

Development of A Strategy for Enhancing Business English Instructors' Professional Competency at Universities In Hunan Province, China

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Article Info
Received 7 July 2024
Revised 28 August 2024
Accepted 30 August 2024
Available online 31 August 2024

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Abstract

To cultivate business English talents to meet the needs of China's rapid economic development, it is urgent for universities to enhance professional competency of Business English instructors. This study aimed to develop a strategy for enhancing Business English instructors' professional competency at universities in Hunan province, China. Through a systematic literature review, the researcher developed a questionnaire to survey 191 Business English instructors' professional competency from 8 universities in Hunan province, China. Based on the qualitative and quantitative analysis, the research result was shown as follows: 1) Business English instructors' overall recognition of professional competence was at a high level, among which the recognition of attitudes was the highest level($M=4.14$). 2) Business English instructors' professional competency had high positive correlation with knowledge, skills, attitudes. Knowledge, skills, attitudes had positive impact on Business English instructors' professional competence, among which the greatest impact was knowledge, the regression coefficient was 0.308. 3) A KSA strategy was developed and 7 experts validated the feasibility of KSA strategy for enhancing 39 Business English instructors' professional competence. 4) After the implementation of KSA strategy, in addition to the business practice skill was still at the moderate level, other dimensions have been greatly improved.

Keywords: Business English Instructors, Professional Competency, KSA (Knowledge, Skills, Attitudes), Strategy, China

Introduction

“Professional competence” comes from the West. Since the 1990s, professional competence has become an important issue in global education policies, practices, and research (Lin & Deng, 2016). International organizations and many countries or regions have successively constructed professional competence frameworks. The analysis of 18 professional competencies and their characteristics extracted from 29 global professional competencies frameworks not only reflects the important research results of the international community on 21st century, but also provided reference for policymakers to select 21st century core competencies and develop frameworks (Shi et al., 2016).

A series of standards related to instructors' professional competence have been issued at home and abroad. In 2002, the American Council on the Teaching of Foreign Languages (ACTFL) and the Council for the Accreditation of Educator Preparation (CAEP) jointly formulated "Criteria for Pre-service Training of Foreign Language Teachers". The European Commission has released the "Outline of Education for Foreign Language Teachers in Europe" (European Commission, 2021). The Ministry of Education and Science of the United Kingdom issued the white paper "Teaching Quality", and the United States Department of Labor (2014) issued "Criteria for Business Teachers' Employment Qualifications", which provide important reference for Business English instructors' professional competence.

The Ministry of Education of China(2012) listed Business English major into the "Catalogue of Undergraduate Majors in ordinary Colleges and Universities". By 2021, there are 426 Business English undergraduate majors nationwide, with an enrollment of 40,000 students per year, about 160,000 students in the school totally. The Ministry of Education of China(2018) promulgated the "The China National Teaching Quality Standards for Foreign Language Majors at the bachelor's Level" (National Standards) which opened the prelude to the construction of Business English majors with Chinese specialty in the new period. As one of the 68 majors, Business English major was applicable to "National Standards", which was the only compound foreign language major, bring opportunities and challenges to construction of instructors and talent training mode. "National Standards" clearly stipulated the cultivation objectives of business English talents: Business English major aimed to cultivate talents with a solid English foundation, possessing an international perspective and humanistic literacy, mastering relevant basic theories and knowledge in linguistics, economics, management, and international commercial law, be familiar with the general rules and practices of international business, possessing the ability of English application, business practice, cross-cultural communication, and innovative thinking, being a versatile and applied talent, who can be capable of engaging in international business activities. In order to cultivate high-quality international composite talents that satisfy demands of the "National Standards", it was necessary for universities to have instructors who had good professional competence.

The quality, standard, and effectiveness of any education program mainly depends up on the standards of instructors, the role and responsibilities, while the effectiveness of instructors relies on realizing educational objectives and excel in the process of teaching and learning (Darling-Hammond & Youngs, 2002; Capel et al., 2019). As business English was a newly developed major in recent years, many instructors were transformed from English majors. They did not have much experience and research in terms of professional direction and knowledge in business, and their knowledge structure and content are too shallow and narrow (Zheng, 2022). The educational background of Business English instructors was mainly composed of English and business-related majors. Most of instructors have strong English skills, but lack of business knowledge. Some instructors with business related background have rich practical experience, but lack of English skills and effective educational theories and professional competence, which leads to the lack of instructors' competence. Therefore, universities should strengthen the training of Business English instructors, enhance the professional competence of Business English instructors, and cultivate outstanding Business English instructors who keep pace with the times(Zhang & Guo, 2018).

Since the Business English major was approved in 2012, undergraduate universities in Hunan Province have set up Business English majors. However, at present, the Business English major's instructors in universities like that of most universities in China. Most of the instructors engaged in business English teaching were traditional English instructors. Some instructors did not have a good understanding of how to cultivate business English talents, and

their practical teaching ability was limited, so their professional competence needed to be improved. Business English, as a new compound foreign language major, the research on the improvement of the professional competence of Business English instructors couldn't be ignored. Enhancing instructors' professional competence was the key to meeting the demands for business English talent cultivation and run the major well.

Objective

1. To assess the current level of Business English instructors' professional competency in Hunan province, China.
2. To determine to what degree the factors impact on Business English instructors' professional competency in Hunan province, China.
3. To propose and implement a strategy for enhancing Business English instructors' professional competency in Hunan province, China.
4. To evaluate Business English instructors' professional competency before and after implementing the strategy.

Literature Review

KSA Model

Knowledge, Skills, and Attitudes (KSA) were considered part of the three domains of educational styles of learning activities (Senge, 2000). Benjamin Bloom was the person who connected this to the learning process. He believed that knowledge referred to the cognitive process of mental skills. Attitudes were related to emotional areas and skills (psycho-motor processes of manual or physical skills) that deal with feelings or emotions (Anderson et al., 2000)

Instructors' competence was the key to effective and high-quality teaching. According to the Oxford English Dictionary, competence refers to the ability, skills, and strength that a person possesses to perform a predetermined task. To determine the effectiveness of learning outcomes in any educational system, instructors' competence was measured using the Knowledge, Skills, and Attitudes (KSA) model. The study revealed that there was a strong and positive association among all the determinants of instructors competency, that was knowledge, skills and attitudes. (Parveen, Nazir, & Zamir, 2021).

According to Boyatzis (2008), competency could be a trait or skill, motivation, or may include a person's self-image, social role, or the body of knowledge. Competence includes the necessary factors for achieving significant results in a specific job or job role in a particular organization. The success factor was the combination of knowledge, skills and attitudes (more historically known as KSA) described in specific behaviors and excelling in these jobs or job roles (Spencer & Spencer, 1993). In recent years, the term "competency" has been coined by Haddouchane et al., (2017) as certified competence in a specific subject area acquired through study in a profession that can be evaluated. Wongnaa and Boachie (2018) advocated using the KSA model to define professional competencies as a foundational step for making job descriptions, designing career-oriented training, and teacher evaluation.

1. Professional Competency

An instructor's professional competency was the necessary professional ability for teaching. These include knowledge, skills, attitudes, and other attributes (Tigelaar et al., 2004). Professional competence is often defined as the level of integration of knowledge, skills and attitudes (Stoof et al., 2002; Tigelaar et al., 2004). In this regard, instructors need to demonstrate mastery of the required knowledge, skills and attitudes according to their professional needs (Zhu & Wang, 2014).

Some foreign scholars have also conducted research on the modules and classifications of professional competence. For example, Maria (2011) proposed five professional competence's definitions and reasons of each competence, including systematic thinking skill, predictive skill, normative skill, strategic skill, and interpersonal skill. Marilyn et al (2012) claimed that a multinational research team launched the transnational study programmer "Assessment and Teaching of 21st Century Skills Project" (ATC21S) in 2009. Based on a comparative analysis of 12 professional competence frameworks, a consensus framework was proposed in 2012, covering 10 aspects of professional competence: creativity and innovation, critical thinking, problem solving, decision-making, learning, meta-cognition, communication, cooperation, information skill, ICT skill, local and global citizenship, life and vocational skill, personal responsibility, and social duty.

Factors Affecting Business English Instructors' Professional Competency

De Villes (1986) claimed that competence included knowledge, skills, and individual accomplishment. Competence was an important component of Business English instructors because it could help Business English instructors enhance their individual qualities and offer knowledge and techniques in the teaching process. So, Business English instructors should have enough abilities to help them succeed in the teaching process. To achieve teaching objective, Business English instructors needed to identify important indexes to understand the foundation capability, understand the concepts of interrelated subjects, use the idea of knowledge in daily life, ask and answer questions based on material to raise student's learning motivation. (Pahrudin et al., 2016; Himawan, 2016; Trilling & Fadel, 2009).

Umiyati (2017) stated that the professional ability of instructors was clearly manifested in their mastery of academic and content related to the studying process. While mastering the essence of academic content, Business English instructors were also demanded to grasp courses in their field. In this case, instructors should understand the subject and textbooks, as well as the scientific ideas, ways, and structures related to the materials taught. Technological competence among instructors involved in the capability to use technology as a teaching tool in the class and contains multiple technologies such as operation technique, applying tools to analyze statistics, combining online information with operation multimedia resources (Tambunan, 2014). Sa'ari et al. (2005) pointed out that instructors' understanding of information technology can also affect their abilities in the area of information technology.

2. Strategy for Enhancing Instructors' Professional Competency

Every university desired to have accurate positioning and occupy niche markets, developing a strategy to adapt the niche to university advantages is extremely important (Hamel & Prahalad, 2005). Bertschy et al. (2013) found that the strategies of instructors' professional competence included two models. The first was the "Curriculum, Sustainability, Competence, Teacher Training (CSCT) model". The second model pointed to learning as preparation for the future education for sustainable development (ESD), which showed the development of instructors' careers to meet the needs of future students. In order to improve and develop instructors' professional competence, the research showed that principals seem to implement

strategies in the form of “supervision”. The success of a strategy largely depended on leadership’s ability to build commitment, connect the right strategy, and vision, and manage the resources to support strategy implementation (Amari, 2013).

with the rapid development of Business English major, more and more researchers paid attention to Business English instructors, and their sources and requirements were discussed more and more. In addition, in order to help the development of Business English instructors, many researchers have proposed methods or strategies for professional development of Business English instructors. Bao (2019) pointed out two models for the development of Business English instructors. The first is the collaborative model, in which instructors cooperate with peers to make full use of their respective advantages and complete teaching activities together. Instructors can also learn from peers through classroom observations and further analytical discussions. The other is self-directed development, that is, instructors tap their own potential, realize self-learning according to their own needs, and self-reflect through their own teaching process. In addition to these two modes, Yuan (2009) proposed a third mode of training, including language training and professional training. This model requires regular training of instructors. Guo (2015) proposed a new teacher development model of “discipline development + professional skills + professional ethics”.

Research Methodology

Participants

In this study, 191 Business English instructors from 8 universities were selected as the target research participants in Hunan province, China. 191 participants come from first-class undergraduate and application-oriented major as well as top two private universities in Hunan province, China.

The proposed strategy was implemented in Hunan International Economic University to enhance Business English instructors’ professional competence. 39 Business English instructors in this university were used as participants. The implementation time from August, 2023 to January, 2024. The results of strategy implementation were used for discussion in this study.

Questionnaire Design

Through the systematic literature review of recent sources and structured interview from Business English experts and instructors, the questionnaire was constructed in this study. In order to ensure the validity of questionnaire, the researcher invited 5 experts to validate questionnaire items and measurement according to IOC system, Exploratory Factor Analysis (EFA) were conducted to ensure feasibility of questionnaire.

There were 44 questions in this questionnaire. The questionnaire consisted of four parts: The first part was demographic information, mainly including Business English instructors’ gender, teaching years, professional title, education background, major of highest degree. The second part was knowledge dimension, which included language knowledge, business knowledge, pedagogical knowledge, and information technology knowledge. In this dimension, there were 18 items, language knowledge and business knowledge had 4 items prospectively, pedagogical knowledge and information technology knowledge had 5 items prospectively. The third part was skills dimension, which included language skill, teaching skill, scientific research skill and practical skill. In this dimension, there were 17 items, language skill and teaching skill, scientific research skill had 4 items respectively, and practical skill had 5 items. The fourth part was attitudes dimension, which included cognitive concept,

teaching emotion and perceptual control. In this dimension, there were 9 items, cognitive concept, teaching emotion and perceptual control had 3 items respectively.

In this study, the researcher adopted quantitative method and qualitative method. Specific data collection methods were used according to every research objective, including content analysis, structured interview, Exploratory Factor Analysis (EFA) , Mean, standard deviation, multiple regression, 360-degree interview, Paired samples t-test.

Research Findings

For Research objective one: To assess the current level of Business English instructors' professional competency in Hunan province, China.

For this objective, Mean and Standard Deviation were used to assess the current level of Business English instructors' professional competency in Hunan province, China. Table 1 showed the current level of Business English instructors' professional competency in Hunan province, China.

Table 1: The Current Level of Business English Instructors' Professional Competency

Dimension	Mean	SD	Interpretation
Knowledge	.52	.59	High
Skills	.42	.39	Moderate
Attitudes	.14	.50	High
Language Knowledge	.29	.24	Moderate
Business Knowledge	.95	.13	Moderate
Pedagogical Knowledge	.80	.04	High
Information Technology Knowledge	.87	.93	High
Language Skills	.73	.86	Moderate
Teaching Skills	.37	.58	Moderate
Scientific Research Skills	.37	.81	Moderate
Business Practice Skills	.27	.64	High
Cognitive Concept	.19	.77	High
Teaching Emotion	.09	.77	High
Perceptual Control	.10	.76	High
Professional Competence	.66	.25	High

As can be seen from Table 1, the Mean value of attitudes was 4.14, which indicated the level of Business English instructors' attitudes was highest. The level of Business English instructors' skills was lowest (M=3.42, SD=0.39). The level of Business English instructors' knowledge was relative high.

For Research objective two: To determine to what degree the factors impact on Business English instructors' professional competency in Hunan province, China.

For this objective, multiple regression was used to determine to the degree of factors impact on Business English instructors' professional competency in Hunan province, China.

H1: The knowledge, skills and attitudes have significant impact Business English instructors' professional competency at universities in Hunan province, China.

H1.1: The knowledge, skills and attitudes have significant impact Business English instructors' professional competency at universities in Hunan province, China.

Table 2: Correlation Analysis of Factors Impact on Business English Instructors' Professional Competency

Correlation	11 Dimensions											
Influencing factor	K	K	K	TK	S	S	RS	RS	C	E	C	Business English PC
Knowledge	.582*	.461*	.662*	.452*	.116	.27*	.20*	.30*	.065	.018	.062	.866**
Skills	.268*	.119	.430*	.035	.494**	.510*	.594*	.585*	.036	.055	.022	.670**
Attitudes	.041	.031	.002	.001	.001	.018	.041	.051	.074*	.073*	.043*	.333**
Business English PC	.511*	.406*	.533*	.394*	.339**	.366*	.399*	.399*	.25*	.216*	.159*	

Note: Business English PC= Business English Professional Competence

LK=Language Knowledge BK=Business Knowledge

PK=Pedagogical Knowledge ITK= Information Technology Knowledge

LS= Language Skill TS=Teaching Skill

SRS=Scientific Research Skill BPS=Business Practical Skill

CC=Cognitive Concept TE=Teaching Emotion PC=Perceptual Control

According to the correlation analysis results in Table 2, it can be seen that business English instructors' professional competency had high positive correlation with knowledge, skills, attitudes.

Table 3: Multiple Regression Analysis of Factors Impact on Business English Instructors' Professional Competency

Independent Variables	Influence Factor		R^2			Significance
Language Knowledge	Knowledge	.341	.331	.203	.566	< 0.001
	Skills			.119	.038	.564
	Attitudes			.092	.037	.530
Business Knowledge	Knowledge	.219	.206	.954	.493	< 0.001
	Skills			0.230	0.080	.260
	Attitudes			0.072	0.032	.622
Pedagogical Knowledge	Knowledge	.475	.466	.043	.588	< 0.001
	Skills			.509	.193	< 0.001
	Attitudes			0.020	0.010	.858
Information	Knowledge	.22	.22	.830	.524	< 0.001

Technology Knowledge			31	18			
	Skills				0.416	0.177	0.013
	Attitudes				.005	.003	.965
Language Skill	Knowledge		.253	.241	0.148	0.101	0.146
	Skills				.167	.535	<0.001
	Attitudes				0.024	0.014	0.827
Teaching Skill	Knowledge		.276	.264	.077	.078	0.254
	Skills				.699	.476	<0.001
	Attitudes				.121	.105	0.092
Scientific Research Skill	Knowledge		.357	.347	0.035	0.025	0.699
	Skills				.254	.606	<0.001
	Attitudes				0.098	0.061	0.299
Business Pract	Knowledge		.347	.337	.087	.079	0.225

ical Skill	S kills				.905	.553	< 0.001
	A ttitudes				.001	.001	0 .988
ognit ive Conc ept	K nowledge	.527	.520	.086	.065		0 .239
	S kills			0.018	0.009		0 .867
	A ttitudes			.107	.724		< 0.001
eachi ng Emot ion	K nowledge	.539	.532	0.019	0.014		0 .791
	S kills			0.035	0.018		0 .739
	A ttitudes			.118	.734		< 0.001
ercep tual Cont rol	K nowledge	.168	.155	0.107	0.082		0 .259
	S kills			.087	.045		0 .538
	A ttitudes			.608	.403		< 0.001
rofes siona l ompe tence	K nowledge	.975	.974	.308	.713		< 0.001
	S kills			.2	.373		< 0.001

					4 0		
	Attitudes				.1 6 0	.32 0	< 0.001

In Table 2, the results of multiple regression analysis showed that knowledge, skills, attitudes had positive effect on Business English instructors' professional competence, among which the knowledge had the greatest impact on Business English instructors' professional competence, and the regression coefficient is 0.308. Secondly, skills had a greater impact on Business English instructors' professional competence, and the regression coefficient is 0.240. Attitudes had a low impact on Business English instructors' professional competence, and the regression coefficient is 0.160.

Language knowledge, business knowledge, pedagogical knowledge and information technology knowledge had positive effects on knowledge. Language skills, teaching skills, scientific research skill and business practical skill had positive effect on skills. Cognitive concepts, teaching emotion and perceptual control had positive effect on attitudes.

For research objective three: To propose and implement a strategy for enhancing Business English instructors' professional competency in Hunan province, China.

For this objective, based on descriptive findings from the level of Business English instructors' professional competence and correlation and regression analysis, the researcher conducted 3 steps for the development and implement of a strategy.

Step 1: The researcher developed a strategy for enhancing Business English instructors' professional competency in Hunan province, China.

Based on the results of correlation and regression analysis, the researcher developed a KSA strategy model for enhancing Business English instructors' professional competence, which was shown in Figure 1.

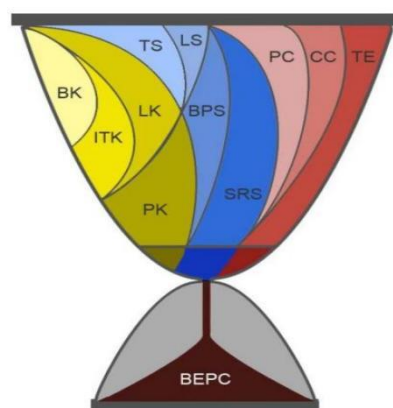


Figure 1: A KSA Strategy Model for Enhancing Business English Instructors' Professional Competence

This KSA strategy model was presented in an hourglass shape, which was divided into three factors in the top half, BEPC (Business English Professional Competence) was in the down half. The order of three factors was to plan according to the degree of factors that affect the professional competence of Business English instructors, which was knowledge, skills and attitudes. Only with all these three factors can the professional competence of Business English instructors be improved.

Three colors represented three factors in the Figure, the first part was yellow part, which was knowledge. Based on correlation analysis, PK (Pedagogical Knowledge), LK (Language Knowledge), BK (Business Knowledge) and ITK (Information Technology Knowledge) had correlation with Business English instructors' knowledge. The corresponding position and order of 4 dimensions related to the degree of affecting Business English instructors' knowledge. Based on the result of regression analysis, PK can mostly affect Business English instructors' knowledge, so, this order was PK, LK, ITK and BK.

The second part was blue part, which was skills. Based on correlation analysis, SRS (Scientific Research Skill), BPS (Business Practical Skill), TS (Teaching Skill) and LS (Language Skill) had correlation with Business English instructors' skills. The corresponding position and order of 4 dimensions related to the degree of affecting Business English instructors' skills. Based on the result of regression analysis, SRS can mostly affect Business English instructors' skills, so, this order was SRS, BPS, LS and TS.

The third part was the red part, which was attitudes. Based on correlation analysis, TE (Teaching Emotion), CC (Cognitive Concept) and PC (Perceptual Control) had correlation with Business English instructors' attitudes. The corresponding position and order of 3 dimensions related to the degree of affecting Business English instructors' attitudes. Based on the result of regression analysis, TE can mostly affect Business English instructors' attitudes, so, this order was TE, CC, and PC.

Step 2: The strategy would be checked and validated by 7 experts with rich research and management experiences in the English and educational administration field.

The KSA strategy has been checked and validated by 7 experts. All experts are professors or have doctoral degree, who has at least 20 years working experiences in the English-related and educational administration field. They also have rich teaching, research and management experiences and achievements. Thus, they have enough ability to validate the strategy and these experts' validation played a critical role before implementing the strategy into practice.

Step 3: The strategy was implemented in Hunan International Economics University in Hunan province, China.

Based on the KSA strategy model, the researcher developed an implement plan for enhancing Business English instructors' professional competence. The strategy was implemented in 3 steps, step 1 was to enhance Business English instructors' knowledge, the researcher implemented 4 training activities. Step 2 was to enhance Business English instructors' skills, due to the level of Business English instructors' skills was relative weak in the Business English instructors' professional competence, the researcher implemented different activities for enhancing each dimension of skills. For enhancing Business English instructors' scientific research skill, training was implemented firstly. And then, three activities were implemented, such as : cooperate with applying for research project, curriculum development, developing textbook. For enhancing Business English instructors' business

practical skill, the researcher provided opportunities for Business English instructors to enterprises and encouraged them to guide business practice projects. For enhancing Business English instructors' teaching and language skill, the researcher implemented training, teaching seminar and teaching competition. Step 3 was to enhance Business English instructors' attitudes, the researcher implemented 1 training activity. The detailed contents of strategy implementation were shown in Figure 2.

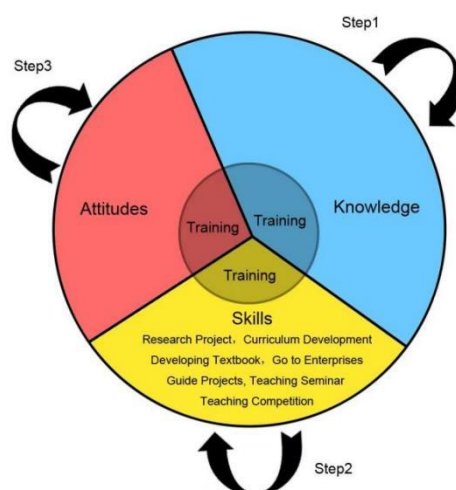


Figure 2: The Detailed Contents of Strategy Implementation

For research objective four: To evaluate the Business English instructors' professional competence before and after implementing the strategy in Hunan International Economics University in Hunan province, China.

For this objective, firstly, after implementing the strategy, the researcher retested Business English instructors' professional competence. A paired samples T-test to check the pre-test and post-test results of Business English instructors' professional competence. Secondly, the researcher reported the effect of strategy from 360-degree feedback, such as: the feedback from Business English instructors, teaching supervisors, students, and enterprises.

H2: There's significant difference between Business English instructors' professional competencies before and after the researcher implemented a strategy for enhancing Business English instructors' professional competency in Hunan International Economics University.

The researcher used paired sample T-test to assess Business English instructors' professional competency after implementing the strategy. The results was shown in the following table, which indicated Business English instructors' professional competency in Hunan International Economics University was improved

Table 3: The Paired Sample T-test of Business English Instructors' Professional Competence with Pre-test Questionnaire and Post-test Questionnaire

	M	S		P
Pre-test Business English instructors' professional competence - post-test Business English instructors' professional competence	0.172	0.142	7.532	<0.001 ***

N=39, ***p<0.001.

The data in Table 3 showed that after the implementation of the strategy, Business English instructors' professional competence has been significantly improved.

Moreover, related report come from the 360-degree feedback, such as: the feedback from Business English instructors, teaching supervisors, students, and enterprises. All the feedback proved the effectiveness of the strategy implementation.

Discussion

Factors that Affect Business English Instructors' Professional Competency

Through the systematic literature review, this study concluded that the factors that affect the professional competence of Business English instructors were knowledge, skills and attitudes. Business English instructors' knowledge contained language, business, pedagogy, and informational technology. Business English instructors' skills contained language, teaching, research, and practice. Business English instructors' attitudes contained cognitive concept, teaching emotion, perceptual control.

Through the expert validation of questionnaire and the exploratory factor analysis method determined that the factors affecting the professional competence of Business English instructors were knowledge, skills, and attitudes once again. The principal component analysis method was carried out to analyze 11 principal components. The analysis results showed that there was an internal relationship between all variables, and the relationship between each principal component and the original variable could be clarified. Moreover, the correlation coefficient between each question in the questionnaire and the principal component is greater than 0.5, which can be regarded as the composition of the principal component. Then, the maximum variance method is used for analysis. The analysis results showed that all the questions corresponding to the principal component are correct.

In a word, It was reasonable and feasible to conclude that affect the factors of Business English instructors' professional competence were knowledge, skills and attitudes.

Current Level of Business English Instructors' Professional Competency in Hunan province, China.

Through the questionnaire survey of 191 Business English instructors from 8 higher universities in Hunan province, China. This study found that the score of Business English instructors' attitudes was the highest(M=4.14), indicating that Business English instructors' attitudes is very positive. Ulug et al., (2011) claimed that instructors' positive attitude impacted students' learning motivation, attitude towards school and homework, students' self-confidence, and thus affect the development of students' personality. It was found that

instructors' positive attitude had a positive effect on students' individuality and life performance.

In terms of knowledge, this study found that the Mean score was 3.52, which ranked the second level among the three influencing factors. From the results of data analysis, business knowledge of Business English instructors was relatively weak ($M=2.95$). In addition, the Mean score of Business English instructors' language knowledge was 3.29. Business knowledge and language knowledge were less than 3.5, indicating that Business English instructors' professional competence were at a moderate level. In the literature review, some researchers done research on the professional competence of Business English instructors, they mentioned the importance of business knowledge for Business English instructors and pointed out business knowledge of Business English instructors was shortage and the language knowledge of Business English instructors with business education background was shortage. For example, Wang & Ge(2016) claimed that business knowledge is interdisciplinary knowledge for foreign language teachers, and the mode of compound Business English major is "English + business", which teaches business knowledge in English and improves English skills in business knowledge. Therefore, instructors need to have both language knowledge and business knowledge. It is not very easy to enhance Business English instructors' business knowledge in the short time. Especially, it was also not very easy for Business English instructors with business education background to enhance their language knowledge.

In terms of skills, this study found that the Mean score was 3.42, which ranked the weakest level among the three influencing factors. From the results of data analysis, the level of business practice skill of Business English instructors was weakest ($M=3.27$). Except for language skill, business practice skill, teaching skill and scientific research skill were at the moderate level.

About Business English instructors' business practice skill, Karatsiori M(2016)claimed that Business English instructors need to have industry experience and business practical skill . Before the implementation of strategy, Business English instructors' business practice skill was in the moderate level. Through cooperating between Business English instructors and enterprises, Business English instructors have achieved some results. However, due to the short implementation time of the strategy and the impact of the evaluation of Hunan International Economics University by the Ministry of Education, the university did not allow instructors to take temporary job training and other activities in enterprises from August 2023 to January 2024. So, the business practice level of Business English instructors was still in the moderate level.

About Business English instructors' language and teaching skill, which applied good teaching methods in the class and improve the effectiveness of teaching. Business English instructors should focus on cultivating basic skills and adapting to the characteristics of each student (Pahrudin et al, 2016; Himawan, 2016; Trilling & Fadel, 2009). Under the fierce competition in the cultivation of talents, Business English instructors must have integrated teaching skill of a blend of language and disciplinary content, cross-cultural foreign language teaching skill, critical thinking of language teaching skill (Hu &Sun, 2006). Thus, it was necessary and important for Business English instructors to improve teaching skill.

About Business English instructors' scientific research skill, Business English was an interdisciplinary subject, and the scope of scientific research projects can be language, business, or a combination of language and business. However, for Business English instructors with a short teaching experience, they had less scientific research experience and less achievements after taking good account of teaching tasks. It was also difficult for qualified Business English instructors to apply for high-level scientific research projects. After the

implementation of this strategy, the researchers organized training activity to provide Business English instructors with some guidance for scientific research, broaden their ideas for scientific research, and the instructors also obtained some gratifying results. However, due to the short time for the implementation and evaluation of the strategy, if there was more time in the future, it was suggested to give Business English instructors more opportunities to attend some high-grade academic conferences in the industry outside the university and encourage instructors to report topics together with experts outside the school, learn from each other and make progress together.

Extent to Knowledge, Skills and Attitudes Influence Business English Instructors' Professional Competency in Hunan province, China.

Professional competence was often defined as the level of integration of knowledge, skills and attitudes (Stoof et al., 2002; Tigelaar et al., 2004). In this study, the conceptual framework was based on KSA model. KSA, as an educational model, aimed to identify design education disciplines by decomposing them into manageable factors. Three factors could be divided according to different aspects of control design education: knowledge, skills and attitudes. Professional competence was the integration of knowledge, skills and attitudes, $PC=(K+S)^A$ (Chu, 2016). Knowledge was made up of facts, such as information obtained in education and teaching. Skills referred to the executive ability necessary to complete certain tasks and jobs. Attitudes were personal characteristics such as creativity, productivity, and confidence (Kunter et al., 2013).

From these studies, it could be seen that the factors affecting instructors' professional competence were usually putting knowledge first place. According to the results of regression analysis in this study, knowledge, skills, attitudes, among which knowledge dimension had the greatest impact on Business English instructors' professional competence, and the regression coefficient was 0.308. Secondly, skills had a greater impact on Business English instructors' professional competence, and the regression coefficient was 0.204. Attitudes had a low impact on Business English instructors' professional competence, and the regression coefficient was 0.160.

Therefore, the sequence of factors affecting Business English instructors' professional competence in this study was consistent with the framework of this paper. First was knowledge, second was skills, and finally was attitudes. According to the results of data analysis, the overall attitudes of Business English instructors was good.

Conclusion

This research took 8 universities as a research object in Hunan province, China. The research objective was to assess the current level of Business English instructors' professional competency and determine to what degree the factors impact on Business English instructors' professional competency, propose and implement a strategy for enhancing Business English instructors' professional competency, finally, evaluate the effectiveness before and after implementing the strategy in Hunan province, China. According to every research objective, the brief conclusions were summarized as follows: 1) Business English instructors' overall recognition of professional competence was at a high level, among which the recognition of attitudes was the highest level ($M=4.14$). The Mean score of knowledge was 3.52, which ranked the second position in three dimensions. The level of skills was 3.42, which was the lowest level. 2) Business English instructors' professional competency had high positive correlation with knowledge, skills, attitudes. The results of multiple regression analysis

showed that knowledge, skills, attitudes had positive effect on Business English instructors' professional competence, among which the knowledge had the greatest impact on Business English instructors' professional competence, and the regression coefficient was 0.308. Secondly, skills had a greater impact on Business English instructors' professional competence, and the regression coefficient was 0.240. Attitudes had a low impact on Business English instructors' professional competence, and the regression coefficient was 0.160. 3) Based on the results of correlation and regression analysis, a KSA strategy was developed for enhancing Business English instructors' professional competence. The feasibility of KSA strategy was checked and validated by 7 experts. 4) After the implementation of the strategy of this study, 39 Business English instructors were surveyed again, in addition to the business practice skill, which was still at the moderate level, the other dimensions had been greatly improved.

Acknowledgments

This work was supported by China Association of Higher Education, 2023 Higher Education Scientific Research Project: Research on Innovation of Production-Teaching Integration and Collaborative Education Model for Business English Majors under Digital Economy, High Education Association (2023) 100: 23WYJ0307.

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