

## **Effective Business English Teaching at University Level in Macedonia – Needs Analysis**

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**Abstract:** This paper is part of the research I conduct for my Doctoral dissertation and shall present the findings on the need for a new approach in teaching and learning Business English (BE) in Macedonia. Since the internationalization of local companies is becoming a trend in the country and the rapid growth of foreign investments is inevitable, the knowledge of the English language has become one of the required skills for employment, particularly the knowledge of Business English. While university students are equipped with an intermediate level of general knowledge of the English language, their level of Business English is very limited. Therefore, there is an urgent need for Macedonia to establish a better and newer, more progressive way of teaching Business English in English for Specific Purposes (ESP), because the major trends in global business are dynamic and always changing. Such approach in terms of curriculum, teaching methods, or literature will have a significant role in achieving an effective teaching of Business English and successful learning process among the university students that cannot be obtained by simply adopting existing approaches from both native English speaking countries and developing countries. This paper shall review the current situation on teaching Business English in Macedonia. Additionally, it shall discuss the target needs in teaching proficient Business English. Furthermore, it shall explore the learning needs as a foundation of teaching English in ESP. Finally, it will investigate the significance of the Competency Enhancement Program through which Macedonian universities can augment its English language curriculum, not only for the benefit of BE for ESP students but also to all EFL students.

**Keywords:** Business English (BE), English for Economics and Business, English for Specific Purposes (ESP)

### **Introduction – The Need For a New Approach**

Since the early 1990s, Macedonia has seen massive transitions as a nation not just economically but as well as culturally, technologically, and scientifically. These developments resulted in the need to expand the country's language for wider and better forms of communication. To meet the expansion of language and the requirement for better communication, Macedonians felt the pressure to learn the English language as they interact meaningfully to the rest of the world. With this, the unparalleled significance of learning and teaching the English language form part and parcel of the education system. Primary and secondary schools include in their curriculum the study of English and in recent years the number of hours per week has increased. The most significant reform regarding teaching English was made in the school year 2007-2008 when a nine-year compulsory primary education (classroom teaching for grades 1-5 and subject teaching for grades 6-9) was implemented and became compulsory for all children at the age of 6. The framework for the nine-year compulsory education was prepared by the Bureau of Education Development, providing changes in the

curriculum. As part of the reform the subject English as first foreign language was introduced at the earliest age, commencing from first grade, compared to the former eight-year education programme where English was taught starting from grade 5. However, while university students in Macedonia are equipped with an intermediate level of knowledge of General English, their level of English for specific purposes, in our case their level of Business English, is very limited.

The specialized literature has a rather intriguing approach of the concept of Business English in the meaning that most of the sources do not offer a complete and clear definition of BE. The explanation for this situation relies on the fact that the concept is often self-explicit and that it could be difficult for the researchers to create a stern and rigid definition in which to integrate the multitude of applications and importance of BE. The lines below centralize some of the most notable definitions of the concept of Business English:

- 1) Business English revolves around the language which is being used for business situations
- 2) Business English refers to the language used in business contexts, with specific

- emphasis on the style and forms of the business correspondence
- 3) Business English represents an advantage when seeking employment
  - 4) Business English is a specific variation of International English
  - 5) Business English includes a variety of phrases which are used to improve the language skills of people in different business scenarios

The multitude of definitions of the concept of Business English indicates that people perceive the concept in different manners. And these manners of perceiving the concept are often linked to personal features. For instance, to the people trying to find a job, BE could be understood as something they need to learn in order to get a job. For an individual who speaks English – the common language – Business English could represent a specific field of the international English language. In such instances then, it appears that the final definition of the concept of Business English is given by the individual perceptions of the people, as well as by the very goals when learning or interacting with Business English.

In any case, the university students in Macedonia do not possess the required knowledge of Business English in areas pertaining to courses such as business and economics. These students do not exhibit sufficient Business English skills in theories and practice. Hence, Macedonia lacks fully-equipped young professionals that can make a difference in the country through their participation in business, economics, and other areas of expertise. Additionally, with the prompt changes in the professional world, educators, and educational institutions are faced with the challenge of developing and implementing an instructional or teaching management that is not just practical but also relevant and useful in addressing communication in the workplace. However, in countries like Macedonia where English is not the native language, the process of teaching and learning is far more complicated than native English speaking countries.

Auxiliary to this challenge is the competencies of the educators in teaching Business English to the students. According to the study conducted by Panev and Barakoska (2015) English teachers in Macedonia reported that 1) communication at

varying levels, as well as multi-cultural environment, is a challenge for them; 2) they lack the confidence in areas of planning and teaching English to students; 3) they have very limited knowledge on the International Reference Framework language levels and skills; and 4) there is a need for more practice and commitment among the teachers in the integration of multicultural and multilingual aptitude in teaching aims.

In the study conducted by Kareva (2013), the author revealed that there is an inevitable need to create, develop, or search for a new approach towards an effective Business English teaching curriculum and methods at universities in Macedonia. Such claim, according to Kareva (2013) is due to the fact that while students are able to complete all the courses required to graduate, students are failing because of their inability to meet the proficiency of the English language that is obligatory and mandatory in some universities such as the South East European University. As a result of which, students, university administration and employers are becoming increasingly concerned about the current curriculum and methods of teaching English for specific purposes in the country.

### **Educational Objectives of ESP in Macedonia**

Several problems are associated with meeting the three broad educational objectives of English for specific courses in teaching English in Macedonia. Kareva (2013) evaluated the process of creating English for Specific Purposes (ESP) course for the students enrolled in the Public Administration and Political Sciences (PAPS) course at the South East European University (SEEU) in Tetovo, Macedonia. The findings strongly emphasized the need to change the current syllabus for this course and then alter the whole complete approach because it was found that overall there were questions on its efficiency. Despite the program, the outcomes were questionable. The communicative competence of students expected to have proficient English speaking abilities when applying for jobs in the Public sector in Macedonia was questionable. The results only emphasized the pressing need to form and establish an all-new method or pedagogy towards an effective Business English teaching curriculum and methods for Macedonian students. The findings showed that even though students have the capacity to graduate and even have a fun and satisfactory

experience in learning English, this did not translate to proficiency or a working knowledge of the language to be applied in the business or the public sector settings.

Panev and Barakoska (2015) also conducted an evaluation of the state of English learning courses in Macedonia and found that teachers play a huge role as to why educational objectives of learning Business English or learning English for Specific Purposes in the country cannot be met. Teachers themselves are found to have low self-efficacy levels in teaching English. In particular, they reported that they do not have enough confidence that they will teach the learners correct English and help the learners achieve their goals as to why they are learning English. The findings revealed that teachers possess limited knowledge on the International Reference Framework language levels and skills. As a result, it is not the learners who have to undergo more hours of study. Therefore, the teachers themselves have to undergo more practice and achieve a higher level commitment in order to attain the educational objectives, especially since the teacher is not the primary educator in business and economics and in most of the cases lacks the knowledge and experience in these specific purposes fields.

Kirova, Petkovska, and Koceva (2012) however, attributed the weaknesses of the students to the learners themselves. According to the researchers, the factor of language anxiety is a significant limitation on the Macedonian students' ability to acquire the language, especially for specialized purposes. Kirova et al found that the anxiety stemmed from both within the classroom environment and from the wider society. Gathering data from 50 students, the findings also revealed that the learners' own sense of „self' and their self-related cognition, aggravate their anxiety. Macedonian students were found to experience the fear of losing self-identity.

It can be said that among the many aspects of BE teaching and English teaching in general in Macedonia and other non-speaking English language developing nations, the lack of strong English proficiency of the teachers are apparent (Dimova, 2003; Kimova, Petkovska, & Koceva, 2012). The lack of English usage at universities and in the Macedonian education system has been compounded by the lack of a strong English language press as well as English newspapers and

media that would help to expose the individual to English usage.

The above are of course aspects that need to be addressed in order to improve the standard of Business English in the country (Dimova, 2003; Kimova, Petkovska, & Koceva, 2012). It is also important to consider certain aspects within the culture that present difficulties to the Macedonian student in terms of English language acquisition. One important aspect is the initial difficulty presented by the mother tongue. Macedonian language has a very different system of syntax, pronunciation as well as idiomatic usage when compared to English. Another important factor which teachers of English should take into consideration is the lack of exposure to English in the daily lives of the people (Dimova, 2003; Kimova, Petkovska, & Koceva, 2012).

Another factor noted by educationists in the field is that the Macedonian students tend to be passive learners as a result of the educational system (Dimova, 2003; Kimova, Petkovska, & Koceva, 2012). This is possibly an important point to consider in reference to the above discussion on appropriate teaching methods for the inculcation of better Business English usage. This refers as well to more interactive and as scenario-based learning. In another word, an analysis of the weak points in the Macedonian education system with regard to second language learning provides insight into the areas that could possibly be improved (Dimova, 2003; Kimova, Petkovska, & Koceva, 2012).

The fact that the Macedonian system of language education is essentially instructive and passive is, therefore, an area that could be improved by a more active and interactive approach to teaching English. This is an area, which could also benefit from further practical research and the exploration of methods and methodologies that could encourage more active learning processes, which would be in line with contemporary Business English usage requirements (Dimova, 2003; Kimova, Petkovska, & Koceva, 2012).

### **Significance of Target and Learning Needs for Teaching BE for ESP**

The idea of teaching Business English (BE) in non-native English speaking countries is very important because it can provide immediate instructions on new curriculum based on the needs of the students to learn. The important

element in this part of teaching English is that BE is part of ESP. Therefore, as a special purpose, BE should be integrated to cater to the changing and different times of the world. By noting that change is inevitable in every aspect of life, a change in the education system will definitely provide students with the most effective means of learning English. The idea for having a need analysis in teaching BE is based on two important elements – target needs, and learning needs. Students of BE in Macedonia, for instance, study in major universities in order to fulfill their needs of education and learning. From this perspective, it is crucial to identify which target needs are necessary to fulfil, and which learning needs are to be supplied.

Both target needs and learning needs are important indicators on how BE for ESP should be taught to students. In Macedonia, it is crucial to understand that most students are non-native English speakers, and the only way for them to formally learn BE is through the educational system's curriculum. A students' outcome is a reflection of how well an educational system created a curriculum that provides not only the basic but also the advanced forms of teaching BE for ESP. This also posits how the curriculum was integrated to cater to the fast-paced and dynamic nature of the business world since the students are mostly the future generation of businessmen, business owners, and those who transact in the business field.

It is also important to know the needs analysis for integrated curriculum in teaching Business English for ESP in Macedonia because it can provide and determine the goal and the content for the new curriculum. The design of the new curriculum takes its basis on the target needs and learner needs; without these two, the design would not yield successful outcomes (which are definitely English proficient students). Macedonia is a non-native English speaking country; therefore, in order to achieve success in the global business field, students must be well-trained and well-educated in BE.

### Target needs

Target needs are important to take note of because it includes underlying distinctions which can provide a more specific way to cover justifications for new implementations of BE in the curriculum. These target needs are the

following: necessities, lacks, and wants. Specifically, necessities are the type of needs that determine the demands of a target situation (Hutchinson and Waters, 1987). In teaching proficient BE for ESP in business and economic students, *necessities* supply the definition of what the learner has to know so that he would be able to function in the given situation efficiently. For instance, in BE for ESP in Macedonian universities, it is important for the educational institution to know what the students need in order to gain full understanding and comprehension of BE for its main function – to access larger information and to transact with business terms. This supplies the fundamentals of understanding the important facets of BE, such as business letter writing, communication styles, and other important tenets of business transactions. By knowing that English is the language used and that Macedonian students are non-native English speakers, a target goal can be set in terms of instructional materials, educational facilities, informative activities, as well as teaching guides for educators.

The second target need is *lacks*. Lacks signify what a student already knows, and what skills or information he lacks (Hutchinson and Waters, 1987). This caters to the situation wherein a non-native English speaker already knows the basics of English comprehension and speaking and writing but has yet to develop further language skills to function effectively. In Macedonian universities, this is important because it enables the institutions on how to train educators and what certifications are necessary in order to provide or fulfil what students lack in terms of BE.

And lastly, the third target need is *wanting*. Wants pertain to the objective of what the students want or desire to know more about BE and how it can help them achieve English proficiency (Hutchinson and Waters, 1987). The significance of understanding what the students want to learn further enables the institution to provide additional teaching guides and schemes for the educators, gives BE for ESP more proficiency for the learners.

### Learning needs

Learning needs are basically the foundations of teaching English for ESP. Basically, the learning needs are the motivational issues which students learning BE for ESP have in taking the language course, as well as their learning background,

learning resources available to them, the facilities which the course will take place in, the time duration, and who the learners are (Hutchinson and Waters, 1987). The statement above is supported by the study conducted by Petkovska (2014) wherein the author reported that the curriculum design for teaching English for Specific Purpose must reflect the learner's needs in Macedonia. Meaning to say, there is a need to take into consideration what the learners really need in order to gain proficiency of the English language. This can be done by conducting a pre-test to determine the level of the students in terms of their language skills, their vocabulary, and overall knowledge of English. After which, the Business English curriculum and the teaching materials to be used by the Macedonian students will be drafted based on the result of the pre-test. In this way, it is guaranteed that the educators are improving and targeting the weaknesses of the students.

Naturally, a strong and effective curriculum will have relevant content, which is again, relative to the learners' needs and wants. The concept of Business English commonly refers to the totality of phrases and vocabulary of the English language and which are used in business communications. The field of Business English is different from the general field of the English language since this is characterized by specific phrases which are essential to business operations. Some examples of phrases in Business English include for instance the employee turnover rates, the gross domestic product, the financial statements (balance sheets, income statements, and cash flow statements), investment decisions, and portfolios and so on.

The diverse learning needs and issues of English language learners led to the concern that that outcome of learners can be different based on their classes. Some learners succeed while others fail, even if they use the same curriculum (Mellati & Khademi, 2014). This makes the curriculum ineffective, because it merely relied on a standard guideline and was not created based on a careful analysis of the learners' needs, as shaped by their background, their experiences, their goals, and their cultural circumstances. Some earlier studies claimed that curriculum designers and researchers have tried to address these issues by conducting a thorough needs analysis. Curriculum designers are the best people to address these curriculum problems because they can influence teachers and students through the curriculum they provide

(Mellati & Khademi, 2014). However, how the curriculum can turn out effective in making the learners acquire the language skills they require still can be influenced by the teachers or educators and the students as well.

From all these, it becomes clear why needs analysis is critical for effective curriculum design. According to various researchers, needs analysis can be considered one of the most valuable tools in the curriculum design of different English for special purposes courses. Li (2014) in particular expressed that same in the context of Business English courses. For Business English courses, a needs analysis can lead to a more streamlined and focused curriculum design that is responsive to what the learners want to achieve. If needs analysis is conducted well, this results in heightened knowledge of what the proper teaching goals are, the right textbooks to use, and the more effective teaching methods (Geng, 2014; Li, 2014). All these can provide reliable guidance to the designers of the curriculum. Learners' needs vary as well in different stages so curriculum designs must take into account these changes to be considered effective (Liu, 2015).

### **Business English Learners in Macedonian Universities**

According to the Shanghai ranking of Macedonian Higher Education Institutions 2013-2014 the top five universities in Macedonia which offer Economics and Business programs and therefore include courses of Business English are the following: University "Ss. Cyril and Methodius" – Skopje, University "Goce Delchev" – Stip, South East European University – Tetovo, University "St. Kliment Ohridski" – Bitola, and University American College – Skopje. These universities are primary institutions in Macedonia which provide adequate learning facilities, instructional materials, internship options, and other materials, to succeed in the academic field of business and economics. It is also through these universities that the need for integrated educational system and curriculum in teaching English is observed because the outcome often falls on the students' ability, competency, and proficiency in comprehending and writing in English. It is also through this observation that the need for training English instructors for better teaching proficiency and core competencies are concerned. By being able to assess whether a certain curriculum or teaching method is efficient and

successful in making students learn, then outcomes will become highly successful for the students. Having so will reflect an educational institution's competency in its educational system.

As defined above, the five major universities in Macedonia provide courses for learning English. EFL and BE for ESP are as important as learning economic equations, theories, and tools and models, for students to gain readiness in the professional world. The validation of a well-designed and well-implemented English course in the curriculum is the students themselves. Knowing that students have adapted to the English language, are able to comprehend business terms correctly, and are able to write in proficient BE, supports the efficiency of the course curriculum. This is also a significant factor in developing new curriculum if the previous ones were validated as highly efficient or minimally efficient.

English is now a mode of language that the global community uses in order to make various transactions and different communication applications. In Macedonia, for instance, learning English can be done through different strategies – through formal education in schools and universities, and the use of online learning. The latter can be used as an example of knowing the outcomes of efficient English learning proficiency. Wilsey (2013) asserts that online learning, or e-learning, is a self-instructed course that provides resources to force the learners into choosing the Internet as a medium for learning. It is found that the outcomes are tremendous especially for young learners (Wilsey, 2013) in the advent that informal education helps learners adapt easily and faster in formal education English language courses. Looking at the effects of self-instructed materials of online learning to students, it is important to classify that this can be used as a case study to augment the English curriculum further in Macedonian universities. Understanding learner characteristics can enable BE for ESP in universities to promote a more sufficient and efficient teaching methods and curriculum for the students.

### **English Proficiency in Macedonian Students**

English proficiency in Macedonian students is the main goal and aim of Macedonian universities in exhibiting and providing English courses in all its

faculties. The faculties of business and economics, for example, encourage the use of English in its curriculum to provide the students the adaptability and the comprehensive skills to understand the current business trends in the global community. The global market uses English to create all transactions pertaining to business, and therefore, efficiently learning BE for ESP is crucial for Macedonian students. Learning BE for ESP efficiently is not without an effective curriculum with highly effective language instructors, materials, and facilities. This justifies the need for a curriculum that will be adaptable to different changes, especially since English is a dynamic language and business and economic is a dynamic field.

In Macedonia, certain issues are defined as blockages to foreign language proficiency. Tanja Angelovska (2009) explains that various stimuli can affect certain abilities in learning English, and his study can be correlated to Macedonian students. For instance, some Macedonian students have better educational background than the others, making them better at adapting to BE as ESP in formal education or universities. However, some students are better in comprehending the meaning of BE terms but have lower English proficiency backgrounds (Wilsey, 2013). This provides support to Angelovska's concern for the line between 'native' and 'nearly-native' English speakers (2009). She suggests that understanding this line as an important issue in learning a foreign language can enable an educator or an educational system to create a curriculum that uses both backgrounds to implement a more defined course design. Moreover, this issue is standard in all non-native English speaking countries which offer EFL (Angelovska, 2009). This explains how Macedonians would fare if a new curriculum is provided which gives consideration to the educational background of its students to provide a better and more encouraging course for the students to have.

It is also important to take note of the way that Macedonian students have EFL courses for ESP. In this case, BE for ESP gives a different function, and thus needs a different approach when it comes to honing and developing students' English proficiency skills. Reading and speaking comprehension are basic elements of BE for ESP, and its specialty lies on the purpose of the student being able to read, comprehend, and use business

and economics terms to their field or expertise. It is a must, therefore, for Macedonian universities to put this issue – a very important target needs to be exact – as a significant element in changing or creating their English language curriculum.

### **Outcomes of English Proficiency in Macedonian Students**

Knowing the outcomes of English proficiency in Macedonian students contributes to understanding what strategies can be used in order to provide excellent English-speaking skills and comprehension of the students successfully. Having efficient comprehension of the language is one important element of BE for ESP, as the global community uses the language as its universal mode of transacting business. This outcome supports the need for a new and more strategic curriculum design that augments student outcome in learning English proficiency in EBE. And because the main function of BE learners is to understand business terms and its usage, the outcome through the rate of acquisition and level of achievement are determinants of how well an English curriculum succeeds in making the student proficient in their English language skills. The attempt to further integrate and develop non-native English speaking students – in this case, Macedonian students – into highly functional and proficient English users also prompts the need for a new curriculum and course design. Both educator and student benefit in the implementation of new curriculum design, because both will be honed in their language skills and both will be developed in their English proficiency skills.

In Macedonia, it is observed that the government encourages international and bilingual schools to enable a student to get at least one foreign language to speak and comprehend in their educational programs (Dearden, 2014). Thus, the major universities defined above constitute to the larger percentage of English-speaking students who aim to continue their studies of the language. In the faculties of business and economics, all students are given English language courses and are encouraged, to succeed in being proficient as well as fluent in the language. Therefore, it would be beneficial for its students to become highly proficient in English as the cultural language in the global business community is English. Tackling the outcomes of Macedonian students who were able to have proficient English skills justifies the need

to implement better curriculum for teaching and learning English.

Another important outcome of English proficiency in Macedonian students is that they are more able to adapt to the current trends in business and economics. Slobodanka Dimova (2005) asserts that the linguistic functions of English in Macedonia – and to Macedonians alike – cater to all kinds of English use. English in Macedonia is used for its instrumental function, interpersonal function, and imaginative/innovative function (Dimova, 2005). This indicates that the outcome of English proficiency in Macedonian learners is very significant in its individual, social, cultural and economic function. Students of BE therefore have better outcomes when it comes to dealing with business and trade situations because they have been trained and educated about the language, its primary function, and how to use it effectively in their respective fields. Dimova (2005) also explains that Macedonian students who have acquired English proficiency are more able to function in the business sectors, as they are more knowledgeable about BE terms and conditions, its meaning, and its use, in the professional business setting. They are also more compliant in the needs for change in order to make their business or businesses they handle to adapt to the varying changes of the global economy. Furthermore, Dimova points out that English proficiency is not just a skill that academics must pursue for the continuation of their education, but also for efficiently functioning in their chosen fields. For business and economics students, English proficiency is a major certification of their expertise in their fields; this can provide them the essential tools to transact and negotiate business. This can also prove that the curriculum which they have been taught under was effective, sufficient, and very functional for their practical use in the global business community.

### **Competency Enhancement Program - Significance of CEP in Macedonian Universities**

There is an urgent need for Macedonia to establish a better and newer, more progressive way of teaching Business English because the major trends in global business are dynamic and are always changing. Through CEP, Macedonian universities can augment its English language

curriculum, not only for the benefit of BE for ESP students but also to all EFL students.

Significantly, there are problems in EFL curriculum in Macedonian universities that need to be assessed and resolved immediately in order to hone students to have progressive outcomes after their university life and educators are an essential elements in achieving the target outcome. This is the reason why CEP implementation is a significant element that can provide a curriculum design that is progressive and efficient in teaching the English language to Macedonian students, given that they are non-native English speakers.

### **CEP on Target Needs – Educators**

Since CEP is focused on achieving more competent and more skilled educators in teaching BE for ESP, it is essential to understand the target needs of Macedonian universities for CEP implementation. Emilija Georgievska (2000) found that in the Republic of Macedonia, EFL teachers directly deal with words that provide 'rich instruction' in her training and teaching experience. Strategies such as using contextual clues are often cited as a major way that EFL teachers use to increase the vocabulary of students aside from what they learn from textbooks and other instructional materials. As for the educator, it is vital to note that competency training is essential in dealing with non-native English speaker students. Georgievska asserted that Macedonian EFL teachers need to further expand their training to be highly skilled and competent. In the advent of BE for ESP, this translates to having competency programs for educators to enrich the outcomes in student English proficiency.

In the advent of BE for ESP, a CEP implementation on its educators is highly necessary because despite the standard of ESP teachers, there is still a need to make a progressive design to further establish Macedonia as a prime country in teaching BE. In order to achieve the standard of knowledge of specialized aspects of ESP, BE teachers must be able to attend training, pass examinations and attend seminars to integrate their skills in teaching the language. Having so would result in Macedonian students higher rate of success in using BE terms in various aspects of their chosen career paths, as well as a higher rate in acquiring effective BE for ESP teachers. From this perspective, the target need for

knowledgeable teachers in the specialized aspects of ESP can be met.

The second standard, which is also a target need for Macedonian universities, are teachers who understand the students' needs and difficulties in learning English. In BE for ESP teachers, it means that they have to have the skill of acknowledging which parts of teaching BE is deemed difficult for students. This can come in the form of reading, writing, or comprehending the meaning of English words and terms used in BE. For example, Florentina Halimi (n.d.) asserted that as a multi-ethnic and multilingual country, Macedonia needs to gather more internalization in the effort to progress in the linguistic aspect of global business and community. Certain issues in this aspect are defined through learning English vocabulary, pronunciation, and vocabulary skills in literature and writing. Halimi also defined that the most extensive nature of student difficulties lie in the aspect that some of them are bilingual, while some of them are multilingual. An additional language can make confusion among the students, therefore reaching a level of difficulty that the teachers need to penetrate and understand. This is where the concept of CEP implementation comes in. As CEP is centered on the skills and core competencies of BE for ESP teachers, they would have the ability to understand what makes learning BE for students difficult. The teachers would be trained to understand the need of students in achieving competent English skills in order to succeed not only inside the university but also to the career paths they would take in the future.

### **CEP on Learning Needs – Educators**

In order to understand the learning or motivational needs of Macedonian universities, it is essential to include students in honing and developing effective BE for ESP teachers. Knowing what motivates students to study English for its various needs – and in this case, BE – allows the universities to promote a better curriculum that is specifically developed for its bilingual or multilingual students. Teachers, on the other hand, must be trained to understand that the learning needs of students are as important as the technical aspect of English language acquisition.

In BE for ESP, for example, Macedonian economics and business students are motivated to study the language because they have to



become knowledgeable about it. The global business community uses English as the main language for trade. Even social media entrepreneurs use English as the common mode of communication. This gives teachers the ability to find the most motivational element that can enable the students to be more encouraged in their English studies. The universities, therefore, must invest in effective BE curriculum as well as trained and knowledgeable BE for ESP teachers in order to achieve a higher rate of English competent business students.

Viktorija Petkovska (2014) discussed that student participation in English language studies is an effective tool in creating teacher training and certifications. She also defined that Macedonian universities today are experiencing a higher demand for English-efficient workers in the job market. Thus, there is a high competition rate for higher education, especially ESP. Implementing CEP would make the certifications more justified and the teachers more competent in devising lesson plans, using instructional materials and encouraging students to have higher and more fluent BE for ESP skills. This can range from vocabulary to technical writing skills, as well as competency in comprehension.

## **Conclusion**

It is important to understand why English proficiency is necessary for creating a new or developing a design for curriculums under the English language. The target needs and learning needs must be met so that students would benefit from the effects of language acquisition and level of achievement – which is English proficiency. It is also important to understand that Macedonian students are non-native English speakers; therefore, it is a must to educate them in the aspects of ESP formally. Business English for ESP needs to build a curriculum that will provide all the necessary information and progresses that the global business community uses. BE is not just a way to instruct Macedonian students about the meaning of business terms and activities, but also a way for them to comprehend the business world, in its practical and functional methods and activities.

On the other hand, with the target and learning needs justified, it is evident that the implementation of CEP as a competency evaluation and certification for Business English

teachers is a must. It is very crucial for Macedonian universities to integrate and at the same time increase the evaluation and certification methods of BE for ESP teachers in order to gain positive outcomes for the students. When all Business English teachers in Macedonia is CEP certified, this can prove that indeed, the country's universities have integrated the need for internalizing English in its curriculum. It can also prove that Macedonian teachers are highly skilled and highly competent English teachers, making a better output in the students' ability to speak, write and comprehend in the language. Business English is a highly technical aspect of language acquisition, and it is important that teachers would be able to fulfil the needs – both target and learning – in order to fully provide a learning experience that can sustain the students once they practice and apply what they have learned in their respective career choices.

In this regard, there is a necessity for the development of a new approach towards an effective Business English teaching curriculum and methods at the university level to meet educational objectives. Such approach in terms of curriculum, methods, or literature but also the implementation of Competency Enhancement Program for the teaching staff will have a significant role in achieving an effective teaching of the Business English language and successful learning process among the university students that cannot be obtained by simply adopting existing approaches from both native English speaking countries and developing countries. The barrier to embracing existing methods is brought upon by the individual needs of Macedonians in learning Business English that is distinct and unique.

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