



# Teacher Competencies for Business English Purpose in the International Universities in Kurdistan

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## Abstract

This study tries to show the specific competencies of Business English teachers (BET), which are including knowledge, skills and personal qualities. The business English teachers should experience those competencies. Thus, they can help BE teachers to care the business course successfully and discovering the requirements of BE learners easily. This study consists of four chapters, the first one deals with the introduction and several key definitions. The second chapter illustrates to the literature review, and theoretical issue about BE teachers, learners and the teaching process. The third chapter refers to the research design, results from an interview with BE teachers, SPS data analysis of BE learner's questionnaires survived, discussions and findings. The last chapter includes a conclusion and recommendation.

This study is a mixed - method study, including qualitative and quantitative methods. It involves interviews with (8) BE and ELT teachers, and questionnaires survived with (60) BE learners in the international universities in Kurdistan. The findings show that the high level of language proficiency is the most important competence of BE teachers. Then, having English language certification is considered as the most important BE knowledge. The interviewed teachers believed that business certification is not important. On the other hand, the BE learners prefer those teachers with a business-like attitude and appearance. So, two various ideas belong to their different needs. The BE teachers with the friendly, flexibility, reliability and self-confidence have the perfect personal quality according to the quantitative and qualitative results. In addition, both of them chose communication skills as the best method during BE teaching process.

According to the quantitative results writing and reading e-mail, giving and listing presentations and communication with native speakers are useful ..... for practicing the English language. However. Listing to the BE program, reading magazines and watching TV are the useless source for using the English language. At the end, this study explains developing BE teachers either by training course or by self-developing.

**Keywords:** ESP, BEL, Teacher competencies.

## 1-Introduction

In the late 1960s and early 1970s, English for business purposes (EBP) was born because some of the experimental people who worked in this field felt of differences between English for business purposes and general English (GE). The first step to start this purpose was done in 1972 when the BBC channel opened training courses with publishing several BE course books and some videos for business English. They focused on listening skills and dialogue practicing. In the mid -1970s and early 1980s BE was developed and changed to formulate phases that used for agreeing or disagree, took business appointment. etc. moreover, in the late 1980s BE expanded and used in the communication skills. This phenomenon was largely due to the development of companies and they led their employees to share in training BE courses. These courses were big chances for publication specific course books and materials about Business English Communication Skills.



Today, in Kurdistan, ... English language becomes the most important foreign language in many fields in our daily life. .... It will have increased. Indeed, the main reasons are opening our contact abroad, coming a large number of companies and living foreign people in Kurdistan for different purposes. The English language has dominated our educated system, marketing, industries, companies and also distributed among us as the most important foreign language among others. So, this situation lets born English for Specific Purpose (ESP). English for Business Purpose (BEP) is one type of ESP. Nowadays, this form has published in Kurdistan. It is so frequent and significant in the global business relationships.

However. BE teaching process needs professional teachers who have adequate competences in BE language. The essential BE teacher's competences belong to knowledge, skills and personal qualities. Thus, there are many techniques and methods which help BE teachers for acquiring BE competencies successfully.

This study tries to find out the BE teacher's competencies according to knowledge, skills and personal qualities. Indeed, BE teaching process needs some methods and techniques which help BE teachers for contact with BE learners and the teaching process successfully. Finally, it tries to recommend BE teacher's professionalism.

This study signifies BE teachers for encouraging them to participate in the BE training courses and self-developing.

## 2- Literature review

Many authors are working in the field of English for Business Purpose all over the world. Each researcher carried out about a specific topic in the Business English purpose. This study tries to show some previous research about BE.

### **(English for Specific Business Purposes: The Teachers' Content and Context Acquisition Case Study: ESBP Teachers in Oran)**

This is an MA study carried out by Hentit Nabila, (2015). The aim of this study investigates why all BE teachers are graduated from the ELT department. In addition, they do not have any experience in the business and do not know about the essential requirements for taking the BE teacher's tasks. Also, he wanted to find out what are those problems that may face BE teachers with the GE teachers? Moreover. How GE teachers can acquire the specific knowledge, contents, and contexts of BE? He has aimed to know, does the training course can help GE to become perfect BE teachers.

The important finding in this study is that most of the BE teachers at the beginning do not have plans to become BE teachers. However. After taking some experience and understanding of the BE they can be BE teachers. After collecting data from BE learners, he could understand that most of them have problems with those teachers who have the most professional in GE English more than BE. And as such, they do not have self-confidence. .... He collected the answers ..... about the acquisition and he believed that teachers can acquire BE contexts and contents through experiences. At the end, the training course cannot change GE teachers to perfect BE teachers, because every training has a small response and its duration may be between 10 days to 3 months. It is not adequate for that aim.

### **(On the Teaching Innovation of Business English Teaching: A study on Multimodal Communicative Competence of Ethnic Universities)**

.... Another study.... is carried out by Chunling Geng (2017) in China. This study aims to understand is the process BE teaching just the relationships between English language and Business? In addition, the author investigated the development of the technology effects on the BE teaching process. The findings show that business the English is not only the link between business nad English language. However. It is a vital mixture for business also for English language. The data collection supports this true that BE based on linguistics. So, it is believed that BE teaching is a new area of ELT. After collecting data as questionnaires from BE learners, the study emphasized that .... modern classes which consist of the smart board,



network computer, multimedia learning have a great effect on the learner's ability and innovation. Moreover., the development of the technology can save time. Most of the teachers and learners in this study support modern technology in the classrooms because they believe that they do not need much to write on the board and let learners to their copy books.

### 3- General English

English for General purposes has belonged to English language teaching. It follows the same or almost goals and principles which are the most effective in the process of learning and teaching English language. As Hutchinson and Waters, (1995) argued that in the process of teaching language, the students are the same students. There is no matter if they belonged to ESP or to GE.

About its methodologies, there are no bright difference between them. According to Hutchinson and Waters, (1995) because in the process of teaching English language the students should follow the same methodologies. Also, Barnard and Zemach, (2003) supported the same idea that GE is not .... separate from ELT. Indeed, it wanted some specialist objectives and methodologies but it does not mean that it differs from any branches of ELT. Moreover, Cowan, Payne, (1979) explained that GE courses are completely considered as a version of ELT courses.

### 4- English for Specific Purpose (ESP)

ESP is a brief-term of English for specific a purpose. It justifies according to the learner's needs into some different purposes and classes. ESP involves teaching English language for specific purpose, such as English for business purpose, English for technical purpose, English for waiters, English for tourism, English for art, English for medicine purpose .etc. The first sort of ESP was practicing in the analysis of scientific and technological writing. Vocabulary is an essential need for ESP. While ESP also needs some requirements to mature and adequate development. It has proper activities that are suitable for its topics. It includes grammar, lexis, discourse, skills, study, content. Etc. (the name of auther) A. Musikhin, (2016) mentioned that language learning and teaching process should establishe .... some activities which are appropriate with their specific topics. As this study mentioned before that ESP has needed about a long period to mature and to practice it, to give a clear idea and vision for learners. However, day after day the desire for performing ESP will increase all over the world.

#### 4.1- Definition of ESP

ESP is a different branch of language teaching for about 40 years. At the first, it emphasized mostly on specific lexical and technical texts. However, as soon as it is improved and it focused on the rhetorical practice of language in exact discourse. Next, the four English skills (reading, writing, listening, and speaking) which did not use greatly in the teaching ESP. Indeed, they have accessed directly by the need analysis studies. According to Evans, (1977) ESP is a language to meet the person needs of the learners. ESP emphasizes the language appropriateness, semantic and Morphological meaning more than the grammar or syntactic meaning of the language.

ESP appears very flexible so that different authors defined it differently. As Sifakis, (2003) mentioned this truth and he said that we can pay attention to several different definitions of ESP because all of them try to show and relevant the various concepts of ESP. Anthony, (1997) defined ESP as a branch of English language teaching that the participants and learners divide it into tow groups. The first group can be used for teaching English. It might be specific or not. However, the other one, who use the English language for academic purposes or practice it for vocational or specialized purposes. ....(deleted)

Hutchinson and Waters (1987) defined ESP as an approach rather than a product. It means that ESP doesn't have each specific sort of English language. In other words, all of the



teaching materials, methodologies, contents, and strategies are not important in ESP. Melouki, M.A., (2006) believes that the essential purpose of ESP is that why the learners need it, for which purpose the second and foreign speakers want to teach the English language? on the other hand, Robinson, (1980) answered both views as he defined it as a process of teaching the English language for those students and learners who have specific goals and needs. In addition, he believed that those goals might be involved in business, academic, technical, scientific, and etc.

### 5- Business English

Business English is the language that we want to teach when we do business. It involves the process of teaching and learning the English language for adults and university students who have jobs or opportunities for working in the business area. For more distance, many non-native English speakers wonder to catch BE with the goal of contacting those countries in which they are native English speakers. Of course, they use the English language as a lingua franca language for business purposes. Donna, (2010) says that BE consists of teaching, preparing and practicing students to work in the business environments.

According to ESP principles, business English is a sort of it. BE essentially is used for a specific purpose which is business. This sentence comes from this truth that they have some shared common need analysis. However. Some of the authors state that there is a difference between BE and another type of ESP. .... It shares contents with others like all are belonging to specific work or production area. On the other hand, BE differs from another sort of ESP according to the general content. BE is related to general ability in the communication environment which can center the business position. (ibid)

Frendo (2005) explains BE as a language is used by some people who are doing business, in order to show the best phenomenon and appearance of business in their daily life work. In other words, BE is the language that is very useful for improving their job, to conform to the costumers and to give the modern view of the business job, so it means that BE language does not only include speaking and listening but also writing and reading skills. Also, Abarca, (2010) supported the same idea that BE language is a modern and lingua franca language. She believed that this language is very useful for non-native speakers for developing themselves in a particular skill. Moreover, reason that the Business English Course why separated from the General English is due to that it has some specific lexis, vocabulary which directly referring to business. They consist of four essential skills of language, (reading, speaking, writing, and listing). They are used in area such as in finance meetings, writing an Email, answering telephone in an international company and some training for marketing. However. Pickett, (1986) defined BE in some different way, he said that BE has two faces for communicating. Each one is different from others a bit.

#### 5.1 Types of Business English

As the experiences, the participants and authors .... reached to this decision that business English purpose is divided into two types: English for Academic Purposes (EAP) and English for Professional Purposes (EPP). This study tries to explain both of them. Ablonczyné Mihályka, (2010) stated that business English language ..... can be used for intracompany communications, or between companies. On the other hand. It can be practiced between companies and the general public, in this case, it is approximately the same as the General English language.

#### 5.2 English for General Business Purpose (EGBP)

This type is useful for pre-experienced learners, who have very limited practice in business or in their job. Dudley-Evans & St John, (1998). Teaching language is needed to share within the group. There are always followed some textbooks and levels of learner's capacity rather than practicing the specific job. So that, it may help them to prepare themselves for further future.



“Pre-experience learners will have two kinds of needs: (1) Their present situation may require them to read textbooks in English or follow lectures in English in order to gain the qualifications that they are seeking. (2) They will need to prepare for their future working life in Business.” (Ellis & Johnson, 1994, p.5).

### 5.3 English for Specific Business Purposes (ESBP)

It is the second type of business English. It means learning to teach English for jobs and vocation. The learners will set in this class mostly have adequate experiences in business. Ellis & Johnson, (1994). At the same time, it is defined as the situation in which business knowledge and skills will associate with English learning. Dudley-Evans & St John, (1997). The course language in this type are usually done by small groups. It may consist of six or seven learners in each group. In some cases, the older course may hold one-to-one teaching learners. This course takes care more about the practical usage of language than the theoretical information and knowledge in the English language.

### 5.4 The Register of Business English

A language register is a conversation that is done between the sender (speaker or writer) and receiver (listener or reader). It is a careful process for choosing vocabulary that will arrange much through who ... said? What is said? To whom, when, why is said? Halliday, (1978) supports the same idea and he defined register as a required language that is used in some different circumstances. In addition, he classified register of language into three standard parameters:

- Field (What is performing and actions included).
- Tenor (Member's position and functions).
- Mode (Category of language and communication stations).

## 6- Business English as a Lingua Franca (BELF)

### 6.1- What is Lingua Franca?

It is a common language which can ..... collect all people together who are different Non-native speakers. It has generated as an understandable language between different speakers. Richard, (2019). The formal languages for Lingua Franca are Italian with French, Arabic .. and Spanish. Every different language is used as a public language or commercial language amongst people but English is considered as a Lingua Franca Language among many different countries. Evans, (2010, 2013). In the area of business language, English language has an important role as a Lingua Franca. It is considered as an international business framework. Kic-Drgas, (2014).

### 6- Business English Learners

The vital characteristic in the teaching process is learners. Kic-Drgas, (2014). Also, BE teaching is definitely depending on the learners in the student-centered class. Business English teaching as a part of ESP, it needs the higher desire and interest from learners for BE teaching. At the same time, the learners have some requirements and needs besides their interests for teaching BE language. Ehrenreich, (2010). Moreover, this learner's needs are a great chance for BE teachers for understanding the personality of their learners. Ouedraogo & Musetti, (2013) expressed that understanding of the learner's needs will help teachers for discovering some requirements in the BE teaching process. Such as, what are their goals and objectives that the learners want to achieve ..... in BE language teaching, what are their needs for language learning, in which position and what purpose the learners use BE language, which motivations and approaches are suitable for those learners in the BE teaching process, at the end, what are their weakness and strongest points of them that are related to second language acquisition.

### 6.1- Pre-experience Learners



Universities and secondary school's students are diffidently belonged to the pre-experience learners. They are working in business, economics and any work which relates to the business. At the same time, they have limited or not previous experiences in business. The essential nature of business English language course is that the students should be motivated. Accordingly, this way, the BE learners can follow the successful business course. Ehrenreich, (2010). BE competence is necessary for anyone who work in or follow business. Today, for every employee who workes in business, English language is the main condition. The job candidates without English language do not have a chance for working.

### **6.2- Experienced Learners**

Experienced learners include low-experience learners with limited work and job-experienced learners who always have direct role in the business positions. Really, it is not easy to draw the line between two groups of it. Since, each one of them represent their proficiency. Ehrenreich, (2010). The researchers mostly do not pay more attention to the low-experience learners, while most of them focus on the staff members such as, office managers, directors and administrators. Louhiala-Salminen, (2010). However. Separating and choosing one of them does not help to get the exact finding for experienced.

### **6.3- Low-experience Learners**

Low-experience learners are usually ..... the primary employees in the companies. They have just started their job. Hence, they have only limited experience in their professional job. In addition, their level of knowledge may be imperfect. One of the characteristics of low-experience learners is that they are in the process of learning about business. This process does not include only some knowledge for helping them to go deeper in their proficiency, but also involves popular department functions, common procedures in business and perfect business skills. Such as, presentation, working as a team and managing the time. So that, they can fill their lack in knowledge, skills, and experiences. At the end, they can improve their proficiency and transfer from low-experience in to job-experienced professionals. Another characteristic for pre- experience learners is that they may have adequate knowledge in general English or might be in the high level of GE competences. Thus, it helps them to develop BE language skills within their proficiency improvement. In the other words, BE training for pre-experience learners is the best way to find out their goals and have a clear vision about the future for business community. Basturkmen, (2014).

### **6.4- Job-experienced Learners**

Job-experienced learners are ..... the top and middle positions in the companies, such as top managers and officials. They have extensive experiences, also adequate knowledge about the business. who are involved in local and global financial trends. The employees often have enough knowledge of the management and great ability for doing operations, functions and the order procedures of the different departments in the companies. Brieger, (1997).

The employees in the job-experienced learners should have strong strategies in the business competences which will share within advanced managing procedures. Such as negotiation, leadership, and public contact, etc. As Brieger, (1997) argued that all knowledge about business will be improved by the ideal communication skills. So that BE competence will be vital.

## **7- Business English Teacher**

### **7.1- Roles of the Business English Teacher**

All researchers agree that BE teachers just like any ESP teachers should act several roles. These activities may include tasks, and classroom activities which are performed during their all life-cycle of BE teaching process. Belcher, (2006). Moreover, in order to control the classroom activities, the successful BE teachers should take care about need analysis, syllabus design, materials, objectives, assessment, evaluating, and BE learner's feedback. Teacher's role carries some tasks that are more important than the teaching and learning



process. Indeed, the word ‘teachers’ is not a suitable term in BE procedure. Instead of it, the term ‘practitioner’ is more acceptable by some researchers.

P Pullin, (2015) summarized two roles for the BE ‘practitioner’. The first role is about BE teaching process, which is revealed from BE teaching contexts to the role as a consultant. Accordingly, in most the reflect in that fact, in most cases BE learners may know much about business more than BE teachers. So...., the BE teachers should participate with BE learners as a team of workshop. In that unique situation, the BE practitioners will provide their learners by one-to-one advice in the field of language usage. They do a role as the consultant. The second role includes another case, the BE teachers take a role as the facilitators. In that time, they don’t give them the correct answers or solutions, but only assist them to have plan and get BE learning objectives. At the same time, BE teachers have full responsibility in front of the teaching process. (sorry, it is two but I wrote five)

### **7.2- Business English Teacher Competencies**

Chunling Geng, (2017) defined competence as the ability for performing something perfect and it belongs to the set of skills which they belong to specialized jobs. De Ville, (1986) was the first one who defined competencies as a vocational qualification. He believes that the competence includes some ideas of knowledge, skills and attitudes. Knowledge consists of some facts, such as, .... information which acquired during education, teaching, and attitude. Although, skills involve the performing abilities which are necessary for taking place some particular task and job. Hardi, (2011). On the other hand, attitude belongs to the personal characteristics, like, creativity, productivity, and self-confidence. De Ville’s, (1986) mentioned that the term of competence can be practical also for BE teaching. The BE teachers should acquire some particular set of competences, in order to help them to be successful in the teaching process. The set of competence includes knowledge, skills, and personal quality. Competence is a vital part for BE teachers, because it will help BE teachers to improve their personal qualities and also provide the knowledge and skills during BE teaching process.

### **7.3- Knowledge of the Business English Teacher**

In order to classify the BE teacher, there must be a distinction between content and procedural knowledge. Content knowledge for GE English teachers belongs to the teacher’s knowledge about English language, which includes those aspects:

1. English language skills.
2. Analytical English knowledge. Such as, phonology, grammar, lexis, semantics, pragmatics, etc.
3. The teacher’s experiences in the process of BE teaching.
4. Knowledge all about second language and second language practices.
5. English language discourse and conversation.
6. English terminology.
7. English background knowledge.

Also, BE teachers should have more information about proficiency in English language. In the other words, BE teachers should know about grammar, lexis, phonology, and etc. In addition, they should understand of theoretical knowledge of applied linguistics and English language teaching ELT. The last one is procedural knowledge, that they should also take care about it. Littlewood, (2014).

The BE teachers can also take advantages from their second language teaching experiences. Moreover, BE teachers need to understand business discourse, BE conversation, and BE terminology. However, most of the researchers follow a question and try to find out its answer. They are wondering that in which situation BE teachers cannot answer the BE learners. As this study mentioned before, that most of the BE learners have more experiences in the business than the teachers. The finding of most of the researchers emphasizing on that point, in the case when teachers are unfamiliar with the BE subject



matter, BE skills, and BE discourse, so that they cannot answer their BE learners. Therefore, the widely topic which is discussed by BE experts is that the BE teachers should know more about business. Kurtán, (2011). From now, some questions will ... rise, which sorts of business knowledge is necessary, what depth of business knowledge is required, how can BE teachers will acquire business knowledge?

#### **7.4- Skills of the Business English Teacher**

Beside the knowledge, also, skills are so significant on the BE teaching process. So, the BE teachers should improve their BE skills. as mentioned before, the BE teachers should be fascinating in the business, such as, economics, managements and business problems. Bereczky, (2012). BE is a part of ESP. It means that it is multi-disciplinary practices. Also, it can be a challenge for BE trainers which motivates them in both teaching and disciplines. Frendo, (2005). However, in order to improve BE skills, the teachers should not only pay attention to training and disciplinary. Also, they should have day-to-day activities in the different companies. So that, they can teach and practice at the same time. Therefore, it requires the adequate skills. in another meaning, it is the ability for adapting some specific contexts to BE teaching. Frendo, (2005). The BE teachers when have adequate skills, so they can change the context from one to another, and focus on the adaptability and productivity. They can consider as a key skill for BE teaching process.

The BE teacher's willing and interesting in the business is another key skill for improving teaching process. In addition, BE teachers should have responsibility in front of the productive and change the materials and schedules of the course. These responsibilities will require flexibility and taking some risks from BE teachers. ....

Each teacher has especial personality. The individual variations between BE teachers would not be ignored. Most of the authors agree with that the BE teachers should take care of social life, they must have easy going characters, open-minded ones and deeply have willing in the business. Moreover. BE teachers should be diplomatic, be aware to BE learner's need and have ability for listening to their learners. They should have an ideal communicating, in order, they can make perfect relationships with learners and be happy to work with people. Thus, these are considered as important personality for both case one-to-one and small group teaching situation.

Ellis and Johnson, (2006) mentioned that the Be teachers should be taken their course seriously. At the same time, it is helpless when the teachers feel of funny in front of the BE lesson or training course. Furthermore, extra entertainments and funny activities may make learners uninteresting for the class. However. BE teachers can control the class through the interactive and enjoyable methodologies. It can be help learners also for removing the demands in front of the BE specific subjects. Thus, BE teachers always try to determine their professionalism by showing and distributed their plans. Such as, the BE teachers should be improving their course by outline or distribute the copies of syllabus among the BE learners. when the BE teachers are easy to be contacted with learners, and be helpful for their problems, so that, BE learners may more willing for lesson or course.

#### **8- Business English Teacher Development**

Many researchers focus on the point that the development of the BE teachers is considered as a significant effect on the ELT. (Soproni, 2013, Bereczky, 2012, Frendo, 2005, Hutchinson & Waters, 1987). The key issue for BE teachers can be explained as professional development. The professional development can be discussed in detail in BE handbooks. However. The significance belongs to the BE teacher's competence during the teaching process. They cannot be explained or questioned. According to Soproni (2013) they are the ability on-going, self-confidence, and to be free(autonomous). When the BE teachers try to acquire knowledge and skills directly by themselves, then going to improve their personality, at the end, they will do evaluate themselves how they will develop in the professional method. In other words, according to the BE teachers, the professional



development refers to the process of getting and developing the BE teacher's competences. Such as knowledge, skills, and personal quality. So that, the BE teachers will have top level in BE competences and they can easily meet the requirements for the business world. (I will add it to reference) Donna, (2000) stated that the BE teacher professional development includes self-development and qualification.

### **8.1- Self-development of the Business English Teacher**

The best way for improving the BE teacher's competences is developing by themselves and take lessons by their experiences. The BE teachers should be acquiring some knowledge and comprehend .... the business contents besides improving their English language teaching. Thus, the BE teachers should completely believe in self-development, in order to improve their competences, (knowledge, skills, and personal quality). Chen, (2000) thought that the process of self-development for BE teachers is a necessity, which helps BE teachers to be professional in their field. So that, every teacher should cross it. Also, he believed that the BE teachers should be open-minded to accept changing. They must follow self-development and practice business in the real-life program.

Moreover, Donna, (2000) stated some different techniques and methods for BE teachers which help them to fill up those gaps that will be exist in the practical part in the classroom. The BE teachers always should have plan for changing the strategies of teaching. If the BE teachers feel this changing, it is necessary for improving the process of teaching, so they will evolve knowledge, skills, and their personal attitudes. Wu and Badger, (2009) investigate the BE teacher's activities during classroom. He wants to understand what will they response when some of them has not adequate knowledge on business. At the end, their findings state two strategies; try to choose some subjects which far from the topic or taking the risk. Of course, the successful teachers should experience both of them with the self-confidence.

### **8.2- Qualification of the Business English Teacher**

The first step for most of the teachers will start as GE teachers. It may help them to acquire a huge amount of knowledge and skills in English language teaching. (ELT). Then, they are free for choosing the specific purpose in ELT, such as, BE. Therefore, a small number of BE teachers already have a professionalism in the business. However. They will improve themselves through taking the course of BE language, and participating the training BE course, after they can become the BE teachers. (I will add) Sárdi, (2012). These key points that the BE teachers will use omit when they become BE teachers are belonged to those training programs which they studied and practiced during university. Thus, it is expected that the graduate teachers already have some knowledge and skills about ESP and ESP methodologies. At the end, they can find themselves in a specific purpose which they are interested in it.

Universities will provide the graduate ESP and BE teachers by the qualification program. Such as, professional English language teaching, certification of teaching English for business, and certification in teaching ESP. At the same time, the BE teachers can obtain the BE certification through several different sources. First, they can get BE certificate through the particular BE teaching training course. These courses will be done in part-time or full-time training course according to the teacher's time. The second one belongs to the on-line opportunity which is done by some institutions for those BE teachers who have not time to get training course directly or they may live in another country. As Kurtan, (2014) discussed that these kinds of the certification won't be accepted in some countries, because the degree is coming easy and the quality may not be in high level.

## **9- Methodology**

This study follows a mixed-method research, combining quantitative and qualitative methods. Two groups of people will participate in this research who are BE teachers and learners. It will collect information from each participant, in order to have some adequate findings of the



subject. The following two groups of participants take a great role in the planning, performance, and evaluation of BE teaching. In this study, the qualitative data collection will interview with the BE teachers. In addition, Quantitative statistical data collection is questioning about the BE learner's need before front of teachers.

Consequently, the qualitative method was done by in-depth each interview with BE teachers in phase 1, while through choosing the quantitative method, questionnaires survey was applied with BE learners in phase 2. Both phases of the research were designed before starting the investigation. This is due to find out the requirement instruments, and data analysis, "meeting the pre-set goals of the research". (I will add it) (Dörnyei, 2010, P.45).

Through choosing the mixed- approach in this study, it planned to take benefit of its strengths and remove the weaknesses as possible. This study followed by methodological research into the theory and practice of the quantitative and qualitative approaches. The aim of this strategy is to approve, cross-validate, and document results from both phases. During the overall ways, the applications of the different phases go in parallel, providing equal importance to both methods.

## **10- Procedures of Data Collection**

This topic talks about the process of qualitative and quantitative data analysis.

### **10.1- Procedures of Qualitative Data Collection (Phase 1)**

According to Kvale (1996) the interview research is classified into seven stages: they are analyzing, designing research, interviewing, transliterating, analyzing, validating, and reporting. According to the qualitative method, the designing and analyzing of data collection are much important than the others. During choosing interview, the schedules of the interview with questions are created by the researchers. For the next step, the researcher selected the participants according to their experiences and certifications. The interviews were done by the friendly environment and all participants expressed their ideas and views honestly. All interviews did in Kurdistan and their duration for each interview was about 30-35 minutes and all of them were digitally recorded by the researcher. Moreover, they did in January 2020.

### **10.2- Procedures of Quantitative Data Analysis (Phase 2)**

In the quantitative method, changing the initial constructs is essential to acquire the best results and to confirm the higher validity of the questionnaires survived. After collecting the data, the organizing of the hypotheses was discussed by an expert quantitative study. During survey 120 Were distributed among 60 BE learners. However. The rate of their return cannot be calculated, but they are expected to be comparatively high. All the participants finished the questions and answered them quietly. The questionnaires of this study were collected in January 2020. In addition, the name of the participants and their companies stayed unknown in this paper.

## **11- Results from the first phase**

About the first phase. Firstly, these interviews focus on the particular competencies of BE teachers. Next, it pays attention to the general needs that are referred to by the BE teaching process. Finally, it follows those ways that BE teacher competencies can be taken. The interview follows those three questions:

**Q-1 What are the specific competencies that the BE teachers should obtain in order to help them to be successful teachers in their BE courses?**

**a- High level of English language proficiency**

The interviewe with (8) teachers among the international universities in Kurdistan, all of them agree with one answer that the high level of English language proficiency has the most significance one among the BE teacher's competencies. Every BE teacher should be a good English speaker, listener, writer and reader. A teacher explained his motivation techniques



that he has applied with his learners. At first, he tried to explain the importance of English language for them. Then, they should understand the significance and importance of the English language in their academic and personal life. Also, the learners should know how much they can benefit from high level of BE language. Another teacher said that I have motivated his learners by advising them to watch English TV programs, listen to music or radio program, read newspapers or magazines, and try to contact native speakers. So that, it can improve their interest in the English language. Of course, they need BE teachers with a high level of English language proficiency

#### **b- BE knowledge**

The answers are nearest to each other, about BE knowledge, the teachers believed that it's rank comes after language proficiency as the most significant factor in BE teacher competencies. Knowledge is something which belongs to the teacher's experiences in the teaching process. The participants said that when BE teachers have much experience in BE teaching, they will be perfect because directly they start with learners and as soon understand their needs. Moreover, some of the teachers pointed out BE teachers without having viewpoints about business knowledge will face many difficult situations in front of the BE learners. Otherwise, they may lose their productivity and self-confidence. Therefore, other teachers believed that BE teachers should have a degree in English language studies (ELT) or business English (BE).

#### **c- personal quality of BE teachers**

The personal quality of BE teachers was ranked as the third factor. The personality of teachers let them be developed and make them self-confident which is considered as the key for progressing them. To be interested in the BE teaching is another key for successful teachers in this field as all the teachers accepted. Also, all of them argued that BE teachers and learners should be in partnership. The BE teachers should ask the genuine questions in the class. At the same time, when the learners ask some questions, the teachers should answer them. If they are not sure about the answer, they can postpone it to the next class. Thus, they believed that the BE teachers should have correct information about daily news which refers to international economic, political and social. This information will raise the quality of the BE teachers and lessons. In addition, the BE teachers should be friendly, flexible and easy-going ones with their learners.

#### **d- BE skills**

According to the BE skills, it comes as the third cause which is significant on the BE teacher's competencies. The participants emphasized the communication skills as the best one which is improving the learner's skills during starting BE course, such as negotiation, telephone call, presentation and business writing. Also, they believed that the BE teachers should have adequate information about BE skills, in order to help their learners for improving their BE language skills in real-life working. A teacher talked about his experience and said that many times the learners asked him to help them to write the presentation. Therefore, He has never helped them directly but the best way was that to use an audience in the class then give them feedback. It is extra work for BE teachers, but I want to help them. Another teacher stated that BE learners need new and different ways of developing their skills.

#### **e- Business experiences**

Three among the eight teachers agreed that absolutely the BE teachers should have been doing business study or job experiences or both of them. Therefore, these teachers thought that BE teacher competencies can be developed by conducting the business area which helps them to harmony with their job. However, The others believed that it was not necessary at all. one of them believed that lack of business experiences is not difficult when the BE teacher



has proficiency in English language. The BE learners need only language teaching more than business teaching.

### Q-2 Are teachers enthusiastic and eagerly focus on the ways to develop themselves?

About this question, their answers are different from each other. Some of them considered their development as challenges. However, Others believed that the self-development really needs to struggle with the BE contents. A teacher said that it depends on the teacher's character, how they can develop themselves. Either by a training course or self-development is useful for BE teachers to acquire BE competencies. Most of them supported self-development more than training course. self-development is very important for BE teachers because it depends on the self- experience in the BE teaching process. .... On the other hand, the training courses will not give the BE teachers big opportunities to improve practical activities and it may be forgotten easily.

A teacher talked about her experiences of her self-development in BE language. she said, at the beginning, I just memorize the BE key points and definitions. Then, I started to watch and read BE newspapers and TV Programs. In addition, she argued that BE teachers can acquire BE knowledge and content with their learners. At the end, most of them agreed with the BE textbooks, and web sites as the best source for self-developing.

## 12- Results of the Questionnaires survey

The second phase in this study attempts to evaluate the business requirements associated to BE teachers. Most of the questions ask about specialized knowledge, skills and personal quality of BE teachers. In this phase, this study ... questioned the (60) BE learners who are active members in the business area. The results of the second phase will be presented by the outcomes of statistical data analysis.

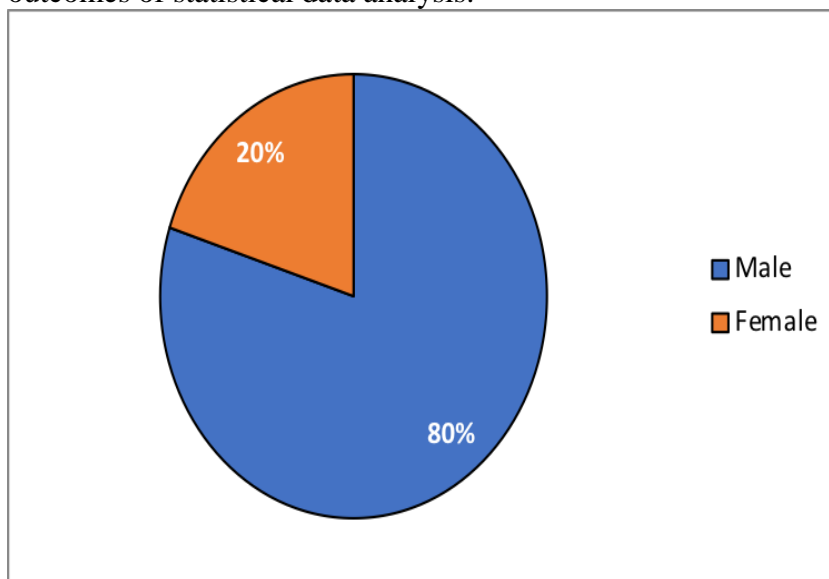


Figure.1 Show the gender of participants

This pie chart explains the results of a survey that BE learners were answered the questions. From this graph, it is clear that %80 among them is belonged to male and the rest is female.

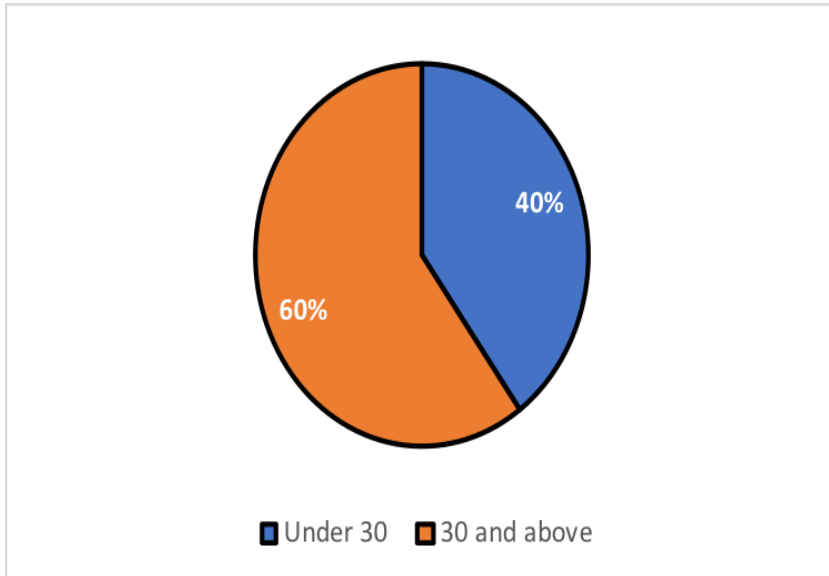


Figure.2 It shows the BE learner's age

From the above pie chart, they can understand that those BE learners which participated in this questionnaire

have different ages. Those learners who are under 30 years get %40 and %40 belongs the others who are above 30 years

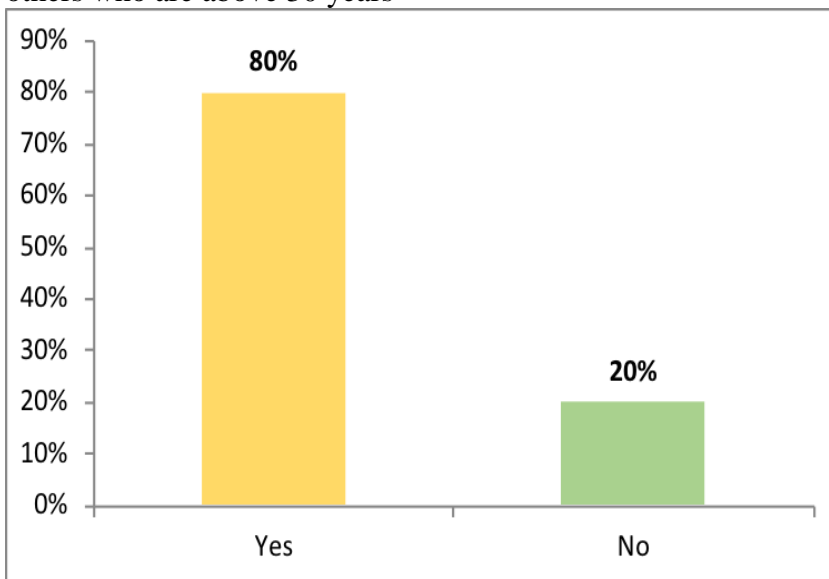


Figure.3 It shows the learner's experiences of business

This bar chart illustrates the number of those BE learners who have experiences in business or do not have. The results from this graph is clear that the majority among them have it. The majority is %80.

Table.1 shows the results of the question: How often do you use the English language in each case?

	Somewhat		Frequently		Very frequently	
	F	%	F	%	F	%
Business meetings	42	70.0%	3	5.0%	0	0.0%
Negotiation with business partner	21	35.0%	0	0.0%	0	0.0%
Business phone calls	24	40.0%	6	10.0%	0	0.0%



Video conferences	15	25.0%	39	65.0%	3	5.0%
Attending conferences	18	30.0%	39	65.0%	3	5.0%
Attending training courses	0	0.0%	21	35.0%	39	65.0%
Writing presentations	0	0.0%	0	0.0%	60	100.0%
Giving presentations	0	0.0%	0	0.0%	60	100.0%
Listening to presentations	0	0.0%	3	5.0%	57	95.0%
Reading business e-mail	0	0.0%	3	5.0%	57	95.0%
Writing business e-mail	0	0.0%	3	5.0%	57	95.0%
Reading business documents 2	3	5.0%	12	20.0%	45	75.0%
Writing business documents	3	5.0%	15	25.0%	39	65.0%
Business travel	27	45.0%	0	0.0%	3	5.0%
Working abroad	6	10.0%	0	0.0%	3	5.0%
Oral communication with native speaker	0	0.0%	0	0.0%	57	95.0%
Oral communication with non-native speaker	18	30.0%	33	55.0%	3	5.0%
Oral communication with native English-speaking business partners	0	0.0%	0	0.0%	60	100.0%
Oral communication with non-native English- speaking business partners	21	35.0%	39	65.0%	0	0.0%
Reading business-related newspapers 0	0	0.0%	0	0.0%	0	0.0%
Watching business-related news and TV program	0	0.0%	0	0.0%	0	0.0%
Reading books on business-related topics	0	0.0%	0	0.0%	0	0.0%

This table shows the result of frequency statistics for each question in section two. It consists of 22 cases for the question “How often you use the English language in each case?” Also, it gives the BE learners five choices for answering. From this table, it is clear that writing presentations, giving presentations, listening to presentations, reading business e-mail, reading business e-mail, writing business e-mail and oral communication with native English-speaking business partners are very frequently. While, Video conferences, attending conferences and Oral communication with non-native English- speaking business partners are frequently. Among the BE learners 39 of them which is %65 chose them as frequently usage English language every day. The maximum frequency for “Somewhat” is 42 .... which consists of 70.0% for Business meetings. They believed that they may use English language in business meetings. Then, 45 people among BE learners agreed that is seldom for using English language during working abroad. At the end, the majority of “never” omit is belonged to Reading business-related newspapers, Watching business-related news and TV program and Reading books on business-related topics.

### 13- Findings

The findings of this study explain that the BE teachers should have a high level of English language proficiency and acquire the specific knowledge, skills and personality to improve their competence in the BE teaching process. The results from this study indicated that a high level of language proficiency and BE knowledge are the most significant factors for BE teachers. Also, it revealed that personal quality, BE skills and having experience in the BE teaching is the important factor for developing them. Business experiences are the less



important competence for BE teachers according to the BE teachers. However, it is an important competence for BE learners.

In addition, the study shows that BE teaching (ELT) certification also can be considered as the central significance for supporting BE teachers, increasing self-confidence and raising their capability to face the challenges of teaching processes. However, the BE teachers with the smallest experiences always be shy, which may affect their responsibility. Another finding from this study is selection and performance of the appropriate methodologies for BE teaching process. Understanding learners' needs, designing the courses and choosing materials are depending on the collaboration between BE teachers and learners. On the other hand, BE teachers should have knowledge of the basic elements of business procedures in order to develop the quality of teachers.

Furthermore, the BE teachers should aware of the business environments. It will help them to gain information about managing the companies. The results from both phases revealed the significance of the BE teacher skills. The BE teachers should take care of business communication skills. Such as presentation skills, business writing skills, negotiation skills, etc. They become the vital section for BE teachers due to: first they will help BE learners for improving themselves because they need them in their daily work activities. Second, one of the essential responsibilities of BE teachers is developing BE learner's communication skills. At the same time, the BE teachers should have done the best communication skills with a high level of language proficiency. Also, the findings deal with the significance of interpersonal skills. It might make strong relationships between BE teachers and learners.

In the second phase, the quantitative data investigated how often the business professionals have practiced English language during their job and which one is the most frequently. Statistical analysis of the questionnaire data recommends that the people in the elder rank such as director and manager positions Omit are practiced BE language than the business professionals. It is due to their jobs that relate to the activities. Therefore. The ranking of the business activities illustrates that the most frequent business activities belong to the passive ones. Such as, writing presentations, giving presentations, listening to presentations, reading business e-mail, writing business e-mail, oral communication with native English-speaking colleagues and oral communication with native English-speaking business partners However, the lowest item ranking is belonged to the reading business-related newspapers, journals and websites, watching business-related news and TV programs and reading books on business-related topics. All the results emphasized that oral communication skills are more significant than the writing business communication skills. However, in the BE curriculum course, the written business communication is preferred than the oral communication skills.

Another finding sheds light on the BE teacher's professional development. It has belonged to two lines: participating in the training course and BE teacher self-development. The interview reveals the contraindicated ideas about this topic among the BE teachers. They can own professional development as a result of a great challenge. On the other hand., when the BE teachers are the lowest levels or having small business experiences, of course, they should take BE training courses. The professional BE teachers should emphasize how to discover the exact needs, expectation and BE learners' needs. All of them are not adequate for developing BE teachers. Indeed, performing these findings are much important than discovering them.

#### 14- Conclusion

The paper evaluated the BE teacher competencies, (knowledge, skills and personal qualities). It attempted to build BE teachers with the best competence for their BE teaching responsibility. It was a mixed-method study, which including qualitative and quantitative methods. It consisted of interviews with (8) BE and ELT teachers, and questionnaires survived with (60) BE learners in the international universities in Kurdistan.



The findings revealed that the language proficiency of BE teachers is the most important competence for BE teachers. Then, BE knowledge as the degree of the English language teaching ranked as an important competence. In addition, all participants support flexibility, reliability, being friendly and Self-confidence as the best BE teacher personal qualities. Also, they chose communication skills as the perfect skills for BE language teaching. Moreover, the BE learners believed that they used English language mostly through reading and writing e-mail, presentation and oral communication with native speakers. However, they mentioned that watching TV, reading BE magazines and listening to BE program are the fewer sources for practice English language. Finally, the results explained BE teacher professionalism, which includes developing by training course or by self-developing.

### 15- Recommendations and Future work

It is important to acknowledge the limits and lacks of the present study. Firstly, some limits of the sample procedures must be accredited. In Phase 1, the participants were selected carefully by the researcher established on their obtainability also depending on the objectives of this study. In the quantitative study of Phase 2, a big distribution of business specialists involved in the questionnaires survived. The target is to know their availability and accessibility.

Secondly, this study to be narrowed on the geographical position because of time and distance limitation. While most of the BE teachers and learners were settled in the capital city (Hawler). Consequently, the participants in this study do not mention their nationwide.

Further work, both qualitative and quantitative, might study to illustrate ideas of the teachers about their self-confidence and its positive result on their BE class and teaching process. Thus, self-confidence has a big role in BE teacher professionalism. Also, this study, will be a window for starting the BE test for business students who want to study master and PHD degrees. This test must be decided by the higher education ministry.

Similarly, the deep examination of the relationships between BE teachers and learners besides its significant effect on the BE teaching, so the results might be interesting. Also, it would be a fruitful to organize a case study to explain the professional development of the beginner BE teachers. Another interesting part for future research might be the investigation of the exact requirements of business professionals occupied in selected places, e.g. marketing or sales staff. Therefore, the results found from such previous studies omit which illustrated information on their particular language needs.

Despite, the limitations of it completed its outlined aims and objectives. Taking what analyzed all the necessities, acknowledged the key BE competencies and provided a set of recommendations for BE teachers. In addition, in this study all the research questions were answered. The paper was written with the intention of organizing a unique study of business wants and BE teacher competencies by linking the researcher's experience as the BE teachers with the view of the business professionals. The experience obtained from this study will guide the investigators for further study activities and the BE teaching process.

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### پسپۆری مامۆستا له زمانی ئینگلیزی بۆ مه بهستی بازرگانی له زانکۆ ئیودهوله تیه کانی کوردستان

#### کۆرازۆن طالب عهبدوللا

زاكۆی تیشك/ كۆلیژی پهروهرده/ بهشی زمانی ئینگلیزی

#### پوخته

ئهم خویندنه ههول دهدات تا پسپۆری دیاریکراوی مامۆستای ئینگلیزی بازرگانی نیشان بدات، وهک کارامهیی و چۆنیه تیی کهسی. که مامۆستای ئینگلیزی بازرگانی ده بیته ئه و پسپۆریانه به دهستبج بهم جۆره، مامۆستاکان ده توانن کۆرسی بازرگانی به سه رکه وتووێژی چاودێری بکهن و پێداویستیه کانی به ئاسانی بدۆزنه وه بۆ خویندکارن. ئهم خویندنه بریتیه له چوار بهش، به کهم بریتیه له پێشه کهیه که و چهند پێناسه ی سه ره کی. دووهم بهش که پێداچوونه وه ی بلاقراوه ده بیته و پێشهاتی بیردۆزی ده یاره ی مامۆستا و خویندکار و کرداری فێرکردن. سێیه م بهش ئاماژه به وه ده کات بۆ دارشتنی توێژینه وه، نه نجام، دیمانه له گه ل مامۆستایه کان (SPSS) شیکردنه وه ی داتای پرسپارانه می خویندکاره کان. دوایین بهش ده رنه نجام و پاسپارده ده گریته وه ئهم توێژینه وه بریتیه له دوو پێکه که ئه وانیش پێکه ی جۆری و پێکه ی چهن دین. ئه و دیمانه به شداری ده کات له گه ل (8) له مامۆستای ئینگلیزی بازرگانی و پرسپارانه شیان له گه ل (60) خویندکار له زانکۆ ئیودهوله تیه کانی کوردستان. ده رنه نجامه کان نیشان ده دن که ئاستی بلندی لیها ته ی زمانی ئینگلیزی گرینگترین توانیه مامۆستایه. پاشان هه یه پروانه م پێدان یا پێدرانی زمان په چاو ده کریته ههروهک گرینگترین زانینه.

ئه که دیدار کراو مامۆستایان باوه ر کرد ئه وه پروانه م پێدان یا پێدرانی بازرگانی گرینگ نه. له لایه کی تره وه، هه که خویندکارن ئه و مامۆستایه و با به باش ده زانن له گه ل هه لۆیستیک کارگوزارانه و پوخسار. بۆیه، دوو بیروکه ی جۆراوجۆر هیان جیاواز ده بن پتویستی ده بیته. هه که مامۆستا له گه له که براده رانه، نه رمی، متمانه داری و متمانه به خو بوون چۆنیه تیی که سبی ته وایان هه یه به گۆیهره یه که چهن دی و ئه نجامی جۆری. سه ره رای ئه وهش، هه ردووکی ئه وان کارامه یی په یوه ندیان هه ل بژارد ههروهک زیاترین پێکه له ماوه ی کرداری فێرکردنه.

به گۆیهری ئه نجامی چهن دی و ده نووسن پۆستی ئه له کترۆنی ده خویننه وه، دان و نمایش و په یوه ندی ریزه بند ده کن له گه ل قسه که ری ئه سلی هۆی به سوودن بۆ پراکته سینگ زمانی ئینگلیزی.

له گه ل ئه وه شدا. ریزه بند کردن بۆکه به رنامه یه، خویندنه وه گۆفار و ته له فزیۆن ته ماشا ده کات سه رچاوه ی بیکه لکن بۆ به کار هیتانی زمانی ئینگلیزی. له کۆتایی، ئهم خویندنه روون ده کاته وه ده ر ده که ویت مامۆستا یانه له لایه ن کۆرسی پراکتیکان یان له لایه ن سێلف-دیفیلۆپینگ.

**کللی ووشه کان:** زمانی ئینگلیزی بۆ مه بهستی بۆ مه بهستی بازرگانی. پسپۆری مامۆستا

**كفاءات المعلم للغة الإنجليزية للأعمال الغرض في الجامعات الدولية في كردستان****كورازون طالب عبدالله**

جامعة تيشك/ كلية التربية/ قسم اللغة الانجليزية

**ملخص**

تحاول هذه الدراسة إظهار الكفاءات المحددة لمعلمي اللغة الإنجليزية للأعمال للغة الإنجليزية للأعمال والتي تشمل المعرفة والمهارات والصفات الشخصية. ينبغي لمدرسي اللغة الإنجليزية للأعمال تجربة تلك الكفاءات. وبالتالي، يمكن أن يساعدوا مدرس اللغة الإنجليزية للأعمال على الاهتمام بمسار الأعمال بنجاح واكتشاف متطلبات متعلمي اللغة الإنجليزية للأعمال بسهولة. تتكون هذه الدراسة من أربعة فصول، يتناول الفصل الأول المقدمة والعديد من التعريفات الرئيسية. الفصل الثاني ينتمي إلى مراجعة الأدب، والقضية النظرية حول المعلمين اللغة الإنجليزية للأعمال والمتعلمين وعملية التدريس. الفصل الثالث يشير إلى تصميم البحث، ونتائج مقابلة مع مدرسي اللغة الإنجليزية للأعمال، وتحليل بيانات SPS لاستبيانات اللغة الإنجليزية للأعمال المتعلم نجوا، والمناقشات والنتائج. الفصل الأخير يتضمن الاستنتاج والتوصية.

هذه الدراسة هي دراسة طريقة مختلطة، بما في ذلك الطرق النوعية والكمية. وهو يتضمن مقابلات مع (8) مدرسين اللغة الإنجليزية للأعمال، وقد نجا من الاستبيانات مع (60) من متعلمي اللغة الإنجليزية للأعمال في الجامعات الدولية في كردستان. تشير النتائج إلى أن المستوى العالي لإتقان اللغة هو أهم كفاءات معلمي اللغة الإنجليزية. بعد ذلك، يعتبر الحصول على شهادة في اللغة الإنجليزية بمثابة المعرفة اللغة الإنجليزية للأعمال الأكثر أهمية. يعتقد المعلمون الذين تمت مقابلتهم أن شهادة الأعمال ليست مهمة. من ناحية أخرى، فإن متعلمي اللغة الإنجليزية للأعمال يفضلون هؤلاء المعلمين الذين لديهم موقف ومظهر يشبه الأعمال. لذلك، فكرتين مختلفتين تنتمي إلى احتياجاتهم المختلفة. يتمتع مدرسو اللغة الإنجليزية للأعمال الذين يتمتعون بالود والمرونة والموثوقية والثقة بالنفس بالجودة الشخصية المثالية وفقا للنتائج الكمية والنوعية. بالإضافة إلى ذلك، اختار كلاهما مهارات الاتصال كأفضل طريقة خلال عملية التدريس اللغة الإنجليزية للأعمال.

وفقا للنتائج الكمية للكتابة وقراءة البريد الإلكتروني، فإن تقديم العروض التقديمية وإدراجها والتواصل مع الناطقين بها هي سبب مفيد لممارسة اللغة الإنجليزية. ومع ذلك، يعد الإدراج إلى برنامج اللغة الإنجليزية للأعمال وقراءة المجلات ومشاهدة التلفزيون مصدرا مفيدا لاستخدام اللغة الإنجليزية. في النهاية، تشرح هذه الدراسة تطوير المعلمين اللغة الإنجليزية للأعمال إما عن طريق دورة تدريبية أو عن طريق تطوير الذات.

**المفتاح:** الانجليزية لغرض محدد. اللغة الإنجليزية للأعمال. كفاءات المعلم