly.

292. I think it would be absurd for me to do a course that nothing is clear of it. Would be very cynical of me.

293. If the goals of any course were not explicit, I will fail no doubt.

294. It would make me lose confidence.

295. It would make things challenging a lot and would probably be time consuming a most of the stuff would not be understandable.

296. As a student who is studying to be fit for the work place. You won't be able to provide what the working industry is expecting.

297. I would end up being unhappy as this would clash with my plans.

298. I would go to another institution were there are goals for a course.

299. It would make it unnecessary for me to study such a course because that will be difficult for me to excel.

300. The course would be boring, it would be a waste of time and money for me.

301. I will sit down and set the record straight by thinking of something important.

302. The impact that would be is that the course I'm studying form to have some goals requires from the course what I am doing.

303. I think, I would be suspicious and think that the goals were not explicit because something was being hidden from me. Something like the course being unimportant and therefore no chances of me getting employment after my studies.

304. I don't think that we would be able to follow through with the course because communication teaches us how we will deal with other people.

305. Consult my lecturers for help, fortunately enough I will go for student counselling for assistance.

306. –

307. –

308. It would not give the student enough knowledge of the subject.

309. I'll be less interested, lazy to study and not serious sometimes because I don't see the end results of what I'm doing.

310. I would be study for just to graduate and not for knowledge of what I'm going to do.

311. I wouldn't' actually see the need why I should study for the course.

312. I would be studying without knowing the importance of that specific subject for my career. Therefore I will neglect and fail it.

313. The course would be a waste of time because I would not know what I was doing or understand anything.

314. It would make things difficult for me because there will be no point of me waking up in the morning and coming for lectures.

315. I think I will be not familiar with the work that he/she is lecturing and becoming less motivated which will lead me to fail.

316. I will never understand what is being expected from me to know out of the course that I am studying.

317. I would not understand what I would be benefiting from the course and to love the course you are doing is to understand what it entails and what you can gain from it.

318. It will disturb my studying because any course I'm studying is based on my future plans.

319. I think I would not be motivated to study, because I would not know what I am going to benefit from it.

320. It would mean I would fail at the end of the day because no-one would have explained to me or taught me the work that I should learn.

321. I would not see the need to study.

322. I wouldn't know what direction am I heading to, which would make the course quite difficult.

323. It would encourage me to be more confident about my course and what I want to achieve in the future.

324. I would make sure that I understand the course I am doing and what opportunities I have.

325. It would be more hard to take part in them, let alone be able to achieve the because we would be able to measure the course.

326. It would be hard to pass and it means that we would only be wasting money for fees.

327. –

328. –

329. It would make impact because the course would have no direction.

330. It would give us the advantage to really find my inner ability to excel and to show my self that I can really find a value that would make me a whole new person at the end of the day.

331. It would be a big set back as there is no more cash to pay for another course to pursue other careers.

332. People will be confused and unsure of what to do and that would lead to many mistakes.

333. There would be no impact, rather than that I will not enjoy what I am doing if I decide to take a course that was not made clear to me.

334. It would make it harder to know whether I have chosen the right course or not.

335. Lack of knowledge will take me nowhere in the future.

336. It would create a bad impact because you wouldn't know what you are studying for.

337. A negative impact, because I wouldn’t know where I’m going and wouldn’t know my goals.

338. It will make a negative impact because, if I do not meet the goals of the course I wouldn’t have the knowledge that I need to carry in the outside world.

339. –

340. –

341. Obviously it is not going to make me see the value of the course I’m studying. So I will definitely change the course.

342. It would discourage me and making me to fail.

343. –

344. –

345. I would not even do the course because I would not know what I will do after doing the course. Looking at the work environment I was not going to cope.

346. A negative impact, it is always important to know how important is what you learn.

347. Well since gaols are important in a person’s life it would make no sense to choose a course whereby the goals are not explicit.

348. –

349. –

350. It would stress me but I would utilise knowledge that I attained during the course of study.

351. It would make it difficult and confusing.

352. It would have made me feel lost, as if I went for the wrong course.

353. –

354. –

355. I would be disappointed and I would work hard towards my course.

356. –

357. –

358. I wouldn't have any problem because I will be knowing that I've learned more and the other hand it would have been unfair.

359. In a document whereby everyone (student) will be able to see them.

360. My course would have an impact because my course has to be set goals, it will make see the value of the course.

361. It would be more confusing.

362. It would be of no use to me.

363. It would encourage me to get into more details of Business Communication.

364. There is no impact because it's part of the course and you don't have much say in it. I personally believe they shouldn't happen because mostly their done in High school and you have an idea and

reason your in tertiary is to learn about your course that will take you into the corporate world.

365. –

366. As people we have different goals in future so I think I consult someone professional to help to clear my goals.

367. Low quality of performance in the business environment.

368. It would be worth it studying and I would rather live at home and watch how other businessman do their thing.

369. –

370. –

371. It makes me not to like studying towards that goal. Because it will not satisfy what I have to study.

372. It would make my studies of 3 years lack what would make my business etiquette skills lack.

373. I would probably sue the Technikon because they make empty promises.

374. I wouldn't be able to improve myself literally and when speaking to other people.

375. –

376. –

377. I would not be able to enjoy the course and I would not be able to get a job I want.

378. I would not be satisfied about what I'm being taught.

379. I wouldn't know what is expected of me and I wouldn't know how to achieve these goals.

380. It would reduce my interest on that course.

381. You would not know what to expect from the course.

382. We would not know what we should get out of the course.

383. –

384. I will read logistics books in order to get more information about logistics. And I will ask my lecturers about the advantages and disadvantages of this course and attend the conferences of logistics.

385. It will not make a good impact, because we will be studying without goals. Which is the waste of time and energy. Because there must be a goal and direction in everything a person does.

386. I will quit the course.

387. It would affect my focus for the future because my future does not end here. I have to work so my personal needs can be met.

388. Then I would be wasting my time as I wouldn't be fulfilling my dreams.

389. It was going to be a disadvantage to me and at the time I have completed my diploma I will not be a threat to students from other institutions in the world of work.

390. Many students won't have an idea of what is going on.

391. –

392. –

393. –

394. I wouldn’t be a good communicator in future.

395. We would fail or even lose interest.

396. It would have a big impact cause you will not be sure of what your goals are.

397. Not much I need them. In high school we didn’t learn report writing and now we are which is good for most of us. What if you are get there and your boss asks you to write down a report and have not idea.

398. The impact it would have on me would bone of negligence, because I would be lazy to do any work that involves that course, because I would not know why I am working hard, if I have no goals to achieve.

399. –

400. –

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411. –

412. –

413. –

414. –

415. –

416. –

417. –

418. –

419. –

420. Not sure.

421. Student’s goals/needs are to be set for all not by choosing which are appropriate or not.

422. –

423. I would not know what the course I am studying towards is going to get me. It may have a negative impact on me, I would not know what I am going to achieve in my life.

424. It would make a negative impact for me because wouldn't know what I'm going to achieve in my life.

425. It would be bad for me because what's the point of studying the particular course if I don't know what will it benefit me at the end of the day.

426. –

427. I would not understand how the skills I am obtaining will help me in the busi9ness work environment and I will not see the value of the course because they are not explicit, I will be bored and discouraged.

428. –

429. –

430. It will make me not to understand that course and I will feel that it's useless to study because I don't understand that.

431. Money would be wasted, due to this and as a result the Technikon would be taken as of lower standard.
For that the seriousness I'm studying at this Technikon will be taken at a lower percentage.
Then my future is ruined.

432. It will make me fill that lecturers are unable to do their jobs.

433. A very negative impact, because will end up having no background about the course I'm doing and opportunities that are out there.

434. I would not see reason to study because I would not know what I stand to gain from the course.

435. –

436. I will not register for that course.

437. I will feel bad, because I want my course to be in good ways.

438. I will be very disappointed because I would like to achieve my goal.

439. There will be no confidence whatsoever about the course that I will be studying.

440. It will make the course boring.

441. In a way there would be a lack of interest and towards the course, most of all, it would have a negative impact on the performance of students.

442. A great impact, because we actually learn different skills from different courses, what I ‘m saying is we need all the courses we doing so much as we do.

443. –

444. Not sure.

445. –

446. It would be useless for me if the course that I am studying has no impact in me.

447. Would go for another one.

448. I would change the course and go for the one that is explicit.

449. The impact it would make for me is that, it might impact negatively on me on the basis that as the Technikon student, I am expected at the end of the day, in the workplace to demonstrate what I have actually acquired during my tenure of study.

450. Firstly I won't enjoy the course at all and if you are studying and you don't see the importance of what you study, it's easy for a person to fail the course.

451. It would have a huge impact because at first you will be wasting your time and your time and your parents money why don't you do something that will have a great impact in your life and future.

452. It would have a negative impact because I would not know exactly what I am studying for.

453. It will be a disappointment while on the other hand it is a waste because I will be a poor communicator at a world of work.

454. It will not be a good start because one must know and have interest of the course and goals there after.

455. I was not going to study my HR course because it wasn't going to give me any career or better future life.

456. I'm not sure what I will do.

457. We were going to go in field we not really sure of.

458. It would make me uncertain about the course and I would have quit it.

459. –

460. I would have impact because when the business man of tomorrow can't communicate effectively we would loose clients in the business environment.

461. -

462. -

21) In which documents would you like to see these goals written?

1. In the Brochures or study guide of each course that have a subject of Business Communication.
2. Student's newsletter / paper.
3. Technikon rules and regulations acts.
4. In the study guides.
5. In writing documents such as diaries and other personal documents.
6. Study guide.
7. I like to see this goal improving.
8. Inside manual booklet of Communication which is provided by TWR.
9. TWR.
10. In the learning guide or manual.
11. In the manual.

12. In the brochure that is sent to us when we apply.

13. I would like to see these goals make a difference and students being given an option on whether do they want to certain subjects or not.

14. In classroom.

15. Around the country.

16. Around the campus.

17. I would like to see them being implemented.

18. All the goals must be appropriately achieved as a result of good work as well as good skills in learning guide.

19. On study guides so that students know what are the goals that have to be achieved and realized.

20. I would like to see them reached and on top.

21. Throughout your course.

22. In every course and subjects / throughout my course.

23. Technikon prospectus in that way you would become interested knowing goals to be achieved.

24. Technikon prospectus.

25. Study manual.

26. In my communication class.

27. In class.

28. Study guide.

29. Throughout your course.

30. I would like to see these goals throughout my course in all my subjects.

31. Technikon prospectus.

32. Technikon Prospectus.

33. Inside manuals (the must be things that will help us in future, like they must things which will train us to know how to do jobs in the companies.

34. Study guides.

35. I would like out lecturer to give us there way they did.

36. Study guides and manuals because it will really help the students achieve their goals and pass at the end of the year.

37. Study guide.

38. At end of my third year.

39. From our lecturers.

40. –

41. I would like to see the goals in communication theory.

42. On the Prospectus.

43. Study guides.

44. Study manuals.

45. Technikon.

46. I would like to see us as students achieve all the goals we have set for ourselves and the goals of the course in general.

47. In Business Communications.

48. In the lectures and manuals.

49. From study guides and Technikon Prospectus because we have to know before we make choices and we have to understand our choices.

50. Technikon Prospectus.

51. Technikon Prospectus.

52. Study guide.

53. Technikon Prospectus.

54. On the technikon's prospectus.

55. Technikon prospectus, because you get to know about them before choosing the course.

56. Technikon study guide.

57. In the prospectus, everyone can get it, unlike study guides and manuals, sometimes lecturers don't give us study guides and we have to pay for manuals.

58. Study manuals.

59. In the business communication manual.

60. In my academic record.

61. Documents that can be kept safe, maybe on the computer.

62. In my certificates.

63. In the code of conduct of my school.

64. I think any documents would do as long as you know they are written anywhere and can reach anyone.

65. School policy.

66. In the school brochure.

67. In the communication text book.

68. I am not really sure.

69. Most often on the notice board.

70. Maybe they should be more broad in a way that everything must be explained in detail.

71. In our website.

72. I would liked if they were put it prospectus next to the course information.

73. I would like the lectures of business communication at least after 3 months prepac the goals for us and call us into the hall and make a inspirational talk on the goals so as to encourage us.

74. The goals should be seen it activities set is also your own bedroom to remind yourself every time you wake up.

75. In my day to day life.

76. In the manuals.

77. Succeeding by all means advertised in such a way and followed.

78. I would like to see them in study guides.

79. I would like to see them being achieved and leading me to my destination as in working overseas.

80. On the paper.

81. In a study guide book.

82. I would like to see them written on my curriculum vitae.

83. My curriculum vitae.

84. School brochures, on the particular course outline.

85. Not sure.

86. In our study guides.

87. In the study guide.

88. In documents that should be given to us by lecturers. Once a week handouts or something.

89. Diary.

90. In my graduation certificate.

91. In learning guide.

92. Any document.

93. –

94. In manuals of communications.

95. My national diploma

96. Because there is a pamphlet or booklet on fees and regulations. I would like also to see a separate booklet called goals regulations for business communication for the year 2004, etc.

97. The study guide for communication.

98. Registration forms.

99. In marketing.

100. Leading to a successful future which is enjoyment.

101. I would like to see these goals in the study guides and brochures.

102. The brochures.

103. I would like to see these goals in the position that I can reach and make me a better person in the specific period I put for my self.

104. In communication student.

105. In the beginning of our study guide or other manuals.

106. I'd like to see them in a farther level.

107. In the near future.

108. The goals of good future.

109. In each and every course I'm currently studying and in the future course that I will be studying, I think it will be advantageous for me when it comes to doing well in those courses.

110. Study manuals. A programmes paper that outlines the objectives of the course.

111. Yes, through the use of study guides and practical training.

112. I would like to see that goals of school during the handing period.

113. In the Technikon Prospectus.

114. In my subjects and from the lecturers.

115. After my diploma.

116. Study manuals.

117. I would love to see these goals becoming realistic, I would love to see them fulfilled to my satisfaction.

118. Being used in work in general.

119. I would like to saw them comes true, meaning if told myself that in three years time I want to there, others it should happen so.

120. Manuals.

121. Course guides.

122. Manuals.

123. We should be given a study manual with the goals set out.

124. In a study guide and from the lecturers.

125. I like the goals to be presented in my study guide and also the lecture to refer to them time again in order for me to see that they’re noticed.

126. In class, manuals, attendance, etc.

127. In the Prospectus.

128. I'd like to see them in even level of the institution and towards all our subjects that we are doing. To make us aware of what to expect in the Business world.

129. At least by the end of my first year the goals for 2nd year should manifest.

130. I would like them practiced in the future.

131. In every subject.

132. When a student is out there looking for a job and come get it because the goals and to improve their skills.

133. At work after being at tertiary institution because I will be a good communicator.

134. In the business world of course and also in my everyday like because personally I strongly believe that if you are a good communicator, things become easier because you get to understand people from different cultures and it is also a lifetime experience.

135. I would like these goals to be installed in everyday learning as they allow me to achieve more.

136. I would like to see this goals in the business writing skills and on the intercultural communication.

137. Learning guide.

138. In few years from now / after the course.

139. I would like to see these goals on the notice boards of that particular course and in the study guides (as they we already in study guides.

140. In every study guides as booklets have to be given out with study guides.

141. Institution documents.

142. In the newspaper or consulting book of the school.

143. On the study guides and Technikon Brochures.

144. In my future.

145. My aim is to see myself in an industry somewhere, doing what I like.

146. I will try harder to make the goals clear and I won't give.

147. They can be in our lives as pursue our different career or goals of ours and lead us to what we want to do with our lives.

148. I would like them to be in my future.

149. I'd like them to be explained to me.

150. Both to the student and lecturers they should work hand in hand to fulfil this goals.

151. In every note book available.

152. Anywhere.

153. Every test or assignment.

154. Study guides (learning guides) manual.

155. The goals should be written in the brochure.

156. In 5 – 6 years to come.

157. In class.

158. In our manuals.

159. I would like to see them reaching where I want. I would like to be successful in what I'm aiming for.

160. Wherever I applying.

161. In the programme or the course as a whole, I must not see the goals in a single subject.

162. " I don't think I understand this question", but I'll try and answer. In our brochures and in our Text Book. First a second page of our Text Book, make a big notice that e.g. It is not futile to study ….

163. I would like to see them in our study manuals to be more relevant to what we study towards which is business communication.

164. I would like to see these goals being practically acted – like the goals from 1.5 and 1.8.

165. At school and also in the corporate world.

166. In the study guides and in every new chapter.

167. I would like to these goal influencing businesses to expand and grow in future.

168. I would like to see them when I achieved them.

169. I would like to see al my goals reached as I planned.

170. I would like to see them very far just from day by day and getting reward of it.

171. I like to see these goals were my dreams are.

172. During the course of studying and when I'm working.

173. I would love to see the goals during the lectures for the course the one I am studying towards.

174. In the study guides or manuals.

175. Definitely in my study guide.

176. When I talk a clear English and understand my lecturer when teach me.

177. I would like to see goals on study guides so that I can get encouragement from them or see what consequences would be in the field of study, and after studying what kind of job you would get for future.

178. I would like to benefit not on tertiary but also of the business environment.

179. Everywhere (around campus).

180. In the work place and at all tertiary institutions.

181. Any place where they will be provided, especially in class.

182. In the future life. Buy achieving what I want to do in future of living.

183. On any information of my course, such as brochers and other things.

184. At the end of my every attempt. E.g. studying for management services the goal at the end will be to pass and complete my national diploma on this field of study.

185. In a study guide or framed at the notice board of the faculty.

186. Study guide.

187. In the communication manuals.

188. I would like to see the goals take place in class.

189. Newsletters

Study guides.

190. I would love to see this goal applied on TTP and Development 1 marketing.

191. I would like to see them achieved.

192. In our library.

193. In our manuals.

194. In my future.

195. In our manuals.

196. Learning guides.

197. In the coming future.

198. Study guides.

199. Study guides, brochures, etc.

200. When I am work and in live.

201. On the news paper or study guide.

202. Brochures, study guides and open day notice boards.

203. When I'm completed my course and I'm working in the company.

204. I would like to see these goals being pursued in life and achieved by those who have a clear picture of they are all about, but those who are struggling to understand them should pursue the ones the wish to study and achieve them.

205. Career Booklet, brochure.

206. I would like to see the goals reaching my target.

207. On a computer network note server.

208. The goals must be in the prospectus for the specific course.

209. The lecture my somehow given them to us.

210. Brochure or students manual.

211. Study guides.

212. I would like to see those goal or a study guide and on the notice board of the course I'm doing.

213. Study manuals.

214. I should be able to have these goals in my head.

215. At the top.

216. Study guides.

Evaluation test on interests.

217. At the end of three years.

218. Brochures, study guides and course related documents.

219. Academic record.

220. Any document as long is going to help many student even if you're not a student.

221. Study guides.

222. –

223. After ceasing my National Diploma I have to see these goal I have to get an opportunity so that I can see my goals of my future.

224. I need to see practical events like seeing someone who did the very same course who is really enjoying.

225. –

226. –

227. Study guides.

228. Study guides and manuals.

229. Study guide.

230. The would no reason for me to do the course so I'll immediately quit.

231. –

232. Study guide.

233. –

234. –

235. –

236. –

237. Study guide.

238. On the study guides and student constitutions or rules.

239. From these who have archived them.

240. In our business world in order to improve our skills and management.

241. I would like to see these goals in our Business world to enable us to experience more.

242. I would like to see this goals in a high level. That would make me have interest as I would know the benefits of it. (e.g. Banking).

243. Being discussed in class – with students and their lecturers.
manual – to have something to memorise what is already been discussed.

244. In any course.

245. –

246. On the study guide or the manual.

247. –

248. I would be clever to put the goals of that course on a student guide or a separate booklet that make the goals clear.

249. –

250. Study guide.

251. Formulated and written down for reference in case of misunderstandings.

252. Newspapers, career guidance.

253. In the top.

254. To be on top, or achieve them.

255. Study guides.

256. –

257. –

258. –

259. Working place.

260. In the course as a whole.

261. I would like to see these goals achieved in future.

262. I like to see this goal to be my better future.

263. Place as every chapter cover.

264. –

265.

266. –

267. Pamphlets, study guides, brochures, etc,.

268. I would like to see those goals meeting my needs. This can make a great impact on me.

269. Study guide.

270. –

271. –

272. –

273. –

274. –

275. I would like to see them happening on the campus.

276. Study guides.

277. I would love to see myself pursuing this goal abroad and in great success of it.

278. Study guides, school magazines and news papers.

279. At the moment the study guides and manuals are perfect.

280. I want these goals to succeed as much as possible.

281. When I achieving to complete my national diploma.

282. After completing my studies.

283. In the manuals.

284. In working place like to find the job.

285. Study module.

286. Not see, but told what they are.

287. Firstly, I think that our lecturers should tell us what is expected of us and also if the goals could be printed in our study guides.

288. Whenever I finished my study, to see those goals come true.

289. Yes, in study guides but also create my own and find out from others.

290. In the study guide.

291. In my exam results I don't have to gain distinctions but to move a step forward by passing my test.

292. In the Business Communication related matters and where work is involved.

293. I would like to see these goals in the study guide.

294. In the study guide or notice board.

295. In the study manual of Business Communication.

296. In the study guides and on the notice books.

297. I would like to see these goals achieved through hard work and determination.

298. Brochures and study guides.

299. In all business related studies.

300. Yes.

301. I would like to see these goals in my own business.

302. I would like to see these goals in the course that I am doing like in study guide.

303. I like seeing them where I have hem now, the Learning guide.

304. We can use them in study guides, etc,.

305. In my studies.

306. In our dispatch (newspaper/internally).

307. –

308. Study guide.

309. Manuals and Learning guides.

310. Study guides.

311. Communication Manuals.

312. Both study guides and manuals.

313. In.

314. I think, that would be a good idea.

315. In any magazines that most people read.

316. The policy of the Technikon.

317. I think the brochure.

318. I would like to see it in year brochures.

319. Youth magazines and just any other magazine that I read.

320. In our green book on the front page stating our goals exactly.

321. In my test books.

322. In the course manual.

323. Constitution of Business World.

324. In the Manual.

325. Government Gazette.

326. TWR times and across campus.

327. –

328. –

329. In the study guide.

330. In the work place, school.

331. I'd like to end up with a generously paying job.

332. Institution's weekly newspaper.

333. In the institutions weekly newspaper.

334. In a school brochure.

335. Study guide.

336. In a manual.

337. In a manual.

338. In the study guides.

339. –

340. The goals must be shown in the brochure.

341. I would like my goals to be fulfilled by doing well in my school work and achieving my dreams.

342. Any documents as long as it shows.

343. Study guide.

344. –

345. When you say document I don't really understand but if you are talking about media. I will say daily sun for black and Sunday time.

346. The study guides.

347. The memorandum of the school.

348. In the worldwide documents.

349. Notice board.

350. To those who were successfully complete the course.

351. –

352. I would like to see these goals being offered to other course since we are all have to prepare ourselves for the business world.

353. It would be difficult to understand the course and fail at the end.

354. –

355. –

356. I like to see achieving those goals during my years of studying so that I know, I don’t have problems when I am at workplace.

357. I like to see goal in intercultural commune use.

358. –

359. –

360. –

361. TWR.

362. In TWR.

363. To be implemented in the school.

364. May different views student’s have are mainly because of culture and financial reasons as well. Because in my case I feel I know communication as I did it previously and some never did communication which gives us different views about Business Communication.

365. –

366. In Business Communication.

367. –

368. They must be improve if they are out dated so we know how thing work in today’s world and company not the old days.

369. I would like to see these goals when I’m finishing my studies.

370. –

371. At communication class and department of communication.

372. In my success I should be able to point out what got me there and what didn’t.

373. In my performance in the office.

374. I would like these goals further.

375. In the manual that we use for communication.

376. Around the campus.

377. Being displayed around the campus.

378. Applying in the course that I’m doing.

379. I would like to see them drawn up and put somewhere where everyone can see them.

380. Written on my study guide.

381. Study aids.

Notice boards.

382. Notice boards.

Study guides.

383. –

384. I would like to see these goals when I'm busy with my studies and when I get my diploma.

385. From the study guides, question papers and in the handout that we receive in class.

386. In every subject.

387. In the following subjects: Marketing / Tourism Development.

388. Can't tell.

389. In brochures.

390. In every course.

391. In the work situation.

392. –

393. In a big company.

394. During the lectures in classes.

395. At all times from the 1st day of the Technikon.

396. Starting from my tertiary years and in to my working environment.

397. Because they mainly think it’s about talking.

398. In the study guide of that particular course.

399. –

400. –

401. –

402. –

403. –

404. –

405. –

406. –

407. –

408. –

409. –

410. –

411. –

412. –

413. –

414. –

415. –

416. –

417. –

418. Maybe it would be better if they’re available at the cafeteria, Residence reception.

419. –

420. Not sure.

421. –

422. –

423. In every student / learner who is willing to pursue their dreams in this course.

424. In everyone who is willing to pursue their dreams in this course.

425. –

426. –

427. In textbooks, study guides and the notes that the lecturers give us as well as in TWT brochures about the courses they offer.

428. –

429. Yes, I would like to see these goals.

430. In the study guides.

431. Effective at the workplace.

432. In by improving what I am expecting to improve by doing communication as part of my studies.

433. Student guides.

434. In the text books.

435. Manuals.

436. Study guides.

437. Technikon prospectus.

438. Technikon Prospectus.

439. Study guide: To guide students about a lot of things more especially about communication.

440. –

441. They should be on all the information documents like prospectus, notice boards, etc,.

442. Yes at home.

443. –

444. Not sure.

445. Everywhere as long as they are done.

446. The tech prospectus, study guides or manuals should be available at all times and should be placed on the notice board and the manual should be free.

447. I would like to see them in the coming centuries.

448. Would like to see them at the top of achieving the best in them.

449. In the field of work.

450. Technikon Prospectus and study manuals.

451. In the manuals and study guides.

452. Study guides.

453. I would like to see these goals going up as it helps students to communicate well.

454. I would like to see the goals of the course being obtained and every one done what they needed.

455. In the working environment, my future life style.

456. When I become exposed to labour market.

457. Business Communication.

458. In my studying if that what you mean.

459. Technikon Prospectus.

460. I would like to see the goals of business communication to be expand in terms of communication.

461. –

462. –

22. What could be the reasons for the different views that students' have concerning what they think the goals of Business Communications are?

1. I guess is how the perceive them and believe that it must improve their English or communication out of their own countries.

2. Everybody has their own opinion and understanding.

3. The way they face life each day, the type of mindset they are in at that moment.

4. It will depend on what and how they were in English at school.

5. No reason because communication helps us a lot.

6. Things are not done properly.

7. The goals of business management are to help us to be the better employees to the enterprises.

8. Students they don't have clear / understand enough each and every topic that we went through.

9. Everyone has their own mind and own goals.

10. Because I think it's a repetition of English, some students did not do English as a first language.

11. Some students believe that their English is good so there's no need for business communication. Some believe its high school English.

12. We are all different individuals from different cultures so we do not think and reason in the same manner.

13. People have different views because they believe that they will benefit more from certain subjects more than they will from others.

14. Because are the part of the course.

15. To know a better English and to express our self, you must know to communicate with many people in the country.

16. Other students does not have a choice.

17. The reason could be because of laziness and anothers not willing learning.

18. I think it is much important because it help one to be able to face different people using different languages (business communication).

19. Students will see if differently because individuals think and see things from different views and perspective and it's all about individualism.

20. Everybody is entitled to their own opinions so that could be one reason why they differ.

21. Because we take things on a different way and think different.

22. Because, some of the students think that communication is not that important to them.

23. We don't think in the same way other may think it's a repetition of English others may find it helpful if did not do English.

24. The students have different goals and different views and some students could not be interested.

25. It is because of we are different people and have different needs.

26. That they are just doing communication as part of their subject in their course.

27. I'm not sure because every one is different and we all have different opinions.

28. We have never been in the workplace∴ we have different opinions as to what we see is fit to be the goals of business communication.

29. I think lectures are the ones who are suppose know what kind of work must be done in certain courses.

30. We as students are all different and our views are all different. So what I think is of importance might not necessarily be what the next person thinks.

31. It could help the lecturers know what the students think about the subject.

    Some students think that English is the same as business communication so they do not see any reason to do it again.

32. Some of students feel that they business communication previously (school), so there is no reason for the repetition.

    Some of the business communication theory is useless for example the different ego states and Johan Window.

33. The is no enough information that will help us to be able to stand for ourselves in future.

34. To guide us on how to communicate.

    To help us be prepared in the work field.

    To prepare us on how to conduct interviews.

35. Some other students don't enjoy the class of communication because of their lecture but I think if only can find a good lecturer or usually a teacher they will feel the same way.

36. Cause some people are already good when it comes to communicating with other people they also have more or less the necessary communication skills then others.

37. Fluently in English.

    Understand English more easily.

38. Business communication gives students education for life if anywhere you have so use communication. e.g. at school, at work, with friends.

39. Is to achieve the interpersonal communication.

40. To improve intercultural communication.

41. It could be the interest in communication.

42. To become the better communicators.

43. Is the person who had no clue to what he/she wanted to do, so person like that needs some guidance.

44. It might be that they have different needs that need to be satisfied by communication.

45. Because they learn how to speak English better.

46. The reasons could be that we are all different as people and don't see things the same way.

47. Because they are not invited for decision making towards these goals. Their involvement in this regard is overlooked. Hence, some students see no need to do Business Communications course.

48. Different ways of thinking and understanding of what is expected of us as tertiary level students.

49. Some students think because they have done English in High School there is no need for them to do Business Communications.

50. It could be that they don’t think is important for them to do Business Communication.

51. I think we students we don’t have the same views and we have different needs.

52. I am not sure.

53. Students have different outlooks and approaches to the course.

54. Not sure, maybe work that is been taught to them.

55. That can be caused by the course which a particular student is doing, if you are going to be a Human Resources manager you may find most of the things done in communication important because you’ll be spending most of your working time dealing with people.

56. Because what we are studying now is not important and is not different from the English at school.

57. Is that student have different views about the work place and have different goals.

58. They must do something which will help them in the world of work.

59. Their individuals and they think differently concerning different issues.

60. Te lectures are not the same they are lecturing us different that is why our results are not the same.

61. It would be that students don’t understand business communications, they don’t know what is it all about.

62. The goals of business communication is achieving good English.

63. Some students have a problem of not attending classes just because they don't like the lecture or they don't have interest in that subject and that's what make them see things in a different way, but at the end they fail.

64. It's to see whether students know what they want or they just came here because they were forced by their parents to do so.

65. The reason is that lecturers and head of school will know how we, "student" think and want for business communication.

66. They would probably interpret things in other ways, or maybe they can have different suggestions.

67. Student will be able to write letter for application when they need job.

68. They don't have the same mind. And we've got too many categories of people.

69. Different backgrounds.

70. Is that other have done English as a first language and have done more than those who did it in second language. And others prefer writing that communicating verbally.

71. Is because people are different.

72. To give students a chance to prove themselves.

73. We do not think alike and some of us have great ideas which we are willing to share with everyone if only people would learn to listen

74. They might take it lightly, as mot students think it's easy and is not.

    It might be because they are ignorant.

75. Students not applying themselves in class.

76. Goals are not explicit.

77. They have different expectations for communication.

78. They are not clear or sure or even know the main goals of Business Communication.

    They think it's repetition of high school English.

79. The reasons are that they want to improve their communications skills and their English.

80. Helping the student to become a better Business Communicator.

81. Students are not familiar with communication goals and the reason for it, is that it is not state why should we do it.

82. May be it's because they don't enjoy the subject.

83. Firstly people think they already know what is being taught.

    Others think it's just simple English and you don't need to put more effort when studying it.

    Others think they just have to do it for the completion of their diplomas and degrees.

84. The reason could be that there is no understanding of what the course is about and they feel its just extra work added.

85. Because some students don't understand that communication is very important.

86. Some students may feel that this is just a repetition of the work we did in high school.

They might feel that they already know this stuff.

87. Repeating High School work.

88. Well, basically to improve on our English skills, communication skills, and build self-esteem and confidence.

89. We from different cultures.

90. I think some students they have to of self-esteem and always believe that they are right even if their not.

91. Developing communication skills.

92. The reason could be that students have different goal and they have their own way of achieving them.

93. The reason may be that things that am valuable for others may not also be valuable for others as well.

94. Some will do that they from business communications as not very important for the fields at which they have registered upon.

95. I don't know.

96. We don't think the same as people.

We perceive things from different situations.

We want different people at different times that's the reason we will have different views regarding the goals of Business Communication.

97. Every individual has got his own needs different from the other.

98. Because some of us just consider themselves to know and passed high school English so they don't see the need for studying Business Communication.

99. Because they are from different standard of life.

100. The uniqueness of every human being and the way we think about our courses.

101. The reason could be peoples mindsets and their perceptions about the course because some might think that the course is not useful or important in the work they are going to do, of which they are wrong.

The other reason could be lack of interest from students in their studies in which they don't show any determination.

102. One could be reason of some goals not being explicit, and not getting the right information they supposed to, and explanation to make it understandable.

103. Basically, to one business communication is like a daily language, the difference is that people are not the same, but students must know that if you don't communicate you won't last in a business world.

104. Not sure if some student they don’t have views to business communication.

105. We all do different course and need different skills. It might be repetition of matric work and they might know it all and feel it’s boring to do it.

106. Other students think that they are superior so what ever they say would not make any difference.

107. Repetition of high school English.

108. The goals of business communication is to improve student self esteem most of students are not sure about to stand in front of people they are cared so oral presentation must have the high impact on business like maybe a story thing people negotiate about something in front of audiences.

109. I think one of the reasons could be that some students are just plain persionists, they are always looking for a whole to get into, I mean that the less school work is available the more time to have fun.
The second reason is that different backgrounds from schools point of view, like the things we are currently doing in communication. I studied them in high school in our guidance class, so I might perceive the subject as boring or interesting.

110. The reason is simply how to apply them in real situation.
Business communication is taught like some literacy etiquette and no other culture influences beside the English.
It has some certain rules which are written in stone.

111. Students think that business communication is a repeat of English that they had in primary and high school. They don't know that business communication is geared towards improving or extending the knowledge that they have to make them presentable for the business environment.

112. It's because people enter different course for different reasons such as for money, job opportunities and the fact that some courses are short.

113. Business Communication is consists of different topics that could help one achieve a number of goals, not just one goal

114. Attitude of the lecturer / the way in which they are taught.

115. To allow them a space for self improvement.

116. Most students feel that Business Communication is more or less like high school English so that could be the reasons of their different views.

117. Different students come from different backgrounds, and all want the same thing, but not in the same manner. We are different and we see things differently.

118. Because we are not the same persons, everyone think according to the way he/she experienced or see someone experiencing the same. All of us think according the way our minds tell us.

119. As with have different intellectuals and abilities, I think that may be the reason.

120. Different back grounds and the lack of intercultural communication.

121. The English level.

122. Everyone have right over what he paid for.

123. Some students don't really understand the reason for having Business Communication. Most students see it as a repetition of high school English.

124. Maybe because we all come from different high schools former Model C schools and Private schools have done more advanced English and most of the things done in Business Communications I were done in High School.

125. Firstly intercultural communication also makes it easier for us cause students can communicate better. Lack of communication between students and school board.

126. One of many reasons might be that students feel it is very much unnecessary to re-do what they did in High School only this time you get to pay hundreds of rands for a repetition of Grade 1 – Grade 12.

127. Not sure.

128. It would be that we all think differently and all don't want the same things in life and mostly that we all consider out goals the most important aspect of life.

129. It could be that some students may be in the course they are less interested in.

130. Maybe they chose the wrong choice in the course of study or they are scared of failing.

131. I think because all students don't have the same interests, they may think something is important which is not.
Some come to the institution just to pass and others are genuinely interested to pass as well as to use these skills in the business world.

132. Self confidence, because they think in their jobs that they are going to get they won't write letters and that if they want to be a manager they would do their best in their only way to uplift the standard of the business.

133. Because they have not yet achieve they goals of business communications.

134. Some think that they are born as good communicators which is untrue. Some are ignorant and believe that there is no need to study Business Communication hoping that these will be taught to them in the workplace.

135. Business Communication feels like a subject I have done before, not that I am saying its predictable but for a student fresh from high school and having done English on HG if somehow lacks the sense of being challenging.

136. Students think that Business Communication is bad for them not looking at the other hand that it improves their summary writing.

137. People are different and see things differently.
They are not fully informed about the goals.

138. Just an additional subject.
A Technikon English.

139. Maybe it is because some lecturers don't emphasise their importance early and as constantly enough during lecture times.

140. Reasons may be: Be a good report written at your work.
Understand and know how to use your interpersonal communication.

141. That is to improve our communication skills in a workplace.
Help them not to be afraid to speak.

142. To achieve the goals.

143. They may gives reasons on what they themselves find educating or what they know about the course.

144. To improve English.

145. They think as this is a big world and we need to know how other people from other cultures to have or to actually know their way of living.

146. They have enough knowledge, that communication is used in different ways.

147. The way we understand the goal of Business Communication to us and the impact in our views as students.

148. Students are affected by it in many different ways so everyone has their own views concerning the goals of Business Communication.

149. Everyone has their perception of things and most of us have our own personal goals, therefore what is important to one could be less important to another.

150. Good and better because they work with their lecturers they don't don everything on their own.

151. We are all different and we see things differently.

152. Some students already know some of the work and it's boring for them.

153. Some may be lazy and find communication boring or just don't pay attention.

154. I am not sure on this one sir.

155. Because they are not sure if it helps.

156. The difference will be:

To help us to communicate.

To understand.

To evaluate differences, whether it's wrong or write.

To disclose ourselves.

To be objective.

To think like your adults.

And mostly to be who we are and accept ourself for what we are made for and being responsible.

157. We all have different perceptions about the things or the world around us. Each and everyone is living their dreams. It also inculcates the fact that we are all different. No one can think like me or the next person. We come to learn and we understand different from others. Some might be optimistic or pessimistic about the goals of Business Communication. The reason might be that we were all raised in different backgrounds.

158. The reasons could be that some of us were not expecting presentations in tertiary, so that is why some of the things are boring.

159. From my opinion, I think it goes with how they feel about it. e.g. if others don't like it, their views are going to be different from those who like it.

160. Some what to work for other companies others what to be self employed in other words their goals are different.

161. Is because we as people we have different tastes we see things in different ways and plan differently and we also have different goals.

162. I think some could be that they do not see the use of studying and some do.

163. The way the manuals are structured, they not really tertiary fit.

164. The reason could be that most students have different goals from this subject of communication.

165. All our levels of intelligence are different and some goals fit others than me.

166. Because everyone has a different point of view in things and also we are so similar but yet so different. For examples lecturer have experienced what we are experiencing right now but some of the things have changed. So if the lecturers can have more understanding towards their students it will be more easier to understand the goals which are set.

167. Maybe some of the students are not sure of these goals.

168. I think it could be:
It develop a self-confidence.
It helped students to use English probally
It help student to become better communications.
It also help to understand each.

169. The reason is person differ. Every person in unique and every person think the different ways with other.

170. The reason is that we all are doing business communication but the same one. The role of business communication is that you learn about the skills of writing, presenting and being self confidence about yourself and being able to work in the world of English.

171. Not sure.

172. Some students would feel that they don't need communication because they would not benefit from it and some do think that they will need communication in the near future.

173. We as students don't have the same understanding as to what Business Communication is, so that is the reason why we have different views about the subject's goals.

174. Most students think that you should be fluent in English and be able to communicate with other students.

175. We will have different interests and goals and we don't see things the same way.

176. I think all students need the business communication towards the business.

177. The reasons could be Business Communications is still the same of knowing English. There is no need for knowing English.

178. They take it as part of course, they don't know that they have to apply in business environments.

179. I think the reasons will be perceptions.

180. It is the way students are taught. Students are called students because there is someone who teaches them and that person would have an impact on the students way of thinking.

181. I don't know.

182. There is an education that will concern what students think of business communication.

183. Different people have different views.

184. Different ways of persations (The way we see things and understand them)

Different personal goals.

185. The reason is we were told what is the aim of Business Communication.

186. Different understandings and perceptions.

187. Students are still young and do not believe in being too formal.

They think that it is not essential to gain knowledge about Business Communications.

They just don't know if they are not aware bout how to behave in business world they will be effected.

188. Everyone thinks and acts differently it is impossible for all the students to have the same views.

189. Not many students had advantaged students to go to Model C schools or private and therefore, their level of education and communication skills re not that "good". And it could be, that their first priority in Business Communication is to speak English better

190. They would say that they don't understand their course.

They don't see any use for having goals because they can just not come true.

Or something can happen/an accident or disaster/which causes them to leave school and how their goals have been shattered.

191. Belief of the English and its understanding.

192. The goals of Business Communications are not the same to other subjects the goals of Comm must be one that will allow you to work with a group of people.

193. That communication is vital and has contributed a lot in our gramma and communication in general.

194. The students would start enjoying the subject more and wouldn't have a negative attitude towards it.

195. That communication is vital and has contributed a lot in our communication in general.

196. Different perceptions.

197. In life we cannot have the same ideas at the same time and we view things differently.

198. Some thinks that business communication is difficult for one to understand.

199. Everybody has the dreams and thoughts of what they want to become in life.

200. I am not sure because everyone has or his goals in live.

201. The reasons could be that they are not clear of the course and its needs.

202. Different cultures and backgrounds.

203. Is that the students are going to loses hope.

204. Business communication gives students self confidence because they know their better communications. The difference some

students lack communication skills so that is why they have different views.

205. Learn English and how to communicate with others.

206. I don’t know.

207. No idea. No one at a first year level could even have more experience in communication than the lecturer himself.

208. Those are some are the way each student see or approach the subjects. How is he going to use the skill required.

209. There are many reasons, but I think that the most important reason came from our background and how we were brought up. People are different and we also see things differently.

210. Their views are based on what they like or would love to see and some think its just a normal English lesson.

211. I don’t know.

212. People think that when they speak English they know everything about English.

213. It might be the fact that they come from different learning backgrounds.

214. They might have different cultural backgrounds and view things differently from others.

215. Because any students has got a view of his or her own and people think differently.

216. From their backgrounds, knowledge, interests, and the way they perceive things around them.

217. Goals as Business Communication is to make students to have confidence in a work environment.

218. Others don't even think these are goals, because they like their course as un attractive.

219. –

220. –

221. People have different cultures that makes them to act in a certain way.

222. Students may think that the most important parts of business communications, are the ones that enjoy the most. I do.

223. Obviously each an every student has got it's goals of business communication according to my opinion the goal of communication is absolutely to teach how to use English when communicating. Communication help us as a students to use English better generally.

224. –

225. –

226. We see the world differently.
We have different view about different things.
We have different goals, desire and we are ambitious.
NB: WE ARE DIFFERENT!!!!

227. To make us better communicators.

To be able to relate to other people.

228. –

229. We don’t have some need so of course its different when it comes to goals.

230. To improve the skills of work and help them to apply this at the work place.

231. –

232. Because goals of Business Communication, are never being told to students and through word of mouth or writing form.

233. –

234. –

235. –

236. –

237. –

238. –

239. We are all individuals.

240. The different views are that student will think that the goals of good importance.

241. To assist students mainly to be able to communicate well.

242. The reasons could be students lacking information about the important of doing this subject.

Students wanting to get the information that will open doors for them in the Business Sector world wide.

243. We are different people.
it’s possible not to think the same thing.

244. The aims of the course itself.

245. People don’t think alike, they have different views and opinions.

246. People have different views so some of them may be relevant and some not that important.

247. We all different and we have different goals.

248. Different views from students are a result that they need to know how they would apply business communication in a corporate world.

249. –

250. –

251. –

252. –

253. Some because they are not sure.

254. Students have self confidence because they have better communication. Another study lack in communication skills.

255. Because every student wants to achieve their goals differently from others and because we all have different views from the way we see and do things.

256. –

257. –

258. –

259. –

260. It all sums up to the way individuals see this course.

261. Students would think that the is no reason to do business communication because it is the same as high school English.

262. –

263. The feel communication is a repetition of school English.(miss intolmes)

264. –

265. –

266. –

267. They are not sure on the course therefore they are not sure of this will benefit they in the future or if it is a waste of time.

268. The reasons could be that Business Communication is not a challenging subject.

269. Is to help them to understand how to communicate in the business at work.

270. –

271. –

272. –

273. –

274. –

275. I think their goals for Business Communication is to make them to understand more about English and communication.

276. Because we are from different backgrounds.

277. It is the fact that they think that Business Communication is not different that the Communication they are always, everyday communicating with their fellow mates in school, class, out of school, in buses taxis as well as with their lecturers.
They think if you can speak and be very polite, is the end of communication and making friends in the corporate world is the end.

278. People's different cultural background.

279. Student don't take communications seriously and they think it's a big waste of time. I personally think its essential.

280. Because students are opinionated and we all have different views on Business Communication.

281. The goals of Business Communication are:-
Equip the students with business skills.
To improve intercultural communications.

282. It improves interpersonal communication.

283. Because wants differs from person to person. Everybody has his or her own way of seeing things.

284. It to communicate well in the working place.

Is to use English better generally.

285. I think their perceptions and level of mentalities.

286. Lack of understanding.

287. We are all very different individuals, which has a lot to do with our different views but I also think that another reason for this is that everyone has a different attitude towards work and what we are willing to learn from it.

288. For business communication, for the student.

It half them to improve on the future time, the way they communicate with people.

289. It's because we got different opinions and perceptions they way we understand the Business communications.

290. \In most cases people always don't think the same.

291. Improve their comprehension, course English is the medium language in the world. Majority of the inhabitants know how to read, write and speak English.

292. It would be the facts that students are emitted to our opinions since their individuals and they prefer certain ways of doing things.

293. The reason will be:

Each individual has different needs and different perception of the same topic.

Good successful in achieving the goals by implementing the

theories of Business Communications.

To better understand the world of Business Communication.

294. Because of the repetition of English in high school.

295. It is impossible that all students would have the same views it's just normal except others don't always know exactly what their goals are.

296. Students think it's the subject that wasting our time.

297. All individuals have different views towards different topics.

What we have learned in the past and what you are informed about states what you might think are goals for Business Communications.

298. Maybe they do not find it very important to study Business Communication.

299. It could be culturally determined.

Stereotyping or misunderstanding of communication theory.

300. Different cultural background.

301. The reason could be that the goals of Business Communication are positive.

302. Would be that they are doing Business Communication to communicate with people and for the sake of getting done.

303. I think that it is that each student chooses one goal, from all the goals, that he thinks is important to him or her equipped with a

vital skill which in turn will make him/her a good businessman/woman.

304. Students have different ways of communicating I think by having these goals we are unique.

305. Because, firstly, we differ in how we want our things to be done. You my find that others are satisfied in they way they receive information.

306. –

307. Mind set.

308. To know more about the subject.

309. Everyone has got different views because we think differently, we are from different backgrounds and we have different needs, so everyone try to pursue his or her needs of Business Communication.

310. Some think just knowing English is enough therefore communication is not important.

311. It is difficult when it comes to writing.

312. They do not consider Business Communication as an important subject.
They may not know the aim of this subject.
They want to study but don't want to do the work themselves.

313. The reason is that we as people have different needs and we think different from each other.

314. That it will help them communicate better in the business world.

315. They will be the most communicators in the business because they will know more about communication.

Also while they are working it will help them in writing skills.

316. When the goals are not explicit and they also don't know what the course they are doing entails.

317. Student don't want to learn about their personality because they think it is not important in the business world so they just want to study what is relevant to their course.

318. We all have different level of thinking, different goals and we see most of the things differently.

319. We all have different goals backgrounds, the way we were brought up and I think that is why I think we have different views.

320. I don't know.

321. To be effective communicators.

322. Obviously different students have different backgrounds, knowledge and experiences.

323. I think the reasons for each students to express their views is to get to know how they feel and what they want to achieve in future time.

324. Students have different goals and different views about the business.

325. The different mindset we have turned to produce different personalities we show in the world out there, due to how we were brought up by our parents.

326. Some students find it boring so they do not attend lectures and they find it a waste of time but some are positive.

327. –

328. –

329. The reason would be what they personally feel they are gaining from the communication course.
Comparing communication with English in school.

330. Everyone have their views and objectives of life not forgetting their values in communication one sets their standards to an extent and wishes to achieve them in time he/she set aside.

331. –

332. Beliefs and different backgrounds and ways of life.

333. The students do not see the reasons why they have to do communication because they think it's repetition of high school English and think it's a waste of time.

334. They want to know if they have chosen the correct field of study. They want to know where it is leading them in the near future.

335. The different lectures.

336. –

337. –

338. The reason could be that student have different goals mean our goals as students are not the same and our perceptions are different.

339. To help them to communicate in a good English.

340. Most of the students find business communication irrelevant.

341. To help students use English better generally.
To equip them with business writing skills.
To develop students business confidence.
To improve intercultural communication.

342. –

343. –

344. –

345. It is a beat boring because we did some chapters in standard 5.

346. Student do not all agree that the 231st century is all about business and life has always been about communication.

347. The disorganised management of the school.

348. To have the experience of business and know how to build your business.

349. Someone can choose from there views come up with the valuable ideas decision about the goals of business communication.

350. Interpersonal communication.

351. It could be that they are doing different courses with different goals and objectives.

352. Sometimes the way we perceive things is not the same out strengths are not the same and also out interests.

353. We are not equal, it depends how students understands the language.

354. –

355. Some students think that Business Communication is not really important because they already know English.

356. They way you communicate with different people at work at school is the other way of achieving business communication.

357. To leave students to communicate in the world of work.

358. –

359. They usually believe that it equip them more especially with business writing skills and familiarise them with theories of communication.

360. The reasons could be that may be the students views would make such a big difference. Cause they are the ones studying these course so they must have an input.

361. Don’t know what business communications is about.

362. Because everyone has their own goals.

363. –

364. –

365. –

366. I think to develop the business communication.

367. –

368. –

369. Student think that the reason why business communication are to allow them a space for self improvement.

370. –

371. Reasons: is that student had different goals that they think about.

372. Not being well informed by their lecturers what communication aims to do for them at the end of study but also student ignorance plays a role.

373. –

374. Different perceptions.

375. –

376. Because by learning English we all know what to do in the business world and in communicating, etc,.

377. Because they’ve got different needs and goals.

378. Some may not see as goal to go for and some may think as a goal to go for.

379. People have different opinions and views about everything, so non of them would be the same.

380. The students do not seek for information, they don’t read their study guides.

381. We are different, think differently and different views and are unique.

382. Ignorance

No interest

Different people, have different views.

383. –

384. Because business communication teaches lot about different things.

e.g. Culture, transaction analysis, interpersonal communication.

It’s help students to not afraid to talk in front of people.

It’s develop students confidence.

Help us to speak better English.

385. The reason that our views are different is because we also different and we want different things in life. We here for different reasons.

386. Is to understand the lecturer.

387. Not knowing the real reason for studying the subjects.

388. Have no idea as people have different perceptions.

389. Because we are not thinking the same way and others are not in the same field of study.

390. People have different opinion.

391. –

392. –

393. To know of understand more.

394. Some have negative attitude towards it.

Some do not understand it.

Other really want Business Communication.

395. The we’re all different, we like different things and we have different dreams.

396. People have different needs and purposes about life.

397. –

398. Maybe some do not even understand why we do business communication and we as people do not always see things the same way.

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418. The reason is because we all have different opinion.

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423. Students are studying different courses and so they rank Business Communication according to their plans for their course and what they will be expected to do in a real workplace.

424. Students rank business communication according to their plans because they are studying different courses.

425. –

426. –

427. It’s because we are form different cultures and backgrounds and we have different perceptions.

428. –

429. The goals is to improve the skills of communication in students.

430. The reason will be that we don't understand things at the same way and other take things fro granted.

431. People do not have same understanding and differ totally from one another.

432. It's because some of the students does not take communication seriously they think its part of High School work.

433. The way they frame of minds are set and what they believe.

434. I think it's because they don't know why they are studying business communication.

435. Because of presentations.

436. That business communication is not important in the world of work.

437. It helps them to communicate with other people.

438. They think that it is better for them to communicate.

439. Propratly because they are from different kind of school they were, whether it was a puplic or private school.

440. Because we all have different needs so we won't see things the same.

441. One different backgrounds play a huge role some students might feel it is a waste of time as they have done everything we do in communication. Whereas some of us have never done some of the work we do and it is of great benefit to us.

442. Different minds.

443. It’s because of the way we are taught in class.
Because we are only taught of how to behave in business or business interviews or meetings.

444. –

445. The reason could be that the student get bored when they are lectured about the johari window.

446. The reason for the different views from students could be that some of the things that we learn are irrelevant and are of no help to us.

447. Nor sure.

448. The reason will be that as students we don’t understand the goals of Business Communication the same.

449. –

450. Most of students are likely to choose goals according to their own personal interests and not for the interest of the course. What I like is considered to be the best that the concept. (mostly).

451. I think some students are taking advantage of this course (communication) so they don’t see what is the big deal about it and some think it is English from High School so that’s why I think our views are different.

452. The reason could be that they do not see the use of Business Communication.

453. To help them to be good communicators at the work place.

454. Reasons may be that there choice the wrong course without understanding or not being able to know their goals at a particular point.

455. The goals of Business Communication are very important because you can/can't be an HR manager without having myself confidence, better English speaker, business writing skills, etc,. If I haven't done communication.

456. It prepares student for labour market to have a good communication and writing skills.

457. Some students take it for granted they compare it to high school English and it needs to be taken seriously and be understood.

458. We all coming from different cultures and that makes us see the world different ways.

459. There are people who need business communication because of their course, our courses are different.

460. None.

461. –

462. –